

SPCSA CHARTER PROPOSAL COVER SHEET

Identify the **primary point of contact** for your team. Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your team receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: Kathryn Singer

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Fax Number: _____ Email: pkjs99@earthlink.net

Name of team or entity applying: Vector Academy (Name change from FLEX Academy of Southern NV)

- Track A
 Track B
 Track C
 Track D

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

Vector Academy's mission is to demonstrate excellence in academic achievement, grades 6-8 by implementing a research-based, data-driven, personalized, blended-learning curriculum correlated to Nevada Core Standards and the Nevada Ready Initiative. The proficiency-based curriculum is delivered through technology, project-based instruction, flexed assignments, and a personalized academic plans meeting the academic needs of each student in mathematic; science; language arts; social studies, a global perspective; and communication competencies. Vector Academy is in Clark County, Nevada in a brick-and-mortar setting with a staff highly trained in personalized instruction, blended-learning models and computer integrated curriculum while implementing an individualized academic program. Parents and the community are encouraged to become active participants in the education of their children and an active participant in the school community.

Names, roles, and current employment of all persons on applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Kathryn Singer	Middle School Principal, Retired	Director
Kathy LeFevre	Balanced learning Consultant and Trainer/ Computer curriculum specialist	Governing Board
Rebecca Hagenbeck	Special Education Consultant and ARL Mentor	Governing Board
Patrick Fitzgerald	Mathematics Consultant/Trainer Middle School Mathematics Teacher	Governing Board
Kaylie Fritzler	Small Business Owner	Governing Board

Does this applicant team, 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 applicant team, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2015-16 or 2016-17 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
Vector Academy	2017	6 and 7	6, 7, 8

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K						
1						
2						
3						
4						
5						
6	225	225	250	250	250	250
7	225	225	225	250	250	250
8	0	225	225	225	250	250
9						
10						
11						
12						
Total	450	675	700	725	750	750

Nevada law currently permits an operator to contract with for-profit and non-profit education management organizations and education service providers.

Does the proposed school intend to contract or partner with an education management organization (EMO) or education service provider (ESP) or other organization to provide school management services? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, identify the EMO/ESP:	

Effective January 1, 2016, Nevada law will also permit authorizers to enter into charter contracts to nonprofit charter management organizations which directly hold a charter in another state as well as to Nevada non-profit corporations formed for the purpose of applying for a charter in conjunction with such a CMO.

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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, identify the CMO and any affiliated NV non-profit:	

Applicant Certification:

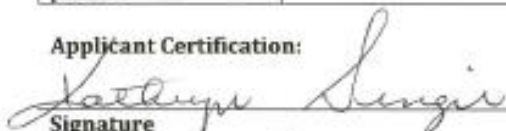


 Signature _____ Date July 9, 2016

 Printed Name: _____

Table of Contents

Executive Summary	5
Meeting the Need	8
TARGETED PLAN	8
PARENT AND COMMUNITY INVOLVEMENT	9
Academic Plan	14
MISSION & VISION	14
TRANSFORMATIONAL CHANGE	16
CURRICULUM & INSTRUCTIONAL DESIGN	21
PROGRAMS OF DISTANCE EDUCATION (Distance Education Applicants Only)	33
PRE-KINDERGARTEN PROGRAMS	33
HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (High School Applicants Only)	34
DRIVING FOR RESULTS	34
AT-RISK STUDENTS AND SPECIAL POPULATIONS	42
At-Risk Students	43
Special Education	45
English Language Learners	49
Homeless/Migrant Services	51
SCHOOL STRUCTURE: CULTURE	52
SCHOOL STRUCTURE: STUDENT DISCIPLINE	57
SCHOOL STRUCTURE: CALENDAR AND SCHEDULE	64
A DAY IN THE LIFE & SCENARIOS	66
OPERATIONS PLAN	74
LEADERSHIP TEAM	74
STAFFING	77
Proposed New School	78
HUMAN RESOURCES	78
STUDENT RECRUITMENT AND ENROLLMENT	86
BOARD GOVERNANCE	92
INCUBATION YEAR DEVELOPMENT	100
DUAL-CREDIT PARTNERSHIPS	101
SERVICES	101
FACILITIES	105
ONGOING OPERATIONS	107
FINANCIAL PLAN	108

Attachment 1 109
Attachment 2 112
Attachment 3 116
Attachment 4 119
Attachment 5 121
Attachment 6 122
Attachment 7 125
Attachment 8 126
Attachment 9 159
Attachment 10 167
Attachment 11 178
Attachment 12 179
Attachment 13 181
Attachment 14 182
Attachment 15 190
Attachment 16 194

Executive Summary

The PURPOSE of Vector Academy is to improve the achievement of all students at the middle school level regardless of economic, social, and ethnic origin by offering an innovative, data driven method of instruction and personalized learning.

The MISSION of Vector Academy is to establish an opportunity for all students to develop skills in communication, collaboration, problem-solving, and building social relationships through a personal learning format with an emphasis in global citizenship and career opportunities in the 21st Century.

The VISION of Vector Academy is to develop excellence in academic achievement that focuses on the educational model for middle school students based upon each student's Personal Plan for Academic Growth (PPAG). The delivery of proficiency-based, data-driven instruction through technology, projects, small group instruction, flexed assignments and the PPAG by highly qualified instructors and staff is designed to ensure improved academic achievement.

The TARGETED community and the NEED have been identified as the Northern and Central geographical regions of Las Vegas, Nevada and North Las Vegas, Nevada. The targeted student population includes middle school students in grades six (6), seven (7), and eight (8). The targeted skills necessary for employees in the near future are those in technology, critical thinking, communication, problem-solving and computer literacy. Vector Academy recognizes that the current education system in Nevada, and Las Vegas in particular, is in dire need of an alternative learning environment that meets the needs of the changing and growing economy. The blended learning educational program Vector Academy recommends is facilitated through Edgenuity. It is research-based, data proven and standards-based education program designed to improve academic achievement in all skills and those career skills identified by Vector Academy.

The expected OUTCOMES are:

- Student mastery of skills that qualify them for opportunities in technical high schools, community colleges, and accelerated high school programs that result in careers in the development, growth and changes in business opportunities
- Provide the skill sets to close the gap in IT education
- Improve the success of college students as colleges transition to personalized learning strategies
- Become a mentor charter school for other start-up educational, personalized learning institutions

The KEY COMPONENTS of Vector Academy are founded on the principles of personal learning using a curriculum that reinforces an environment that meets the individual needs of each student. Additionally, the learning experience is targeted to the specific interests of the student.

The PHILOSOPHY of Vector Academy and KEY COMPONENTS of the curriculum are founded upon the principles of Michael Horn and his book called DISRUPTIVE INNOVATION to IMPROVE SCHOOLS and ACADEMIC OUTCOMES. The vehicle for personalized learning in the Vector Academy model is called blended learning that includes a variety of learning methods, including *rotation stations, the flipped classroom, individual rotation (A La Carte), and lab rotations*. Projects are interdisciplinary and emphasize skills such as teamwork and communication. Teamwork projects are co-taught and may span a week or more. *Rotation* models include one station of project

learning, one station of group problem-solving, one research station and one station of small group instruction. *Individual Rotations* offer students the ability to rotate through stations with different learning strategies. Strategies designed to reach individual goals are determined by a student menu developed through collaboration with the teacher, the students, and the parents on a weekly basis. *Lab Rotations* offer opportunities for groups of students to collaborate to come to solution to problems presented to the groups at a variety of stations.

Small group and one-on-one individualized instruction is provided according to the students' needs. Alternative, innovative learning strategies like these meet the needs of ALL student abilities, including the gifted learner, the innovative learner, the ELL learner and the students with disabilities learner. The Curriculum offered by Edgenuity accommodates remediation when necessary and advancement as needed for all students of all abilities. It is an online curriculum offered in a brick and mortar setting that meets the SPCSA goals of the Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF). Data collected at the end of each day determines the student progress towards individual weekly goals. Daily data collections integrated into the Edgenuity program track trends illustrating improved school achievement levels and/or declines in targeted areas for individual students and for the school. All work is supervised on site by licensed and highly qualified teachers, who assign projects, homework, instructional sessions, and are responsible for grades and individual student progress.

Each Friday, the student, teacher and parents (as available) meet to view the student data and progress toward the previous week's pre-determined goals/objectives and individual learning strategies to accomplish those goals/objectives. A new plan, new goals/objectives, and new instructional strategies are developed for the upcoming week in a Personal Plan for Academic Growth (PPAG).

The VALUES of the leadership team are:

- Every student can develop talents, skills, character and a passion for learning in a personalized learning setting through a PPAG.
- Successful students are students engaged in higher thinking skills and strategies.
- Successful students are critical thinkers.
- Successful students learn by using all three modalities, cognitive, affective, and psychomotor to reach mastery to reach goals.
- Successful students are involved in the community through community projects and internships.
- Successful students have a respect for home, family, and country.
- Successful schools have a community that works together for the common goals, mission, vision, purpose, and values of the school.

COMPETENCY QUALIFICATION: School Leadership Team: Vector Academy

Leadership competency qualifications required for Vector Academy of Personalized Learning are described below. Competencies in the areas of leadership are imperative to meet the mission, vision, academic and social goals of Vector Academy.

- **Shared Vision:** Recognizes a new educational program is necessary for student academic and career success in the future and recognizes the need of the target community
- **Team Leadership Skills:** Recognizes that the talents of the professionals on the Committee to Form are specialized and diverse and recognizes the need to *collaborate, communicate,*

problem-solve, negotiate, be creative and come to resolution in developing and maintaining a high quality charter school that meets the needs of the students and the community

- **Character:** Recognizes that *honesty, integrity, respect, flexibility, common values, and operates from strong ideals and beliefs about education* and the needs of the target community
- **Curriculum and Instruction:** Recognizes that a strong belief that *creative thinking, technology, and alternative educational instructional strategies in combination with standard based instructional strategies, and values experience in the educational practices* result in higher academic achievement and meet the needs of the target community
- **Business/Managerial Skills:** Recognizes that knowledge and business/managerial experience, a proven record in systems structures, financial responsibilities, human resources, operation n organization
- **Global Perspective:** Recognizes that education if the 21st century requires a new perspective and an alternative path to academic achievement and career success
- **Community Connections:** Recognizes that members of the business community, social community, family community, and school community are stakeholders in the academic success of the target community
- **Communication:** Recognizes that strong lines of communication with all stakeholders ensures a positive workplace, student success, and the respect of an inclusive the target community
- **Professional Awareness:** Recognizes a need to remain informed of external and internal issues that impact schools change agents in the areas of policies, practices, and procedures

Key LEADERSHIP ACCOMPLISHMENTS of the Committee to Form include a retired Middle School Principal and former Nevada Middle School Principal of the Year; an education computer, curriculum, and blended learning specialist and trainer; a mathematics consultant, mentor, and teacher; and a special education Alternative Route to Licensure (ARL) mentor, special education facilitator, and special education teacher. An accountant for Somerset Charter School and a business owner and tax consultant are currently working in advisory positions to the Committee to Form.

Key SUPPORTERS, PARTNERS, and RESOURCES:

Dr. Tamar Poisner, PhD. President ActionMath Curriculum, Oakland, CA

Jennifer Perry Enterprises, Salt Lake City, UT

Boyer Development Group, Brent Pace, Salt Lake city, UT

Monica Gilfillan and Lynettee McVay, Edgenuity Consultants

Meeting the Need

TARGETED PLAN

- (1) Identify the community you wish to serve and describe your interest in serving this specific community.

The targeted student population of Vector Academy is students in grades six, seven, and eight who reside in the northern and central geographic region of Las Vegas and North Las Vegas who express interest and passion in pursuing a life-long career in IT, information systems, scientific innovation, or communications. Vector Academy will prepare students to fill the needs of businesses and industries requiring a skill set for the specific domains listed above. All students of this age, regardless of socioeconomic status, educational ability, and ethnic background, who reside in Nevada are welcome to apply for admissions. Acceptance will be determined by lottery in accordance with state statute.

Vector Academy recognizes the need for a workforce in the state of Nevada that possesses mastery of technology, communication, problem-solving, computer literacy, and critical and analytical thinking skills necessary for a career in the field of IT. According to Dennis Bonilla, Executive Dean of the University of Phoenix College of Information Systems and Technology, “Las Vegas is quickly becoming an IT-Centric economy. In fact, Clark County is home to more than 35,000 IT professionals, a figure expected to grow by more than ten percent by 2023.¹” Mr. Bonilla continues by indicating that to close a gap in a qualified workforce, leaders in education and business must work together to prepare the next generation of skilled workers in the IT field. This need provides a great opportunity for educators to adjust their programs of instruction to meet this need in the IT career paths in Las Vegas. In focusing on helping students develop these critical skills, Vector Academy is meeting the mission of the SPCSA by preparing students for college and career success, particularly in the Las Vegas area, where the need is great.

Committee to Form members are all residents of the targeted community, and have professional experience that mirrors the concerns of Mr. Bonilla, and are excited about and dedicated to the formation and success of Vector Academy to help fill this critical need.

Vector Academy will also work to improve the overall educational performance of students, a need pointed out in an article in Education Week in December, 2015, which states, “This year, Nevada finishes 51st among the 50 states and the District of Columbia, with an overall score of 65.2 out of 100 points and a grade of D²” in the 20th annual edition of Quality Counts—indicating room for educational improvement in the state.

- (2) Explain how your model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

The Committee to Form for Vector Academy is passionate about providing the educational experiences to meet the above outlined needs through a blended learning model, which is detailed

¹ Bonilla, D. (2016, January 2). Skills Shortage: CES highlights need for IT workers. *Las Vegas Review Journal*, p.E1.

² Shreck, Stephanie S. and Latifi, S.Hahram. (2016). K-12 Computer Education Deficiencies in Nevada., March 17, 2016. University of Nevada, Las Vegas. <https://www.researchgate.net/publication/266588813>.

extensively in the Curriculum and Instructional Design section, which begins on page 21. The blended learning model meets the missions of the SPCSA, the Nevada Department of Education, and Vector Academy by:

- A. Providing a data-driven standards-based curriculum of high quality and innovation, offering both immediate assessment capabilities and long term assessment evaluation of student progress, teacher growth, professional development needs and school evaluations.
- B. Providing a student-centric philosophy by evaluating the progress of each student and developing a Personal Plan for Growth (PPAG) for each student enrolled in this charter school that is monitored and reevaluated weekly based upon the data collection in bullet A above.
- C. Providing high quality, innovative and varied educational foundations in mathematics, English, science, history, health, and physical education.
- D. Providing opportunities for student growth in academics and social skills in addition to a pathway to higher education and career choices.
- E. Providing a variety of opportunities that address a variety of student learning modalities. We know that methods by which we learn vary by the differences of all individuals³.
- F. Providing opportunities for parents/guardians/community to provide support for students, families, and charter school.
- G. Providing competency skills resulting in an increased graduation rate⁴ and preparedness to work in the IT industry.

The Committee to Form has selected to serve middle school students for a variety of reasons, which include their emerging interests in career choice, ability to work independently with oversight to master content, it is a time in life when developmentally they are wanting to take more responsibility for themselves, and it is a good time to help develop skills that are necessary for success in later academic and professional pursuits, a real need in today's society (see footnote 1, on page 8).

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.

³ Horn, M. B., & Staker, H. (2014). *Blended: Using disruptive innovation to improve schools*. San Francisco, CA: Jossey-Bass, A Wiley Brand.

⁴ Lawrence-Turner, J. (2014). Spokane High School Graduation Rates Hit 83 Percent. *The Spokesman Review*, December 12, 2014. Accessed at <http://www.spokesman.com/stories/2014/dec/12/spokane-high-school-graduation-rates-hit-83/>.

According to a recent Gallup Student Poll⁵, “A tenth of American students are really struggling and... engagement drops as students age because older students feel less cared for by adults and see less value in their own work.” Middle school is often a time when parents become less engaged in participating in volunteer and other opportunities at the school level, and Vector Academy will work to keep parents involved through various strategies and opportunities.

In addition to a student-centric, high interest, challenging blended learning curriculum, it is essential to academic success that parents, community, and adult participation at home, school, and in the community are integrated into the daily operations of the school. Together with members of the community, Committee to Form, guidance from the Every Student Succeeds Act, the Nevada Revised Statutes, and current research a comprehensive plan is being developed and will continue to be refined by stakeholders to achieve maximum community and parent involvement.

To date, Vector Academy has developed a network of parents and community supporters to participate in the planning of the proposed charter school. Two parents from the targeted community are on the Committee to Form. Other community members involved with the school, as Committee to Form members or in an advisory capacity include a business and account director from Somerset Charter School in Clark County, an IT specialist, a curriculum specialist, a former private school director, a special education specialist, an attorney and a former middle school administrator. Each member of the Committee to Form leads a subcommittee of parents and community members in the following planning groups: Business Advisory, Legal, Community Outreach, Curriculum Review, Special Education, Technology, Finance and Budget, Business Partnerships, Social Media Communications, Research, and Facilities and Operations.

(2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

It is the intent that the subcommittees listed above remain in place once the charter is approved through the opening of the school and possibly continue in a revised form based upon the needs of the school. Additionally, surveys of parents and community members will be a source of information in evaluating school priorities, programs, concerns, and identifying necessary improvements. Vector Academy will also hold informational meetings and community discussion groups.

Creating a vibrant school culture during the planning and incubation time of Vector Academy is a high priority of the Committee to Form. Getting the community at large, and potential students and their families in particular, excited about and engaged in helping with opening preparations is one facet Vector Academy will employ. Initially, there will be community open houses introducing the mission, vision, and educational program of the school, where a list of interested students and families will be generated, with ongoing communication through email and social media outlets to keep the community abreast of progress, activities, and volunteer opportunities. The school community will participate in determining school colors, school mascot, and school uniforms. Vector Academy will create a parent organization (similar to or a precursor of a PTA), that will

⁵ Brenneman, R. (2016). Gallup Student Poll Finds Engagement in School Dropping by Grade Level. *Education Week*, accessed at <http://www.edweek.org/ew/articles/2016/03/23/gallup-student-poll-finds-engagement-in-school.html>

provide support through the planning and implementation of activities and fundraising. Parents, as well as members of the community, will also assist in setting up facilities, human resources, installation of IT equipment and in compliance with NRS 392.4575 facilities at the school will be available for committee, parent and community meetings.

(3) Describe how you will engage parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Since 1989, Nevada has enacted nine laws pertaining to parent involvement. Assembly Bill 224 (AB 224) created the Office of Parent Involvement and Family Engagement. It is recognized that parent and family involvement in the schools and education of students improves achievement⁶. With this in mind and the above mentioned committees in place, Vector Academy encourages family and community partners to participate in cultural celebrations, family nights, volunteering at the school, chaperoning fieldtrips, participating in lunchroom and recess supervision, encouraging and helping with intramural and extra-curricular activities, communicating with teachers and collaborate to form their student's Personal Plan for Academic Growth (PPAG), attending parent-teacher conferences, participating in PTA and fundraising activities, assisting with career information and career programs with internship opportunities, data analysis, technology training, assisting in computer labs, assisting with target academic projects, and participating in mentoring programs.

Communications with the school community will be through phone messages, social media, newsletters, and informational meetings to be held at different times and on different days, allowing an opportunity for participation for all who so desire.

With these opportunities for parent, family, and community partnership, through appropriate vetting and training of volunteers, students will enjoy interaction with an increased number of adults who care about and assist in their academic success. Families will be asked to volunteer a number of hours that is personally meaningful to them, but will not be required to volunteer a set amount of hours.

(4) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. 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. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Helping students and families access the community resources they may be in need of is important in helping students reach academic success. If basic needs are not being met, it is difficult to progress academically. The guidance counselor at the school will compile a directory of community resources and how to access them, and work in conjunction with school administration and the PTA to develop relationships with these various community organizations. Vector Academy is also looking to build partnerships with other organizations and businesses that can help in meeting the

⁶ Glasgow, N. A., Whitney, P. J. (2009) *What SUCCESSFUL Schools Do to Involve Families: 55 Partnership Strategies*. Newbury Park, CA: Corwin Press & National Association of Secondary Principals.

mission and vision of the school. Currently, there is one partnership in place with MathAction, an organization that works with teachers to implement rigorous mathematics content using globally-focused projects that integrate online personalized learning to ensure that every student engages in math activities that are relevant, exciting, and challenging (see Attachment 1, page 109). A letter of support from Edgenuity is also contained in Attachment 1, page 110. Additional partnerships Vector Academy is working to establish include the following:

- Community Libraries---Vector Academy personnel intends to offer training to library personnel in the online curriculum program to assist students without Wi-Fi and/or computers at home in completing assignments for their PPAG.
- Local Technical High Schools---Vector Academy intends to develop partnerships with magnet trade and technical schools for future enrollment, mentoring programs, and internship opportunities for the students at Vector Academy.
- YMCA---Vector Academy intends to develop a relationship with the YMCA in an effort to provide after school programs on-site for students requiring supervision until parents/guardians return from work. Tutoring services may be available in addition to scheduled use of computer time for students.
- Opportunity Village---Vector Academy intends to develop a community partnership for students with special needs to pursue career internships and to act as a community partner for the Special Olympics.
- Vector Academy intends to develop relationships with local businesses such as Tanked with founders Raymer and Wayde King, entrepreneurs for the Animal Planet to help students see how the skills they are learning at Vector Academy can be applied in the real world.
- District Middle School---Vector Academy intends to work cooperatively with each student's district boundary school to provide opportunities for participation in sports, as well as fine arts and other classes not available at the charter school.
- Universities---Vector Academy intends to work in cooperation with the local universities and the Colleges of Education to recruit student teachers to learn about and participate in the blended learning programs.

(5) Describe the group'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, community, and broader city?

Vector Academy believes that traditional public and charter schools can learn from and help each other to promote the greatest academic achievement for all students. To that end, Vector Academy Committee to Form members have made visits to local public middle schools, as well as schools using an integrated blended learning program in other states to take what is working and build on it. Using the good relationships Committee to Form members have with people in the Clark County School District as a basis for working together, it is anticipated that over time the local schools will visit Vector Academy and adopt strategies working for students in a blended learning environment.

The targeted middle school students and parents reside in the Northern and Central geographical regions of Las Vegas and North Las Vegas. Site visits to local public schools (Brinley Middle School in Northwest Las Vegas and Burkholder Middle School in South Central Las Vegas) by members of the Committee to Form demonstrated blended learning instructional programs currently in use. Data from Burkholder Middle School as well as from Edgenuity Instructional Technology suggest that the program/instructional strategies proposed by Vector Academy yield academic gains and interest in relevant career paths. At this time however, there is not a school in the target community that is implementing blended learning to the extent Vector Academy is going to.

Another indicator of the ongoing need for additional schools in the community comes from the University of Nevada Las Vegas (UNLV) Lee Business School Center for Business and Economic Research (CBER). As reported by the Las Vegas Review Journal on March 27, 2016, “The taxable sales, gross gaming revenues and nonfarm employment compose what the CBER calls the Coincidnet Index.”⁷ The CBER index indicates that there are no signs of a downturn in the economy and growth of Southern Nevada. The Clark County School Districts reports that it will open two new elementary schools in Northwest Clark County in 2017-2018, and a state-sponsored charter school will open in the 2016-2017 school year. Clark County School District has no plans to open new middle schools for this area during this same period of time.

All members of the Committee to Form work and live in the Las Vegas area, and are well connected with various community groups, organizations, and five members of the Committee to Form are currently or former teachers and administrators in the Clark County School District.

(6) Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development. If the group is new to Nevada, describe how your previous work has prepared you to establish relationships and supports in this new community.

The Committee to Form has partnered with several individuals and companies to help with the planning and establishment of the school.

Vector Academy has contracted with Jennifer Perry Enterprises located in Salt Lake City, Utah, to assist in compiling and editing information from the Committee to Form for the charter document. She is well respected for her work in helping start charter schools in Utah, and came into contact with committee members through the Association of American Educators. She also provides valuable insight about the logistics, challenges, and best practices in starting a new charter school.

The Boyer Company, also located in Salt Lake City, Utah, has provided some guidance on facilities development, and may eventually be the developer of the Vector Academy facility. The Boyer Company has previously developed other charter school facilities in the Las Vegas area, including one of the Somerset campuses.

Will Harty, the CFO of Somerset EMO, is serving as a budget consultant. His ongoing involvement in Vector Academy is unknown at this time.

⁷ Las Vegas Review Journal. “Signs positive for Southern Nevada”. March 27, 2016. Section B. p.5

Academic Plan

MISSION & VISION

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

- (1) Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.

Vector Academy will provide all students with the opportunity to develop skills in communication, collaboration, problem-solving, and positive social interactions through the modular format of blended learning with an emphasis in global citizenship and career opportunities in the 21st Century.

Curriculum, activities, and school culture will be selected, planned, and developed which foster development of the four skills defined in the mission statement. Vector Academy will always ask the question "How does this help us meet the mission and vision of the school?" when evaluating curriculum, activities, or programs, and if the answer is not clear and immediate, it will not be implemented. Teachers will be trained to ask the same question as it relates to instruction and activities in individual classrooms, leading to a conscious awareness of meeting the mission of the school on a daily basis.

- (2) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society.

Vector Academy will demonstrate excellence in academic achievement in the educational community that focuses upon a blended instructional model in grades six, seven, and eight, based upon each student's Personal Plan for Academic Growth (PPAG). The data-driven, blended learning course content correlates to the Common Core State Standards, the Nevada Academic Content Standards and state approved curriculum. The delivery of the proficiency-based, data-driven instruction is through technology, projects, small group instruction and projects, and flexed assignments which are directed specifically to each student's needs in math, science, language arts, social studies, and physical and health education as defined in his or her PPAG by highly qualified teachers who have an understanding of innovative and disruptive curriculum. Extensive professional development opportunities will be available in the areas of innovative, disruptive curriculum, student social skills management, data collection and technology-based course content and assessments. All learners are encouraged to enroll in Vector Academy. Parents and community members are strongly encouraged to be active participants in the school and active partners in their child(ren)'s education.

When students develop good communication, collaboration, problem-solving and networking with colleague's skills, they are better able to function and be productive members of their families, schools, community groups, and in society at large. When students take the academic skills and knowledge they are being taught and apply them with these skills, it is anticipated they will make significant contributions to the arts, sciences, social sciences, and society as leaders, developers, mentors, and entrepreneurs.

(3) Articulate clear guiding purposes and priorities which are meaningful, measurable, and attainable.

The guiding purposes and priorities of Vector Academy are as follows:

- Each student can and will develop the intelligences, talents, skills, character and passion for learning in a disruptive, innovative environment for 21st century success;
- Instruction will be blended for each student through the PPAG;
- Students are engaged through analysis, positive social interactions, discovery, self-examination, collaboration, self-direction, natural creative and innovative skills and meaningful assessments;
- Students become critical thinkers by conceptualizing, evaluating, analyzing, applying, and synthesizing knowledge;
- Students use the three modalities of learning (cognitive, affective, and psychomotor) to demonstrate mastery;
- Students communicate with competency in oral, written and technological productions;
- Students develop a sense of self, learn to collaborate with others, and achieve common goals that develop a sense of pride for community and nation;
- Successful students respect and honor the school environment and all that that includes;
- The school community (students, parents, family members, school faculty and staff, and community members) works together for the common goals, mission, vision, purpose, and values of the school; Students are involved in the community through internships and community service projects.

(4) A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

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

Per NRS 386.520, Vector Academy meets the statutory purposes of improving the academic achievement of pupils, encouraging the use of effective and innovative methods of teaching, and providing an accurate measure of the educational achievement of pupils. The use of technology and blended learning as the educational base of a school is still quite new in the educational world, particularly in the state of Nevada. Edgenuity, the curriculum Vector Academy has selected for use in the blended model, helps teachers identify the academic skills and content in which each student may need additional instruction and practice to master, as well as providing more academic rigor for those students who need it. Edgenuity has a proven track record of improving student data as laid out in the Curriculum and Instruction Design, beginning on page 21. The ongoing collection and analyzing of data accurately measures student growth, as it is tied to national and state standards and objectives and helps teachers tailor each student's PPAG and improve the academic achievement of students, regardless of economic, social, and ethnic origin.

TRANSFORMATIONAL CHANGE

The SPCSA is committed to authorizing applicants that seek transformational change for the communities they serve, meaning that the operator:

- *Puts forth a model that will result in double-digit academic gains, and*
- *Has a solid plan to move schools toward the top 25% in Nevada. School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education.*

(1) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic goals. Specifically describe how your students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals.

According to Robert Gass, "Transformation is an approach, philosophy, and a methodology.... It is a metamorphosis and is irreversible."⁸

The educational philosophy and approach embraced by Vector Academy is called disruptive learning innovation to improve schools and academic outcomes using a blended learning model. According to Michael Horn, "...blended learning is any formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace. ...The student learns at least in part in a supervised brick-and-mortar location away from home.... The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience."⁹

The disruptive learning curriculum offered by Vector Academy includes a variety of methods of learning under the blended model, which individually and collectively help all students learn and provide a realistic opportunity for students to close gaps in achievement. The four main blended learning strategies are the Rotation, Flex, A La Carte, and Enriched Virtual models. Vector Academy will implement the Flex Model as the main blended learning strategy, but it may also include sub-models under the Rotation model such as station rotation, the flipped classroom, individual rotation, or lab rotation. Additionally, direct instruction in ELA, mathematics, science, and social studies are woven into the school day. By using a blended instructional model students are able to work on mastering content that may be below their current grade level but is essential to understand and master current content. In a traditional classroom setting, there is little opportunity for this make-up learning to occur. Additionally, by incorporating blended learning, when teachers are working with students in an instructional capacity, they are able to focus on the critical skills identified through assessment and data collection, making instructional time relevant, efficient, and effective.

Vector Academy knows that many of the students who will attend the school will not be proficient at their grade level upon enrolling at the school. However, the educational approach, accompanied by a proven curriculum will enable them to catch up and to maintain or exceed grade level over time. From the very first day, students will be assessed to determine proficiency and needs, and

⁸ Gass, Robert. TRANSFORMATIONAL CHANGE. February, 2013.
<http://transform.transformativchange.org/>

⁹ Horn, Michael B. and Staker, Heather. Blended: Using DISRUPTIVE INNOVATION to Improve Schools. Jossey-Bass. A Wiley Brand. 2015. p 34-p 35 and p.40-p41 accessed at www.josseybass.com/highereducation.

will have a PPAG in place, which will be revised weekly, to help them take charge of their learning, see growth, and provide them with appropriate academic rigor.

(2) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:

- Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)

Edgenuity, the curriculum of Vector Academy, was specifically selected because of the potential it has to help close achievement gaps with those students who are behind while simultaneously allowing more advanced students to continue growing. Edgenuity has been effective in raising academic achievement, as detailed throughout the Curriculum and Instructional Design section, beginning on page 21.

Teachers and mentors are available for 30 minutes before school every day to assist students in remediation and acceleration. Monday through Thursday, an afterschool program is available for curriculum extension, student independent work, project evaluations, student remediation and acceleration. Vector Academy knows not all students have access to all of the technology outside of school that they may need to reach mastery; therefore, the before school and after school programs allow necessary access. Additionally, it is the intent of Vector Academy to train local library and YMCA personnel in Vector Academy's program, which will allow students to receive necessary technical help if needed. A successful example of this is a program implemented by the Spokane School District, Spokane, Washington¹⁰.

The teachers and grade level assistants will receive initial professional development training for Infinite Campus and Edgenuity, by representatives or consultants of the respective companies before school begins in 2017. Continuing PD throughout the school year is programed after the school day, during teacher preparation periods, and online by vendors, by Vector Academy Blended Learning Trainer, and by teachers experienced in blended learning, and will be customized to meet the needs of faculty and students. Those teachers new to the school are trained at the beginning of each school year. Refresher courses are available to existing staff. The Instructional Trainer and the Blended Learning Trainer are responsible for and oversee the ongoing professional development.

- Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)

The individualized learning, combined with students taking responsibility for their own success are the guiding principles of Vector Academy. The PPAG helps students do this successfully.

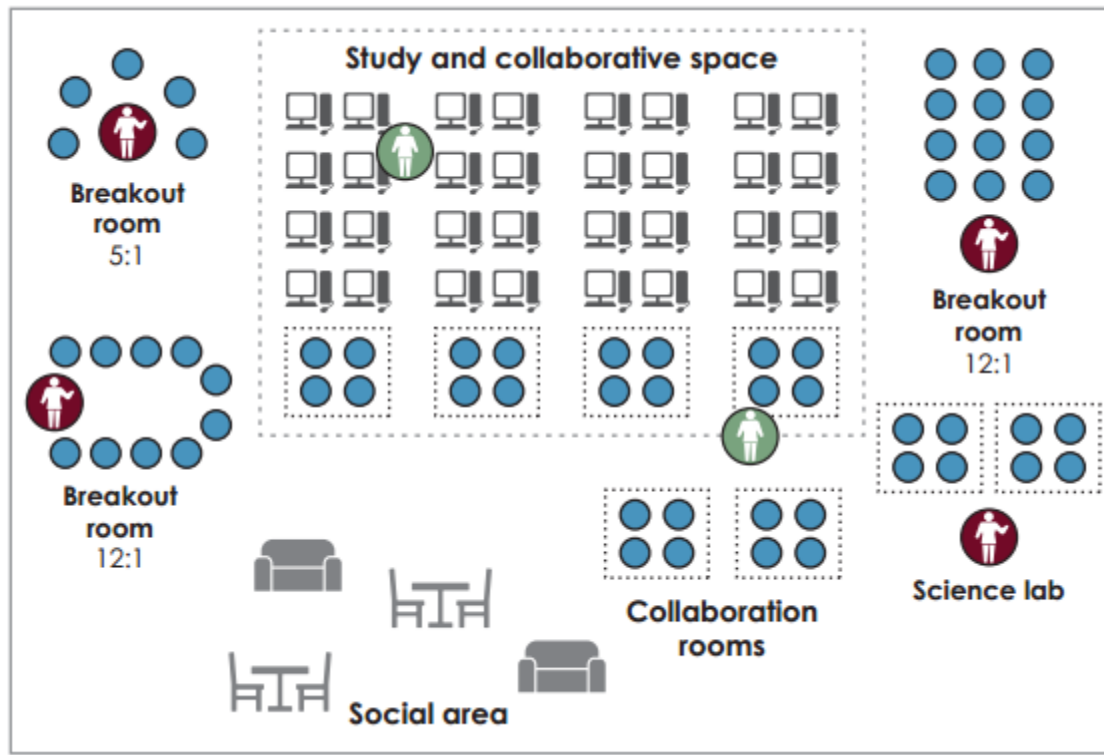
- Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

The blended learning structure of Vector Academy will help provide high academic achievement outcomes. The main method will be the Flex Model, but it may include elements from the Rotation sub-models listed below.

Flex Model--- According to the Clayton Christensen Institute, "In the Flex model, online learning forms the backbone of a student's learning, even if it directs students to offline activities at times, and students are able to move flexibly through different learning modalities with the goal of optimizing their learning experience based on their specific needs. Each student in essence has a customized,

¹⁰ <http://ww2.spokpokaneschools.org/onlinelearning/>

fluid schedule among learning modalities. The teacher of record is on site, and the teacher of record or other adults provide face-to-face support on a flexible and adaptive as needed basis through activities such as small group instruction, group projects, and individual tutoring”¹¹. As shown in the diagram below students spend their time in the main work area, study and collaborative space, mastering content and they are directed by a teacher, other staff members, or their PPAG to the breakout rooms based on their individual needs as determined by the data collected on a daily basis.



Rotation Models --- These sub-models might be used as supplements in addition to the Flex Model.

- Station Rotation--- Students move from one learning station to another which includes one station of online learning. Other stations may include project based learning, group problem-solving activities, individual research, and/or small group instruction by a teacher, mentor, or another student who has completed the content and reached mastery.
- Lab Rotation---Students rotate into a computer lab for this portion of the blended learning model. Grade level assistants and one licensed teacher monitor this area and assist students with online learning or projects as needed. This frees up other teachers for small group instruction and/or traditional instruction.
- Flipped Classroom---Students work independently through online content during a predetermined time to learn content, complete assignments, and conduct research. The online assessment information that is collected is available to the teachers and grade level assistants. When students attain mastery, the student may move forward. If the

¹¹Clayton Christensen Institute (2016). *Blended Learning Definitions*. Retrieved from <http://www.christenseninstitute.org/blended-learning-definitions-and-models/>

concept is not mastered during a time agreed upon by the student and teacher, the student receives small group instruction along with others experiencing the same curriculum roadblock. Individual instruction is also available as needed.

- Individual Rotation---Students select the method of reaching mastery by rotating through different learning strategies as determined by an individual menu based upon the student Personal Education Plan (PPAG). Assessments are at the end of each relevant activity in real time. When the student reaches mastery he/she moves forward to the next task.

(3) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.

The elements of the Vector Academy educational program are in existence in various schools across America, and are showing success in improving academic achievement. The Clayton Christensen Institute has published 12 case studies showing how traditional school districts improved student learning outcomes after implementing blended learning. Each short profile highlights key details a in the district's blended learning strategy, the EdTech products used, and the promising results in the form of test scores and graduation rates.¹²"

The Spokane School District, Spokane Washington, increased graduation rates and career and college readiness from 60% in 2007 to 83% in 2014 after implementing the blended learning model.

Innovations Early College High School, Salt Lake City, Utah, increased the graduation rate for the 2013-2014 school year to surpass the average graduation rate of the district, state and nation.

Hamilton County Community Unit School District 10, McLeansboro, Illinois, after implementing blended learning during the 2012-2013 school year, posted increased achievement over those students not in a blended learning program.

Poudre School District Global Academy, Fort Collins, Colorado, posted student growth in several grade levels ranking the PSD Global Academy in the top 5% of all schools in the state.

More examples are posted at the Clayton Christensen Institute website
<http://www.christenseninstitute.org/blended-learning>

Kathryn Singer and Kathy LeFevre of the Committee to Form have been involved in the implementation of blended learning in classrooms in Clark County School District and have seen great success in its use. The following are a few examples of how they have seen it work.

The integration of ELL students into the accelerated eighth grade physical science program at Walter Johnson Junior High School using a blended learning model resulted in the ELL students in this program passing the eighth grade state proficiency exam in science the first time. Instruction included lab rotation, small group instruction, and individual rotation models. The science class composition of students included 36 accelerated eight grade students and 17 ELL students

¹² CLAYTON CHRISTENSEN: INSTITUTE for DISRUPTIVE INNOVATION: Proof points: Blended learning success in school districts. Sept. 2015. www.christenseninstitute.org

representing 11 different languages. The class was supervised by one physical science teacher Mrs. Singer) and one ELL teacher.

At Ralph L. Cadwallader Middle School, under the direction of the Principal, Kathryn Singer and the Educational Computer Strategist (ECS), Kathy LeFevre blended learning models were implemented using a variety of methods as follows:

- A credit retrieval program was developed by Kathryn Singer and Kathy LeFevre using one of the first online progress monitored programs, NovaNet. This credit retrieval program involved providing the pathway for students in 6th, 7th, and 8th grade to master content and recover credits in ELA and mathematics to be able to complete middle core requirements. In this model, students rotated into a lab setting with a full-time teacher and used the online curriculum as a method of instruction. The teacher would then monitor student progress and provide remediation and instruction as needed. Compass Learning was adapted in conjunction with NovaNet at a later time as online learning gained popularity. This blended learning model decreased the number of retention students in grades 6th, 7th, and 8th.
- An 8th grade retention program was developed to provide students repeating 8th grade a means to progress and pass middle school core requirements. This program utilized NovaNet, Compass Learning, and Scholastic Read 180 and it was modeled similar to the credit retrieval program outlined above. This retention program improved the academic progress of those students in this retention program and they were able to move on to 9th grade. One known gang member chose to remain in the program for the entire school year and was admitted as a freshman to a technical academy in Las Vegas. Additionally, the student was a SWD.
- The Scholastic Read 180 blended learning program was implemented to assist students in grades 6th, 7th and 8th reach proficiency in reading. This program was designed to include low achieving students, and students receiving special education and ELL services who were deficient in reading. This was a station rotation model with students rotating through different learning modalities within the Read 180 classroom that included online computer time, independent reading, and small group instruction lead by the classroom teacher.

Members of the Committee to Form for Vector Academy also visited the following schools that are implementing the blended learning curriculum: Spokane School District, Spokane Washington; Innovations Early College High School, Salt Lake City, Utah; and Carpe Diem 6-12, Yuma Arizona.

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

All students will have the opportunity to grow academically at Vector Academy through the program and curriculum detailed in this document. Those who are significantly behind are typically those who do not receive the education they really need. The structure of Vector Academy is particularly beneficial to students who are most behind, as it allows them an opportunity to master previous years' content without missing the current year's content. The individual and small group instruction for remediation can be identified and specifically targeted for instruction through the use of data and teachers and students become accountable for progress toward growth through the PPAG, which is something that does not happen in the typical public school environment. The PPAG will also be aligned to the IEP for each student with disabilities, which will also help in the achievement of those goals in a timely manner. Students with ELL needs, as well as accelerated students have the opportunities and time they need to meet their individual goals as well.

One of the reasons Vector Academy selected Edgenuity as the online curriculum base is its data and assessment features. It has an assessment piece so students, parents, and teachers can monitor the student's progress daily, weekly, at the end of course, and at the end of each quarter, semester, and school year. This data determines the student's weekly menu of learning strategies for mastery. The menu of learning strategies is individualized to the academic needs of each student.

Data determines the yearly progress of each student and the data necessary to ensure that Vector Academy meets the SPCSA goal of double-digit academic gains towards the top 25% of Nevada schools. Additionally, Edgenuity is an online curriculum that meets the requirements of the Nevada School Performance Framework (NSPF) and the Charter School Performance Framework.

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) Describe the proposed academic program and how it complies with the requirements of NRS 386.550 and NRS 389.018.

The educational program for Vector Academy is a blended learning model. The delivery system is through an online curriculum offered by Edgenuity which is overseen by licensed and highly qualified teachers who are employees of Vector Academy and are located on site. These teachers will help students create the PPAG each week, be available when students are working independently, and also provide whole class, small group, and individual instruction as necessary. Both delivery systems are correlated to the Nevada content standard, meet the standards required by the state of Nevada for instruction in core subjects, and meet the requirements for promotion upon completion of grade 8 in accordance with NRS 386.550(1)(i), and NRS 389.018(1). Additionally, state testing requirements are addressed in the section DRIVING FOR RESULTS. The Vector Academy Committee to Form appreciates the assistance in the writing of this section from Edgenuity, specifically Monica Gilfillan, Blended Learning Consultant, and Lynette McVay, Consultant.

Edgenuity courses feature rigorous, standards-based instruction and powerful interactive tools that support learning. Engaging multimedia and real-world applications help ensure students build content knowledge and essential skills.

Edgenuity uses the framework of Universal Design for Learning (UDL) to ensure curriculum is flexible enough to address learner variability. Developers focus on providing students with multiple means of content representation, multiple means of expressing learned content, and multiple means of engagement with content.

Geometric Probability

Geometric probability involves a geometric measure such as length, area, or volume.

Area of the rectangle: 50 square units ✓
Area of the triangle: 15 square units ✓

$\frac{15}{50} = \frac{3}{10}$

A dart is randomly thrown at the rectangle to the left. Assuming the dart lands within the rectangle, what is the probability that it lands within the triangle?

$P(\text{within triangle}) = \frac{\text{area of the triangle}}{\text{area of the rectangle}}$

Edgenuity's content is aligned to state and national standards, including Common Core Standards and Next Generation Science Standards, and also iNACOL National Standards for Quality Online Courses. Course alignments can be easily accessed through the learning management system and student portal at any time. Courses include the rigor and engagement to ensure students graduate with necessary skills needed for college and career. Courses are proven to increase student

achievement and on-time graduation with a highly interactive curriculum that addresses students' differences, readiness levels, cultural backgrounds, intelligence preferences, and learning styles, featuring highly qualified on-screen teachers who model key skills.

Course offerings include core and elective courses for students including English language arts, mathematics, science, social studies, electives, test preparation, honors, world languages, and career and technical courses. The personalized, self-paced courses allow students to catch up and keep up, without being held back by the limits of a school's schedule. Students can work at their own pace to complete work for initial credit or recover credits and grades at home, before or after school, during a free period, or over the summer.

While it is anticipated that students will do the majority of their online work at school under the direction of a teacher, Edgenuity is available for use 24 hours a day, seven days a week, 365 days a year. Students can access their courses from anywhere with high speed internet, allowing students to work on classes outside of the regular school day if needed.

An overview of the curriculum demonstrates the rigor and diversity students will experience at Vector Academy.

English Language Arts

The English language arts courses outline the reading, writing, language, speaking, listening, and research skills students will need to succeed in college, career, and beyond.

The content emphasizes the close reading of complex texts, especially literary nonfiction and includes argumentative and explanatory writing, text-dependent tasks, and tools to allow students to annotate text as they read.

- Content emphasizes essays, speeches, memoirs, historical documents, and scientific articles. Through nonfiction reading, students gain insight into their world and themselves.
- Academic language is carefully spiraled throughout—ensuring students have multiple exposures to high-yield words. Complex texts like Zora Neale Hurston's *Their Eyes Were Watching God*, Amy Tan's "Mother Tongue," and Thomas Paine's *Common Sense* anchor instruction in literary analysis.
- Students engage in the close and active reading of text, with all tasks and assignments grounded firmly in comprehension and analysis of the text itself. Students learn to make and support arguments with textual evidence and to communicate their arguments to a variety of audiences.
- Edgenuity's targeted writing instruction and practice prepares students for narrative, argumentative, and analytical writing on high-stakes tests.
- Students are asked to produce clear and coherent writing that informs, explains, or makes an argument to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence.
- Students craft summaries and short responses to what they have read. These short writing tasks appear in the assignments and often require students to use evidence from the text and apply literary analysis skills. Students self-assess their writing routinely; teachers also

provide feedback via the learning management system. Students improve both their reading comprehension and their writing skills when writing in response to texts.

Translation and language support for ELL and ESOL students includes the following features:

- Dictionary: students can look up any unfamiliar word.
- Notes: students can attach digital sticky notes to any section of text.
- Highlighter: students can highlight text in up to four colors.
- Collect Highlights: with the touch of a button, students can view all their highlights according to color.
- Read Aloud: students can have text read aloud in 7 languages.
- Text Translation: students can have text translated into over 17 languages including the following: Arabic, Armenian, Chinese, Haitian Creole, Hindi, Japanese, Korean, Filipino, Polish, Russian, Thai, and Vietnamese.
- Video captions and transcripts are available.
- Rosetta Stone is a part of the language acquisition plan. It is a research-based proven program for reaching mastery in many languages. www.rosettastone.com

The digital notebook feature is available during instruction along with the course glossary and lesson transcripts to aid in comprehension and note-taking where necessary. Students can pause or stop the lesson at any time to reflect and record information in their eNotes, a built-in note-taking tool available throughout instruction. This tool scaffolds the note-taking process for students, helping them to pull out the essential concepts of the lesson and enter them into their notes. Students can print their notes and use them to complete assignments and study for exams.

The course contains a variety of supplemental readings, including narratives, skills instruction, and excerpts from literature, informational texts, primary-source documents, or encyclopedia-style articles. Supplemental readings are accessed through the CloseReader™, which provides the following features to guide student comprehension:

- Directions to set a purpose for reading and to guide students in their reading
- Text-based teacher's notes and audio commentary to scaffold text for students
- Contextual vocabulary definitions for key words
- Embedded comprehension questions to check for understanding

Student Tools and Supports

A variety of tools and supports are embedded in each course to ensure students' access to the general education curriculum. The virtual classroom includes reference materials and tools that support student mastery of content. Resources include: Toolbar, Translation Tool, Glossary and Lesson Transcripts, Captions, and Digital Notebook.

The toolbar allows students to look up words in their courses, highlight text, insert notes, access a standard calculator and graphing calculator (in math and science courses), and access an interactive periodic table (in chemistry courses). Additional resources include course maps, assignment calendars, progress tracking, easy email communication, and access to teacher reviews of notes and journals.

Within the toolbar is Edgenuity's translation and read aloud tool. The translation and read aloud tool supports the close and active reading of text with text-mark up tools and language support. Texts written in the translation and read aloud tool environment also include teacher's notes, audio commentary, and comprehension questions embedded in the reading to scaffold challenging text for readers of all levels. Read-aloud and translation functionality must be enabled for students to see these

Mathematics

The rigorous mathematics courses emphasize the application of mathematical thinking to real world issues and challenges, preparing students to think and reason mathematically. The interactive content helps students develop a depth of understanding with the ability to apply mathematics to real world situations. Modeling and the use of mathematics and statistics to analyze empirical situations provide students the opportunity to problem solve and improve their decision making process. Students engage in a variety of rich multimedia sources, simulations, and labs that enhance learning and foster comprehension.

The mathematics courses guide students to deepen their mathematical understanding through the following practices:

- Making sense of problems and persevere in solving them
- Reasoning abstractly and quantitatively
- Constructing viable arguments and critique the reasoning of others
- Modeling with mathematics
- Using appropriate tools strategically / Attending to precision
- Looking for and making use of structure
- Looking for and expressing regularity in repeated reasoning

Science

The science curriculum is highly interactive with multi-media and activities designed to incorporate real-world relevance. Students engage in scientific practices to develop an understanding of scientific approaches to investigate, model, and explain the world. Engagement and application are supported through the use of a variety of rich multimedia sources, simulations, and labs that enhance learning and foster comprehension.

Introductory materials activate prior learning, provide background knowledge, and center students on lesson objectives. On-screen teachers help students focus on overlying themes and big ideas, which can easily be lost given the substantial content requirements of many science courses. The content embeds critical thinking, problem solving, analysis, integration, and synthesis abilities in learning activities.

Social Studies

Social studies curriculum is designed to promote civic competence with the knowledge, intellectual processes, and democratic dispositions needed to be successful in college, career, and beyond. Interactive and multi-media activities are designed to incorporate real-world relevance in the application of knowledge about their community, nation, and world. Students practice applying inquiry processes, data analysis, decision-making, and problem-solving.

Visual graphic organizers, maps, charts, and photos support understanding and application of complex ideas and concepts. The content promotes the gathering, observing, comprehending,

organizing, and processing of information from a variety of primary and secondary sources. Problem solving skills are developed through the comprehension, analysis, and interpretations of data leading to solutions or conclusions.

Electives

General elective courses provide rich and interactive content with interactive demonstrations and activities to encourage engagement and retention.

Educator Experience

Edgenuity's innovative technologies provide Vector Academy's onsite teachers with the resources to effectively engage and motivate students, and monitor and track their progress while they stay on track with demanding curriculum requirements. Utilizing digital curriculum in a blended classroom provides teachers with powerful data in real time that they can use to facilitate learning in innovative ways. This is a unique opportunity for teachers to build stronger relationships with students, working one-on-one or in small groups. Teachers can spend their time communicating, connecting, facilitating, providing feedback, and ultimately helping all students learn.

Policy Compliance

Edgenuity makes every effort to comply with the Family Educational Right and Policy Act (FERPA). The privacy policy and FERPA information are provided in the Student Handbook and on the website.

Bias-Free

The courses are current, accurate and free of bias and advertising. Every effort is made to avoid bias, and developers receive regular training on how to make content accessible to and reflective of students from all backgrounds. To ensure bias free content, the curriculum team uses a detailed Bias and Sensitivity checklist. Additionally, Edgenuity courses have been reviewed by the California Learning Resources Network which includes social compliance review. Internal data indicates no statistically significant difference in performance across ethnic groups, social class, or gender.

Readings and activities also reflect multiple cultures. Edgenuity's courses include texts from multicultural authors and assignments that incorporate history from all over the world so that students can see themselves reflected in their work.

- Students read from informational texts such as Martin Luther King's "I have a Dream" speech and Rosa Park's *My Story* memoir to analyze cultural context, word choice, and text structure to understand why the works had such an impact in history.
- Students read an excerpt from *A Narrative of the Life and Adventures of Venture, A Native of Africa*. As they read, they complete assignments to help them understand what it was like to live as an enslaved person in the colonies.
- Students are introduced to author Julia Alvarez by reading "Daughters of Invention." Students use context to interpret idioms, analyzing the cultural influences on language and the intended meaning of the idioms used in the text.
- The above are examples of multiculturalism when discussing how myths relate to cultural contexts. Students use cultural context to make comparisons between two myths.

Additionally, Edgenuity’s certified and highly qualified, onscreen teachers used in the direct instruction videos represent a variety of cultures and backgrounds. This teacher only provides the online direct instruction and has no interaction with or responsibility for Vector Academy students. The teachers who are employed by Vector Academy retain all of the duties, responsibilities, and accountability associated with being assigned students in a class.

The Edgenuity Student Handbook outlines student expectations and policies regarding academic integrity, plagiarism, copyrighted materials, and netiquette. The Student Code of Conduct and Acceptable Use Policy regarding communication and email etiquette are reviewed at the orientation and are clearly stated in the Student Handbook. They are in line with Nevada and Vector Academy requirements.

The online teacher models and complies with intellectual property policies and fair use standards and reinforces their use with students. The Acceptable Use Policies are included in the Student handbook and reviewed in the course orientation.

Time Requirements

The courses meet the Nevada requirement of 180 days, consisting of 120 hours per course with a minimum of 330 minutes in an instructional day, which includes time for recess and passing periods, but not lunch in compliance with NRS 386.550(1)(f).

Approved Nevada Courses

Edgenuity maintains Nevada approval for the courses in the Nevada Course Suite in compliance with NRS 386.550(1)(i).

For a complete list of courses in Edgenuity’s Nevada Course Suite, please visit <http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-Nevada-Course-List.pdf> As demonstrated in the gains report for Nevada at <http://www.edgenuity.com/the-difference/efficacy/gains-report-generator/>, Edgenuity’s content is enabling students to achieve double-digit academic gains throughout the state and across the nation, as demonstrated by the case studies found at <http://www.edgenuity.com/the-difference/efficacy/>.

For additional information, visit the website: “Edgenuity Plays Key Role in National Transition to Online Learning.” <http://www.edgenuity.com/News-Reviews/Edgenuity-Plays-Key-Role-in-National>.

Assessments

Edgenuity provides embedded assessments of student learning and checks for understanding that ensure that instruction meets student needs. Assessments are designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate mastery of the applicable standards. Edgenuity offers four different types of assessments to measure student learning:

- *Diagnostic Assessment* includes a pre-test or a prescriptive assessment option. The pre-test occurs at the beginning of each course and assesses student’s prior knowledge of content and establishes a customized learning path over the specific content. The prescriptive diagnostic assessment measures students’ mastery of core concepts and prescribes a specific learning path to address skill gaps. Students are automatically assigned relevant, student-specific course content creating ideal instructional material based on each student’s

diagnostic pre-test results. The result is a personalized learning plan based on the student's specific needs.

- *Formative Assessments* embedded within a lesson check understanding of concepts and skills as they are presented. Assignments, which follow the lesson, also serve as formative assessments. By providing corrective feedback, Edgenuity's formative assessments help students understand where their gaps in knowledge exist, and learn where additional practice or support is needed.
- *Interim Assessments* occur after students finish an Edgenuity lesson. The items for these assessments are drawn from an item bank, each aligned to a specific lesson objective. Using Webb's Depth of Knowledge and Bloom's Taxonomy, items are labeled based on their level of difficulty.
- *Summative Assessments* are provided at the end of each unit and/or course to evaluate students' overall performance.

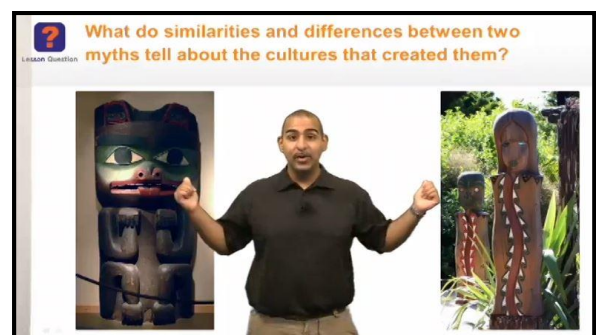
Students are formally and informally assessed within each course. Courses include formative, summative, and interim assessments to measure students' attainment of standards. Formative assessments embedded within a lesson check understanding of concepts and skills as they are presented, enabling students to monitor their own understanding and review the content as needed. Assignments, which follow the lesson, also serve as formative assessments. By providing corrective feedback, the formative assessments help students evaluate their work to understand where their gaps in knowledge exist, and learn where additional practice or support is needed.

Interim Assessments occur after students finish a lesson. The items for these assessments are drawn from an item bank, each aligned to a specific lesson objective. Summative Assessments are provided at the end of each unit and/or course to evaluate students' overall performance. Student mastery is also viewed through completed projects, essays, or other extended assignments. The assessment questions represent an even distribution along the full spectrum of Bloom's Revised Taxonomy and Webb's Depth of Knowledge.

Instruction

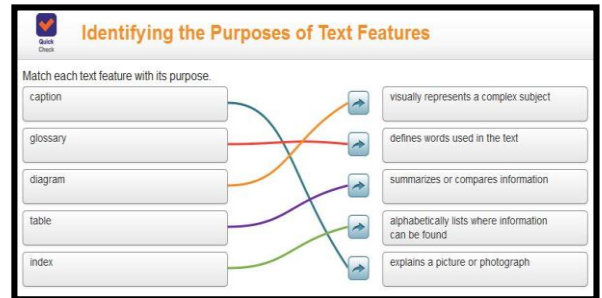
The courses engage students in the learning process through an online, multimedia environment with video-based direct instruction, and a comprehensive digital toolset which supports students throughout the learning experience.

The introductory materials activate prior learning, provide background knowledge, and center students on lesson objectives. Instruction is broken into manageable pieces, and student comprehension is assessed throughout each lesson.



On-screen teachers help students focus on overlying themes and big ideas.

The courses provide problem-solving, metacognitive, and reading-strategy instruction. Students are taught comprehension strategies such as making connections, predicting, visualizing, asking questions, monitoring understanding, making inferences, analyzing text structure, and synthesizing. The course encourages student elaboration, self-questioning, and explanation that build toward student independence and drive academic growth.



Interactive tasks check for understanding and provide immediate feedback.

The data collected from the assessments is used for the reporting options in the LMS that drive instruction and mastery of the standards and objectives. The LMS provides an at-a-glance view of how students are performing in all the lessons in a course, in order to identify students for re-teaching. For each lesson, educators can view how many students are struggling with the lesson or the standard and a number of other statistics. Educators can drill into any lesson, with visibility into the assessment questions and individual student responses for targeted, real-time intervention. Teachers can also insert additional instruction from Edgenuity's content library as needed based on student performance on the exam, to ensure mastery of the standard. All of this is in compliance with NRS 386.550(1)(g) and chapters 389 of NRS and NAC.

(2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

Edgenuity uses the framework of Universal Design for Learning (UDL) to ensure curriculum is flexible enough to address learner variability. Developers focus on providing students with multiple means of content representation, multiple means of expressing learned content, and multiple means of engagement with content.

The curriculum is housed in an easy-to-use learning management system (LMS) that is well suited for the anticipated student population because it equips educators with a wide range of reports and tools to monitor student progress in real time and adjust instruction according to individual student progress. The LMS provides educators the flexibility to create classes, manage content, customize courses, and personalize learning paths to meet diverse needs. The content can be used for individual instruction, small groups, or full classes in a wide range of online and blended learning environments. Students engage in the interactive, multi-media, virtual classroom learning environment with interactive animations, simulations, video-based presentations, and exploration activities. The system is student-driven, self-paced, and includes multiple opportunities for learning and assessment while addressing diverse learning styles.

The powerful tools embedded in the learning management system support the learning experience and make appropriate modifications and accommodations for students. Individualized assignment calendars let students know whether they are on track, and powerful educator dashboards let teachers monitor student achievement. Supports and scaffolds within online courseware let students control the pace of instruction, pausing and reviewing as needed or accelerating through

content if they have demonstrated mastery. Students also have access to translation tools, read-aloud, captioning, and other supports to ensure all students can be successful.

(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? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

Performance learning analytics are one of the many ways teachers are provided with regular real-time and historical data that measures student learning and academic performance. This data drives decision making, as teachers are able to identify student performance and tailor their interactions. Best practice for student interventions are built around Edgenuity's Teacher Intervention and Escalation guidelines. These guidelines allow teachers to quickly assess a student's needs and form solutions based on industry specific, research-proven, personalized intervention strategies.

Robust tools embedded in the learning management system support teachers in individualizing the student learning experience and making appropriate modifications and accommodations for students. Diagnostic assessment occurs at the beginning of each course and assesses student's prior knowledge of content and establishes a customized learning path over the specific content. Individualized student assignment calendars let students know whether they are on track, and powerful educator dashboards let teachers monitor student achievement in real time and intervene if students are struggling.

With the assistance of the robust suite of reporting tools, teachers can monitor the performance and progress of individual students or multiple students at once, including overall grades, percentage of work completed, assignments completed, and other essential information. The teacher can then assign remedial or enrichment assignments through the teacher portal and can author assignments to insert into the course at the student or class level.

The teacher can search the entire Edgenuity database of lessons and choose additional activities and lessons to assign, which can provide underachieving students with additional practice, a different way of learning the material, or enhanced teaching strategies. The additions will then be inserted into the student course as required work. Students must then complete additional assignments before moving forward in the course.

The teacher can also assign additional activities outside of the virtual classroom and enter the student's grade when the activity is complete. The grade will be calculated as part of the course assignments. This feature is especially useful for assigning enrichment activities to best meet the student's talents and skills. With the flexible schedule and blended learning model, teachers have more availability to support all students, especially those who are gifted.

Working with parents is critical for the success of all students, and the reason why they are invited to attend the weekly PPAG conferences, either in person or via electronic communication such as phone or Skype. Communication can also occur through email or on the PPAG document itself. When a student is in need of remediation, parents will be presented with data showing how far behind and in what content areas and skills, as well as information about RTI. A written plan, including strategies parents can work on at home, along with a timeline for progress will be created, with ongoing communication. Success of academic remediation will be measured by the

decrease in percentage of students below grade level over time. A baseline will be established when the school opens using testing results from the previous school year (if available) and from Edgenuity pretesting and placement assessments. Vector Academy will decrease the percentage of students below grade level by 10 percent in year one, and then by an additional 5 percent each year until 90 percent or more of students are proficient in all subjects, making 80 percent of students proficient in year three and 90 percent proficient by the end of year five. The following chart illustrates potential growth over time, assuming 60 percent of students are not at grade level.

Operational Year	% Proficient at Beginning of Year	% Proficient at End of Year
Year One	60%	70%
Year Two	70%	75%
Year Three	75%	80%
Year Four	80%	85%
Year Five	85%	90%
Years Six and Beyond	90%	≥90%

(4) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

Edgenuity's student performance data can be used to inform student learning and immediately identify students who need early intervention. The online tools significantly enhance student engagement and interactivity ensuring that students actively participate in assignments, discussions, and benefit from collaborative learning.

The courses leverage diagnostic tests to identify students' strengths and weaknesses, creating a personalized learning path for each student. They also employ Edgenuity's proven instructional approach, including video-based instruction by experienced, expert teachers, interactive assignments, and frequent assessment.

RTI- Response to Intervention

Edgenuity MyPath™ reading and mathematics intervention supports Nevada schools in fulfilling the required Response to Intervention (RTI) model. Edgenuity MyPath is a supplemental intervention program designed for students in grades 6-12. The program provides data-driven differentiated instruction for reading and mathematics, spanning skills and concepts from grades 3-11. Edgenuity MyPath can enhance the core English language arts and mathematics curriculum by meeting struggling students at their learning level and giving them exactly what they need to catch up, keep up, and get ahead. Students are assigned to Individualized Learning Paths (ILPs) at their skill level, regardless of their grade level.

Edgenuity MyPath is a self-paced intervention in which instruction and assessment is differentiated for each student based on student performance on an initial placement test. Detailed reporting is available for teachers, so that they can provide re-teaching as needed. Students work at their own pace through the content that meets their needs and teachers pull small groups of students with similar needs together to explain concepts and re-teach using any of the curated lessons and activities available through the Edgenuity eCommunity.

Students rebuild foundational skills with instruction and activities that are age-appropriate and engaging. Students working at grade level receive critical reinforcement to keep them on track. Students above grade level are exposed to higher-level mathematics or reading and enriching content and analysis. Teachers and administrators can use the program's robust reporting features to quickly identify student weaknesses and intervene immediately.

Through assessments, Individualized Learning Paths (ILPs), and detailed progress reports, Edgenuity MyPath provides students with age-appropriate online lessons and gives educators the ability to monitor academic progress easily.

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

The curriculum offered by Edgenuity provides data that can be used to identify students who are out-performing others and diagnostic assessments that measure students' mastery so students move on to those areas of content they have not mastered. They spend no time on content they have already mastered. The flexible curriculum can be used to accelerate learning with instruction, practice, and assessment to meet the needs of gifted students. The Edgenuity curriculum is a 6-12 curriculum and is available for the process of acceleration and remediation. Additionally, Edgenuity offers Advanced Placement courses. As students at Vector Academy move through the curriculum, they may accelerate into the curriculum offered at their home high school, advance to honors courses, career courses, and eventually maybe dual credit options and/or earn credits on line. Vector Academy intends to partner with the students' home schools, area magnet schools, and area vocational schools in offering these students options. In addition, the teachers, staff, school Director, Governing Board and parents intend to solicit apprenticeships in the local community. Students may be given more advanced projects dealing with the same subject matter as their peers as well.

Every student at Vector Academy has an assigned teacher and/or grade level assistant who monitors each student's progress in achievement through real-time data reports gathered daily through the data reporting and storage tools as discussed in Item 4 of Driving for Results, found on page 41 of this document. All personnel are trained in remediation, acceleration and best practice indicators relative to middle school age students and the curriculum streams offered by Edgenuity. PPAG conferences held each Friday offer the opportunity for all students to accelerate their learning and achievement at a rate that is best for them. Parents are offered the opportunity for professional training in assessments, the curriculum, data reporting, academic options and goals and objectives that might be best for their child.

- (6) Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

The initial placement assessment determines the student's individual learning levels from third to eleventh grade. Based on the results, the system recommends an Individualized Learning Path (ILP) that provides high-interest, age-appropriate instruction for each student. The ILP specifically addresses not only skill gaps but identifies students who are above grade level and provides teachers with resources, instructional modules, assignments, and projects that enable these students to continue progressing at an accelerated rate. Students are assigned relevant, student-specific content creating ideal intervention material based on each student's assessment results.

Individualized Learning Paths

Instructional content ranges from the third-grade skill level to the eleventh-grade skill level. Lower-level content was designed with the interests of older learners in mind—respectful, engaging, and age appropriate for struggling middle school and high school students.

Throughout the instruction in each ILP, expert on-screen teachers model age appropriate close reading, problem solving, provide relevant examples, and make connections to the real world. A strong vocabulary focus introduces and spirals academic and domain words, while high-interest, low-level texts engage students in content.

The curriculum can be used for students working at their own pace to accelerate learning with the following means:

- Diagnostic and prescriptive testing
- Self-paced learning
- Enrichment for reading, writing, and mathematics
- Supplemental learning activities for enrichment
- A wide range of course offerings for enrichment that include the following:
 - Advanced Placement courses
 - Honors courses
 - Career courses
 - World languages
 - Dual credit

Accelerated curriculum options are also monitored through Edgenuity's progress monitoring and reporting tools to ensure that students are making accelerated academic progress. Students are monitored in real time and the reporting data can be exported for accurate record keeping.

Edgenuity's student performance data can be used to inform student learning and identify students who are out performing others and diagnostic assessments measure students' mastery so students spend more time on what they need and less time on content they have already mastered. The flexible curriculum can be used to accelerate learning with instruction, practice, and assessment to meet the individual needs of each student. Courses can be customized to focus on specific lessons and skills.

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

The plan for determining the retention of students is determined by the academic progress of the student, and complies with NRS 386.583. Sixth grade students will not be retained as they have a summer and two additional years to reach mastery. Accommodations and remediation opportunities will bring them to mastery and promotion by the end of the eighth grade. Seventh grade students are given special remediation projects for the summer between seventh and eighth grade to reach mastery of the curriculum through seventh grade. If they do not reach mastery, they will be retained. However, as soon as mastery is met, they move directly into eighth grade curriculum with the possibility of promotion at the end of the eighth grade year, providing that academic mastery is met.

Student, parents, and the community are informed of the plan and the promotion requirements through the school website, school publications, social media, letters home, Friday PPAG conferences, counselor's conference and the student handbook.

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.

This section is not applicable to Vector Academy, as a program of distance education will not be offered.

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

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. NDE 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 may review resources available at [http://www.doe.nv.gov/Early Learning Development/](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.

This section is not applicable to Vector Academy, as a pre-kindergarten program will not be offered.

- (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.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (High School Applicants Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. 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.

This section is not applicable as Vector Academy is not applying for a high school program.

- (1) Explain how the school will meet state 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.
- (2) 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).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

DRIVING FOR RESULTS

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

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

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

- Vector Academy will demonstrate a 10% annual increase in achievement in mathematics as compared to a baseline score determined by the data from the Brigance diagnostic to reach 90% proficiency as measured by the state mandated tests.
- Vector Academy will demonstrate an 11% annual increase in achievement in English Language Arts achievement as compared to a baseline score determined by the data from the Edgenuity diagnostic test to reach 90% proficiency as measured by the state mandated tests.
- The subgroups attending Vector Academy will demonstrate a 10% annual increase in achievement in mathematics as compared to a baseline score as determined by the data from the Brigance, Edgenuity, and i-Ready to reach 90% proficiency as measured by the state mandated tests.
- The subgroups attending Vector Academy will demonstrate an 11% annual increase in achievement in English Language Arts as compared to a baseline score as determined by the data from the Brigance, Edgenuity, and i-Ready to reach 90% proficiency as measured by the state mandated tests.

In order to set individual academic achievement goals, pretests are offered in the first three weeks of the school year by administering the above mentioned diagnostic tests. Individual student results based upon these testing tools and a review of each student’s permanent record file as determining academic targets for each student’s Personalized Plan for Academic Growth (PPAG), which is updated weekly. Parents are welcome to attend these conference at their convenience. Parents may use social media to communicate with the teachers and/or mentors regarding direction for the PPAG. The progress towards the weekly goals, targets, stated in the weekly PPAGs are reviewed and new goals, targets, and a curriculum menu are determined by the teacher, student, and input from the parents. The formative assessment data embedded in the curricular lessons is reviewed for mastery and determines the course for the student’s weekly PPAG.

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

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

Data from the accountability reports¹³ of eight middles schools in the geographical area near Vector Academy for 2014-2015 is listed in the table below, and the average percent proficient by subject was used to established the presumed baseline.

Percent Proficient by School in each Content Area as reported in the Nevada Report card Accountability Report

	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	Average
Subject									
Reading	58%	75%	59%	36%	97%	60%	30%	38%	56%

¹³ <http://www.nevadareportcard.com/accountability> and <http://ccsd.net/schools.accountability-report/pdf>

Writing	0%	0%	0%	0%	100%	33%	0%	50%	23%
Math	58%	75%	53%	42%	100%	50%	35%	63%	60%
Science	81%	75%	67%	42%	73%	58%	63%	79%	67%

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

Edgenuity offers four different types of assessments to measure student learning and for determining targeted goals:

Diagnostic Assessments includes a pre-test or a prescriptive assessment option. The pre-test occurs at the beginning of each course and assesses student’s prior knowledge of content and establishes a customized learning path over the specific content. The prescriptive diagnostic assessment measures students’ mastery of core concepts and prescribes a specific learning path to address skill gaps. Students are automatically assigned relevant, student-specific course content creating ideal instructional material based on each student’s diagnostic pre-test results. The result is a personalized learning plan based on the student’s specific needs.

Formative Assessments embedded within a lesson check for understanding of concepts and skills as they are presented. Assignments, which follow the lesson, also serve as formative assessments. By providing corrective feedback, Edgenuity’s formative assessments help students and teachers understand where their gaps in knowledge exist, and learn where additional practice or support is needed.

Interim Assessments occur after students finish an Edgenuity lesson. The items for these assessments are drawn from an item bank, each aligned to a specific lesson objective. Using Webb’s Depth of Knowledge and Bloom’s Taxonomy, items are labeled based on their level of difficulty.

Summative Assessments are provided at the end of each unit and/or course to evaluate students’ overall performance. Teachers administer i-Ready Diagnostic tests three times a year. An optional diagnostic test is available for administration four weeks prior to the state assessments. The i-Ready curriculum is offered by Curriculum Associates and is a supplemental curriculum for all students who fall behind the general school population and an intervention for at-risk students. The W-ATP diagnostic is available for ELL students. Edgenuity’s curriculum expands the opportunity for advanced students to move into a high school curriculum as approved by the student’s home high school.

Goal	Evaluation Tool and Frequency	Baseline	2017-18	2018-19	2019-20
Vector Academy will demonstrate a 10% annual increase in achievement in mathematics as	Brigance-- -Diagnostic 8/17 -End of Semester -End of school year	60% Mastery	70% Mastery	80% Mastery	90% Mastery

<p>compared to a baseline score determined by the data from the Brigance diagnostic to reach 90% proficiency as measured by the state mandated tests.</p>	<p>-State Mandated Tests Edgenuity -Diagnostic 8/17 -Formative embedded In lesson -Interim-End of lesson -Summative-End of Semester/Course -State Mandated Tests</p>				
<p>Vector Academy will demonstrate an 11% annual increase in achievement in English Language Arts achievement as compared to a baseline score determined by the data from the Edgenuity diagnostic test to reach 90% proficiency as measured by the state mandated tests.</p>	<p>Edgenuity -Diagnostic 8/17 -Formative embedded in lesson -Interim-End of lesson -Summative-End of Semester/Course -State Mandated Tests</p>	<p>56% Mastery</p>	<p>67% Mastery</p>	<p>78% Mastery</p>	<p>90% Mastery</p>
<p>The subgroups attending Vector Academy will demonstrate a 10% annual increase in achievement in mathematics as compared to a baseline score as determined by the data from the Brigance, Edgenuity, and i-Ready to reach 90% proficiency as measured by the state mandated tests</p>	<p>Brigance-- -Diagnostic 8/17 -End of Semester -End of school year -State Mandated Tests Edgenuity -Diagnostic 8/17 Interim End of Course State Mandated Tests</p>	<p>60% Mastery</p>	<p>70% Mastery</p>	<p>80% Mastery</p>	<p>90% Mastery</p>

	i-Ready-Diagnostic 8/17 -End of semester -4 weeks prior State Mandated Tests				
The subgroups of Vector Academy will demonstrate an 11% annual increase in achievement in English Language Arts achievement as compared to a baseline score determined by the data from the Edgenuity diagnostic test to reach 90% proficiency as measured by the state mandated tests.	Edgenuity -Diagnostic 8/17 -Formative embedded in lesson -Interim-End of lesson -Summative-End of Semester/Course -State Mandated Tests	56% Mastery	67% Mastery	78% Mastery	90% Mastery

(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.

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

Edgenuity’s professional development team provides comprehensive professional development to meet the training needs of instructors, administrators, mentors, technical, and operational staff. The experienced and highly trained professional development consultants have classroom experience and applicable degrees.

The Professional Development Consultant works directly with designated instructors and administrators in planning the onsite, face-to-face training that is tailored to meet the precise needs of the District’s staff and their roles in the Edgenuity online course implementation process. Professional development includes product training, working with data, differentiating instruction, blended learning, and customization of learning paths.

Additionally, Edgenuity provides staff with online support and virtual professional learning, including webinars, videos, best practice resources, and step-by-step guides for performing functions, to meet individual needs. eCommunity is an online resource for teachers and administrators providing how-to-guides, on-demand training, classroom resources, and rubrics.

The weekly PPAG conferences ensure data is being reviewed and used to meet the instructional needs of each student.

- 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.

Interim Assessments are administered after students finish an Edgenuity lesson. The items for these assessments are drawn from an item bank, each aligned to a specific lesson objective. Using Webb's Depth of Knowledge and Bloom's Taxonomy, items are labeled based on their level of difficulty.

The data collected from the assessments is used for the reporting options in the Learning Management System (LMS) that drive instruction and mastery of the standards and objectives. The LMS provides an at-a-glance view of how students are performing in all the lessons in a course, in order to identify students for re-teaching. For each lesson, educators can view how many students are struggling with the lesson or the standard. Educators can drill into any lesson, with visibility into the assessment questions and individual student responses for targeted, real-time intervention. Teachers can also insert additional instruction from Edgenuity's content library as needed based on student performance on the exam, to ensure mastery of the standard. Again, assessment strategies throughout the course verify student mastery of content and drive instruction. Edgenuity, thus, has embedded assessments for checking for understanding at the end of each course and lesson. The courses that Edgenuity, i-Ready and Rosetta Stone offer are correlated to the Nevada Academic Content Standards, the SPCSA standards, the Nevada Ready Initiative and are approved for use in the State of Nevada.

- 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.

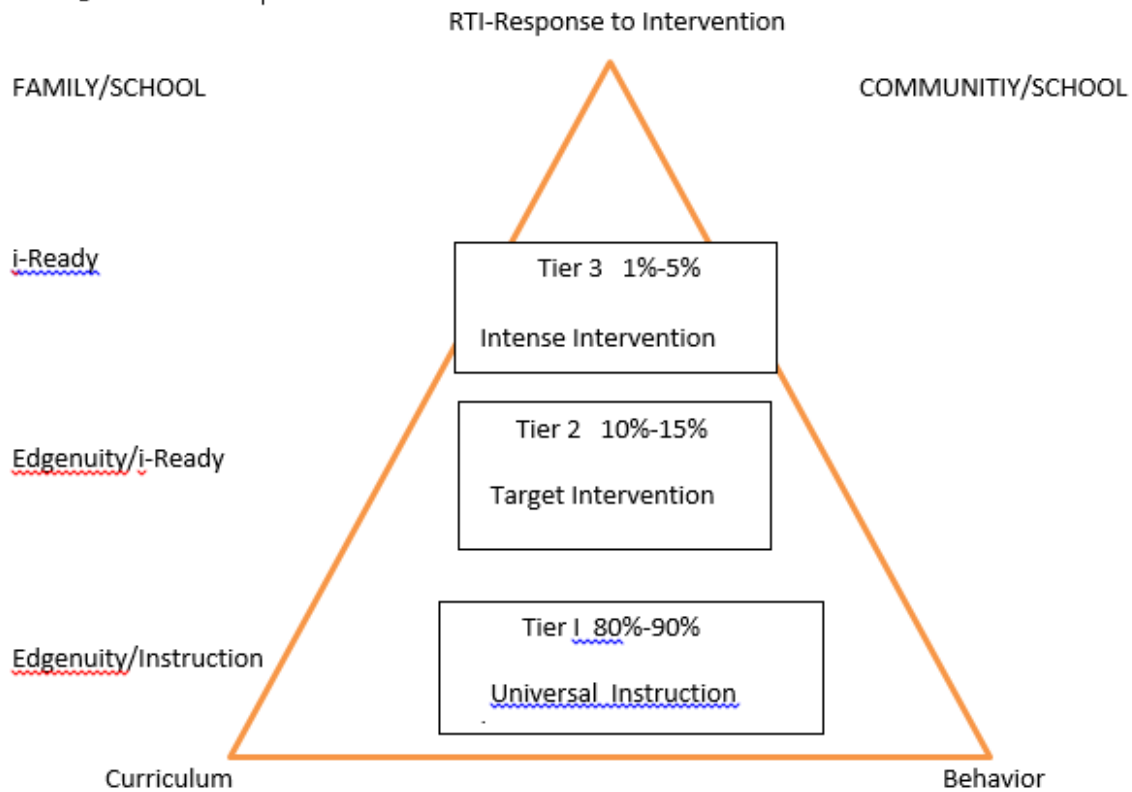
The Director and Academic Coordinator would be in charge of developing a school improvement plan, which will be approved by the Governing Board. Teachers would receive necessary professional development training, and a robust RTI program, for students and the school as whole, will be implemented.

Interventions are ongoing as student's complete tasks and work toward success in school goals and individual goals as stated in each personalized plan (PPAG). Additionally, interim tests are administered as end-of-lesson and end-of-unit assessments and the data is collected through the Edgenuity data banks and reported as school results and as individual student results. Data results are collected on a daily basis on school and student progress towards stated goals. Trends are assessed weekly so corrective actions are implemented immediately.

Corrective actions are designed implemented weekly for each student as the weekly data is reviewed with the student, teacher, pre-service teacher and parent during the Friday conferences. Timely data results indicate interventions necessary to meet goals and to establish new goals. Corrective action occurs when scores are below 75% or when individual goals have not met predetermined targets.

School-wide data and classroom data are reviewed during monthly staff meetings and weekly during department-level meetings. Teachers and staff are trained during professional development sessions at the beginning of the school year, at the end of quarter one the beginning of quarter three. Additionally, the administrator charged with the responsibility for testing security provides

training for ALL staff in the administration, handling, and consequences of violating testing security as per NRS. Attendance is mandatory and signature sheets at each step in the process are signed, dated and collected by the testing administrator.



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

School-wide data and classroom data are reviewed during monthly staff meetings and weekly during department-level meetings. Teachers and staff are trained during professional development sessions at the beginning of the school year, at the end of quarter one the beginning of quarter three. Additionally, the administrator charged with the responsibility for testing security provides training for ALL staff in the administration, handling, and consequences of violating testing security as per NRS. Attendance is mandatory and signature sheets at each step in the process are signed, dated and collected by the testing administrator.

- e. Regardless of grade levels served, new charter schools will not receive an NSPF or CSPF rating until after the completion of their first full year. Therefore, in the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4

GOAL: All students will demonstrate improvement by 10% to reach mastery at 85%-90%* in mathematics at the end of the first year of operation.	Edgenuity Interims	80%	86%	90%	90+%
	State i-Ready	75%	80%	85%	90+%
	Intervention Remediation Brigrance	80%	86%	90%	90+%
GOAL: All students will demonstrate improvement by 10% to reach mastery at 85%-90%* in English Language Arts at the end of the first year of operation.	Edgenuity Interims	80%	86%	90+%	90+%
	State i-Ready	75%	80%	90%	90+%
	Intervention Remediation				
GOAL: All subgroups will demonstrate improvement by 10% to reach mastery at 85%-90%+ in mathematics at the end of the first year of operation.	Edgenuity Interims	80%	86%	90+%	90+%
	State i-Ready	75%	80%	90%	90+%
	Intervention Remediation Brigrance	80%	86%	90%	90%
GOAL: All subgroups will demonstrate improvement by 10% to reach mastery at 85%-90%+ in English Language Arts at the end of the first year of operation.	Edgenuity Interims	80%	86%	90%	90+%
	State i-Ready	75%	80%	90%	90+%
	Intervention Remediation WIDA:W-ATP				

(4) Describe the process for collecting and storing data, including the information system(s) used, including the state-mandated Infinite Campus student information system.

Vector Academy will use the state-mandated Infinite Campus student information system for collecting and storing data. Edgenuity offers a Learning Management System (LMS) that will be an additional system for gathering and storing data. The LMS includes a gradebook and numerous other reporting tools to give teachers and administrators ample options for tracking student progress, listed below. Course content is aligned to state standards in the system, and the lesson mastery report

can report student progress filtered by the standards. Additionally, grading rubrics are provided for open ended assignments and teachers can make any necessary adjustments to the automatic system grades through the gradebook.

Engagement Reports

- Dashboard
- Session Log
- Gradebook
- New Performance Dashboard
- Attendance Log
- Scores and Activity Review
- Assignment Calendar

Progress Reports

- Group Progress
- Student Progress Report
- New Performance Dashboard
- Dashboard
- Attendance Log

Achievement Reports

- Dashboard
- Student Progress Report
- Gradebook
- Group Progress
- Scores and Activity Review

Lesson Mastery Report

- Student quiz attempts
- Lesson activity
- Standards

School Reports

- Action Log
- Active Enrollment by Grade Level
- Total Enrollment by Course
- Courses Within 10% Complete by School and Grade Level
- Performance Dashboard
- Summary Reports
- Course % Complete
- Courses Behind Target
- Current Completed Courses by Grade Level

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2016-17 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All applicants submitting proposals to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

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

- 1. SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*
- 2. SPCSA schools are to ensure streamlined access for all students requiring special programs.*
- 3. SPCSA schools develop programs to support the needs of their students.*
- 4. SPCSA schools do not counsel or kick any students out.*
- 5. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*

6. *If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.*
7. *SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.*

At-Risk Students

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

Vector Academy at-risk students are defined as those students who are not making adequate yearly progress on required skills (as seen through regular and consistent progress monitoring) and who score consistently low on assessments (see NRS 386.500 and NAC 388.005). Progress monitoring will be done for all students on a weekly basis through computer and/or web based progress monitoring tools. Identification will also be done through teacher and/or parent referrals to the RTI Team regarding a specific concern they have (academic and/or behavioral). Once a referral has been made by either the student's case manager, teacher(s), or parent the RTI team will meet to determine a plan for interventions. Interventions will be individualized to the student's needs and deficit areas. Data will be taken through every step of the RTI process and will be the guiding force in making decisions about the next steps to be taken if interventions are not successful (see NRS 388.450, 388.470)

- (2) Describe your RTI model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.

Response To Intervention (RTI) is a method of identification (see NAC 388.102 and NRS 385.080) that requires the RTI Team to define the problem, develop a plan of interventions, implement the interventions, and then evaluate the student's level of success (progress). Vector Academy's RTI approach is based on the book *The RTI Guide: Developing and Implementing a Model in Your Schools*¹⁴. The RTI process is a three tiered approach to interventions. The bottom tier is made up of all students and all settings. In this tier universal interventions will be used with all students. Approximately 80 - 90% of students are generally successful with the supports at this level. If a student fails to make adequate progress in Tier One, then they will be moved to Tier Two where they will receive more intensive interventions focused on their skill deficits. Interventions are done in small group settings. Approximately 5 - 10% of students are generally successful with the supports in Tier Two. Students who continue to show a lack of adequate progress will be moved to Tier Three where they will receive individual supports and interventions for their deficit skills. Approximately 1 to 5% of students require intensive supports (Tier Three) to be successful. Interventions can be academic and/or behavioral and will be determined by the need and learning style of individual students. Some of the interventions used may include after school tutoring on targeted skills, work with computer and/or web based programs/tools designed to work on specific skills, small group instruction (three to five students) on targeted skills, and one to one instruction on targeted skills. Continued progress monitoring with each intervention step will take place for those students who show deficiencies.

¹⁴ McCook, J. (2006). *The RTI Guide: Developing and Implementing a Model in Your Schools*. Palm Beach Gardens, FL: LRP Publications.

The idea behind this method is to find out what academic or behavioral skill(s) a student is struggling with and provide interventions for that skill deficit. Data is taken during every stage of the process to determine if the student is able to learn with simple interventions. If a student is unable to make adequate progress with interventions, then that student may be referred for special education evaluation.

Once a referral to the RTI Team is made the team will meet with all involved persons (case manager, teachers, parents, and any other staff member involved with the student) to develop an intervention plan. The Intervention Team and Case Manager will be responsible for overseeing the implementation of the interventions, monitoring progress, and collecting the data to be reviewed by the team. When interventions prove successful and the student's skill deficit(s) have been remedied, the RTI case will be closed. All team members will meet to review data and determine if everyone is in agreement with closing the RTI case. When at least two to three interventions have been applied and the student continues to struggle with making progress, then the RTI Team will meet to review data and determine if further interventions can be tried or if a referral for special education evaluation is warranted (see NRS 388.520, 388.470).

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

There will be a Behavior Intervention Team made up of three to five people. The Team will consist of both general education and special education teachers. When a student is struggling with behavior issues they will be referred to the team by their case manager, another teacher they see, the administration, or their parent (see NAC 388.102 and NRS 385.080). When the team receives a referral they will schedule a meeting with all concerned parties. The parent(s) and the Case Manager are required members of this team, but cannot be the only members of the team. At the meeting it will be determined what behaviors are of most concern and a plan for recording baseline data will be developed. The whole team will decide who will take the baseline data. Once the baseline data is compiled and graphed the team will meet to review and write a Behavioral Intervention Plan. The plan will consist of what the target skills will be and will focus on no more than two skills at any one time. If there are multiple skill deficits, then the team must determine which are the most crucial and work on a plan to address those first. Once those skills are no longer a deficit the team can address any other behavioral deficits that continue to be a struggle for the student. The Behavior Intervention Plan must also address the setting, antecedent, function of the behavior, replacement behaviors and methods for teaching them, positive strategies for teaching replacement behaviors, positive methods to modify the environment, and how staff will respond to inappropriate behaviors, who (must include case manager) and how progress will be monitored, and how often (no longer than every nine weeks) and by whom the plan will be revised (must include the case manager and parent).

Interventions used in the school setting will be individual to the student's needs and must have a component of direct instruction as part of the methods to teach interventions. Vector Academy feels strongly that behaviors are a whole school problem and can best be remedied when interventions are implemented in all settings consistently. It is also believed that the home plays a crucial role in the long term success of any behavior intervention plan. For this reason parent/home participation and involvement is required in the creation, implementation, and revision of any behavioral intervention plan (see NRS 388.5285).

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.

Rebecca Hagenbeek graduated with a Bachelor's degree in special education in the spring of 1994 and began her teaching career during the fall of that same year. She has spent all of her teaching years working with students who have special needs and has worked with students at both the middle school and the high school levels. She has worked with students of all disabilities and severities. Her experiences working with these students are in special education and general education classes. She is able to modify lessons, assignments, and tests to meet individual student needs. For the past nine years she has worked as the Special Education Instructional Facilitator (SEIF) at the high school level. In this position she has: instructed staff on how to write and implement IEPs; chaired IEP meetings; provided assistance to teachers in the classroom regarding instruction and behavior concerns; effectively dealt with parent concerns providing viable solutions; worked with scheduling to ensure students are correctly placed for their level of need as prescribed in their IEP; created schedules for support staff to ensure service times are met; worked with teams to develop strategies for academic and behavior interventions; worked with administration to ensure that all guidelines regarding discipline of students with disabilities are adhered to; attended multiple trainings over the years on writing IEPs, using new programs/technologies, writing/implementing behavior plans, taking data, Boys Town model training, etc.; and provided training to staff on multiple issues.

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

Upon acceptance to Vector Academy, necessary enrollment paperwork will ask if the student has a current IEP, and if the answer is affirmative, the special education director will be notified and a request for records from the previous school will be filed. The student's current IEP will be adhered to until a new IEP is created, which will either be when it is next due, or sooner if deemed appropriate by the special education staff.

Progress monitoring will be done on a consistent and regular basis to ensure that students who are at risk of falling behind on skills are found immediately and then given the supports they need to catch that skill up. Students will be monitored for both academic and behavioral skill deficits. Referrals to the RTI team can be made by the student's case manager, other teachers, and/or parents for any students struggling academically or behaviorally (see NAC 388.075 and NRS 388.450). As students move through the 3 tiered model of RTI, if they continue to struggle with skill deficits and do not make adequate progress then the RTI team may refer them for special education evaluation to determine eligibility for services. Once a student has been referred for an assessment for special education the school's Educational Psychologist will assess the student to determine eligibility for services (see NRS 388.470).

- (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?

This does not apply to Vector Academy, as no elementary grades are served.

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

Students who are referred to the RTI Team for interventions and who do not respond to any interventions tried will be assessed for special education eligibility by the school's educational psychologist. Students who are found eligible for services will have an IEP developed to address their skill deficits (see NRS 388.470 and NRS 388.115). The IEP will be developed by a team consisting of the LEA representative, the student's special education case manager, at least one general education teacher who has direct instructional contact with the student, the parent, and the student. Vector Academy will follow all regulations set forth in NRS codes regarding the writing and implementation of a student's IEP. The IEP will address the student's present levels of performance, student strengths, parent concerns, student interests, behavior concerns, ELL status, vision and hearing needs (if any), assistive technology requirements (if any), transition, goals and benchmarks for reaching those goals, specially designed instruction needs, any related services needed, ESY supports (if any), accommodations and modifications needed, program placement, and justification for times that students are removed from the general education population and/or curriculum. Transition plans will be developed during the IEP meeting with the use of formal transition assessments and student interviews to determine the student's' areas of interest and strengths. The results of these tools will be used to develop a plan for how the school can support the students long terms goals for employment and career (see NRS 385.080, 388.520 and NAC 388.281, 388.284).

- (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?

Vector Academy will progress monitor all students on a consistent and regular basis and use this data to determine a student's need for referral to the RTI team should a skill deficit be found. Once a student is referred to the RTI Team the team will develop a plan to employ multiple interventions in an effort to remediate the skill deficit. If the interventions are successful and the student no longer requires remediation of the skill(s), then the student's RTI case will be closed and no referral for special education evaluation will be submitted. By regularly and consistently monitoring students' progress the school will be able to identify skill deficits quickly and effectively allowing for immediate remediation of the deficit skill(s). Using the results of progress monitoring and data taken on implemented interventions the RTI team will be able to ensure that students referred for special education evaluation are only those students who were unable to make progress without intensive individualized interventions (see NRS 388.440).

Students receiving special education services will not only receive intensive interventions to remediate their skill deficits, they will also be taught strategies to help them overcome areas that cause them difficulty. Once students have closed the gaps in their skill development and learned strategies to effectively manage their disability the team will meet to discuss a possible exit from special education services. Data from progress monitoring will be used to determine if students are functioning at grade level (see NRS 385.080, 388.520, 388.440).

The use of progress monitoring on a regular basis, which is included with the PPAG and Edgenuity curriculum, will help teachers see those students who are functioning at an appropriate level and work to transition them out of special education services if necessary, thus decreasing over-identification. If it is probably that a student is receiving special education services that are not necessary, the IEP will be reconvened, where data and current level of functioning will be used to determine whether the student is still eligible for services. If it is determined services are no longer necessary, a plan to transition students out of special education will be created and put into effect.

(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.

Vector Academy will provide a continuum of services designed to address both academic and behavioral deficits. The level of support that each individual student receives will be based on the severity of their deficit and their individual need. Students with severe needs (academic and/or behavioral) will have direct instructional minutes to address their deficits. The amount of direct service time will be based on the individual needs of the students. The following continuum of services moves from least restrictive to most restrictive (see NRS 385.080, 388.520 and NAC 388.255, 388.145, 388.245, 388.255).

- **Consultation between Teachers:** All levels of service require consultation time with other teachers to help determine if students' needs are being met and if they are making adequate progress. Consultation between teachers will occur no less than once every two weeks, in compliance with NAC 388.033.
- **General Education Placement:** Consultation between case manager and student where the caseworker monitors progress weekly and meets no less than once a month (more frequently as need is determined) with student to discuss progress and adjust services and accommodations if needed. No pull out time is needed to work on skill deficits at this level.
- **General Education Placement with Direct Services:** Students access special education teacher for help on deficit skills as need is determined by IEP team. The Case Manager monitors progress weekly to determine progress on skill deficits. This placement involves "pull out" minutes to work on deficit skills. The amount of minutes needed is individualized to the student.
- **Intervention Periods (Co-Taught periods):** These are pre-scheduled times when students can receive instructional help on specific skill deficits. These groups will be limited to a maximum of 8 students at any one session and can be accessed by all students who require assistance (general education students and students with an IEP). These groups will be led by both a general education and special education teacher working together.
- **"Pull Out" Services (Resource minutes):** The case manager pulls a group of students out of the general education setting to work on targeted skill deficits. This work is in addition to their regular course work. These groups are limited to a maximum of 5 students and can only be accessed by students with an IEP.
- **One-on-One Intervention Time:** This occurs when a student needs intensive individualized interventions to make progress on a deficit skill. These intervention periods will occur in a one-on-one setting with the case manager and the student and will be scheduled according to the student's needs as determined by their IEP. In this model Case Managers may modify lessons and assignments to the student's instructional level, provide intensive structured practice time, and provide any other accommodations/modifications that have been determined by the IEP team as something the student requires to be successful.

(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?

At Vector Academy, related service personnel will communicate with the case manager and any involved general education teachers for a particular student, in compliance with NRS 385.080, 388.520 and NAC 388.101. Staffing meetings will occur at the start of each school year to ensure

that all staff members who are involved with a student are aware of any and all issues regarding the student's special education needs. The Case Manager and the general education teachers will have team planning time to discuss any students on their caseloads in regards to progress towards goals and benchmarks as well as any additional issues as they arise. Direct service minutes will be based on the individual needs of the student.

- (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, including those which may qualify for licensure flexibility in other subject areas.

All teachers, related service personnel, school nurse, and school psychologist will be required to be licensed in their field of expertise. All staff will be required to provide a copy of their valid license and will be responsible for renewing their licenses before the expiration date. Staff will also be responsible for making sure they have met any requirements for relicensure, in compliance with NRS 385.080, 388.520 and NAC 388.171.

- (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?

Trainings will be held at the beginning of each school year, and on an ongoing basis as needed. Training will cover topics such as information on different disabilities, modifying assignments/tests, implementing accommodations and modifications, implementing academic interventions, implementing behavior strategies, progress monitoring, and data collection. These trainings will be conducted by qualified personnel and will take place outside of the regular school day and will be in compliance with NRS 385.080, 388.520, and 388.5285.

- (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.

If a student with a disability has an infraction that leads to disciplinary action by the school, the IEP team will schedule a Manifestation Determination meeting with the parents to discuss the incident and determine if the behavior was related to the student's disability in compliance with NRS 388.520 and NAC 388.265. In determining this, the team will take into consideration the student's disability, his/her history of behavior, the actions taken by the school to remediate the student's behavior (when there is a history), and any other information the team deems as relevant to the incident. The team will be answering two questions when making its determination: 1) was there a direct and substantial relationship to the student's disability and 2) was there a failure on the part of the LEA to implement the IEP (and behavior intervention plan if one exists). In accordance with NRS and NAC regulations, the school will give parents prior written notice of the meeting time and purpose. If the IEP team determines that the behavior is related to the student's disability, then all discipline must stop. The team will then develop a plan to address the inappropriate behaviors exhibited by the student, or revise any existing behavior plan.

- (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?

In compliance with NRS 385.080 and 388.520, Vector Academy will implement progress monitoring of all students using computer and/or web based progress monitoring tools. Individual special education Case Managers will be responsible for progress monitoring the academic and

behavior goals and benchmarks for students on their caseloads. They will also be responsible for consulting with each student's teachers regarding their progress and any difficulties they are having. Data will be collected and graphed by each student's case manager. This data will be shared with parents through the IEP process and parent conferences.

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

Parent involvement is a crucial component in every child's educational program. At Vector Academy parents will be involved through teacher/parent conferences, RTI meetings, IEP meetings, development of Behavior Intervention Plans (BIPs), and parent trainings. Every effort will be made to include parents in any and all meetings involving their child and meetings will be scheduled and held at mutually agreed upon times. All of this will be in compliance with NRS 388.520 and NAC 388.300 and 388.302.

(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.*

This is not applicable, as a distance education program is not being offered at Vector Academy.

English Language Learners

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

English Language Learners (ELL) will be identified by the registrar when they enroll at the school. Parents/guardians will usually check the ELL box on the registration form if the student is an English Language Learner. A home language survey will be included with registration materials, and if a language other than English is primarily spoken in the home but student is not currently receiving ELL services, the student will be referred to the ELL coordinator for screening to determine if services are necessary. If a student currently has a W-APT (WIDA-ACCESS Placement Test) placement, services will continue as determined by the previous school until the W-APT is updated. For students identified as having potential ELL needs but who do not have a WIDA placement score, testing and services determination will occur within the first thirty days of the student attending Vector Academy. By using the home language survey and proper ELL screening and testing, Vector Academy will be able to avoid misidentification in most instances.

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

When a student is tested for ELL needs, a parent notification letter is sent to his/her parents providing information about eligibility, and placement level 1 through 6 (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching) as determined by the W-APT. The ELL coordinator will be responsible for notifying teachers and overseeing ELL programs to ensure needs and adaptations are being met. The ELL coordinator will also be involved in the PPAG conferences. In the event that a student does not qualify for ELL services, the parents will be notified in the parent notification letter.

(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.

Vector Academy will hire TESL endorsed teachers to work with ELL students, as required by law. The counselor or member of the staff licensed in ELL and trained to administer the W-APT and WIDA-ACCESS will test the student for levels of proficiency in English. The ELL coordinator (depending on need, this may be a full time person, or it may be a TESL endorsed teacher who coordinates the program) will be responsible for monitoring progress of all students with ELL placement as well as keeping assessments current. The PPAG program of Vector Academy helps to create accountability for ELL progress as it is reviewed and updated weekly.

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

All teachers will receive annual training in meeting the needs of ELL students, and will receive specific training by the ELL coordinator or through other contractors or professional development opportunities as necessary throughout the year. Any ELL specific training provided by curriculum vendors will also be required for Vector Academy teachers. The ELL coordinator can work with the general education teacher during and after the PPAG conferences to identify and implement necessary modifications and supports to ensure the student has full access to the curriculum and is progressing in English acquisition.

(5) 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?

Sheltered English Instruction is the primary method used for ELL learners at Vector Academy. Sheltered instruction helps teachers create lessons and scaffold activities (which are taught in English) that build on students' prior knowledge, helps students learn to use the academic language required of them, and allows them to do something purposeful with that new knowledge. This method is best suited for students who have already developed a foundation in the English language.

When a student's level of proficiency does not permit them to function and learn in the classroom exclusively using Sheltered English Instruction, ELL pull out services will be provided. These will typically be in small groups, determined by level of language proficiency.

If students require intensive ELL services, structured English Immersion will be utilized. In this setting students are provided with intensive English language instruction while receiving some or the entire core content in their native language while they are gaining proficiency.

In the blended curriculum of Vector Academy, students with ELL needs will also have access to iReady and Rosetta Stone, that can be used independently with guided instruction to help with language acquisition as well. Specific services for each student will be determined in the PPAG conferences using updated assessment data from Edgenuity, iReady, and Rosetta Stone.

(6) 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?

Students will be assessed on an ongoing basis using the Edgenuity, iReady, and Rosetta Stone assessment tools. Students will be assessed annually with the W-APT. If it is determined by the W-APT that ELL services are no longer needed, the student will begin receiving all instruction in English without adaptations or support, and progress will be monitored. If a student drops to a "C"

grade or lower in a class, the ELL coordinator and teacher will work to determine if language is part of the problem. If so, services will be reinstated. Students exiting ELL services will be monitored annually using W-APT for at least two years after ELL services have stopped. If the assessment shows need, services are reinstated. If, after two years without services, students are still proficient, they are exited from the monitoring program as well.

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

Parents of students with ELL needs will receive the parent notification letter and other school communications in their native language if they are not proficient in English. They will be encouraged to participate in the PPAG process each week, which may be facilitated in part by an interpreter.

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

This is not applicable to Vector Academy, as distance education is not offered.

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?

According to the McKinney-Vento Homeless Advocate Improvements Act of 2001 every school must have a Title I HOPE Homeless Advocate. At Vector Academy, the registrar and counselors will be designated as these advocates, as they are staff members most likely to interact with parents and students to obtain information about the situation as well as to help families identify and access resources. Identification information will be derived from a question on the initial registration paperwork, as well as through ongoing observation by school staff and information students may provide. In order to avoid misidentification, the registrar and counseling staff will gather appropriate information through questioning and determine if the family lacks required registration information because of a homeless situation or if it is for other reasons. Vector Academy will assist those struggling to obtain information who are not homeless.

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

The HOPE Homeless Advocates will work to develop good working relationships with the various service providers who can help the homeless in the area. Clark County Family Services, and Clark County Social Services are key sources for family assistance and additional information. These agencies are also instrumental in identification and providing community information regarding homeless and migrant students. Four-Square is an agency that provides weekend supplies for homeless students and families. The school counselors will assist with implementing this program at Vector Academy, if necessary. Vector Academy is a 1:1 Chromebook School so all students have access to technology. Additionally, the school has scheduled time before and after school for WI-FI access, which will ensure all students without internet access outside of school still have the opportunity to continue their learning and complete homework assignments. The FASA/contracted school nurse will schedule with appropriate agencies to provide health services and/or referrals. A partnership with the YMCA and libraries for computer use will be pursued after the school is opened.

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

This is not applicable, as Vector Academy will not offer a distance education program.

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.

Vector Academy believes that a school culture is friendly, welcoming, safe, and driven by high academic and social expectations for students, staff and the community the school serves. There is a shared belief among stakeholders that there is something special happening. The language is positive and influences the behaviors of others for good. When students feel safe, supported, and confident, their chances for academic success improve¹⁵. The Committee to Form believes students will meet high academic expectations when students understand the “why” behind them, feel adequate support, and are in a safe and positive learning environment.

Uniforms will also be a part of the school culture, as it is the experience of members of the Committee to Form that school uniforms reduce the incidents of bullying and inappropriate behaviors towards others. Additionally, uniforms reduce the glare of cultural, economic, and social differences of the students and families involved in the school.

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

During the incubation year, Vector Academy intends to involve parents and the community to help build a positive school climate by participating in the following activities:

PARENTS are a critical part of building belief in the mission and vision of the school. They will have opportunities to:

- Attend informational meetings and learn about the mission and vision of the school;
- Meet to discuss and narrow school uniform options;
- Sign up as a school volunteer to assist in various capacities to get the school opened;
- Design and distribute informational material within the community;
- Plan and participate in monthly fundraising activity;
- Attend or facilitate question and answer sessions presented by parent volunteers;
- Serve as an ambassador of the school to the community;
- Form and participate on committees that will function at the school;
- Design parent/student Handbook and provide feedback about policies;
- Participate in staff interviews.

¹⁵ Gottfredson, G.D., & Gottfredson, D.C. (1989). School climate, academic performance, attendance, and dropout. Charleston County School District SC; Effective Schools Battery; Teacher Surveys.

Ma, X., & Klinger, D. A. (2000). Hierarchical linear modeling of student and school effects on academic achievement. *Canadian Journal of Education*, 25, 41-55.

COMMUNITY/BUSINESSES: These organizations and their leaders and members can provide valuable insight for programs, apprenticeships, operational support, financial support, in-kind donations, etc. The Governing Board of Vector academy will establish relationships and seek support from the following, which may include membership on the Governing Board, the General Advisory Committee, or various school committees:

- YMCA
- Library
- Community Social Agencies
- Community Resource Services
- Local business, both large and small, particularly those interested in the future IT work force

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

All students receive student agendas during the first week of school and the behavior and social expectations are included in this publication. The agenda is referred to as the Parent-Student handbook. The Code of Conduct as required by NRS 392.461 is signed by parent and student. A parent/student signature form is signed agreeing to all school rules, classroom rules, and social expectations. The administrator over discipline meets with each grade-level during the first three weeks of school to answer student questions and discuss the positive rewards for school expectations in behavior, social skills, and attendance.

The individual classroom teacher designs, with the assistance of the students, classroom rules and consequences that are then posted. Anti-bullying techniques are discussed in the classroom, student skits aired through closed circuit school media, and counselor's groups are essential in preventing bullying behaviors. Small groups include a group for targeted students and small groups for students engaging in bullying to help each group develop skills to positively interact with the other. The counselor is an important intervention step in the progressive discipline plan and attendance reinforcement plan. Parents and students have the opportunity to discuss issues in these areas at the weekly PPAG meetings.

In order to enculturate new students, the counselor meets with students and parents new to the school at the beginning of the year as well as at the beginning of a new term for students entering after school has started, and reviews the behavior, social, and academic expectations of the school and the blended learning model of instruction.

Underlying all of this is the Boys Town Educational Model, which is discussed in Item 7 on page 55.

(4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.

A strong positive discipline plan with appropriate consequences and praise for good choices is essential in developing and maintaining a positive school culture. A strong reinforcement and reward system is in place to promote positive behaviors. Acknowledgement of positives behaviors are integrated into the school program. Student behavior expectations are discussed during all parent and community meetings prior to the opening of the school and reinforced during the school year in classrooms and at each student's PPAG conferences with teachers, students, and parents. Parent orientation meetings before the opening of the school and at the beginning of each semester

keep the parents informed of behavioral and social expectations. Training parents in the blended learning model emphasizes the positive interactions expected of their student. Social skills are integrated into the curriculum as students learn to work together, solve problems, and value and respect the opinions of others. Social skills are taught through the Life Skills curriculum offered by Edgenuity and integrated into the physical education and health programs and are fostered and encouraged by all teachers and staff in all classes and school activities. Additionally, the counselors offer courses throughout the school year to introduce tools to students, parents, and staff for solving behavior and social issues identified by school surveys, the number of students (and reasons) referred for disciplinary consequences, and in response to suggestions and/or concerns of parents, teachers, students, and community.

The implementation of the culture throughout the school day, modeled by faculty and staff, along with the weekly PPAG meetings will work to help students achieve the academic goals as well as the social skills defined by Vector Academy necessary for success in our global society.

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

A school-wide culture of positive student behavior is developed by having rules that are relevant, enforced, and modeled by all faculty and staff. Because students spend the majority of their time at school in the classroom, it is critical that high expectations be set and achieved in every classroom at Vector Academy. The teacher is responsible for the climate, culture, and achievement in the classroom, and models desired expectations and manages the classroom in a positive and firm manner. Vector Academy will be using Dr. Marzano's Walkthrough Teacher Evaluation Process, which asserts that a focus on data and standards to improve student achievement and classroom management procedures helps ensure positive classroom behavior, social skills, and mutual respect. The process identifies the standards of emphasis on instruction, providing assessment, addressing intervention, and identifying future standards. The cycle is repetitive in nature, providing for continual growth and reinforcement of high academic achievement and positive behavior. Teachers conferencing with students during the weekly PPAGs have the opportunity to reinforce the positive behaviors of the week, as well as help students identify behaviors that may need improvement, which can be set as a goal on the PPAG.

Additionally, Focus on Standards and Walkthrough practices parallels The Boys Town Model of positive social and behavioral skill and introduces life skills, explained in Item 7 (page 55), below. These practices assist in developing and strengthening strong bonds between the teacher and the student. A strong teacher-student bond is also strengthened through strong academic standards. Vector Academy is founded on the belief that personalized learning through strong teacher-student bonds yields strong academic and social success. According to research from the Gates Foundation, there is a growing movement that is focused on "... changing the learning environment so students can take more ownership of their learning and teachers can work with them to discover their passions and interests.¹⁶" Personalized learning emphasizes high standards by teachers and students and monitored through the processes of the Focus on Learning Model and the Walkthrough process of formal and informal observations/evaluations. Again, according to the Gates Foundation, "The breakthrough idea in personalized learning is the striking shift in the

¹⁶ The Bill and Melinda Gates Foundation (2016). Personalized Learning. Retrieved from <http://k12education.gatesfoundation.org/student-success/personalized-learning/>.

teacher-student team.... In personalized learning, the student is the leader and the teacher is the activator advisor.¹⁷

The interrelationship among The Boys' Town Model, the Focus on Standards Model, and the Walkthrough process of teacher evaluation aligns staff and students around high expectations for student behavior and high academic expectation.

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

The Culture Committee monitors the climate of the school and recommends possible solutions to the Governing Board, administration, staff, parents, and students. The Culture Committee is composed of two parents, three students, two teachers, a counselor, and the administrator overseeing behavior, social, and attendance concerns. The Culture Committee will meet once a month to evaluate the programs in place and make necessary changes or recommendations to the administration. The recommendations are determined in part by the data received from the three informal surveys administered throughout the school year, as well as from data received from the administration, the attendance clerk and the counselor. The school website, paper surveys sent home and to the community are vehicles for distribution. Students complete the surveys during a weekly assigned time in the computer labs.

Mini, quick-scaled student/teacher surveys administered on Thursday of each week provide instant feedback for discussions during the student/teacher PPAG conferences on Friday. These discussions and changes may be implemented through student organizations like Student Council, Junior National Honor Society and student representatives selected by the counselor. Staff discussions and implementation of new procedures are an agenda item at each department meeting, common preparation period meeting, and all staff development training. With these procedures in place and a constant review of data, the culture of the school community will remain positive.

(7) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

Vector Academy believes teaching social skills is critical in order to help support the social and emotional needs of all students. A research study published in Education Week¹⁸ found that students who took part in social and emotional learning programs improved in grades and standardized-test scores by 11 percentile points compared with nonparticipating students. That difference, the authors say, was significant—equivalent to moving a student from the middle of the class academically to the top 40 percent of students during the course of the intervention. Such improvement fell within the range of effectiveness for recent analyses of interventions focused on academics." Social skills education results in academic improvement by teaching self-awareness

¹⁷ The Bill and Melinda Gates Foundation (2016). Personalized Learning. Retrieved from <http://k12education.gatesfoundation.org/student-success/personalized-learning/>.

¹⁸ Sparks, Sarah D. (2011). Study Finds Social-Skills Teaching Boosts Academics: Gains Found Comparable to Those of Strictly Academic Programs. Education Week, 30(20), 8. Accessed at www.Edweek.org/ew/articles/2011/02/04/20se

skills, self-management skills, problem-solving skills and positive decision-making. The study incorporated a number of strategies for teaching social skills from role-playing, parent meetings, teacher training to community participation. Also, social skill education includes parent training, teacher training, and community informational opportunities in the skills of organization, time management, prioritization, concentration, and motivation, according to the Greater Schools Organization.

In order to meet the needs of all students, Vector Academy will implement the Boys Town Educational Model (BTEM). This model has been in use for 30 years and addresses three areas: General Education Setting, Special Education Setting, and Administrative Interventions. The BTEM encourages building healthy relationships between students and between students and staff. The Boys Town Education Model (BTEM) is founded upon building relationships, teaching social skills, reinforcing social skills and correcting inappropriate behaviors. It emphasizes the SODAS technique of addressing social issues: S-Define the situation, O-Examine Options for dealing with the issue, D-Determine possible solutions, A-What are the Advantages of each option, and S-Decide on the solution and practice it. "...BTEM is built upon numerous evidenced-based strategies that have been shown to be effective for millions of students. These strategies include the emphasis on prevention through the creation, communication, and explicit teaching of procedures and desired behaviors and the reliance on positive reinforcements.¹⁹"

Communicating expectations in advance reduces negative behaviors and increases the positive interactions between students and between students and adults. Compassion, respect, use of praise and positive interactions are inherent in the BTEM and in the success of the blended learning model of instruction²⁰. By implementing this program, a group of middle school students will have age appropriate skills for success at the next level of education, whether it is a technical school, magnet school or a traditional high school setting. This culture will also help boost Vector Academy into the top 25% of schools in academic achievement at the middle school level for Nevada, meeting the SPCSA goal. Additionally, the selected curriculum, Edgenuity, has a course in Life Skills with embedded assessments to track the social and emotional well-being and growth of the students. The program includes protocols that complement the BTEM. The Life Skills curriculum is extended into the physical education and health programs through instruction and role-playing. The Socratic Seminar is an instructional component in ELA curriculum that teaches valuing the ideas and contributions to the seminar group by all students with respect and appropriate discussions as practiced in Life Skills and instruction in ELA. All subjects use this approach to come to conclusions in problem-solving situations.

Observations by teachers/mentors who are trained in BTEM, the Life Skills curriculum and the Socratic Seminar monitor the implementation of the techniques. This information and the results from the data embedded in the Life Skills Edgenuity program will be discussed at the weekly PPAG conferences. Parents will be encouraged to use the section in the PPAG paperwork for comments regarding academics, behaviors, and social interactions. The number of behavior referrals will diminish as the social skill and life skills instruction continue during the first year of operation. The number of bullying incidents will also diminish as the students learn to work in groups to come to a consensus on projects that require all members of the group to contribute to solutions. The weekly PPAG discussions are designed to monitor the school climate, as are the surveys posted on the

¹⁹ Fluke, Scott. Peterson, Reese L. & Oliver, Regina M. Boys Town Education Model: Program Description, October 2013. University of Nebraska-Lincoln. <http://k12engagement.unl.edu>

²⁰ Fluke, Scott. Peterson, Reese L. & Oliver, Regina M. Boys Town Education Model: Program Description, October 2013. University of Nebraska-Lincoln. <http://k12engagement.unl.edu>

school website. The counselor will identify areas of concern and develop group time for discussions, role-playing and resolution. Parent training will be provided by the counselor so they can reinforce appropriate interactions away from the school community. The students will rate the cooperation, conversations, actions, and collaboration of each member at the conclusion of each group project. A rubric for assessment during opportunities of observation assists both students, teachers and family members in expectations and resolution of conflict. A rubric is scheduled for design by Edgenuity, teachers, parents and students in the week prior to the opening of school. This process, with practice, is to become the expectation for interactions of all members of the school community within the school setting and will be monitored as described for years 1, 3, 5 and beyond.

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.

All student discipline at Vector Academy is determined by and in compliance with NRS 392. Vector Academy believes that the encouragement of parents/guardians, school personnel, and the community served by the school encourages positive thinking and acting in connection to students. Vector Academy will expect students to be respectful, tolerant, of good character, honest and truthful, and model positive behaviors for all other students. The Committee to Form believes that these expectations can be met through the school culture development, discussed in Items 5 and 7 of the School Structure: Culture sections, which begin on page 52.

Positive behavior will be incentivized through a "Caught Being Good" program and associated monthly activity administered by the counseling department, teacher and subject recognition programs, a "Citizen of the Month" principal's luncheon, student council and National Junior Honor Society activities, community field trips for high academic achievement each semester, and attendance awards.

Vector Academy believes that discipline can be of value in building character, but mass punishment of innocent students is not tolerated. When discipline violations occur, they will be handled by the teacher or administrator, if necessary. Teachers are responsible for developing classroom rules and consequences in compliance with the Nevada Revised Statutes (NRS) laws and federal regulations governing education and student discipline and due process, which will be approved by the administration. Guiding principles of the Vector Academy discipline plan are:

1. Contact parent with student present whenever possible on all offenses.
2. Give student the opportunity to tell what happened. Take written statements when required.
3. Utilize search methods in accordance with state requirements.
4. Explain the offense to the student, the appropriate behavior, the consequences of the offense, and the future action, which may occur should the behavior not improve.
5. Check and discuss the student's attendance record and grades regardless of the offense.
6. Don't make deals.
7. Complete the appropriate paperwork accurately and in a timely manner.

8. Contact the police or appropriate law enforcement agency when a violation in law is thought to have occurred.
9. Explain the expectations for future behavior.
10. Communicate with all staff and administrators involved over discipline in unusual circumstances.

The Vector Academy Progressive Discipline Plan has a maximum of three levels of behavior consequences for each identified behavior infraction. Each level represents the number of times the student has violated that particular behavior and the consequences issued at each level. Each behavior listed has individualized consequences and those consequences may not be combined with other behavior consequences. No student may be detained from eating lunch and deprived from make-up work due to behavior consequences. Make up work will be requested at a time mutually agreed upon by both the teacher and the student.

TEACHER DISCIPLINE INTERVENTION:

FIRST OFFENSE: The teacher will notify the parent/guardian of the student by a note in the PPAG at the time of the infraction, or make a phone call to the parent/guardian at the time of the infraction or no later than Friday of the week the offense occurred.

SECOND OFFENSE: The teacher will notify the parents and develop a behavior/positive intervention sheet with the student and parent/guardian that will become part of the PPAG to be reviewed by the student and teacher/mentor at the weekly meeting and will be updated, revised, or removed, as appropriate.

THIRD OFFENSE: A discipline referral located online will be completed by the teacher and submitted through the Infinite Campus system to the designated administrator’s office. The discipline referral will include all prior infractions of this behavior, the consequences implemented by the teacher, and a clear, concise, explanation of the current infraction. The designated administrator will then work with the student and parent/guardian to remedy the situation and enforce punishment. The following chart shows the progression of discipline, including suspension and expulsion at Vector Academy.

Infraction	Level I Intervention/Consequence	Level II Intervention/Consequence	Level III Intervention/Consequence
Absence from school/Truancy	Parent/Teacher Conference Set Truancy Goals	Counselor/Teacher /Parent Student/New Truancy Goals Daily Check-in	Parent Conference Suspension/Expulsion
Alcohol or Substance represented to be	Parent Conference	Suspension/Expulsion	

alcohol (use/possession of) *law enforcement may be notified	Drug Intervention Program -		
Arson *law enforcement will be notified	Parent Conference Expulsion		
Assault / Battery on an adult	Parent Conference Expulsion		
Bullying/ Cyberbullying/Harass ment/ Intimidation	Call Home Behavior Contract	Parent Conference Suspension/Expulsion	
Campus disruption (includes incitement)	Parent Conference Behavior Contract	Parent Conference Suspension/Expulsion	
Computer misconduct (excluding vandalism)	Parent Conference Restrict Computer Privileges Technology Contract	Parent Conference Suspension/Expulsion	
Continual Disregard of School Rules	Parent Conference Behavior Contract	Parent Conference Suspension/Expulsion	
Controlled Substance or Substance represented to be a controlled substance (use and/or possession) *law enforcement will be notified	Parent Conference Suspension/Expulsion		
Controlled Substance or Substance represented to be a controlled substance	Parent Conference Suspension/Expulsion		

(sale and/or distribution of) *law enforcement will be notified			
Infraction	Level I Intervention/Consequence	Level II Intervention/Consequence	Level III Intervention/Consequence
Controlled Substance Paraphernalia *law enforcement will be notified	Parent Conference Suspension/Expulsion		
Disorderly Conduct (includes profanity and obscene behavior)	Parent Conference Behavior Contract	Parent Conference Suspension	Expulsion
Dress Code Violation (SSA)	Warning Change of Clothes	Call Parent/Guardian Dress Code Contract	Parent Conference Suspension
Extortion/Robbery *law enforcement may be notified	Parent Conference Restitution Expulsion		
Fighting	Parent Conference Suspension/Expulsion		
Forgery *law enforcement may be notified	Parent Conference Suspension/Expulsion		
Gambling	Parent Conference Behavior Contract	Parent Conference Suspension	Expulsion

Gang Activity *law enforcement may be notified	Parent Conference Suspension/Expulsion		
Habitual Discipline Problem (Having been deemed HDP)	Parent Conference Suspension/Expulsion		
Habitual/Subsequent Truant *law enforcement may be notified	Parent Conference Referral to Truancy Court	Suspension	Expulsion
Immoral/Lewd Conduct *law enforcement may be notified	Parent Conference Suspension	Expulsion	
Insubordination/Disrespect to school employee	Parent Conference Behavior Contract & Plan	Parent Conference Suspension	Expulsion
Infraction	Level I Intervention/Consequence	Level II Intervention/Consequence	Level III Intervention/Consequence
Nuisance Items	Parent Phone Call Confiscation Parent pick up item	Parent Conference/Confiscation Parent pick up item	Parent Conference Suspension/Expulsion
Portable Communication Device (unacceptable use of)	Parent Phone Call Confiscation Parent Pick Up item	Parent Conference Confiscation Behavior Contract Loss of Privilege	Parent Conference Suspension/Expulsion

Racially Derogatory Remarks	Parent Conference Behavior Contract	Parent Conference Suspension	Expulsion
Scholastic Dishonesty (Teacher Proof)	Parent Conference	Parent Conference Suspension	Expulsion
Spray Propellants (use/possession of tear gas/pepper spray/mace) *law enforcement will be notified	Parent Conference Suspension	Expulsion	
Tardiness	Warning Note Home	Warning Note Home	Parent Sign In Main Office Daily
Theft (includes possession of stolen property) *law enforcement will be notified	Parent Conference Restitution Suspension/Expulsion		
Threat *law enforcement will be notified	Parent Conference Suspension/Expulsion		
Tobacco (use/possession)	Parent Conference Confiscation Behavior Contract	Parent Conference Suspension	Expulsion
Vandalism/Destruction or Defacement of Property *law enforcement may be notified	Parent Conference Restitution Suspension/Expulsion		
Verbal altercation	Parent Conference	Parent Conference	Expulsion

	Behavior Contract	Suspension	
Weapons as defined by NRS or Gun Free School Act *law enforcement may be notified	Parent Conference Expulsion		

(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.

The Director or his/her designee is the only person authorized to suspend or expel a student. The parent/guardian of a student will be notified prior to the suspension/expulsion, and in the case of suspension, will be required to attend a PPAG conference (which may or may not be a regularly scheduled PPAG) with school administration present where a plan to remediate the behavior will be laid out. In the case of a suspension that lasts more than ten days or an expulsion, the parent can request a formal hearing with school administration. The results of the hearing can be appealed to the Governing Board by the parent/guardian within ten days of the hearing if they are not in agreement with the decision. The Governing Board will hear the appeal within ten days of receipt, and will keep all identifying student information confidential, in compliance with FERPA. The Governing Board may seek legal counsel before issuing a final determination, and will seek to do so within five days of the hearing. All decisions of the Governing Board are final.

(3) Who will be responsible for implementing the school’s discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

The Director or designated administrator oversees the discipline policy of the school, and works with teachers and support staff to implement it effectively throughout the school. The office manager or registrar will be responsible for recording discipline reports in the Student Information System, Infinite Campus, and submitting them to the state through this system in compliance with NRS 385.3481 and NRS 385.3483. He/she also generates reports on a monthly basis, which are disseminated to the Director, administrators, and the Discipline Committee. The Discipline Committee will include three parents, three students, three teachers, one office secretary, one counselor and the Director or designated administrator. This committee will review data and make suggestions for school culture improvements and/or disciplinary policy changes. All revisions to the existing disciplinary plan must be approved by the Vector Academy Governing Board and be justified by Nevada Revised Statutes (NRS) and all local and federal laws. How will you ensure that discipline practices don’t disproportionately penalize more vulnerable student populations?

The counselor will track discipline referrals and consequences tracked through data from the Student Information System, Infinite Campus, to ensure that one subgroup of group of students is not issued a disproportionate number of discipline referrals. If the discipline referrals are of an unusual number, the counselor will develop student/teacher intervention programs to address the inequity.

(4) Describe the core principles of the school’s proposed parent grievance policy.

Vector Academy promotes working together and good interpersonal communication when there are disagreements between various parties at the school. Parents are asked to first approach the person they are at odds over a decision with. If an agreement cannot be made, then a supervisor at the school becomes involved as a facilitator and mediator. If the issue cannot be resolved at that level, it can be taken to the Governing Board, through the chair. If it reaches the Governing Board level, information should be provided in a written form, if possible, and will be dealt with by the Governing Board in compliance with open meeting and FERPA laws.

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

According to NRS 392.415, the members of the board of a school may require Standard School Attire, or uniforms, for students. Vector Academy will require a uniform. In compliance with NRS 392.415, the following will be adhered to.

- Uniform Description: Collared shirts for males and collared shirts/blouses for females in the school colors will be allowed, and they may be worn over a same color or white t-shirt. Male students may wear shorts or pants, and female students may wear pants, shorts, skirts, dresses, or jumpers. Socks must be a plain color, and shoe laces should be a neutral color or one of the designated school colors. Sweatshirts without hoods, as well as jackets and sweaters of school colors may be worn in the classroom. Coats are to be left in lockers during the school day. Accessories of school colors may be worn by both male and female students.
- All students are to wear the school uniform at all times during the school day.
- Wearing the school uniform for afterschool activities is optional.
- For those families who are unable to purchase uniforms, Vector Academy will keep extra uniforms that will be distributed through the counselor’s office. In the second and ongoing operational years, the school may offer a “uniform exchange” where parents can buy and sell gently used uniform items. The counseling office will also accept gently used items as donations to be used for those who cannot afford to purchase them.
- Consequences for not wearing school uniforms are addressed in the Progressive Discipline Plan. The first discipline step for not wearing uniforms is a referral to the counselor’s office, which functions as another method for the identification of students in need.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(1) Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

In accordance with NAC 387.120 and 387.125, Vector Academy will allow for 176 instructional days in a school year and our calendar will be in alignment with the Clark County School District’s 2017-2018 school year calendar. Vector’s planned first day of school will be on August 14, 2017, if approval for the charter is granted.

Vector Academy will follow the same academic calendar as Clark County School District (CCSD). The reason for this alignment is to provide stability for students who may be transferring from a CCSD school, and who may have siblings in an elementary or high school in the district. Vector will follow the same holiday schedule as Clark County School District, and will include the following days off: one day for Labor Day, one day for Nevada Day, one day for Veterans’ Day, one week for Thanksgiving, two weeks for winter break, one day for Martin Luther King Jr. Day, one day for

Presidents' Day, and six days for spring break. The final day of school for students will be on May 22nd, 2018 during the first year. Vector Academy will follow the Clark County School District traditional schedule as closely as possible in subsequent operating years.

Vector Academy plans to offer professional development hours for teachers and support staff. There will be 3 professional development days scheduled in August before the first day of school for students. Included in these trainings will be all necessary procedures to open for the school year as well as training to ensure all staff are knowledgeable on how to use computers and computer programs utilized by Vector Academy, helping to meet the needs of students in the blended learning model environment. Other professional development opportunities will be scheduled for the weekdays, after the school day has ended and occur no less than once a month starting in the month of September and finishing in the month of May. The total number of professional development hours will equal no less than 30 hours for the school year (the number of hours may be expanded as determined by need and funding). There will be at least one professional development training provided each month and the length of time for each will be determined by the content of the training and the needs of the staff and students. Professional development hours will be used to train teachers in areas such as: expanding understanding of specific content areas; helping struggling students; disability awareness; bullying prevention; making appropriate modifications for student success; providing appropriate challenges for gifted students; improving school spirit; and/or any other professional development training that the staff deems as appropriate and necessary.

(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.

In accordance with NAC 387.131, 385.080, and 387.123 Vector Academy will provide for the minimum number of instructional minutes for all students. Sixth grade students will exceed the 300 minimum daily minutes, and seventh and eighth grades will receive the 330 minimum daily minutes. The breakdown of the instructional day is listed below.

Start and Dismal Times: 8:00 am to 2:20 pm

After School Academy: 2:30 pm to 3:30 pm (this is an optional program that is available to all students interested in additional time and/or instruction in any subject area and is not calculated in the minimum daily minutes).

Grades 6th-8th:

Students will spend 15 minutes weekly with their case manager to develop goals and their schedule for the coming week in the PPAG conference on Fridays. Together they will make sure that required minimal minutes are met and determine what combination of program levels will be most beneficial for the student that week. Schedules for each day and week will likely look a little different from one another as students, along with guidance from their case manager, may choose to spend more time on a specific subject (such as math) one day and focus on a different subject (such as science) the following day. The exception to this will be in physical education where time daily will be required of all students. The following are the required minimal weekly minutes for each subject area.

PPAG development time (time with Adult Mentor)	15 minutes weekly
Reading	250 minutes weekly
Written Expression	250 minutes weekly
Mathematics	250 minutes weekly
Social Studies	250 minutes weekly
Science	250 minutes weekly
PE	250 minute weekly (50 minutes daily)
Lunch	150 minutes weekly (30 minutes daily)
Passing time between instructional models (minutes not needed for passing will be absorbed into one of the required subjects)	90 minutes weekly

The following are the types of instructional models that students will choose from when working with their case manager to develop their schedules for the coming week.

- Individual Computer time
- Student driven group work
- Teacher lead group work
- Teacher instruction in a large group setting
- Teacher instruction in a small group setting
- Individual time with a teacher or grade level assistant

(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?

Attendance at school is critical for content mastery and academic success. Vector Academy has a goal of 95% student attendance, and will offer incentives for students who meet the 95% attendance goal and help students who are struggling to address issues that are impacting school attendance, which may include home/hospital services.

The school registrar will be responsible for collecting and monitoring attendance data, and will provide it to the administration at least monthly. When a student is identified as being chronically absent, a referral will be made to the counseling department to meet with families and determine what supports may be necessary to help improve attendance. If no improvement is made, the school will make the necessary legal referrals for truancy.

A DAY IN THE LIFE & SCENARIOS

(1) Describe a typical school day from the perspective of a student in each grade span (elementary, middle, and high school) that will be served in your first year of operation.

The typical day of a middle school student is described below. Vector Academy will not offer elementary or high school grades.

6th Grade: Student A

Student A arrives at Vector Academy at 7:30am and meets with his math teacher along with 2 other students who have come in for additional help with material they worked on in class the day before. The start time for classes is 8am, so Student A, along with the rest of the students, say goodbye to their math teacher at 7:50am and go to the planning board to double check their individual schedules for the day. Looking over his schedule Student A sees that he will spend the first hour of the day at his computer station working independently completing lessons and assignments utilizing the online Edgenuity curriculum. He is not worried about getting confused by any new concepts because he knows that there are teachers and aides monitoring his work and if he needs help they will be there to provide assistance. He also knows that he can independently choose to go to a break out session with a teacher if he feels he needs it. After his independent computer time he is scheduled to spend the next hour in a small group with his math teacher for further instruction and guided practice on the new math concepts they are learning. Other students work in large groups for math, but since this is his weakest subject he and his mentor decided that a small group would be more beneficial for Student A. From here student A will go to his PE class. This is a 50 minute blocked period that he participates in every day. During this time he gets a chance to stretch his muscles and give his body some needed activity. Following PE he will have 30 minutes to eat lunch and talk with friends. Now that he is rested and fed he is ready to tackle the rest of the day. Now it is time for Student A to head back to his computer station where he will spend the next hour and a half working on his science and social studies lessons with the Edgenuity curriculum. History is a strength for Student A and he usually gets these lessons done quickly. He is ahead of many of his peers in this area. Science is a bit more of a struggle and takes him a little longer to complete, mostly due to the math involved. During his Science online instruction time, student A is struggling with a concept and is unable to move forward in the lessons and online work. At this time the Grade Level Assistant or Teacher, who is monitoring the Edgenuity online data in real-time, approaches Student A and has him logoff Edgenuity and directs him to a small group or one-to-one instruction on the concept that he is struggling with. After completing this personalized instruction, he will move on to meet with a group of students to participate in a teacher led science lab that will require him to use the information he was working with. The lab will take 40 minutes. After the lab he will move to a teacher led discussion of the book they have finished reading. This discussion group will last 30 minutes and the teacher will give them the guidelines for their project and answer any questions they may have. Student A will then return to his work station for the remainder of the day (about 20 minutes). Vector Academy has an After School Academy and Student A has planned to stay for a short time in order to get started on his book project where there is help available if he needs it.

7th Grade: Student B

Student B excels in school and is ahead of most of her peers in most subjects. Math is her favorite and the subject she is farthest ahead in. She arrives for school at 7:50am, 10 minutes before classes start. This gives her time to check her schedule and get her supplies ready for the start of school. She checks her individual schedule and sees that she will spend the first 45 minutes of her day working on Edgenuity online lessons. She will need to work on her science lessons during this time to prepare for the teacher led science lab she will participate in next. At 8:45am she reports to the lab with her fellow students to complete the planned lab experiment. After the lab is completed she will go back to her computer station to reflect on the experiment. This reflection will be due before she leaves school today. She will have an hour and a half to work on her reflection

and other lessons before her lunch time. She is free to choose what lessons she spends this time on so she decides to continue to focus on science for this time period. She will get 30 minutes to eat lunch and visit with friends. After lunch she has a 50 minute block in PE which will give her needed activity. After PE she will spend 30 minutes in independent reading. Her group is reading Thomas Paine's Common Sense and she needs to make sure that she gets through chapter 2 before her group discussion time at the end of the day. She will then spend the next hour at her computer station working on Edgenuity lessons she chooses. She could also choose to spend more time reading her book because she is ahead in all of her work. She knows that she gets caught up in reading and working independently so she will set her alarm for 1:45pm to make sure that she does not miss her student lead reading discussion group. During this time she and her peers will discuss the book so far and start to make plans on how they will each share the book with each other and their teacher. When her day ends she sits in the common area and visits with friends for a bit before heading home.

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

6th Grade: Teacher A

It's Friday and students and staff have spent a productive week making gains towards their personal goals. Now is the time to reflect on progress made and develop the plan for continued success during the next week. As a teacher at Vector Academy, Teacher A will spend today meeting with his assigned students to review their Personalized Plan for Academic Growth (PPAG). He will work with each student individually to review their previous goals as outlined in their PPAG and help them revise goals and develop a schedule for the coming week's activities. They will discuss the student's strengths and weaknesses and how they can best work together for continued improvement. Together they will develop the student's plan for what subjects/skills to work on, how long to devote to each, and in what combination of educational settings to engage in (individual computer work, student driven group work, teacher lead group work, teacher instruction in a large group setting, teacher instruction in a small group setting, individual time with a teacher or aide). Teacher A will be able to focus on students in an individual setting while the rest of the student body is working productively on completing any remaining tasks for the week and taking time to self reflect before meeting with their mentor. Aides and administrative staff are monitoring students who are working individually to help answer questions and keep students on task. Teacher A enjoys the opportunity to meet face to face with each of his students. During this time he is able to take the time to really listen to their triumphs and concerns. They have time together to laugh at silly mistakes, applaud goals reached and support each other in many different ways. At Vector Academy we believe that this time gives the students confidence and encouragement to work successfully. Teacher A is able to help his students learn how to make a plan for improving their situation and reaching their goals. It is Teacher A and Vector Academy's goal to provide students with the independent skills they need to be successful wherever they move onto in their future.

7th Grade: Teacher B

Teacher B's typical day here at Vector Academy is very different from that of a teacher at a traditional school. All teachers here at Vector Academy start their day 30 minutes before students arrive to campus. They use this time to do a quick check of students' schedules for the day, make sure everything is in place for when students arrive, and provide assistance to any students who arrive for before school assistance. Once the students arrive Teacher B's day is, to a degree,

determined by the needs of students. After meeting with his students on the previous Friday and developing their schedule needs for the coming week Teacher B was able to make any minor adjustments to his schedule as well. Each day can be very different from the previous day depending on the needs of the students. Today Teacher B's schedule will include time with large group instruction, a small group instruction with students who have the same skill deficit, individual sessions with 3 specific students, and time monitoring students who are working on computers with the Edgenuity curriculum. During his time monitoring computer work he will be watching progress as well so that he may provide corrective feedback and help for students who are stumbling with a specific concept or skill and identify students that need to move to a small group for further instruction and guided practice. At the end of the day Teacher B will be in the common areas saying goodbye to the students as they exit the campus. We have After School Academy 4 days a week at Vector Academy. This is an after school program that is designed to offer assistance to struggling students and additional time students may need to complete work. Today is Teacher B's turn to be available during the after school program to help individual students who need or want extra time to work on skills or projects. Some of the students who stay will be students who are assigned to Teacher B as their mentor and others that are not. Teacher B will work with all of the students, giving him an opportunity to talk with students who he does not meet with weekly. As with every day He will end today with reviewing the progress of his assigned students and making any minor changes to their schedules that are needed. He will also use this time to collaborate with other teachers regarding any concerns he may have for specific students.

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

Vector Academy will provide various levels of instructional settings and supports geared to meet the different needs of all our students. By having a continuum of services set up from the start we will be able to meet the needs of any student who enrolls at Vector Academy.

When Ruby's parents come in to enroll her there will be a meeting time set for her assigned case manager to meet with Ruby and her parents to review her incoming IEP. At this meeting the participants will develop a schedule for Ruby that will meet her needs as outlined in her IEP. Vector Academy is committed to providing varying levels of support for all students and all needed services/supports will be addressed when developing Ruby's schedule and discussing how to best provide her accommodations/modifications. Then her case manager will meet with Ruby's teachers and school aides to review her accommodation needs. The teachers will work together with Ruby's case manager to make any adjustments/modifications to the curriculum and/or the curriculum delivery that are needed to help Ruby be successful. At Vector Academy Ruby will be able to receive all levels of support (individual, small group, whole group, and independent) for any subject she is struggling with and to ensure that her minutes are being met in the appropriate location. Over the next few weeks Ruby's case manager will be monitoring her progress and connecting with her teachers to determine what, if any, changes will need to be made when the team meets to develop her Vector Academy IEP.

- (4) A new student, Alejandra, has enrolled at your school. After reviewing the enrollment packet and speaking to your registrar you learn this student is an ELL student and her mother has brought a friend to serve as an interpreter. Some of the records you received from the parent

indicate the child has a 4 in listening, a 4 in speaking, a 2 in Writing and a 1 in Reading. How will you plan to ensure your school is prepared to meet the needs of ELL students like Alejandra and/or what adjustments will be made to the daily schedule to account for unanticipated needs? How will you communicate and work with parents like Alejandra's?

Alejandra is an ELL student enrolling into The Vector Academy. Her records indicate that she has tested to a 4 in listening, a 4 in speaking, a 2 in Writing, and a 1 in reading. The registrar requests that the counselor assist with the registration of this student. The World-Class Instructional Design and Assessment (WIDA) rates degrees of language mastery from 1 to 6. The number 1 is Entering; the number 2 is Beginning; the number 3 is Developing; the number 4 is Expanding; the number 5 is Bridging, and the number 6 is Reaching. According to Alejandra's records, she is EXPANDING in LISTENING and SPEAKING; however, she is at the BEGINNING level of mastery in her WRITING Skills and at the ENTERING level of mastery in READING. Alejandra is not proficient enough in reading and Writing of English to assist with her registration in school, hence, the need for an interpreter.

Vector Academy anticipates that a situation like Alejandra's is likely to occur at the school, and will be prepared to handle such a situation in a variety of ways. First, the school will either employ someone who is able to translate and/or contract with a translation services company, ensuring parents with a language barrier are still able to communicate appropriately with the school. Second, a highly-qualified and well-trained ELL staff will be employed and work with the general education and special education staff (if necessary) to ensure that Alejandra and all students like her are able to develop the necessary English skills to achieve their academic potential and be prepared for future scholastic and employment opportunities.

The special education teacher, ELL facilitator, or counselor is usually trained to administer the WIDA and the hiring process will ensure that a WIDA qualified adult is a member of the staff. Alejandra will be scheduled for a screening test as soon as possible. Her daily schedule is within the general education program, where she is paired with a student who is proficient in all English language skills to assist her. As she strives for proficiency in the reading and writing of English, Alejandra has access to the general education program (see Student Schedule) as well as iReady ELA, mathematics, science and social studies curriculum and the Rosetta Stone curriculum. Alejandra is scheduled for additional assistance in reading and Writing during the time set aside for Sustained Silent Reading, under the direction and with the assistance of an ELL endorsed teacher.

Alejandra is assigned to a mentor/homeroom teacher familiar with her native language (if possible if the language is one other than Spanish) for additional instruction, PPAG planning, revision, and interpretation of daily data information to evaluate progress towards mastery of English language and all other grade level content. The results of the WIDA assessment will determine instructional placement options for Alejandra such as full immersion, small group instruction and/or individual instruction. Alejandra exits ELL services when she reaches a level 6 score on the WIDA assessment. At that time, she is placed in the general education program without ELL services and monitored for two years through the Friday PPAG conferences and annual ELL assessment. If at any time it is determined that she needs additional ELL services, her PPAG will be changed to reflect said needs and services will be reinstated. The ELL and/or classroom teacher who is fluent in her native language (when possible) will be responsible for communicating with her parents and keeping them involved in her education. In the event that a family needs assistance in a language not spoken by school staff, interpretation services will be contracted out as needed.

(5) You have been operating a school for the past three years and have just received your school-level state test data for the most recent year (see table below).

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

Data for All Tested Grades			Math				RLA			
Yr.	Subgroup	valid tests	pct_below_bsc	pct_bsc	pct_prof	pct_adv	pct_below_bsc	pct_bsc	pct_prof	pct_adv
2012	All Students	131	30.6	51.1	14.5	3.8	29.8	49.6	16.8	3.8
	Students with Disabilities	23	26.2	47.8	13	13	34.9	30.4	13	21.7
	Non-Students with Disabilities	108	31.4	51.9	14.8	1.9	28.7	53.7	17.6	0
2013	All Students	116	26.7	40.5	25	7.8	46.5	41.4	11.2	0.9
	Students with Disabilities	20	50	50	0	0	75	25	0	0
	Non-Students with Disabilities	96	21.9	38.5	30.2	9.4	40.7	44.8	13.5	1
2014	All Students	113	30.1	38.9	24.8	6.2	44.2	43.4	12.4	0
	Students with Disabilities	14	57.2	28.6	7.1	7.1	57.2	35.7	7.1	0
	Non-Students with Disabilities	99	26.2	40.4	27.3	6.1	42.5	44.4	13.1	0

Data Trends and Initial Thoughts:

- The data indicates that the school is a low performing school but adjustments, based upon data, are being introduced to raise achievement. Expected percentages have improved from 2013 to 2014.
- Something changed in the SWD population that influenced a decline in numbers in the meets and exceeds categories from the base year of 2012 to 2013 in mathematics and RLA achievement.

- Something changed in the NON SWD population that influenced a decline of the numbers in the meets and exceeds categories from the base year of 2012 to 2013 in mathematics and RLA achievement but in a smaller number than SWD.
- SWD are underperforming as compared to the NON SWD in the meets standards and exceeds standards or who are proficient in mathematics and RLA
- The All Students category shows a decline from the base year of 2012 to 2013 in mathematics and RLA but the trend is more gradual than the two individual categories of students.
- The data shows small gains in the “exceeds” category in mathematics in all subgroups with the exception of that the SWD increased by 7.1% in the “exceeds” category and 7.0% in the “meets” category in mathematics and in RLA in 2014.
- SWD instruction was emphasized in 2014 resulting in an improvement in movement of students into the meets and “exceeds” category in mathematics and the “meets” category in RLA.

Next Steps and Further Information Needed:

- Break down the data by all subgroups.
- Break down the data by subject and subgroups.
- Did the demographics change in 2013?
- Determine the numbers of SWD in each subgroup and subject.
- Determine if the subgroups of SWD changed? Were new programs added/changed/deleted?
- Are there enough numbers in the subgroups for a valid N number?
- How many SWD qualified for the Performance-based alternative tests?
- How many ELL students were identified as SWD?
- Did the number of ELL students change in the second year for the NON SWD?
- Did the test change?
- Access the State Public Charter School Authority Accountability link for the information in the Nevada Report Card, Nevada Growth Model, and Accountability Report Matrix to review the data required in the NEXT STEPS. www.charterschool.nv.gov
- Access the Nevada Department of Education: Nevada Annual Reports of Accountability to view State/District/School profiles, Nevada School Performance Framework, and Adequate Yearly Progress information. www.nevadareportcard.gov

What to Do Next—School Accountability Teams

- Establish three accountability teams, one at each grade level (6-8). Team members include:
 - One resource teacher, one self-contained teacher, one teacher from the grade-level subjects, one counselor, and one data coordinator from each grade-level. The data coordinator may be a designated department chair from any subject at that level.
- These teams hold meetings to break out the data and come to conclusions from the analysis of the data. Each team develops three reasons why the data changed and three suggestions for improvement.
- The administrative team is following the same steps as the three accountability team.
- Each accountability team selects two members (six total) to meet with the administration to share reasons of change and present suggestions for improvement.
- The six representatives from the accountability team, one administrator and one data coordination member make up the School Improvement Team.

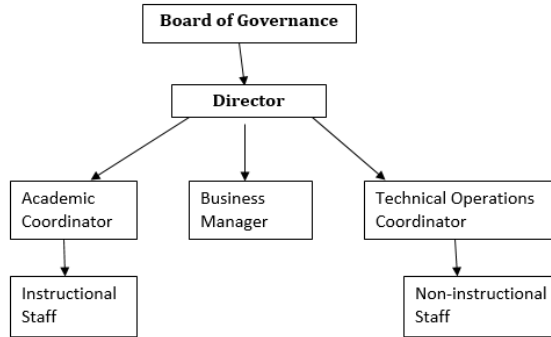
- The School Improvement Team develops a School Improvement Plan (SIP) draft. If necessary, the original three accountability teams may be consulted for additional input.
- The SIP draft is presented to the entire staff at the last staff development meeting of the current school year. Meeting by subject, teachers review the draft SIP and suggestions are collected by the SIP team for inclusions in the plan. Each department develops SMART goals based upon the data and suggestions for achievement improvement for the next school year.
- The SIP plan is then reviewed again during the second allocated staff development day at the beginning of the new school year.
- Ongoing monitoring at end of topic, end of chapter, end of quarter and end of semester is analyzed and reported at staff development, department meetings, and grade-level meetings.
- Adjustments to the SIP continue, thus, promoting positive achievement growth for all student groups.

OPERATIONS PLAN

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
The organizational structure for year one and when the school will be at full capacity is the same.



(b) Job descriptions for each leadership role (provide as Attachment 2)
Please see Attachment 2, beginning on page 111 for leadership job descriptions.

(c) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any Start-Up application (0-2 schools at the time of applying and less than three full years of operation) for any school which wishes to open in the 2017-18 school year.
Please see Attachment 3, pages 115-117 for Kathryn Singer's resume.

(d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)
Please see Attachment 3, pages 115-117 for Kathryn Singer's previous student achievement data.

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

The Committee to Form is a competent, well-seasoned, and diverse group of professionals who can work with the school leader for successful implementation of the charter and ensure a smooth and successful school opening. The blended learning backgrounds of members Kathy LeFevre and Kathryn Singer are particularly well-suited to making sure the academic program of Vector Academy is successful.

(a) School leadership, operations, and governance;
Kathryn Singer is a retired middle school administrator from the Clark County School District, with a long history of success in school administration, including curriculum, assessment, operations, HR, community relations, governance, and financial management. Will Harty is serving in an

advisory capacity and has experience in finance, and currently is the Board Vice-Chair of the Somerset Charter Schools of Las Vegas and has acted as a financial consultant for the Vector Academy. Kathy LeFevre has experience in instructional leadership, information technology and operations as well.

Roger Crane is acting as an IT consultant to the Vector Academy and has extensive experience in the IT arena, particularly in infrastructure, and has the skills necessary to help get the technology infrastructure that is so critical for a blended learning school in place. Kaylie Fritzler, also serving in an advisory capacity, has a business and real estate background, which further supports the non-academic operations of the school.

(b) Curriculum, instruction, and assessment;

Kathy LeFevre has nearly twenty-six years of experience in the classroom and training teachers, and is a specialist in educational technology and blended learning. Ms. LeFevre is skilled in determining what data should be gathered and analyzed to measure success and identify problems, and is well-versed in the requirements of all Nevada assessments and accountability. Ms. Singer also possesses vast amounts of experience in the middle school classroom, including curriculum, instruction, and assessment with a blended learning model. Rebecca Hagenbeek has vast special education experience, which translates to traditional curriculum, instruction, and assessment as well. Patrick Fitzgerald has 22 years of teaching experience in both large and small districts in Nevada and Arizona. He has worked with a great diversity of students, including in Turn Around Zone schools, and has helped open a school.

(c) At-risk students and students with special needs;

Rebecca Hagenbeek has over twenty years of experience working with students with special needs, many of whom are also classified as “at-risk” in other categories such as coming from a low socio-economic status household. The majority of her experience has been in the secondary grades, which makes her experience especially relevant for Vector Academy. Ms. Singer, in her capacity as both an educator and administrator has worked extensively with at-risk students as well as those with special education needs.

(d) Performance management; and

Several members of the Committee to Form have great experience in performance management, particularly Ms. Singer and Ms. LeFevre. In Ms. Singer’s administrative capacities, she has been responsible for making sure the necessary staff, resources, training, and environment are in place for optimal team performance. In Ms. LeFevre’s positions as an Educational Computer Strategist (ECS), Digital Learning Coach (DLC) and Mentor, she is responsible for training others to help students maximize performance, as well as adapt programs and curriculum to meet needs. Ms. Hagenbeek also has strong skills in this area, particularly with special populations.

(e) Parent and community engagement.

All of the members of the Committee to Form have experience with parent and community engagement. Ms. Singer, Ms. LeFevre, and Ms. Hagenbeek have almost over seventy years of combined experience working with parents and other community partners to help students be successful. These members have worked with individual parents, groups of parents, and representatives of community organizations to implement support programs, conduct fundraising, and build vibrant school cultures. Ms. Fritzler, serving in an advisory capacity to the Committee to Form, brings her experience of engaging the community from the business perspective, which is a valuable perspective for a charter school, since recruitment, customer satisfaction, and retention are things traditional public schools do not usually have to deal with.

- (3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 4).

The leadership team is responsible for coaching and training the school leader during the first school year. Ms. Singer will take the lead role in the training and oversight of general operations and curriculum, as she is the Chair of the Committee and is the most experienced school administrator on the Committee. Systems (please see the teacher evaluation tools--Classroom Walkthrough Procedures for details) are in place and will be revised as necessary in collaboration with the leadership team and the school leader to ensure that future leaders maintain the high standards and reach desired outcomes as set forth by Vector Academy and the SPCSA Performance Framework. The regular review and update of Attachment 2, beginning on page 111 and Attachment 4, beginning on page 118, ensures good school performance if these standards are followed and met. Coaching and training opportunities for the school leader will begin as soon as he/she is hired, which is anticipated to be shortly after the charter is approved.

Initial training will include visits to charter schools in Arizona, Utah, California and Washington State for the school leader to observe blended learning models in action. Online training by the professional development trainers of the vendors of Edgenuity and i-Ready blended learning will also be required. The blended learning consultant and trainer from the leadership team, Kathy LeFevre, will provide additional professional development sessions as needed. Rebecca Hagenbeek, at-risk students specialist, will train the school leader (as well as staff later on) in helping at-risk student populations in a blended learning classroom. Additionally, the school leader will participate in all training sessions and professional development, as time permits, at the beginning and throughout the school year.

A mentor program is established with other charter schools in the geographical area to enhance instructional leadership organizational systems embracing the mission, vision, and performance standards for students and teacher, and the chosen leader of Vector Academy. The leadership team is available for additional coaching in the Nevada Revised Statutes (NRS) that govern charter schools in the state of Nevada. Prior to and once school opens, the Governing Board Chair will meet regularly with the school leader to gather information, provide any guidance, answer questions, and help move the school forward. Other members will be available for consultation as needed, and ongoing evaluation of the program, needs, and direction will be evaluated in Governing Board meetings.

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

The school leader is a mentor and an instructional leader. He/she is the recruiter who attends the teacher recruiting fairs as he/she has the onsite experience and qualifications to communicate the mission, vision, and goals of the school in a POSITIVE, PROFESSIONAL, RESPECTFUL, and HONEST manner that mirrors the expectations and climate of the school. Recruiting and hiring for the first year of school operation is by a team of school representatives that includes the school leader, school counselor, and three members of the leadership team. The school leader invites only those with qualifying academic, professional, and personnel qualifications to interview. Recruiting through social media, local newspapers, teachers-teacher.com and similar websites, the Education Week publication, and visiting the recruiters and counselors representing colleges and universities. Developing and retention of staff includes opportunities for further education in the curriculum offered by Vector Academy, multiple opportunities for professional development, mentoring

options, internships, time for self-reflection and reflection with colleagues, and leadership opportunities. Additionally, the school leader and leadership team must ensure that all applicants and new hires believe in the values of the school community and can lead students respectfully.

The school leader has an ongoing responsibility to help further the development and careers of teachers, staff, and the administrative team through professional development, collaboration, support, and fostering a good work environment. It is anticipated that as this happens teacher retention will be high, and a reputation of being a good school to work at will attract passionate and highly qualified candidates when positions do need to be filled.

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

The school leader, per the leadership rubric, is the instructional leader, responsible for the academic performance as well as the culture of the school. The day-to-day operations are primarily handled by the facilities coordinator and the business manager, which the director oversees but does not manage. The school leader working with, collaborating with, and mentoring teachers and staff every day enhances a positive school climate, fosters strong academic performance, and retention of good teachers. In addition, the school leader is to consult with students and parents, engaging in discussions and solving issues that might influence the school environment, such as bullying--verbally, physically, or cyber-bullying. He/she is always looking for solutions to data showing a decline in a specific area of the curriculum, instruction, behavior and/or culture of the school through collaboration with those stakeholders involved. As the school leader involves other stakeholders and helps them take ownership, challenges can be overcome and high results achieved. The director will develop annual goals for the school in conjunction with the Governing Board and administrative team. The school administrative team will meet weekly to assess progress toward the goals and develop specific interventions when and where necessary to achieve the goals, which may include behavioral issues, academic performance, culture, morale, or other challenges. The director may use the same process for other needs as they arise throughout the year. By creating specific action plans that are implemented, reported on, and modified as needed, the team is able to work to support the guidance of the school leader.

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

The redundant skills of the current leadership team are in the areas of teaching, finance, management, professional development, at-risk students, data and assessment, instructional leadership, professional development, and accountability testing. As members of the original leadership team resign, it is imperative that these skills are retained and remain redundant among Board members. Through the recruitment, interview and selection process, new members with the skills required in the vacated position will be selected to the position, thus ensuring redundancy.

STAFFING

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Change or add functions and titles as needed to reflect organizational plans.

Proposed New School

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Management Organization Positions						
NA						
NA						
NA						
NA						
NA						
NA						
NA						
NA						
Total Back-Office FTEs	0	0	0	0	0	0
School Staff						
Director	1	1	1	1	1	1
Administrative Assistant	1	1	2	2	2	2
Administrative Consultant	1	1	1	1	1	1
Guidance Counselor	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	10	15	16	17	18	18
Classroom Teachers (Specials)	1	2	2	2	2	2
Special Education Teachers	2	4	4	4	4	4
Contracted SPED and Psychology	0.5 0.5	0.5 0.5	0.5 0.5	0.5 0.5	0.5 0.5	0.5 0.5
Teacher Aides and Assistants	4	8	9	11	11	11
School Operations Support Office Staff	4	4	4	4	4	4
Total FTEs at School	26	38	41	44	45	45

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.

1. Hiring and retaining qualified, competent, and passionate teachers is a high priority for Vector Academy, as they have the most direct impact on students in the classroom on a daily basis. Governing Board members intend to visit college and university recruiting fairs in Nevada and neighboring states during March, 2017 and April, 2017, and full timeline for the hiring of teachers is found in Attachment 10, beginning on page 177. Advertisements will be placed on university job boards, posted in the classified sections of Nevada newspapers, social media sites, and websites such as teachers-teachers.com. The Director will specifically recruit at colleges and universities offering education courses in blend-learning as well as teachers currently using a blended learning model in other states, particularly Washington. Word-of-mouth or viva voce will also be used as a powerful recruiting tool.

Key and relevant qualifications for prospective candidates include but are not limited to: possession of or ability to obtain a valid Nevada teaching license with necessary endorsements; innovative thinking ability, computer competency; subject competency; strong belief in the mission and vision of Vector Academy; belief that all students can be successful; positive attitude; energetic; understands adolescent growth and development; leadership skills; collaborative skills; flexibility; and enjoys a community culture of high achievement and working together for a common good.

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

The following salary range is based on competitive wages currently within Clark County, Nevada. Competitive wages will encourage potential employees to seek employment and lead to employee retention. Salaries will be negotiated on an individual basis and may include, but not limited to the years of education service and responsibility.

Position	Salary Range
Director	\$85,000 - \$110,000
Administrative Assistant (Coordinator)	\$65,000 - \$85,000
Guidance Counselor	\$50,000 - \$60,000
Administrative Consultant	\$24,000 – \$35,000
Office Manager/Admin Secretary	\$35,000 - \$45,000
Registrar/Secretary	\$30,000 – \$40,000
FASA/Office Clerk	\$30,000 - \$40,000
Custodian	\$30,000 - \$40,000
Teachers	\$40,000 - \$55,000
Special Education Aides	\$18,000 - \$22,000
Grade Level Assistants/Paraprofessionals	\$18,000 - \$25,000

Employee benefits will be provided for all full-time staff members, but will exclude part-time staff members such as substitute teachers and other outside contracted services. Full-time staff benefits include the following:

Benefit	Description
Health/Dental/Vision	<p>Vector Academy will pay a percentage of employee health, dental, and vision plans.</p> <p>Employees plans will be an HMO or PPO.</p> <p>A competitive insurance firm such as those listed on the Charter School Association of Nevada website might be used.</p>
Life/Accidental/Dismemberment Insurance	<p>\$25,000 Benefit</p> <p>A competitive insurance firm such as those listed on the Charter School Association of Nevada website might be used.</p>
Sick Leave or Vacation	<p>Time off will be based on employee position and will only be offered to full-time positions.</p> <p>Administration – 2 days per month of contracted time.</p> <p>Teachers – 10 days per school year.</p> <p>Support Staff – Paid time off will be based on hours served or accrued and depending on their position.</p> <p>Full-time employees can opt into rolling over unused sick or vacation time to the next school year or accept a one-time compensation payment at a lower rate of pay for accrued unused time.</p>
Public Employee Retirement System (NV PERS)	<p>Vector Academy will make contributions to Nevada PERS on behalf of full-time employees. Social Security withholdings will be used with part-time employees.</p>

The school’s strategy for retaining high-performing teachers is to create a vibrant culture of support and excellence, where teachers want to stay. Creating opportunities for teachers to grow and advance through things like career ladders and opportunities to be teacher ambassadors, advisory teachers, department chairs, coaches, and master teachers, as well as attend conferences and encourage innovation in the classroom will also help in teacher retention. Administrators will encourage leadership training opportunities in addition to supporting National Board Certification and maintain a positive school culture for teaching and learning. Meaningful professional development, collaboration, and evaluation will also promote teacher retention at Vector Academy.

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

A positive relationship between school administration and staff is imperative for the morale and overall school culture, and should be based on mutual respect. The administrative team’s relationship with the rest of the staff will follow a communication protocol that mirrors the organization set-up, as illustrated in Attachment 13. When an employee has an issue or concern, he/she should take that concern to their immediate supervisor, and if it is not resolved, to the next level, and so on, until it reaches the Director. If an issue cannot be resolved at the Director’s level, it can be taken to the board, via the chair, for final resolution. Similarly, senior administrative staff will work unitedly, and requests of employees will be made by the proper administrator.

Teacher/Student Ratio Table

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students	450	675	700	725	750	750
Teachers	13	21	22	23	24	24
Ratio	1:35	1:33	1:32	1:32	1:32	1:32

Instructional Staff /Student Ratio Table (Teachers, Grade Level Assistants & SpEd Aides)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students	450	675	700	725	750	750
Instructional Staff	20	33	36	39	40	40
Ratio	1:23	1:20	1:20	1:19	1:19	1:19

Adult/Student Ratio Table (All Adults on Campus)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students	450	675	700	725	750	750
Adults	25	37	41	44	45	45
Ratio	1:18	1:18	1:18	1:17	1:17	1:17

While the actual teacher-student ratio at Vector Academy will be at a 1:34 ratio, the structure of the academic program allows students to receive instruction at a much lower ratio. The trained grade level assistants help to mentor students as they work independently, increasing the direct instructional support. The actual adult-student ratio will be approximately 1:23. NAC 388.150 requires a teacher-student ratio of 1:25 in the sixth, so Vector Academy will be seeking an exemption for this, with the understanding that the actual ratio is much lower given the blended learning environment and grade level assistants in addition to the teacher. For students with disabilities, NRS 388.150 1 (a), (b), and (c) indicate that the range of student to teacher ratios is from 10:1 to 22:1 depending on the disability, and Vector Academy will adhere to these numbers.

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

When a position for employment is available, advertisements will be placed in appropriate forums. Interested candidates will complete an application as the first step toward employment at Vector Academy. At this time, licensing requirements, if necessary for the position, can be confirmed. Eligible candidates with proper experience and qualifications will be interviewed, and if it is for a teaching position, will be required to bring their current license, best example of a lesson (written plan or a video of them teaching it), references, an additional list of references, and their last three evaluations (or as many as they have if they are a new teacher). Interview questions will be specific to each position. References are called and those candidates meeting the standards required for the position and have positive feedback from references will be offered a contract contingent upon passing a background check.

It is the hope of Vector Academy that good hiring practices and the thorough vetting of candidates will decrease the need to terminate employment. However, there are always situations in which the employment cannot continue. The following actions may be grounds for immediate termination of any employee:

- Dishonest conduct;
- Gross misconduct or gross dereliction of duty;
- Material fraud against the School and/or Board or material misrepresentations;
- Violations of any federal or state criminal law;
- Acts of moral turpitude or criminal conduct;
- Illegal or questionable activities that would reflect poorly on Vector Academy;
- Acts which jeopardize the health, safety, or welfare of the students and/or staff of Vector Academy;
- Failure to correct any material deficiency of which prior written notice of such deficiency has been provided;
- Any other good cause shown.

In situations of employment termination, the following process will be adhered to, in compliance with relevant laws. Terms of the dismissal of school administration and teaching personnel are determined by NRS Title 34 "Education" and NRS 391.312 and 391.31297, administrator and teacher dismissals. Exam violations explained in NRS 389.616, 389.620, 388.5265, 388.527 are considered in cases of dismissal.

The due process for marginal employees requires documentation that the administration has provided ample opportunities and interventions for the employee to correct any deficiencies in job performance over a period of time but improvement efforts failed. Additionally, the Teacher Evaluation Process described in Item 5, page 81, of this section provides documentation that the teacher is marginal. A personal improvement plan developed by the teacher and his/her supervisor is the roadmap to improvement. Documentation from this personal plan determines if improvement has been accomplished.

A similar process is followed for non-instructional employees, where an intervention plan is put in place and if adequate progress and increased performance is not achieved the employee will be terminated.

All employees of Vector Academy will be required to submit to and pass a background check. Vector Academy will establish an account with the Department of Public Safety for fingerprinting non-licensed personnel. Licensed personnel submit fingerprints to the Federal Bureau of Investigation through a local law enforcement agency. Procedures for reports returning with criminal activity/history are determined by NRS 386.588.

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

Teachers at Vector Academy will be developed and supported in order to help them achieve their professional potential. All professional development will be selected to meet the needs of faculty and students of the school, and will be overseen by the designated administrator. Prior to the beginning of each year, teachers will receive necessary training in the mission, vision, and culture of the school, as well as any technology, curriculum, teaching, or classroom management training administration deems useful. Each teacher will be able to participate in other professional development activities, both on and off site, which will dovetail with the teacher evaluation system, helping to create an effective and relevant professional development program.

Vector Academy will use The Classroom Walkthrough System of Evaluation by Robert Marzano. This system of performance evaluation is a research-based system including tools and protocols for pre-observation conferencing, for informal walkthrough data and conferencing, for formal observations, and for post-observation conferences. Rewards and opportunities for growth may include the opportunities to organize professional development activities, attend conferences, present at conferences, present at community gatherings and businesses, coach new staff members to become a master teacher and train for a school leadership role. The Classroom Walkthrough protocol meets the requirements of the Nevada Educator Performance Framework (NEPF) as described in NRS 391.3125. Additionally, Dr. Marzano's protocol is fluid so as to include the requirements of Assembly Bill 447 as noted in the Guidance Memorandum of July 24, 2015 outlining performance standards to meet NEPF and percentage of student and statewide data for evaluations in future years.

Vector Academy Teacher Evaluation Procedures are as follows.

Formal Observations:

Within the first three weeks of the school year, probationary and post-probationary teachers schedule a pre-observation conference with their supervising administrator to discuss the evaluation tools and the evaluation process. Additionally, the school goals, objects and personal goals for the school year are discussed. The process follows:

- Probationary Teachers
 - Pre-observation conferences are conducted within first three weeks of school.
 - Three formal evaluation periods are conducted between September 2017 and February 2018 of that school year.
 - Each observation period includes three classroom visits for a total of nine visits to provide documentation of satisfactory or unsatisfactory performance.
 - A post-observation conference occurs after each of the three observation periods and a formal evaluation is written for a total of three formal evaluations for that probationary year. An additional post-observation conference is held to discuss the evaluation, data, achievement and the timelines for meeting new goals/directions.
 - The probationary teacher has three evaluations in one school year.
- **Post-probationary Teachers**
 - Pre-observation conferences are conducted within first three weeks of school.
 - One formal observation is conducted between September 2017 and February 2018 of that school year.
 - The teacher is observed three times for evidence of satisfactory performances. A post-observation conference is held after each observation for discussions regarding the performance. One formal evaluation document is written and a post-observation conference is held to discuss the evaluation and the new goals/directions for the up-coming school year. The post-probationary teacher has one formal evaluation in one school year.

Informal “Walkthrough” observations occur bimonthly for all teachers and are concentrated on best practices and increasing student achievement. Data collection and trends are discussed informally with the teacher based upon the documentation obtained during the informal “Walkthrough”. All documentation from all formal and informal observations is copied and signed; one copy for the teacher and one copy for the supervising administrator.

The complete teacher evaluation protocol is located in Attachment 5, beginning on page 120.

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

Vector Academy believes that high-performing school leaders should have the opportunity to implement organizational styles to meet the academic performance goals; adjust instructional strategies to meet the needs and expectations of the students, staff, and community; personalize the educational experiences of the students; collaborate with others in the charter school community; and attend to maintaining a positive school environment. The Committee to Form also realizes that much of the support the Director would traditionally receive if he/she was a principal in a traditional district school is not present in this charter school setting. In order to support the Director and ensure adequate support is received, the Board will help establish mentor relationships with other charter school directors, and support attendance at conferences specifically for charter school administrators. A formal evaluation will be performed annually.

The leadership evaluation tool is located in Attachment 6, pages 121-123.

The Director is tasked with evaluating assistant administrators, as follows. Prior to the beginning of the school year, the Director discusses the generalities of an evaluation rubric with each administrator in a common meeting regarding the common goals and school improvement plan for achievement for the upcoming school year, and then meets with each administrator to review the

evaluation rubric based upon specific assigned duties and responsibilities. Goals are set with individual administrators and activities to meet those goals are included in the rubric and the discussions. Formal evaluations are based upon data-driven results, goals met, and responsibilities successfully completed based upon the rubric, survey results from teachers and students, and close work with the Director. Formal post-observation conferences are held after Quarter 1, Quarter 2 and Quarter 3 of the current school year and again after the formal evaluation has been written and discussed. Informal evaluations are based upon ongoing discussion and results discussed at weekly administrative meetings. Minutes are part of the documentation document. Informal conversations are ongoing. Administrators maintain a log book or journal of the activities they utilized to accomplish each rubric objective and at an identified level of success. Each post-probationary administrator receives one formal evaluation each school year. Probationary administrators meet formally three times during the school year to discuss activities and challenges presented by the responsibilities and goals within the evaluation rubric.

(7) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

Vector Academy acknowledges the importance support staff plays in the overall success of the school. Hiring the appropriate number of secretaries, grade level assistance, maintenance employees, cafeteria staff, etc. will allow the mission and vision of the school to be accomplished. The staffing chart defines the number of employees needed for each position, and the budget accounts for their hiring and payment of reasonable wages. When these employees do their jobs well, teachers are able to focus on the critical task of educating students.

The hiring process of non-classroom staff requires qualifications in job performance, qualifications, and coursework. This is particularly true for all grade level assistants. Job specific questions on the application and experience determine initial screening for each position and of each applicant. Specific interview questions regarding job responsibilities, experiences, transcripts and three references narrow the focus for employment. Prior evaluations are reviewed and references are called. Grade level assistants must be proficient in technology and demonstrate some knowledge and experience with middle school adolescents. All offers of employment will be contingent upon passing the required background check, in compliance with state law, as defined in Item 4, above.

(8) Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.

Having a pool of potential leadership at the school is something Vector Academy will work toward. In a National Study of Leadership in Middle Level School²¹, successful middle schools trained and/or recruited future administrators who had the following experience:

- Teaching experience at all levels, especially in middle school;
- Ten or more years of total non-administrative experience;
- Non-principal leadership experience;
- Assistant principal experience at the middle school level;
- Master's degree plus additional course work;

²¹ Valentine, Jerry W. Clark, Donald C. Hackmann, Donald G. Petzko, Vicki N. LEADERSHIP FOR HIGHLY SUCCESSFUL MIDDLE LEVEL SCHOOLS: A National Study of Leadership in Middle Level Schools. V II. National Association of Secondary School Principals. 2004. p 44.

- Attainment of or working toward administrative certification for K-12.

Vector Academy will look for Academic Assistant candidates as well as seasoned teachers in the initial hiring process who meet the above qualifications. As the school becomes more established, teachers who exemplify traits of a good leader and have outstanding performance in the classroom and on evaluations will be further trained for administrative functions at the school, and supported in obtaining necessary schooling and/or endorsements.

Vector Academy will establish an advisory committee, with a diverse group of members who could fill a vacancy on the Governing Board. Serving in an advisory capacity first allows them to begin understanding how the Governing Board operates and buying into the mission and vision of the school. Candidates may come from within the community, and may be parents who are identified and referred through school administration.

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

Vector Academy has established leadership and teacher evaluation processes and protocols, as explained in Items 5 and 6 of this section. Item 2 of this section details plans for retaining high-performing teachers. Vector Academy will work to keep teacher retention at or above 80% annually. According to NCTAF²², the average cost in turnover per individual teacher is \$4,300, which is the category Vector Academy would fit in. Every effort will be made to retain good teachers.

- (10) Does your school plan to utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you will be using.

Vector Academy intends to use Infinite Campus for the Human Resources Information System.

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

Vector Academy intends to utilize a business management firm familiar with charter school management for payroll, benefits, employee relations, and other business functions. **Attachment 2** contains a detailed job description for the business manager. It is estimated that these costs will be approximately \$84,000 annually.

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

²² www.nctaf.org/wp-content/uploads/CTTExecutivesummary

SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools that 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.

Demographic statistics of the geographical area surrounding the proposed school site obtained from the city, county, and specifically within the two-mile radius of the site will provide information on family income and cultural diversity of the proposed school community. Statistics from social service agencies and advocacy agencies, such as, homeless advocates, special education, youth sports, cultural clubs and tutoring services helps identify gifted and talented students, low-achieving students, students with disabilities, second language students, and students of poverty. Advocacy agencies include: StartUp 4 Kids, CASA-Advocates for Children, and Las Vegas Homeless Youth Drop-in Center for HOMELESS YOUTH; CMS-Division of Child & Family Services; and Nevada PEP Advocates 4 Kids, LLC, Autism Advocates, for Students with Disabilities.

Intensive recruitment commences as soon as the charter is approved. Informational flyers, open house meeting dates and times, and pamphlets introducing the school will be distributed to the identified agencies and all community businesses and social groups within a two-mile radius of the school. If a subgroup is low in numbers within this identified area, the geographical area will be expanded based upon the original demographic data. A mailer with school information will be sent to each family in the two-mile radius of the proposed site. Additionally, members of the Committee to Form will canvas neighborhoods to personally greet families advocate for the school. Social media sites and the school website are additional sources of information. Word of mouth is a powerful source of information used in recruitment as well.

Vector Academy will do the following to ensure compliance with SB 208 (2015):

Beginning February 1, 2017, Vector Academy will distribute notices to all families with middle school age (grades six through eight, students within a two-mile radius of the school facility with information explaining the mission, vision, and academic program of Vector Academy and the enrollment and registration procedures. Additional application procedures, the lottery process and the documents required for registration are included in the informational notices. Information describing the curriculum, the mission and vision of the school, the school day, school uniforms, and the lottery procedures shall be presented at open houses between the time after the charter is awarded and the beginning of the school year. If a site has not been selected by January 2017, the open houses will be offered on a regular basis at facilities in the vicinity of the possible school sites. Registration packets will be available at the site during the information period and the registration period, in compliance with SB-208(3.5). In the event that students with severe disabilities express a desire to enroll at Vector Academy, a conference will be scheduled with the parents, the special education facilitator, and specialists required by the disability for a review of the Individual Education Plan (IEP). If the school is not able to meet the needs of the student, the Governing Board will request the local school district Board of Trustees consider the placement of the student in an appropriate program offered by that district.

As the primary enrollment specialists, the counselor and the registrar are charged with the responsibilities of maintaining the 10% numbers for minority students and SWD.

Siblings of enrolled students, children of the Governing Board members, and children of the employees of the school may be given priority for enrollment.

- 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.

As illustrated in the chart below, beginning with the first year of operation, and continuing each thereafter, an informational marketing period will be held during the months of February, March, and April. Enrollment will begin in late March and go through early May. The lottery will be held on or around May 9, and registration will begin on or around May 15. The enrollment window will last for a minimum of six weeks.

Enrollment	Annual Enrollment and Lottery Dates	Procedures
	February 1-March 17	Informational Packets Mailed Lottery Information
	Weekly during February, March, and April	Informational Meetings Lottery Information
March 20-May 8	March 20	Enrollment Begins
	May 8	Enrollment Ends
	May 9	Lottery
Registration May 15 and beyond	May 15	Registration

Registration for all students will be in-person for the first year to ensure student and parent/guardian identity, immunization records, SWD records of IEP and services. A thirty-day conditional enrollment period is necessary to ensure appropriate placement of SWD and ELL students and records requests from previously attended schools and out-of-state records. In-person registration in subsequent years will be required for students new to the school for the reasons stated above. Thirty (30) days prior to the beginning of school for the first year of operation, July 3, 2017, the number of students will be determined before the dispersal of state funds. Additionally, the pre-opening checklist is submitted to the State Public Charter School Authority, in accordance with NRS 387.124.

The initial lottery will be conducted on May 9, 2017 in compliance with NAC 386.353, NAC 386.135, and SB 205 (2015). If there are fewer applicants than the total number of seats available, all applicants will be accepted. Further recruitment of students will be extended to all students in the Clark County School District if this is the case. Those students not selected in the lottery will be assigned a number and placed on the waiting list. Those students who register after the lottery date will be placed on a second waiting list without a number. In the event that a seat becomes available, the next student on the first waiting list is enrolled immediately. When the first waiting

list is depleted, those students on the second waiting list will be selected by a lottery as seats become available.

- 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.

Enrollment targets will be set by the Governing Board and Director, and the Director will be responsible for monitoring progress and reporting to the Governing Board. Vector Academy will work toward a re-enrollment rate of 85%. The Committee to Form arrived at this goal through a desire to have as little turnover as possible, especially given the unique nature of the school structure. There will always be students who move and for whom the school will not be a good fit.

- 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?

A registration handbook will be available to all employees describing the registration and enrollment requirements of Vector Academy as stated by The Nevada Revised Statutes, the Charter Authority, and SB 208 (2015 session). The members of the Committee to Form, the registrar, the counselor, and volunteers involved in the enrollment/registration of students will attend training sessions describing that no students are to be excluded from registration (NRS 386.570). Steps in the enrollment/registration process are detailed in the Registrar’s Handbook. Specifically, the registrar, the counselor, and the special education facilitator are those conducting a special training session detailing the procedures for enrolling special student populations and those services provided.

- (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?

The recruitment process in years following year one will include the same plan as described in Item 1, above. Registration and enrollment information will be ongoing through activities like school open houses, special school events, school committees, Friday PPAG conferences, media opportunities, and parent and community involvement with the school. In an effort to backfill vacancies, siblings of currently enrolled students and children of school employees have priority for vacant seats at all grade-levels. If all seats are not filled, the school will activate the lottery process beginning with the first waiting list.

- (3) Complete the following tables for the proposed school to open in 2017-18.

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

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K						
K						
1						
2						
3						

4						
5						
6	200	200	200	200	200	200
7	200	150	175	200	200	200
8	0	150	175	200	200	200
9						
10						
11						
12						
Total	400	500	550	600	600	600

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K						
K						
1						
2						
3						
4						
5						
6	225	225	250	250	250	250
7	225	225	225	250	250	250
8	0	225	225	225	250	250
9						
10						
11						
12						
Total	450	675	700	725	750	750

(b) 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					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K						
K						
1						
2						
3						
4						
5						
6	240	240	250	260	270	270
7	240	240	250	260	270	270
8	0	240	250	260	270	270
9						
10						
11						
12						
Total	480	720	750	780	810	810

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

The Vector Academy is a blended learning school that requires technology access for all students at a maximum of a 1:1 student to computer ratio. This access enables students to have the flexibility to move through required curriculum at their own pace, place, path and time as outlined by blended learning models, thus providing the avenue to master content. Additionally, instructional staff also need access to technology tools to enable them to progress monitor students on a daily basis and respond effectively to student needs. Student academic achievement is the driving force to budget needs required to provide these services and for the school to be financially stable.

Vector Academy has decided to open the school with only 6th and 7th graders at a planned enrollment of 225 students per grade level in 2017-2018. Opening with 6th and 7th allows each student at least two to three years to benefit from the blended learning program before moving on to high school. These benefits include students learning how to be independent, self-motivated, active learners, and to close the gap of struggling students who are deficient in content areas so they can be at or above grade level when entering high school. Eighth grade will be added in the 2018-2019 school year as students' progress to the next grade level. The 2018-2019 school will be the second largest jump in student enrollment as 7th graders move to 8th grade. After the 2018-2019 school year, the growth plan will be a steady increase of approximately 25 students per year to a final total enrollment of 750 students. This plan will enable the Vector Academy to be financial stable and provide the services needed for student academic achievement.

BOARD GOVERNANCE

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

The purpose of the Governing Board is to ensure that the school and Governing Board policies are based on the obligations, mission, values and goals of Vector Academy. The Board provides oversight and governance, focusing on productivity and results. The philosophy for governance of the Vector Academy strives to mirror the governance philosophy supported by research in five areas:

- (1) Establish high standards for student achievement for all students;
- (2) Maintain a laser-like focus on achieving those standards;
- (3) Establish appropriate boundaries through policy governing executive action;
- (4) Designate authority to the Director to hire and fire whomever he or she chooses within the boundaries of the law;
- (5) Hold the Director 100% accountable for student results within the stated policy boundaries.

Additionally, the Governing Board of Vector Academy is charged with operating within these executive limitations:

- Identify and incorporate the stakeholders of the charter school (SPCSA, NDE, taxpayers, parents, students, community businesses, parent teacher organizations, advisory committees and founders);
- Ensure that the school is high-performing and safe for students and for all stakeholders;
- Ensure that nothing illegal, unethical, or against the NRS governing charter schools occurs;
- Ensure and demand fiduciary responsibility.

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

The Governing Board of Vector Academy will be responsible for the oversight of the school and evaluate the effectiveness of the academic program, making policy changes if necessary. The Board will ensure that the Bylaws are enforced as charged in the governing policies.

The Governing Board is charged, additionally, with defining expected student outcomes; expectations of the Director; speaking with one defining voice through the Board Chair; evaluating the Director using predetermined criteria; demonstrating appropriate self-restraints in interactions with the Director and school staff; and refraining from becoming a complaint department and complaint processor.

Governing Board meetings will operate under the guidelines of Robert's Rules of Order and comply with the National Charter School Organization and NPSCA suggested guidelines. The book BOARD MEETINGS: A Guide for Charter Schools by Marci Cornell-Feist is a recommended guide. All governing Board meetings will comply with the Open Meeting Law NRS 241.020, revised in 2011.

The Board will review the fiscal needs of the charter school annually, considering instruction, capital outlay, building improvements and adjustments to accommodate any growth or decline of student enrollment or charter school geographical area. The Board encourages the input of staff, parents and members of the community as a part of the review and recommendation process. The budget calendar will be prepared on an annual basis and presented to the full Board for approval.

The Board authorizes the establishment and incorporation of a foundation for the purposes of accepting, holding and administering funds and gifts to the charter school for special and general purposes. The foundation will be incorporated under Nevada Revised Statutes, NAC 386.345, and registered as a tax exempt corporation under Section 501 of the Internal Revenue Service Code. There may be no more than two representatives of the foundation on the charter school's Board.

The Board may authorize the investment or reinvestment of funds which are not immediately needed for operation of the charter school. Such investments will comply with state law and Nevada Administrative Code and NRS 386.570.

The Board, when facilitating third party contracts for services or public improvements, will get a minimum of three competitive bids or proposals and give weighted consideration to those companies that are directly in and about our area, specifically Nevada. Orders will be placed in

accordance with applicable competitive procurement provisions of NRS Chapter 332 and adopted public contracting rules.

The Board will be trained in contractual agreements and collective bargaining laws, policies and regulations.

Board members will be representatives from the community, with three members elected from among the parents of the school by the parents. The other four members will be appointed based on experience, background, and current Board need.

Through evaluation, revision, and ongoing establishment of Board goals, school goals, and the effectiveness of the Director, the Board will help guide the school to both academic and financial success.

- (3) Summarize the qualifications and experience of proposed members of the governing body of the school. Please submit board member information in the provided Board Member Template (provide as Attachment 7). *Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2017-18 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.*

The members of the Board have varied and extensive experience in the areas of educational administration, teaching, special education, business, finance and law. Please see Attachment 7 (page 124), Attachment 8 (pages 125-127), and Item 2 (page 74) in the Leadership Team portion of the Operations Plan.

- (4) Provide, as Attachment 8, a completed and signed Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

Please see Attachment 8, beginning on page 125, for Board Member Information Sheets, resumes, and biographical summaries.

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

The founders of Vector Academy recognize and understand that the Committee to Form is to comply with NRS 386.520. The current Committee to Form is composed of five (5) members and their qualifications are reported in Attachment 7, page 124. When the charter is approved, a marketing campaign is designed to attract two additional members, a parent and a community business representative, to the Committee to Form with the expectation that the commitment requires membership to the Governing Board. It is anticipated that these positions will be filled by February 2017.

- (6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 9, the Board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

Adhering to the highest ethical standards and operating in a transparent manner are priorities for the Vector Academy Governing Board. Because the school is funded with public taxes, it is

imperative that it be governed and managed in an efficient and ethical manner. The Bylaws, Code of Ethics, and Conflict of Interest policy are located in Attachment 9, beginning on page 158.

- (7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The following might be perceived as being conflicts of interest:

- Kathy LeFevre and Patrick Fitzgerald both were teachers and taught and consulted at Ralph L. Cadwallader Middle School when Kathryn Singer was the Principal of that school. However, Ms. Singer did supervise and evaluate Ms. LeFevre, but did not supervise and/or evaluate Mr. Fitzgerald who are both members of the Committee to Form of Vector Academy. Additionally, Ms. LeFevre moved schools in 2012 and has not been supervised by Ms. Singer since the Spring of 2012. Mr. Fitzgerald moved from Cadwallader Middle School to another CCSD school in the 2007-2008 school year, thus he has not worked under Ms. Singer since that time.

Perceived conflicts of interest will be mitigated by:

- Publishing Governing Board members and school Director resumes and background information through links on the Vector Academy website.
- Perceived conflicts of interest will be published in the necessary agenda(s) of Governing Board meeting(s) for open discussion and will be mitigated at that time.
- A question on the community survey will flag a need for additional Governing Board discussions regarding perceived conflicts of interests.
- All applicants will be vetted to ensure that there are no possible conflicts of interest in regards to personnel, contracts and services, finances, the Nevada Charter School Authority, and any business, person, or community body that has business dealing with Vector Academy.
- A Conflict of Interest document will be signed and notarized prior to beginning service as a volunteer Board member by each Governing Board member and the Vector Academy Director disclosing any possible conflict of interest with other Board members, the school Director, businesses, and/or community organizations.
- The bidding process for goods and services will act as a filter for possible conflicts of interest.

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

Vector Academy intends to build board capacity by providing the Governing Board with the materials, opportunities, knowledge and resources needed to perform well, achieve results, and fulfill the mission of Vector Academy. The current Governing Board is comprised of highly respected leaders in their various areas of expertise. It is a priority to maintain this highly qualified and diverse Board while ensuring its members can devote the time necessary for its success. Each Board member is required to read and understand the responsibilities and requirements of their position. Each Board member will execute an affidavit acknowledging their understanding of the Nevada Revised Statutes regarding Nevada Charter Schools. Board members will be required to participate in at least one ongoing training program per calendar year and one retreat per calendar year.

New members will be recruited and selected for their skills and knowledge in fulfilling the mission and vision of the Vector Academy. Parents, educators, business owners, financial professionals, and community stakeholders are considered ideal candidates to contribute to the school's goals, growth, and objectives. Should there be a vacancy on the Board; the Board will use the school's newsletter and website to circulate the information as well as approach members of the stakeholder groups as potential Board candidates. Each potential candidate will be presented with the school's strategic plan, informed of the time commitment, legal and fiduciary responsibilities that are required for a position and role on the Board. When needed, the Board may create a membership committee to facilitate recruitment.

Members of the Committee to Form have developed an association with another charter school, Somerset Academy of Las Vegas. Many discussions and strategies have been discussed in order to develop a plan for success and a budget for operation in years one (1) through five (5). The Committee to Form has found this mentoring relationship to be beneficial and will continue to build relationships with other high achieving and well-functioning charter schools in order to learn best practices for Nevada.

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

Initial Orientation: The initial orientation for new Governing Board members is to be scheduled and completed within 60 days of a member being admitted onto the Board. The orientation is provided by the other Board members, key staff, and any other person or entity deemed necessary. A minimum of eight hours of mandatory required training is provided which includes topics such as: review of the bylaws and mission; open meeting law requirements, review of the charter agreement with the state, Freedom of Information Act, collective bargaining laws and financial management policies and procedures for nonprofits, "Standards for Excellence®" provided by the National Council of Nonprofits; job duties for Board members; analysis of financial considerations including reviewing a financial statement, audit and understanding the budget; review and understanding of the school philosophy and curriculum; school tour and orientation on the school operations including meeting of key staff; review of the school management plan, school performance reports, attendance, other performance and outcome data reports provided through computer applications; and proactive management procedures.

Ongoing Training and Development: Eight hours of annual training is required for all Board members and will be scheduled during evenings on a quarterly basis and/or through an annual Board conference scheduled by Vector Academy. Annual participation in training programs like those offered by the NVDOE will count toward those hours. Training topics will include: challenges of a first year school; education and self-government; management vs. governance, school achievement and performance; financial reporting and performance; curriculum; developing goals, objectives, strategic planning initiatives, and careful review of the SPCSA Governance Board Training Manual. One Board Retreat is scheduled once each calendar year.

- (10) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board and staff. 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.

Maintaining a strong working relationship between the Governing Board and staff is critical in the governance and management of the school. Board members and staff will be trained to follow the

proper communication protocol. All direction to administration will come directly from the Board in an open meeting or through communication with the Chair. Direction from the Governing Board to other employees will be through the Director. Employees will be encouraged to work out any concerns with administration before approaching the Board, and if the concern cannot be worked out at that level, it can go to the Board through the chair. Individual Board members cannot issue directions to employees in isolation, and if they are a parent, they should make sure any concerns they have related to their student(s) is addressed in the context of a parent, not a Board member.

The Director directly supervises and evaluates the Curriculum Director and the Technology Administrator/Coordinator. These administrators report directly to the Director and have those responsibilities as delineated in the Organizational Chart, page 74. The Director submits all reports to the Board after reviewing them, most of which are generated by these assistant administrators. The Director will be expected to attend all Board meetings, and present a monthly report including academic achievement data, current financials (may be delegated to the business manager), enrollment, school happenings, and other operational data. Any situation that may lead to litigation is to be reported to the Chair as soon as the Director becomes aware of it.

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

The Vector Academy Governing Board will establish and maintain committees designed to assist the Board in matters of importance, such as; legal issues, finances, governance, system operations, medical and fundraising. A Financial Budget Committee is a standing committee and consists of an Administrator, a Governing Board member, the business manager, a teacher, and a parent (preferably with an accounting or financial management background).

Members of the committees are highly qualified in the area of specific committee responsibilities and may be parents, school administrators, school faculty and staff, knowledgeable members of the community, and/or experts in the field represented. Each committee chair reports to the Governing Board when necessary in an open meeting, and has no authority in the school. If information is needed, the committee chair is to work through the Director or designated administrator to obtain such information. Potential committee members must be vetted to ensure that all possible conflicts of interest are disclosed. Committee membership is determined by qualifications as presented in application, resumes, and statements of experience.

Committee meetings must comply with the Open Meeting Law. Committee chairs are members of the General Advisory Committee to the Governing Board. This is not an oversight committee and does not make decisions regarding the charter school operations, but can be a potential way to groom and prepare future Governing Board members. The function of the Advisory Committee is to offer guidance to the Governing Board, help maintain the integrity of systems and to review the results of management/Governing Board yearly progress based upon the decisions of the Board. The Advisory Committee may be called upon by the Governing Board for advice and direction at any time. The Advisory Committee may or may not meet on a regular basis, but may be called upon, with notice, by the Board for consultation. The Advisory Committee will attend part of the Board retreat once a year to address the progress towards the Board's goals and objectives and to assist in strategic planning.

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

If a dispute arises between a parent and Vector Academy that cannot be resolved between the parent and the Director of the school, the following procedure is in place.

The matter may be presented to the Governing Board during a regular board meeting. The Board may ask if the individual lodging the complaint has met with the school Director. The Governing Board may listen to the complaint and take no action, take it under advisement to further investigate and consider, request additional information from the involved parties, change or adopt a new policy, and/or request that the school administration review and/or change a policy or procedure. Parents will be encouraged to provide as much background and information as possible prior to the meeting through communication with the Chair. The Chair may also request information from the Director in preparation for the discussion. In compliance with the Open Meetings law, no formal action will be taken unless it has been properly noticed.

(13) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure
The Governing Board shall maintain adequate funding and ensure that the funding is continuous.	To ensure that Vector Academy is financially sound and to ensure the continuous growth of Vector Academy.	*Growth increases each year *Community Support (survey) *Continuous academic growth (25% per year)
The Governing Board shall uphold all the laws, policies, and regulations related to charter school enacted by the State of Nevada, SPCSA, NDE, and Federal Government.	To ensure that Vector Academy operates within the guidelines established by law and under the enacted NRS and NAC of the State of Nevada.	*Yearly audits of budget, educational outcomes, review of NRS and NAC , review of legislative outcomes *Evaluation checklists
The Governing Board shall approve all major educational and operational policies and implement practices that reflect improvements.	To ensure the vision is moved forward and to ensure the budget remains in the black.	*Testing and achievement data *The budget bottom line *Facility operations *Curriculum updates
The Governing Board shall treat Governing Board members, employees, and the public with respect.	To ensure a positive climate at Vector Academy and in the community served by the charter school.	*Governing Board self-evaluation *Community survey (2 per year) *Employee Survey (2 per year) *Student Survey (End of Year)

<p>The Governing Board shall maintain visibility in the community.</p>	<p>To ensure funding, positive PR, and attract and maintain highly qualified personnel.</p>	<ul style="list-style-type: none"> *Governing Board self-evaluation *Community survey (2 per year) *Employee Survey (2 per year) *Student Survey (End of Year) *Website *Community Bulletin Board
<p>The Governing Board shall ensure ongoing evaluation of Vector Academy and ensure public accountability.</p>	<p>To ensure the mission and vision of the school are being achieved and to develop and maintain positive public relationships and marketing results.</p>	<ul style="list-style-type: none"> *Governing Board Calendar *Public meetings (additional) *Marketing results *Funding results *Fundraising results *Positive media promotions *Website
<p>The Governing Board shall remain current on all safety and crisis policies set forth by the local, state, and national governing bodies.</p>	<p>To ensure and maintain the safety of the students and personnel while they are at Vector Academy.</p>	<ul style="list-style-type: none"> *Crisis Documents *Safety procedures and documents *Evidenced by community meetings *Clearly communicated with the school community *Website
<p>The Governing Board shall perform all duties collectively and individually as laid out in the Charter of Vector Academy.</p>	<p>To ensure public accountability and individual integrity and to avoid dismissal from the Governing Board.</p>	<ul style="list-style-type: none"> *Governing Board self-evaluation documents *Community Survey (in addition to the twice yearly survey) *Social Media input
<p>The Governing Board members shall consider their attendance at meetings and public activities important to the success of Vector Academy.</p>	<p>To ensure consistency, responsibility, and high performance, and the continued success of Vector Academy. To communicate and maintain the importance of the success of the charter school to the</p>	<ul style="list-style-type: none"> *Attendance reports from the Governing Board secretary *Community input *Staff input

	school, personnel, students, parents, and community.	
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Governing Board members of Vector Academy may be removed from duties and responsibilities for the following: inefficiency, immorality, and unprofessional conduct, neglect of duty, mental impairment, convection of a felony, dishonesty and all additional infractions as referenced in NRS 391.312.

Any Governing Board member of Vector Academy may be removed either with or without cause by a two-thirds majority vote of the Governing Board members then in office at a regular board meeting or in a special meeting of the Governing Board.

INCUBATION YEAR DEVELOPMENT

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2016-2017) to ensure that the school is ready for a successful launch in fall 2017. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10.

Please see Attachment 10, page 166 for start-up plan and calendar.

- (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.

The Committee to Form has determined that Ms. Singer will become the Director. Her years of administrative experience have prepared her will, including the opening of a new middle school in the Clark County School District. Under the direction of the Governing Board she will travel to other charter schools in the United States where blended learning models are successfully being used, and establish mentoring relationships with other Directors in established and high performing charter schools in the area. Training by Edgenuity and i-Ready (school curriculum) will be provided, and other training opportunities will be sought out and completed. The Committee to Form and the Director will work together to complete all tasks necessary for a successful opening, the basis of all goals during the planning year.

- (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.

It is estimated that the Director will begin employment no later than January 1, 2017. A temporary office may be used while a permanent location is being renovated or constructed, and will be located in the vicinity of the school. As soon as the school leader is hired, the process of hiring a business manager and a school secretary will commence, with employment beginning shortly thereafter. It is anticipated that the school leader will be full-time, and the business manager and secretary will start on a part-time basis, with hours increasing as necessary until full-time status is achieved. The compensation for these individuals will be based on experience and will be paid using start-up funds.

DUAL-CREDIT PARTNERSHIPS

If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable.

This section is not applicable, as Vector Academy will not be offering any dual-credit.

- (1) Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- (2) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- (3) Discuss the scope of the services and resources that will be provided by the college or university.
- (4) Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- (5) Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.
- (6) Identify any employees of the college or university who will serve on the governing body of the charter school.
- (7) Provide as Attachment 11, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application.

SERVICES

- (1) Provide, as Attachment 12, 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 not serve as a barrier to enrollment or ongoing attendance.

Vector Academy will not provide student transportation for the normal school day or after school operating hours. This includes the After School Academy and other after school activities that may occur during the school year. Parents will be responsible to transport their children to and from school. Parents will be notified in a variety of communication methods in regards to the school's transportation policy before enrollment. By targeting students who live within two miles of the school, a transportation barrier is decreased.

- 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 not serve as a barrier to enrollment or ongoing attendance.

Food services will not be provided by Vector Academy at this time. The school will communicate to parents and students of the school lunch policy. This policy consists as follows:

- Students bring sack lunches.
- Outside food vendors might be contracted to sell lunches that are in adherence with federal and state guidelines.
- The school will budget a small amount of funds to buy lunch for students who forget to bring their lunch. Parents will be notified that when students use school lunch funds that they will need to reimburse the school for funds used.
- The school will work with parents of students who are unable to provide a lunch for their child(ren) to identify a plan to provide those children a lunch.

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

During the school day, Vector Academy will hire one custodian, who will be a full-time employee to maintain the facility. Vector Academy will contract with a janitorial service to come in after school hours to provide cleaning and landscape services.

- d. School health and nursing services

- Vector Academy will hire a First Aide Safety Assistant (FASA), who will be a full-time employee of the school. The FASA will provide basic first aid, administer medications as allowed and appropriate, deal with illnesses, contact parents of sick or injured children, and do other duties as assigned.
- The FASA will hold certifications in Basic First Aid, CPR and AED through an organization such as the American Red Cross.
- Nursing services will be contracted to provide state required screening services for students and to train the FASA in other health related services and documentation procedures.
- The FASA and school nurse will maintain records in the student information system.
- School staff will be trained on basic first aid and CPR.
- Parents will complete a student health form that will be on file in the health office and the information will be input into the student information system program.
- Parents will update or notify the school as other health issues arise that need to be addressed on campus.

- e. Purchasing processes

All purchases shall be approved by an authorized administrator. Purchases over a specified petty cash amount as determined by the Governing Board and in compliance with state purchasing requirements must be approved by an authorized administrator and the governing board. A requisition and purchase order system will be developed and used for purchases over a specified amount set forth by the Governing Board. These policies will be determined by the governing board after school approval.

The Governing Board will approve all contracted services.

The finance committee shall review all purchases for supplies to ensure that the purchases are within the school budget.

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

Vector Academy will develop a school Crisis Plan that will include fire, shelter in place, hard and soft lockdown procedures, and evacuation drills will be rehearsed on a regular basis.

Please See Attachment 12, page 178 for additional information.

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.

Vector Academy will be a high technology school that will require an extensive infrastructure and internet access to provide students the tools to be successful in a 1:1 environment.

- The Local Area Network (LAN) will consist of a school based Windows Server, routers, managed switches, wireless access points, and fiber/copper data cables throughout the building to provide more than enough access and bandwidth for students and staff.
- Internet services will be provided by Cox Communication who is recognized as a reliable ISP within the Las Vegas area. Cox Communications will provide all necessary equipment to provide a 500 MB – 1 GB service to the school. Vector Academy has been in contact with educational sales for Cox Communications in Las Vegas and Vector Academy will seek E-Rate funds to assist in paying for internet services in partnership with Cox.
- Each room will have a wireless access point and larger rooms will be setup with enough wireless access points to provide coverage for more devices than are expected on campus at a given time.
- The school is based on a flex model of blending learning, thus there will be large, open computer lab areas that will require additional data ports and access points to supply a 1:1 coverage for everyone on campus.
- Vector Academy will contract with an IT service provider to support the local area network, server management, device management, and act as user support services for all technology repairs.
- Technology policies for students and staff will consist of an Acceptable Use Policy (AUP).

- (2) 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. 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.

Vector Academy has been in contact with representatives and has a quote for services from Infinite Campus that will include a Student Information System (SIS). Infinite Campus (IC) will be used by all personnel to input student data including attendance, grades, IEP's, behavior tracking and referrals, parent communication and other services provided within the Infinite Campus system. All staff members will be trained by Infinite Campus trainers. These trainings will include at least one face-to-face session and additional sessions offered through online webinars by IC.

- (3) 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.
- Data security is an important component to maintaining confidentiality of student records. In accordance with NRS 386.650, all data and records must be collected, maintained, and transferred to a data system that is accessible by the Superintendent of Public Instruction.
 - Vector Academy staff will be trained on FERPA and HIPAA policies and procedures. In accordance with these policies databases and/or student information systems will be accessible to staff members based on their designated position within the school and security level status. All users will access data systems based on a secure username and password. Required password changes will occur every 90 days. Terminated employees or those who leave the employment of the Vector Academy will immediately lose all access rights to any database or student information system associated with the school.
 - Infinite Campus, the state required student information system, meets the requirements as outlined in NRS 386.650. The Vector Academy will abide by this statute and associated statutes in NRS 385A.800, NRS 385A.810, and NRS 385A.820.
 - Any student printed cumulative records will be kept in a locked and secured area of the school. Access to this area will only be available to the authorized personnel only, such as school administrators, the office manager and registrar.
 - When a student withdraws from the Vector Academy all permanent records will be sent to the new school or school district upon the appropriate request from that institution.
 - Online instructional software systems such as Edgenuity and others that may be used at Vector Academy will also fall in accordance with the above statutes. All users will have individualized and unique usernames and passwords to meet data security protocol.
 - All staff members will be trained on the procedures and policies set forth by the governing board that comply with Nevada Revised Statutes and other federal laws. The school Director will ensure that student records are maintained accurately, updated, access rights are assigned according to job description of an employee, and that they are stored in a safe and secured location.

FACILITIES

- (1) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

Members of the Committee to Form have met with brokers, consultants, and property developers as part of the process determining school facilities. These meetings have involved researching the options of whether or not to rent/lease or build a school facility based on the needs of the school model. Additionally, meetings and/or conversations with these professionals have resulted in several locations being identified with estimated pricing as possible school sites that include existing buildings and vacant properties located in the Northwest and North areas of the Las Vegas valley.

Assuming that Vector Academy is granted a charter for the 2017-2018 school year, then a property will be chosen and contract signed within two months of that time period if the facility will be built from ground up after approval of the charter. If Vector Academy finds a suitable existing facility that requires a build out, then the timeline can be extended.

Financing will occur through a developer or other avenues based on if the school facility is an existing building or built from the ground up.

Criteria set forth by the CTF in identifying an existing facility or land to build a school facility is as follows:

- Facility square footage to house a minimum of 850 students.
 - Approximately a 40,000 – 50,000 sq. ft. facility
- Accessible location for the community.
- Areas that meet city and/or county zoning for a public school.
- Facilities that will meet the technology and curriculum requirements as required by the school blended learning model.
- Costs that fall within or below the budget guidelines.

- (2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility. Please include the organization's plans to finance the facility, including:

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

Estimated project costs are based on a two phase ground up building scenario. In this scenario Phase 1 would involve the construction of a facility at \$8 million for a 35,000 sq. ft. building. Phase 2 would cost approximately \$2 million to add another 15,000 sq. ft. to the existing building. Total estimated project cost for a 50,000 sq. ft. facility on a 10-acre site would be \$10 million. Costs would be reduced if the school site decreased to approximately 5-6 acres. Other factors affecting costs will be site location. The above estimate is based on new construction in the Northwest area of Las Vegas.

Financing would be through the developer in a phased in lease agreement. For example, this would be a triple net lease with the following scenario that includes free rent during the first three years.

- Year 1 - \$630,000 over 9 months
- Year 2 - \$930,000 over 11 months
- Year 3 - \$950,000 over 11 months
- Year 4 - \$1,050,000 over 12 months
- Year 5 - \$1,075,000 over 12 months

The average would fall between a 20% and 21.8% facility lease cost per year.

Facility expenses for the first year will include the following and are included in the school budget.

- Lease- \$630,000
- Custodial/Maintenance - \$31,500
- Utilities - \$85,050
- Custodian (on staff) - \$35,000

- (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 17. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 13, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions.

Vector Academy does not have a facility at this time.

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

The Vector Academy Committee to Form is relying on experienced professionals, brokers, developers, and existing charter school personnel who are employed or working with Academia and Somerset of Las Vegas. Kathy LeFevre has been in contact with these resources to find existing facilities and possible sites for ground up construction of a facility since February of 2016. Vector Academy will continue to connect and work with these facility experts to identify a school facility before charter approval. No contracts will be signed until after charter approval.

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

A triple net lease (NNN) will require Vector Academy to maintain the facility. The school will contract with a third party to clean and maintain the building during after school hours. This will include preventive maintenance and repair of facilities. Additionally, the school will employ one full-time custodian to maintain and clean the school during normal work hours.

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?

The Director, a member of the Governing Board, and other staff members will be a part of the Emergency Management Plan committee. This committee will develop and maintain a school Emergency Management Plan using the Schools Prepared and Ready Together Across Nevada (S.P.A.R.T.A.N.) website to develop and manage a comprehensive emergency management plan located on the S.P.A.R.T.A.N. website. Staff will be trained in security and communication procedures during an emergency or crisis. Technology such as two-way radios, intercom, cell-phones, and landlines will be used as method of communication.

- (2) Provide, as Attachment 14, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

Vector Academy intends to use the Charter School Insurance Alliance company located in Las Vegas, Nevada. Coverages will include General Liability, Abuse, Employee Benefits Liability, Auto, Property, Equipment Breakdown, Crime, Excess Liability, Directors & Officers/Employment Practices Liability, Student Accident Insurance, and Workers Compensation. Please see Attachment 14, page 181 for insurance information.

FINANCIAL PLAN

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

Vector Academy will use the Model Financial Procedures recommended by the NDE in 2008, as well as all applicable and current laws in the NRS as they relate to purchasing and the selection of contractors. The business manager will oversee the purchasing and payroll, with spot audits performed by members of the financial committee on a monthly basis. An internal audit team may be established, and an annual audit will be conducted by an independent third party. The Director has oversight of the business manager, and the Governing Board ultimately has responsibility for ensuring the financial operations of the school are in order.

- (2) As Attachment 15, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 15. Include the following:
- a. Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
 - 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.
 - 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.

- (3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 16.

- (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.

Vector Academy will conduct an annual audit in compliance with the requirements of the Financial Accountability System Resource Guide (FASRG) as well as other required state reporting requirements. Generally accepted accounting principles (GAAP) will be followed at all times, and detailed financial controls policies and procedures will be established and put in place with the assistance of the business management company. Vector Academy will adhere to all accounting, auditing, and reporting procedures and requirements that apply to Nevada public schools.

Attachment 1



April 20, 2016

To Whom It May Concern:

I am writing this letter in support Vector Academy. We are looking forward to working with Vector Academy staff to implement MathAction's project-based approach in 2018-2019 school year (Year Two).

MathAction is well aligned with Vector Academy's commitment to developing students who are college and career ready. We are confident that Vector Academy's innovative learning environment will energize both students and teachers and provide young people with the opportunities to become active lifelong learners and informed global citizens.

MathAction works with teachers to implement rigorous mathematics content using globally-focused projects that integrate online personalized learning to ensure that every student engages in an appropriate productive struggle and makes progress.

Students are often disengaged in mathematics by middle school and do not see its relevance in their lives. Through real-life global challenges, MathAction's approach to mathematics is fully contextualized in the real world, using primary sources, state of the art technology, and critical discussions. By blending the precision of mathematics with the ambiguities of complex social and environmental issues, students work collaboratively on teams, communicate mathematical ideas and use evidence to back their claims.

Please do not hesitate to contact me with any questions you may have.

Sincerely,

A handwritten signature in black ink that reads "Tamar Posner". The signature is written in a cursive, flowing style.

Dr. Tamar Posner, President



July 7, 2018

Vector Academy
Kathy LeFevre
702-378-2582

Dear Kathy LeFevre:

Edgenuity commits to support Vector Academy in the implementation of a blended learning model for the new charter school for grades 6-8. As a partner with Vector Academy, Edgenuity supports the goals of the school to help improve student achievement in Nevada, as well as prepare students for college and career readiness with the personalization of learning through the implementation of the proposed blended learning model.

The Company's vision for the 21st century classroom is one in which students access high-quality, standards-aligned online coursework on a range of devices—from laptops to Chromebooks to iPads to Windows and Android tablets—in school and at home as the teacher's role transitions to enable them to support individual or small group needs. As a company we ensure that our consultants have a strong knowledge of blended learning and best practices for implementation. This includes attending/partnering with iNACOL, internal training on blended learning, and subject specific expertise. This commitment to best practices and forward thinking in the implementation of blended learning ensures we can support Vector Academy effectively.

Edgenuity commits to work with Vector Academy in the development of their school model by providing award-winning virtual curriculum, talented professional development support, and by developing an open communication to build confidence with school administrators, teachers, parents, and students. Edgenuity is a leading provider of online and blended learning solutions nationally. As a company of educators we understand the needs of today's students and support our partners, such as Vector Academy, to ensure a successful implementation which is designed to meet the needs of their students.

We look forward to a strong partnership with Vector Academy as they implement a successful charter school developed around non-traditional blended learning models.

Sincerely,

A handwritten signature in blue ink that reads 'Sari G. Factor'.

Sari G. Factor
Chief Executive Officer

Attachment 2

DIRECTOR: The school Director is the main contact with the Governing Board and is responsible for the effective management, oversight, and performance of the school. He/she is to serve as an exemplary model of the character and is responsible for leading the administrative team in the establishment and continuation of a vibrant school culture of high expectations and academic achievement as previously established. Specific duties include, but are not limited to, the following:

- Manage and maintain the integrity of the instructional plan;
- Manage the school improvement plan (SIP);
- Develop and enforce policies and procedures;
- Manage professional development for all staff and Governing Board members;
- Manage funding, financial reporting, and state and federal guidelines regarding financial fiduciary duties;
- Manage and monitor Business Management Firm;
- Collaborate with all members of the school community to develop the SIP;
- Oversee school discipline policies, statistics, and reporting;
- Monitor school uniform standards;
- Act as a liaison between the school and the Governing Board;
- Monitor data and re-evaluate curriculum and instruction based on current data;
- Adjust curriculum and instruction as needed;
- Oversee facilities;
- Conduct conferences regarding school issues and disputes as the last due process step prior to appeal to the Governing Board;
- Monitor the evaluation of all personnel as documents are presented by school administrators;
- Act as the public relations coordinator;
- Oversee school security.

ASSISTANT ADMINISTRATOR–Academic Coordinator: The Academic Coordinator works under the supervision of the Director to oversee and facilitate a high achieving academic program. Duties include, but are not limited to, the following:

- Supervise the implementation of curriculum and instruction to address student achievement;
- Oversee the evaluation and implementation of instructional programs;
- Oversee the training of staff in the implementation of the blended learning curriculum;
- Develop plans for state and federally funded programs;
- Develop and implement to all staff data-driven professional development programs;
- As the instructional leader, supervise, evaluate, and mentor all teachers;
- Visit and observe all staff regularly;
- Implement and manage a system of tracking bimonthly student achievement;
- Implement and manage a system of tracking the fluctuations of the school climate;
- Develop and implement plans to maintain high academic standards and a positive school climate;
- Develop and monitor clear and multiple levels of communication with students, parents, the Governing Board and the school community;

- Supervise the special education, at-risk student, and ELL programs;
- Participate in all audits;
- Develop positive relationships with the Nevada Charter School Authority and other charter schools;
- Supervise all teacher and staff committee meetings;
- Supervise all IEPs, 504s, and ELL personnel and conferences;
- Supervise and monitor the contracted personnel like the psychologist, nurse, hearing and speech therapist, and the adaptive PE specialist as they attend IEP and 504 meetings and student interactions;
- Perform other responsibilities as requested by the Director.

ASSISTANT ADMINISTRATOR-Technical Coordinator: The Technical Coordinator works under the direction of the Director to oversee the non-academic programs of the school. Duties include, but are not limited to, the following:

- Interview, select and train all new employees;
- Observe and evaluate support staff, mentors, custodians, security and contracted specialists;
- Supervise the testing of all students new to the school;
- Implement and supervise required testing protocol;
- Evaluate the effectiveness of outside vendors;
- Purchase and monitor supplies for teachers, staff, and school;
- Supervise and evaluate all support staff;
- Monitor and supervise extra -curricular activities;
- Supervise and evaluate the counselor;
- Monitor all procedures and policies regarding discipline, attendance, and homeless students;
- Attend all meetings providing legal guidance;
- Supervise all parent and school/community committee meetings;
- Supervise facilities to maintain a positive environment;
- Supervise grounds and custodial staff;
- Train teachers in classroom management skills;
- Supervise all technology systems, hardware and software and the implementation of the blended learning curriculum and the data collection required by the computer curriculum;
- Oversee the development of school crisis and response plans;
- Schedule and supervise lunch vendors;
- Perform other responsibilities as requested by the Director.

BUSINESS MANAGER: This position will be outsourced to a business management company, but the duties will include the following:

- Establish, maintain, and analyze and evaluate accounting practices, system and controls;
- Coordinate required state audits and reports with appropriate accounting firm and state agencies;
- Assess and process all purchase orders, check requests and manage budget by certifying;
- proper authorization according to school policy;
- Reconcile and manage all school accounts including bank and purchase card accounts;
- Attend board meetings;
- Serve as the Governing Board Treasurer;

- Act as the custodian of school funds after deposit in the school's account by action of the Board; accountable and responsible for all money received and disbursed;
- Keep accurate account of all records of all revenues received, their source, dates of availability, and federal state allowable expenditures to ensure that funds are spent in line with the rules of state and federal programs;
- Prepare and submit to the board each month a written report of charter school's receipts and expenditures, balance sheet, and statement of cash flows, budget and reports accepted standards of fiscal management to be used by the school;
- Use uniform budgeting, accounting, and auditing procedures and forms as approved by the Charter School Authority and are consistent with the fiscal management to be used by the school;
- Prepare and submit to the board a detailed annual statement for the end of the year review of the revenue and expenditures, including beginning and ending fund balances;
- Assist the Director in the preparation and submission of budget documents and statistical and fiscal report and required by the Charter School Authority;
- Ensure that adequate internal controls are in place to safeguard the charter school's funds and perform other duties as the Director and board may require;
- Monitor the overall school budget and ensure that programs are cost efficient and funds managed effectively;
- Prepare all related reports, state reports, federal reports, tax reports and records, and other accounting report as necessary and required by the charter school and the Nevada Public Charter School Authority;
- Negotiate favorable purchasing agreements for materials and supplies and follow all state procurement laws and school purchasing policies;
- Immediately report any discrepancies and/or irregularities in funds use of funds to the board and the school Director.

GUIDANCE COUNSELOR

- Oversee required state testing, placement testing, and aptitude testing and vocational testing;
- Oversee all ELL testing and monitor progress quarterly;
- Organize and direct support groups to reinforce life skills and positive social behaviors;
- Monitor with the registrar the enrollment/registration of students to ensure access to all student populations as required by NRS;
- Monitor and intervene with attendance issues and conduct parent/student conferences;
- Schedule all students;
- Actively recruit students and hold informational meetings;
- Attend all IEPs, 504s, and ELL conferences;
- Organize and attend all school open houses;
- Assist with student supervision;
- Review student data and encourage accelerated students to move into classes for credit;
- Maintain a liaison relationship with high schools in an effort to offer accelerated students credit courses;
- Perform other responsibilities as requested by the Director;
- Organize positive behavior and student academic reward assemblies.

SPECIAL EDUCATION FACILITATOR

- Coordinate with the special education teachers to ensure all modifications in the IEP are met;
- Ensure that special education teachers attend LEA meetings offered by the state, or you and follow-up on that training;
- Keep abreast of federal and state laws that change in Special Education and 504 cases;
- Train all general education teachers in the requirements of IDEA and meeting the terms of the IEPs of special education students and students with 504s;
- Ensure that special education teachers have a method of tracking IEPs to ensure that dates are noncompliant;
- Schedule all contracted specialists as needed for testing, IEP revisions and 504 compliance;
- Coordinate and lead the school, state and federal audits of special education reporting and data.

ADMINISTRATIVE CONSULTANT/TRAINER: Vector Academy understands that the Director and the administrators of the charter school may require more than the time allotted for training in the curriculum of the school; the technology required in the computerized aspects of the curriculum; in the data collection tools; in the Walk Through evaluation system for staff; the time necessary to observe teachers and conference with teachers; the state accountability testing guidelines; special education; ELL education; the unique requirements for the homeless and migrant students; and other responsibilities assigned to the Director and administrative team.

Additionally, the mission and vision of Vector Academy are unique to the Nevada State Charter School Authority for middle schools and require a highly focused school plan and knowledge of the curriculum for high academic achievement. Few local candidates are qualified in the implementation of pure blended learning model; therefore, Vector Academy intends to hire a part time Administrative Consultant/Trainer to assist the Director in navigating through the start-up year. The responsibilities include:

- Acting as a mentor;
- Curriculum guidance;
- Data collection and interpretation;
- Personalized Plans for Growth (PPAG) (students);
- Testing protocols;
- Teacher observation, evaluations and conferencing;
- Computerized blended learning models;
- Walk through Evaluation protocols;
- Rubric based evaluation for staff and administration;
- Special student population instruction and evaluation;
- At-risk student population instruction and evaluation;
- Charter Authority accountability standards, goals and objectives;
- Additional responsibilities required of the Director.

The Director and the Administrative Consultant/Trainer report directly and independently to the Governing Board. Each position is evaluated independently by the Governing Board as negotiated within 45 days of initial employment.

Attachment 3

KATHRYN SINGER

*9132 Nicklewood Avenue *Las Vegas, NV 89143 *702-255-9466
pkjs99@earthlink.net Cell 702-281-6128
pkjs99.ks@gmail.com

EDUCATION ADMINISTRATOR with nine years of experience as a principal at the middle school level with student populations exceeding 1500 students and 125 staff members.

SUMMARY OF QUALIFICATIONS

- Middle school principal for ten years.
 - Middle school assistant principal for four years.
 - Middle school dean of students for 18 months.
 - Nevada Middle School Middle School Principal of the Year, 2008.
 - National convention presenter.
 - Teacher and administrative trainer.
 - Author, periodical publications.
 - Masters in Curriculum & Instruction.
 - Highly Qualified Principal for State Support Teams.
-

CURRENT LICENSES/CERTIFICATES

IDAHO:	Administrative License	2015
NEVADA:	Administrative License	2016
	Teaching License K-12	2016
WASHINGTON:	Administrative License (Renewal in progress)	2016
	Teaching License K-12	Lifetime

PROFESSIONAL EXPERIENCE

PRINCIPAL:	Ralph L. Cadwallader Middle School Clark County School District, Las Vegas, NV	01/2002-08/2013
ASSISTANT PRINCIPAL:	Lied Middle School Clark County School District, Las Vegas, NV	01/1996-01/2002
DEAN of STUDENTS:	Greenspun Middle School Clark County School District, Las Vegas, NV	08/1994-01/1996

EDUCATION

Lesley College Cambridge, MA	Masters Degree Curriculum & Instruction	1989-1991
St. Martins University Olympia, WA	Fifth Year Required, Washington State Certification	1966-1968
University of Puget Sound Tacoma, WA	Bachelor of Arts Biology and Secondary Education	1963-1965

PUBLICATIONS, ARTICLES, PRESENTATIONS

“Socratic Seminar”	Middle School National Convention	11/2011
“Socratic Seminars”	Middle School National Convention	03/2009
“8.5 Retention Program”	Middle School Principals, CCSD	12/2007
“Jump For Joy”	Western Regional Middle School Convention	2001
Presenter	Western Regional Middle School Conventions	1996-1999
Presenter	National Science Teachers Conventions	1998 & 1996

AWARDS

Nevada Middle School Principal of the Year	2008-2009
One of two assistant principals appointed to open a new middle school (Principal)	2003
NW Region Chairperson	2000-2001
NW Region Staff Development Co-chair	2000-2001
Science Teacher of the Year	1996
Conservation Teacher of the Year	1994

PROFESSIONAL ORGANIZATIONS

Pi Lambda Theta	2008-present
National Association of Secondary Principals (National, State Local Affiliates)	1996-present
Association of Curriculum and Development	1996-present
National Middle School Association	1996-present



Cadwallader MS

School Growth Summary

Grades 6-8*

A three year summary of student growth using the Nevada Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Criterion Reference Test (CRT) scores in reading and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at sufficient rate to catch up, keep up or move up through achievement levels.

In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

School totals are based only on those grades with growth data. District totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. A blank box in the table reflects that the school did not meet the minimum number of students to report data for that category. This report has adopted the minimum student count requirements defined by the Adequate Yearly Progress system. The minimum count for a school or grade level is 10. The minimum count for all other sub categories is 25.

The student count is based on students that attended the same school from count day through test day.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = CURRENT English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories.

Catching Up

•Growth performed by a student scoring below proficiency in the previous year to reach the proficient or exceeds achievement level within 3 years or by the 8th grade; whichever comes first. A student is catching up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to reach a proficient or advanced level of achievement.

Keeping Up

•Growth performed by a student scoring at the proficient or exceeds levels in the previous year to continue scoring at least at the proficient level in the current year and future 3 years or by 8th grade; whichever comes first. A student is keeping up if he/she has demonstrated growth in the most recent year that, if sustained would enable the student to maintain a proficient level of achievement.

Moving Up

•Growth performed by a student scoring at the meets standard level in the previous year to score at the exceeds level within 3 years or 8th grade; whichever comes first. A student is moving up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to reach a the exceeds standard level of achievement.

*Middle school analysis based on statewide data.

Reading										
	N-Count	2011	2010	2009	2011	2010	2009			
School							District			
Median Growth Percentile										
Total	1391	44	52	53	50	51	52			
Grade 6	460	42	56	51	47	48	49			
Grade 7	473	49	49	61	54	52	54			
Grade 8	458	41	51	48	50	53	53			
FRL / Non	363 1028	43 44	52 52	54 53	49 52	50 52	50 54			
Minority / Non	568 823	44 44	52 51	52 54	50 51	51 51	52 53			
IEP / Non	78 1313	44 44	30 52	45 54	44 51	43 52	43 53			
ELL / Non	42 1349	53 44		32 33	52 50	49 51	50 53			
Girls / Boys	691 700	48 41	56 45	54 51	54 47	53 49	53 52			
Percent Catching Up										
Total	312	16	52	44	14	39	36			
Grade 6	165	22	65	53	22	50	47			
Grade 7	90	12	56	49	10	39	38			
Grade 8	57	4	22	23	2	19	18			
FRL / Non	116 196	11 19	56 50	41 45	12 18	36 45	33 42			
Minority / Non	172 140	14 19	52 52	44 45	13 17	37 45	34 43			
IEP / Non	60 252	7 18	16 60	21 50	4 16	15 45	13 42			
ELL / Non	29 283	3 17		52 45	10 16	23 45	22 42			
Girls / Boys	134 178	22 11	58 48	49 41	17 11	44 35	41 33			
Percent Keeping Up										
Total	1079	57	89	88	57	87	86			
Grade 6	295	48	90	85	52	86	85			
Grade 7	383	58	87	93	57	88	88			
Grade 8	401	63	89	86	61	87	85			
FRL / Non	247 832	47 60	84 90	85 88	48 64	84 90	81 88			
Minority / Non	396 683	52 60	87 89	89 87	52 64	86 90	84 89			
IEP / Non	18 1061		58 53	90 79	88 31	57 72	88 71			
ELL / Non	13 1066		58 89		88 32	60 57	88 61			
Girls / Boys	557 522	61 53	91 87	89 86	60 53	89 86	87 84			
Percent Moving Up										
Total	658	15			16					
Grade 6	229	28			30					
Grade 7	179	6			10					
Grade 8	250	9			7					
FRL / Non	175 483	14 15			12 19					
Minority / Non	260 398	11 17			13 21					
IEP / Non	17 641	15			7 16					
ELL / Non	13 645	15			8 17					
Girls / Boys	340 318	18 11			17 14					

AARS R/18/2011

Attachment 4

The school leadership team has the greatest influence on the daily operations and performance of the school. Hiring a leadership team that is innovative in thinking, competent, caring, and passionate about the school's mission and vision is a high priority of Vector Academy's Committee to Form. The following competency qualifications will be used, based on research from multiple sources as cited. A rubric will be developed to measure each of these competencies in prospective candidates and information will be obtained through the interview process, academic performance of previous schools, reference checks, and demonstrated ability.

COMPETENCY QUALIFICATIONS: School Leadership Team: Vector Academy

Leadership competency qualifications required for Vector Academy are described below. These are imperative to meet the mission, vision, academic and social goals of Vector Academy.

Shared Vision: Recognizes a new educational program is necessary for student academic and career success in the future and recognizes and understands the needs of the target community.

Team Leadership Skills: Recognizes that the talents of the professionals on the Committee to Form are specialized and diverse and recognizes the need to *collaborate, communicate, problem-solve, negotiate, be creative and come to resolution* in developing and maintaining a high quality charter school that meets the needs of the students and the community.

Character: Recognizes that *honesty, integrity, respect, flexibility, common values, and operating from strong ideals and beliefs about education* and the *needs of the target community* are essential for success.

Curriculum and Instruction: Recognizes that a strong belief that *creative thinking, technology, and alternative educational instructional strategies in combination with standard based instructional strategies, and values experience in the educational practices* result in higher academic achievement and meet the needs of the target community.

Business/Managerial Skills: Recognizes that knowledge and business/managerial experience, a proven record in systems structures, financial responsibilities, human resources, operational organization and a healthy school culture are critical in making the school viable and in recruiting and retaining a passionate, competent, and highly qualified staff.

Global Perspective: Recognizes that education in the 21st Century requires a new perspective and alternative paths to academic achievement and career success.

Community Connections: Recognizes that members of the business, social, family, and school communities are stakeholders in the academic success of the student population and engaging these members helps increase academic and social outcomes.

Communication: Recognizes that strong lines of communication with all stakeholders ensures a positive workplace, student success, and the respect of the community at large.

Professional Awareness: Recognizes a need to remain informed of external and internal issues that impact school change agents in the areas of legislation, policies, practices, and procedures.

Attachment 6

Leadership Rubric

Vector Academy

SKILL	Meets Standards	Approaches Standards	Does Not Meet Standards
Shared Vision and Team Leadership	Demonstrates and Values New Practices, 21st Century Education in academics and careers, collaborates, communicates, negotiates, is creative, encourages .ALWAYS	Demonstrates and Values New Practices, 21st Century Education in academics and careers, collaborates, communicates, negotiates, is creative, encourages SOMETIMES	Demonstrates and Values New Practices, 21st Century Education in academics and careers, collaborates, communicates, negotiates, is creative, encourages RARELY
Curriculum and Instruction	Values Technology, Creative Thinking, Alternative Instruction, Student Experiences and Values in practice and problem-solving .	Values Technology, Creative Thinking, Alternative Instruction, Student Experiences and Values in practice and problem-solving .	Values Technology, Creative Thinking, Alternative Instruction, Student Experiences and Values in practice and problem-solving .
Business and Finance	Demonstrates Excellent Management, Systems, Fiduciary Responsibilities, Human Relations Experiences and Skills. ALWAYS	Demonstrates Excellent Management, Systems, Fiduciary Responsibilities, Human Relations Experiences and Skills. SOMETIMES	Demonstrates Excellent Management, Systems, Fiduciary Responsibilities, Human Relations Experiences and Skills. RARELY
Communication Community/School/ Staff	Communicates positively with Families, Business Community, School Community. Communicates policies, procedures, practices and a 21st Century Vision.	Families, Business Community, School Community. Communicates policies, procedures, practices and a 21st Century Vision. SOMETIMES	Families, Business Community, School Community. Communicates policies, procedures, practices and a 21st Century Vision. RARELY
Professional Awareness Character	Demonstrates in self and other Respect, Honesty, Responsibility, and external and internal influences that affect the school. ALWAYS	Demonstrates in self and other Respect, Honesty, Responsibility, and external and internal influences that affect the school. SOMETIMES	Demonstrates in self and other Respect, Honesty, Responsibility, and external and internal influences that affect the school. RARELY

Improving Practice	Absent	Developing	Good	Exemplary
We are committed to the study of best practices so every students achieves at high levels.				
We provide extra support so all students remain on track.				
We engage teachers in collaborative inquiry.				
We use data to plan curriculum and instruction.				
We use multiple measures to evaluate student learning.				
I set aside time to collaborate with teachers.				
Teachers continually collaborate to improve instruction.				
Professional Development is aligned with school goals and teacher needs.				
I establish teacher leadership opportunities.				
I assist teachers and staff with/in plans for improvement.				
Improving Practice	Absent	Developing	Good	Exemplary
I visit classrooms on a regular basis and meet with teachers for periods of collaboration, feedback and discussion.				
I focus on student learning results and instructional and curriculum improvement.				
We ensure that curriculum is and instruction is aligned with state standard and the SPCSA Performance Framework.				
I provide for continuous professional development for teachers, administrators, and support staff.				
I encourage reflective practice.				

I challenge ineffective teaching.				
I provide one-to-one guidance and assistance to teachers to improve planning and instruction.				
Improving Practice	Absent	Developing	Good	Exemplary
We use data to measure school effectiveness and good practices				
We continually reevaluate organizational and structural change in the school community and environment.				
I involve teachers in determining allocations and resource needs.				
I allow time to support teaching for goals.				
Structures are in place for teachers to work in learning teams.				
I develop human resources to improve climate, instruction, and student achievement.				
The budget is aligned with improvement goals.				
I provide the opportunities for parents/community to get involved in curricular and instructional activities at the school.				
I spend the majority of my time as instructional leader as opposed to business/school manager.				

Attachment 7

	OCCUPATION	LARGEST BUDGET MANAGED/ OVERSEEN (\$ or N/A)	AREA OF EXPERTISE										COMMITTEE ASSIGNMENT (change/expand as necessary)						
			Accounting/Finance	Fundraising/Development	Construction/Real Estate	Legal	Technology	PR/HR/Communications	Education	Medical	Community/Volunteer	Board Experience	Development	Real Estate	Board Development	Finance	Governance	Capital Campaign	
PROPOSED BOARD MEMBERS Name & Title on Board (if applicable)																			
Kathryn Singer	Retired	925,000																	
Kathy LeFevre	Project Facilitator	NA																	
Rebecca Hags	Special Ed Facilitator	NA																	
Patrick Fitzgerald	Teacher	NA																	

Attachment 8
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 | Vector Academy |
| 2. Full name | Kathryn Singer |
| Home Address | 9132 Nicklewood Ave, Las Vegas, Nevada 89143 |
| Business Name and Address | |
| Phone Number | 702-255-9466 |
| E-mail address | Pkjs99@earthlink.net |

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

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

I am the secretary of the Home Owners Association for my development. I have been a member of the board for 10 years. There are 125 homeowners in the development.

I was a member of the Committee to Form when Athlos Academies applied for a charter.

(Great lessons learned)

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

I have experienced the academic gains students achieve in the blended learning approach of instruction. It is my interest to facilitate the disruptive, blended learning approach so our students are well prepared for the needs of the near future work force and for college readiness. Many colleges and universities are implementing various strategies of blended learning in the junior and senior years of a college education. Also, many businesses are requiring group interviews to assess how candidates interact with others as they move towards solutions of problems.

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

It is the responsibility of the governing board member of a charter school to work cooperatively with other board members, the school, and the community to ensure the very best and sound education of all students. Additionally, it is the responsibility of the board member to ensure that academic achievement improves to a level of the upper 25% of Nevada schools and meet the goals of the Nevada Charter Authority of Nevada and the Nevada State Department of Education. Governing board members are entrusted with the responsibility of guaranteeing the appropriate use of public funds.

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.

In my educational experience, I held the positions of Dean of Students dealing with student discipline and attendance; I held the position of Assistant Principal with experience in Curriculum and Instruction, assessment data, course scheduling and teacher supervision. As principal I dealt with HR, hiring and progressive discipline of adults, a budget of approximately \$950,000.00 in addition to approximately \$250,000.00 in student generated funds per year.

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

I opened Ralph L. Cadwallader Middle School, 2002-2003. The philosophy of the school was to provide high academic standards taught through an integrated curriculum with an emphasis in problem-solving and technology. The student population during the first year grew to 1300 and the operating budget was close to \$500,000. The process of opening a new school included the hiring of all personnel, the development of all curriculum meeting the guidelines of the district and the state, teacher training, orientations, determining a mascot and school colors, and ensuring the community needs and involvement. This middle school opened with a very strong ANTIBULLYING PROGRAM.

School Mission and Program

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

Mission: Vector Academy will provide all students the opportunity to develop skills in communication, collaboration, problem-solving, and social banking through the modular format of blended learning with an emphasis in global citizenship and career opportunities in the 21st Century.

- A. Providing a data-driven curriculum of high quality, innovation, standards-based, offering both immediate assessment capabilities and long term assessment evaluating student progress, teacher growth, professional development needs and school evaluations.
- B. Providing a student-centric philosophy by evaluating the progress of each student and developing a Personal Plan for Growth (PPAG) for each student enrolled in this charter school that is monitored and reevaluated weekly based upon the data collection in A above.
- C. Providing high quality, innovative and varied educational foundations in mathematics, english, science, history, health, and physical education.
- D. Providing opportunities for student growth in academics and social skills in addition to a pathway to higher education and career choices.
- E. Providing a variety of opportunities that address a variety of student learning modalities. We know that methods by which we learn vary by the differences of all individuals.
- F. Providing opportunities for parents/guardians/community to provide support for students, families, and charter school.
- G. Providing competency skills resulting in an increased graduation rate.

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

The educational program is a disruptive blended learning curriculum described by Michael Horn in the book blended Using DISRUPTIVE INNOVATION to Improve Schools. Additionally, it is based upon the research from the Clayton Christensen Institute for Disruptive Innovation.

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

A successful school:

- Demonstrates high academic standards;
- Demonstrates a high degree of stewardship to all those served;
- Reflects the values of the community it serve;
- Exceeds Nevada State Common Core Standards;
- Demonstrates sound fiscal stewardship;
- Collaborates with the local school board;
- Encourages community involvement;
- Invests in the whole child—character, academic, and health;
- Maintains the investment of facilities and supplies;
- Invests in a sound curriculum and the tools to deliver that curriculum;
- Invests in sound, relevant, and useful instructional strategies; and
- Strongly supports a program that supports teachers/staff through targeted training.

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

Internal, real time assessments, end of chapter data, end of quarter data and end of course data will give an ongoing indication of success or failure. Additionally, online surveys of the students, teachers, parents, and community will provide data of success.

Governance

1. Describe the role that the board will play in the school's operation. The role of the board includes but is not limited to evaluating student outcomes, compliance with policies, hiring and terminating management/executives, evaluating capital assets, renewing the charter and developing capacity to better understand governance and education.
2. How will you know if the school is successful at the end of the first year of operation? The data provided to the state and reported back to the school in the Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF). Also, data provided by the end of the year surveys of the students, parents, teachers and community will indicate success and those particular areas of interest and concern of the school community.

3. How will you know at the end of three years if the school is successful?
Reports showing three year data trends from the CSPF and NSPF will indicate school growth. Also, data provided by the end of the year surveys of the students, parents, teachers and community will indicate success and those particular areas of interest and concern of the school community.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The Governing board members must set clear goals for each school year that will lead to high academic achievement and growth. They must also develop a three year plan that is adjusted each year that addresses those yearly, smart educational goals. The board will evaluate how the school executive achieved these goals. The board will hold the school executive 100% accountable for students results with established policy. The board will facilitate and compromise of the issues that come forth from the community and the school executive.

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?
A discussion would be engaged with the governing board president discussing the Code of Conduct for Governing Board Members and suggest a hearing with the entire board. The board will determine appropriate consequences.

Disclosures

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

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

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

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

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

9. Indicate any potential ethical or legal conflicts of interests that would exist should you serve on the school's board.

None. Yes

Certification

I, Kathryn Singer, 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 Vector Academy is true and correct in every respect.

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.

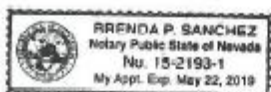
Kathryn Singer *Kathryn Singer*
Signature of Certifying Charter School Official Name Printed

Acting Director *July 9, 2016*
Title Date

Subscribed and sworn to before me

This 9 day of July 2016.

date month year
[Signature]
(Notary Public Seal)



KATHRYN SINGER

*9132 Nicklewood Avenue *Las Vegas, NV 89143 *702-255-9466
pkjs99@earthlink.net Cell 702-281-6128
pkjs99.ks@gmail.com

EDUCATION ADMINISTRATOR with nine years of experience as a principal at the middle school level with student populations exceeding 1500 students and 125 staff members.

SUMMARY OF QUALIFICATIONS

- Middle school principal for ten years.
 - Middle school assistant principal for four years.
 - Middle school dean of students for 18 months.
 - Nevada Middle School Middle School Principal of the Year, 2008.
 - National convention presenter.
 - Teacher and administrative trainer.
 - Author, periodical publications.
 - Masters in Curriculum & Instruction.
 - Highly Qualified Principal for State Support Teams.
-

CURRENT LICENSES/CERTIFICATES

IDAHO:	Administrative License	2015
NEVADA:	Administrative License	2016
	Teaching License K-12	2016
WASHINGTON:	Administrative License (Renewal in progress)	2016
	Teaching License K-12	Lifetime

PROFESSIONAL EXPERIENCE

PRINCIPAL:	Ralph L. Cadwallader Middle School Clark County School District, Las Vegas, NV	01/2002-08/2013
ASSISTANT PRINCIPAL:	Lied Middle School Clark County School District, Las Vegas, NV	01/1996-01/2002
DEAN of STUDENTS:	Greenspun Middle School Clark County School District, Las Vegas, NV	08/1994-01/1996

EDUCATION

Lesley College	Masters Degree	1989-1991
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Cambridge, MA	Curriculum & Instruction	
St. Martins University Olympia, WA	Fifth Year Required, Washington State Certification	1966-1968
University of Puget Sound Tacoma, WA	Bachelor of Arts Biology and Secondary Education	1963-1965

PUBLICATIONS, ARTICLES, PRESENTATIONS

“Socratic Seminar”	Middle School National Convention	11/2011
“Socratic Seminars”	Middle School National Convention	03/2009
“8.5 Retention Program	Middle School Principals, CCSD	12/2007
“Jump For Joy”	Western Regional Middle School Convention	2001
Presenter	Western Regional Middle School Conventions	1996-1999
Presenter	National Science Teachers Conventions	1998 & 1996

AWARDS

Nevada Middle School Principal of the Year	2008-2009
One of two assistant principals appointed to open a new middle school (Principal)	2003
NW Region Chairperson	2000-2001
NW Region Staff Development Co-chair	2000-2001
Science Teacher of the Year	1996
Conservation Teacher of the Year	1994

PROFESSIONAL ORGANIZATIONS

Pi Lambda Theta	2008-present
National Association of Secondary Principals (National, State Local Affiliates)	1996-present
Association of Curriculum and Development	1996-present
National Middle School Association	1996-present

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

Vector Academy

2. Full name

Rebecca Therese Hagenbeek

Home Address

3300 Taylor Ave, North Las Vegas, Nevada 89030

Business Name and Address

Phone Number

702.339.8351

E-mail address

itshags2015@gmail.com

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

I have spent 20 years working in special education. In this time I have worked side by side with my colleagues in special education and general education. I have taught students with special education needs in reading, written expression, math, science and social studies. For 4 of my years with CCSD I was employed at the middle school level. For one of these years I was the Special Education Instructional Facilitator. The remainders of my years have been spent at the high school level. In this time I have spent 7 years teaching in both the resource and general education co-taught settings and 9 years as the Special Education Instructional Facilitator. In this role I have been able to help students and faculty find solutions to difficult situations and problems. Together we were able to resolve or improve academic and behavioral difficulties.

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 have spent my career working with students with many different disabilities. Through the years I have seen these students struggle with making the traditional school approach work for them. For too many students help does not come quick enough and the successes are too infrequent. I believe that most students with a disability can learn with success in a guided program that offers many choices and methods of learning and assessing their progress. I believe that this model promotes a learning environment that allows all types of students to be successful. This model of blended learning is not currently offered in Southern Nevada schools. .

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

The role of a charter school board member is to ensure the validity of the curriculum as the school strives to meet the mission and goals of the Charter School Authority and the State Board of Education. It is also the responsibility of all board members to oversee the financial decisions and ensure that funds are spent for the betterment of all students attending the charter school.

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 not had previous board experience, but I feel that with my experience as a Special Education Teacher, Special Education Instructional Facilitator and an ARL Mentor I will be able to supervise at-risk students and the staff assisting and mentoring these students.

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

I have taught all core subjects in the resource and co-taught classrooms. Through my own education and experiences in the classroom I have knowledge of how to effectively support students with the general education curriculum. In my role as a co-teacher I developed and implemented academic and behavioral strategies to aide students and the general education teachers that I worked with. As a Special Education Instructional Facilitator I collaborate with teachers to help students in and out of the classroom, act as a bridge between teacher and parent to resolve disputes, work with administration to ensure students with disabilities are considered when making decisions, train teachers on new and current practices, and work with the counseling

department to ensure students' special education services are met. I believe a global approach to servicing students with disability on the school campus and in the classroom.

School Mission and Program

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

The guiding belief of the Vector Academy is that all students can learn and they can do this best in an environment that promotes independence and supplies support whenever difficulties arise for a student. It is also believed that teachers should be aware of student struggles immediately so that supports can be provided quickly. In this model skill deficits are quickly identified so they can be remedied and the student can move forward successfully.

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

The Vector Academy will use a blended learning model. The four methods of learning within this model will be rotation stations, flipped classroom, individual rotation and lab rotation. Students will have some level of control over the time, place, path and/or pace of their program. Each student will have a mentor who will keep a watchful eye on their progress and intervene if/when they see a problem arising. Students will have a Personalized Plan for Academic Growth (PPAG) which will document their plan for their education. They will meet regularly with their mentors to review and revise their PPAG's. With this educational model students will have the ability to tailor their education for their individual needs and staff will be able to monitor progress and provide intervention quickly and effectively.

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

A successful school is one that is able to intertwine all aspects of a student's life to help them learn effectively and grow individually. The school must work as a whole unite with equal involvement from administration, staff, students and parents. All members of the community must work together to encourage education, support learning, and strive for excellence.

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

When students move successfully through the program and continue on to be successful in their high school education, their post high school education, and life we will know that we have given them the tools they need to find success wherever they look for it.

Governance

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

The role of the Board of Governance is to oversee the financial decisions of the school and to ensure the validity of the curriculum. It will also have the responsibility of ensuring that the

school adheres to the regulations of the Charter School Authority and the State Board of Education.

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

We will know that the school is successful through the use of regular progress monitoring of all students. At the end of the school year students will have demonstrated their knowledge and readiness to advance to the next level in their program.

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

We will know that the school is successful through continued regular progress monitoring of all students. At the end of the third year of operation the students will be moving on to a different school. Vector Academy will send out parent and student surveys to gather data on student success rate after leaving Vector Academy. This data will be used to help determine the degree to which students are prepared with the skills needed to be successful in any educational environment.

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

The school will need to ensure that there is regular progress monitoring of all students, quick and effective supports for remediating skill deficits, parental involvement, regular meetings for student PPAG's, revising of PPAGs when needed, hire highly qualified and trained teaching staff, and provide regular staff training.

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 report such behavior to the board so that an investigation could be conducted to determine if action should be taken.

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
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

Start-Up Charter School Board Member Information

consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

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

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

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

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

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

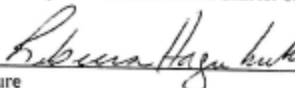
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

Certification

I, Rebecca Therese Hagenbeek, 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 The Flex Academy of Southern Nevada Charter School is true and correct in every respect.

Signature



Date

5/2/16

NEVADA INDIVIDUAL ACKNOWLEDGMENT
NRS 240.166

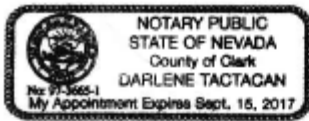
State of Nevada }
County of Clark } ss.

This instrument was acknowledged before me
on July 15, 2016 by
Date

Rebecca Hagenbeck (s)
Name of Signer No. 1

(and

~~_____~~)
Name of Signer No. 2 (if any)



Place Notary Seal and/or Stamp Above

Darlene Tactagan
Signature of Notary Public

OPTIONAL

Though this section is optional, completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document

Title or Type of Document: Start-up Charter School Board Mbr. Info.
Document Date: July 15, 2016 Number of Pages: 406 6
Signer(s) Other Than Named Above: No other signers

PROFESSIONAL PROFILE

Rebecca Hagenbeek ***Special Education Instructional Facilitator***

I. Professional Experience

- Shadow Ridge High School, Special Education Instructional Facilitator (2007 – present)
- Dean Allen Elementary School, Special Education Facilitator (2014-2015)
- Parson Elementary School, Special Education Instructional Facilitator (2013 – 2014)
- Kitty Ward Elementary School, Special Education Instructional Facilitator (2011 – 2013)
- Kay Carl Elementary School, Special Education Instructional Facilitator (2008 - 2009)
- Shadow Ridge High School, resource room math teacher and Algebra co-op teacher (2005 – 2007)
- Eldorado High School, resource room math and Read 180 teacher and co-op Algebra, science and social studies teacher (2003 - 2005)
- Swainston Middle School, Special Education Instructional Facilitator (2002 – 2003)
- Swainston Middle School, resource room math, science, and social studies teacher and co-op social studies teacher (2001 – 2002)
- Eldorado High School, resource room math, English, and foods teacher and co-op math teacher (1996 – 1999)
- Brinley Middle School, resource room math, English, and science teacher (1994 – 1996)

II. Professional Growth

- Transition Training - predictors
- Youth Mental Health Training
- Transition Conference
- Attended training to become a SEIF trainer
- RPDP and PDE, various areas (ongoing)
- CCSD K- 12 Administrative Leadership Program
- Master of Science, Educational Leadership, Nova Southeastern University
- Bachelor of Science, Special Education, University of Las Vegas, Nevada

Section 2: Professional Leadership

- Provide trainings to staff members on writing and implementing IEPs and BIPs.
- Held training for SEIFs on how to implement online system for disseminating IEPs and BIPs
- Developed online system and wrote proposal for disseminating IEP and BIP to staff
- Assign TOR caseloads and Chair IEP meetings
- Develop and Chair department meetings and disseminate information from District and PZ meetings
- Attend professional development trainings and disseminate information to special education staff
- Attendee in Teacher and Support Staff interviews

Additional Information

- Sunshine committee member
- Attendance committee member
- Provide support to teachers working in cooperative model classrooms
- Participated in developing master schedule and scheduling classes special education students for upcoming school year
- Member of the School Improvement Committee

Start-Up Charter School Board Member Information

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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

3. Name of charter school on whose Board of Directors you intend to serve Vector Academy

4. Full name Kathy LeFevre
Home Address 6671 Running Trout Ave
Business Name and Address _____
Phone Number 702-378-2582
E-mail address lefevkl910@gmail.com

10. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
11. Resume and professional bio are attached.
12. 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
13. Why do you wish to serve on the board of the proposed charter school? To improve the education of students in the State of Nevada, thus in turn providing a high quality educational experience for students so they may progress and achieve to master content and become productive and successful members in our global society.
14. What is your understanding of the appropriate role of a public charter school board member?

The Vector Academy charter school board must be able to work as a cohesive group with synergy and a resolve to make decisions based on what is best for the students attending the school. Thus everyone must work cooperatively together to meet the goals set forth for academic and personal growth of the students. Additionally, the board members are responsible to the school community and to overseeing that the school is operating as stated in all areas including being financially sound as it is understood that the board is representing the State of Nevada in a public education setting. Accountability is a key component required of all members of the board.

15. 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 served on the Committee to Form for Athlos Academies from August 2014 – Jan 2015.

16. Describe the specific knowledge and experience that you would bring to the board.
Current educator working for the Clark County School District in Las Vegas, Nevada since 1990. I have served as a secondary teacher, an Educational Computer Strategist, Digital Learning Coach, and professional development trainer for the Professional Development Education office during this time. I have extensive knowledge and have implemented blending learning environments within CCSD since 2012. Additionally, I hold a Online & Blended Teaching certification from CCSD and have been training other CCSD & non-CCSD teachers within the State of Nevada the Introduction to Online & Blended Teaching PDE courses since 2014. This knowledge and experience brings to the board the necessary guidance and direction in regards to planning and implementing a flex model of education as proposed by the Vector Academy.

School Mission and Program

5. What is your understanding of the school's mission and guiding beliefs?
Schools Mission Statement: The Vector Academy of Southern Nevada will provide all students the opportunity to develop skills in communication, collaboration, problem solving, and social banking through the modular format of blended learning with an emphasis in global citizenship and career opportunities in the 21st Century.
6. What is your understanding of the school's proposed educational program?
Vector Academy educational model is modeled after the disruptive Flex Model of blended learning as outlined by the Clayton Christensen Institute. This model has shown a high level of success at charter schools across the nation as it is understood that students do not learn at the same place, pace, path or time, therefore they need the flexibility to master content in areas of deficiency versus a traditional one size fits all learners approach that we currently see in most schools. In this model, the school we follow the guidelines set forth by the Clayton Christensen Institute and will also use results from other successful flex model schools across the nation do develop a sound educational program.
7. What do you believe to be the characteristics of a successful school?
 - High Academic Standards that exceed the Nevada Academic Content Standards
 - Providing high quality education that is student centered

- Sound curriculum and instructional strategies
- Using data to drive instruction and improve the education of students
- Ongoing professional development trainings for staff
- Addressing all student learning styles and maintaining a personalized learning plan for all
- Commitment by staff to the educational success of students
- Collaborating with other schools
- Serving the community
- Parent and community involvement within the school
- Financial stability and success

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

Student academic data from internal summative and formative assessments, and Smarter Balanced Assessment data or state required testing. Evaluation of weekly student PPAG and grades. Parent, student, and community surveys conducted through the school year.

Governance

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

The school board is responsible to the community to improve student achievement and meet the mission and goals set by the school. The board must establish policies and regulations to govern their school. They are responsible to hiring a Director of the school, developing and adopting policies, curriculum, and budget along with overseeing the facilities.

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

Utilizing the academic achievement data from standardized testing, summative assessments, grades, and surveys from students, parents, teachers and the community. Additionally, showing that the school is fiscally responsible by having a budget surplus.

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

Utilizing the academic achievement data from standardized testing, summative assessments, grades, and surveys from students, parents, teachers and the community. Additionally, showing that the school is fiscally responsible by having a budget surplus that continues to grow each year thus enabling the school to purchase the school facility sometime between years 3-6.

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

The board must set forth a clear 3-year plan for academic growth and financial success of the school. This plan must fall in line with the charter schools mission statement and Smart goals as outlined. The board must hold the school Director accountable at all times for student achievement and budget spending. The board needs to continue to be actively engaged within the school, keep informed of any issues or concerns that may arise, and hold regularly scheduled monthly meetings.

10. 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 discuss the situation with the board committee chair in regards to how to handle the situation. If needed, then I would suggest a full board meeting to address and resolve the unethical or conflict.

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 know prospective board members Kathryn Singer and Patrick Fitzgerald. Kathryn Singer was my former administrator at CCSD until June of 2012. Patrick Fitzgerald was a teaching colleague at CCSD.

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 know prospective school employee Kathryn Singer, who was my former administrator at CCSD until June 2012.

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

There is a possibility that I will be acting as a part-time blended learning professional development trainer for the school. If this should occur, then I would step down from the board before decisions are made in regards to professional development consultants.

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

Not applicable because the school does not intend to contact with an education service

provider or school management organization.

I / we do not know any such persons. Yes

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

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

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

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

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

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

There is a possibility that I will be acting as a part-time blended learning professional development trainer for the school. If this should occur, then I would step down from the board before decisions are made in regards to professional development consultants.

17. 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, Kathy LeFevre, 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 Vector Academy Charter School is true and correct in every respect.



Signature

July 14, 2016

Date

Kathy L. LeFevre

6671 Running Trout Ave.
Las Vegas, NV 89131
klefevre@interact.ccsd.net
Cell (702) 378-2582

Formal Education:

Endorsement	<i>Sierra Nevada College</i> , School Administration, 2012
CTE	<i>Southern Utah University</i> , Technology in the Curriculum, 2008
M.Ed.	<i>University of Nevada, Las Vegas</i> , Curriculum & Instruction, emphasis in Educational Computing & Technology Leadership, 2003
P.D.D.S.E.	<i>University of Nevada, Las Vegas</i> , Professional Development Degree in Science Education, 1990
B.S.	<i>Southern Utah University</i> , major: Zoology, minor: Chemistry, 1987

Section 3: Current Endorsements/Educational Licensure

2013-Current	K-12 School Administrator
2004-Current	7-12 Computer Programming
1989-Current	7-12 Biological Science, 7-12 General Science, 7-12 Physical Science, 7-12 Mathematics

Section 4: Other Certifications

2013	CCSD Blended Learning Certification
2013	Canvas LMS Certified Trainer
2009	Promethean Certified Trainer

Practical Experience: CCSD

2014-Current	<i>Instructional Design and Professional Learning</i> – Project Facilitator Digital Learning Coach
2014-Current	<i>Innovative Learning Environments</i> – Online & Blended Teaching Instructor
2014-Current	<i>Professional Development Education</i> – PDE Instructor & Design Courses
2013-2014	<i>Grant Sawyer Middle School</i> – Educational Computer Strategist
Section 5:	2012-2013 <i>Molasky Jr. High</i> – Educational Computer Strategist
2003-2012	<i>Cadwallader Middle School</i> – Educational Computer Strategist
1998-2003	<i>Antonello, Cozine, and Wilhelm Elementary Schools</i> – Educational Computer Strategist
1994-1997	<i>Grant Sawyer Middle School</i> – Physical Science Teacher
1990-1994	<i>Bonanza High School</i> – Chemistry Teacher

Section 6: Technology Related Competencies

- CANVAS LMS, Softchalk, and Blackboard Engage.
- Design and implementation of Blended Learning strategies in science, math, ELA, and social studies.
- Screencasting of professional development and course content.
- Integration and management of Google Apps for Education.
- Chromebooks, iPads and Android devices within the classroom.
- Integration and management of interactive whiteboards (SMART, Promethean, and E-beam)
- Integration of various types of software such as Microsoft Office and other school site-based and online applications, such as APEX, Edgenuity, Compass Learning, Alek, Scholastic, and others.
- Interactive student responders. (CPS, Promethean, Qomo, Qwizdom)
- SMART Notebook and ActivInspire software.
- Curriculum Engine and CCSD Wiki Teacher.
- Enterprise applications such as Infinite Campus, ParentLink, and SASI.

Section 7:

Instructor: CCSD Professional Development Education – Online & Blended

2014-Current	Online PDE Instructor – Blending Your Classroom Using the Canvas LMS (PDE 3394), Google Apps for Education Basics (PDE 3392), Building an ePortfolio for Online & Blended Learning
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2014-Current (PDE 3302), Introduction to Online & Blended Teaching (PDE 3144), Technology Tools in the Classroom (PDE 3452)
 2001-2008 Instructor – CANVAS LMS
 PDE Facilitator – Technology for Educators, Vegas PBS Video streaming, Searching, Researching and Nevada’s Online Databases, and InterAct I.

Section 8: Instructor: Staff Development and Professional Development – A Short List

- Blended & Flipped - Using Digital Resources Mini Conference 2014 Presenter
- Flipping the Classroom & Designing a Blended Classroom
- CANVAS LMS – District trainer
- PDE Instructor – online and blended
- Designed new state approved PDE courses (PDE 3394 & PDE 3452)
- Screencasting in the Blended Classroom webinar
- Infinite Campus, ParentLink, SASI, and Easy Grade Pro – District Trainer
- Computer Operating Systems Universal Imaging – District Trainer
- CCSD Education Computer Strategist (ECS) & New ECS Trainer
- District ECS training development with CCSD Technology Literacy Services
- Developed Summer Institute ECS Training, Supervision & Instructor
- Trainer CCSD Northeast Area PDC Technology
- ParentLink Trainer
- Northwest Region IDMS Trainer
- SMART Board and Promethean interactive whiteboard
- Compass Learning and other progressed monitored online software– ELA and math
- Screencasting with the iPad, SMART Board, Promethean board, and document cameras
- Promethean, E-instruction CPS, Qomo, and Qwizdom responders
- Excel for School Administrators Trainer
- TECH TREKS (TLCF GRANT) Instructor – CCSD Elementary Instructional Technology
- Web Design Professional Development

District Committee / Advisory Work

2015	CCSD Blended Learning Certification Review Committee
2009-2014	CCSD ParentLink & Infinite Campus Steering Committee
2009-2011	CCSD ECS Advisory Team – Northwest Area Secondary Schools Representative
2009	Microsoft AD Server Project and Pilot School (April 2009)
2005-2008	Chief Technology Officer ECS Advisory Team
2005	Northwest Region T.E.A.C.H. committee
2005-2013	CCSD ECS Mentor
2003-2008	CCSD ECS Trainer
2002-2006	CCSD Network Advisory Group
2000	CCSD Network Design Committee
2001-2003	Northeast Region K-12 Lead ECS & Consultant to non-ECS schools
1998-2001	Northeast Area Lead ECS & Consultant to non-ECS schools
1998-2001	Action Team Rep Elementary Instructional Technology

School Committee Work & Responsibilities

2013-2014	Blended Learning Coordinator
2007-2012	School Curriculum Committee
2006-2012	Feeder school group testing coordinator and test development (math and ELA)
2006-2008	Purple Day Committee (Testing Strategies Curriculum)
2004-2011	School Improvement Plan Team
2003-2012	Technology Department Chair (Computers, Credit-Recovery Lab, CADD, and TV Studio)
2003-2012	Development and supervision of Online Credit-Recovery, CADD, and Broadcast Journalism curriculum programs

2003-2012	Principals Administrative Team (Cadwallader MS)
2002-2012	6 th Grade Orientation Night, Open House, and ParentLink training nights
1998-2014	School Technology Committee & Technology Plan
1998-Current	Technology Integration Trainings – Staff Development Day

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	Vector Academy
2. Full name	Patrick Fitzgerald
Home Address	7341 Maiden Run Ave, Las Vegas, NV 89130
Business Name and Address	
Phone Number	702-525-0438
E-mail address	pjfitzgerald@interact.ccsd.net
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. 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). X Does not apply to me. <input type="checkbox"/> Yes	
5. Why do you wish to serve on the board of the proposed charter school? I have been very interested in blended learning approach to education and I have seen many educators working in our traditional school settings struggle to implement such progressive curriculums. I feel that I can be instrumental in establishing an academy that implements a blended approach, allowing students to flourish and make significant gains.	
6. What is your understanding of the appropriate role of a public charter school board member? I will work cooperatively with other board members and school employees to keep students needs first. We will work to meet the goals of the Nevada Department of Education. We will meet our obligations to the educators working at the Flex Academy . Board members are also responsible to be prudent with school funds and use them appropriately for the needs of the students.	

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. I have work as an educator for 22 years in Nevada and Arizona. I have served in a variety of teaching and coaching positions and have gained knowledge and experience that I will offer to the start of Vector Academy.
8. Describe the specific knowledge and experience that you would bring to the board.

In my experience I have served as a teacher leader in large and small school districts. I have had the opportunity to teach students from a large variance of cultural and socioeconomic backgrounds. I have had experience opening a new school, serve in the Turn Around Zone, and to serve as an instructional coach and mentor for new teachers. I am ready to use all of my skills and experience to the opening of Vector Academy.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? Mission: The Vector Academy of Southern Nevada will provide all students the opportunity to develop skills in communication, collaboration, problem-solving, and social banking through the modular format of blended learning with an emphasis in global citizenship and career opportunities in the 21 st Century. A. Providing a data-driven curriculum of high quality, innovation, standards-based, offering both immediate assessment capabilities and long term assessment evaluating student progress, teacher growth, professional development needs and school evaluations. B. Providing a student-centric philosophy by evaluating the progress of each student and developing a Personal Education Plan (PEP) for each student enrolled in this charter school that is monitored and reevaluated weekly based upon the data collection in A above. C. Providing high quality, innovative and varied educational foundations in mathematics, english, science, history, health, and physical education. D. Providing opportunities for student growth in academics and social skills in addition to a pathway to higher education and career choices. E. Providing a variety of opportunities that address a variety of student learning modalities. We know that methods by which we learn vary by the differences of all individuals. (8) (9) F. Providing opportunities for parents/guardians/community to provide support for students, families, and charter school. G. Providing competency skills resulting in an increased graduation rate.
2. What is your understanding of the school's proposed educational program? The educational program is a disruptive blended learning curriculum described by Michael Horn in the book <u>blended Using DISRUPTIVE INNOVATION to Improve Schools</u> . Additionally, it is based upon the research from the Clayton Christensen Institute for Disruptive Innovation.
3. What do you believe to be the characteristics of a successful school? A successful school: Demonstrates high academic standards; Demonstrates a high degree of stewardship to all those served;

Reflects the values of the community it serve;
 Exceeds Nevada State Common Core Standards;
 Demonstrates sound fiscal stewardship;
 Collaborates with the local school board;
 Encourages community involvement;
 Invests in the whole child—character, academic, and health;
 Maintains the investment of facilities and supplies;
 Invests in a sound curriculum and the tools to deliver that curriculum;
 Invests in sound, relevant, and useful instructional strategies; and
 Strongly supports a program that supports teachers/staff through targeted training.

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

Internal, real time assessments, end of chapter data, end of quarter data and end of course data will give an ongoing indication of success or failure. Additionally, online surveys of the students, teachers, parents, and community will provide data of success.

Governance

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

The role of the board includes but is not limited to evaluating student outcomes, compliance with policies, hiring and terminating management/executives, evaluating capital assets, renewing the charter and developing capacity to better understand governance and education.

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

The data provided to the state and reported back to the school in the Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF). Also, data provided by the end of the year surveys of the students, parents, teachers and community will indicate success and those particular areas of interest and concern of the school community.

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

Reports showing three year data trends from the CSPF and NSPF will indicate school growth. Also, data provided by the end of the year surveys of the students, parents, teachers and community will indicate success and those particular areas of interest and concern of the school community.

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

The Governing board members must set clear goals for each school year that will lead to high academic achievement and growth. They must also develop a three year plan that is adjusted each year that addresses those yearly, smart educational goals. The board will evaluate how the school executive achieved these goals. The board will hold the school executive 100% accountable for students results with established policy. The board will facilitate and compromise of the issues that come forth from the community and the school executive.

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?

A discussion would be engaged with the governing board president discussing the Code of Conduct for Governing Board Members and suggest a hearing with the entire board. The board will determine appropriate consequences.

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.

X I / we do not know any such trustees. Yes

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

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.

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

X 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.

7341 Maiden Run Ave
Las Vegas, NV 89130

**PATRICK J.
FITZGERALD**

(702) 525-0438
pjfitzgerald@interact.ccsd.net

EMPLOYMENT

Instructional Coach/Strategist

Western High School

2013 - Present

- Facilitated and conducted site-based professional development.
- Collected data to assist with driving instruction and improving teacher performance.
- Provided on-going support, coaching and mentoring to all staff members, with primary focus on 23 math teachers.
- Provided suggestions and strategies to improve pedagogy, classroom management, and to ensure implantation of the Nevada Academic Content Standards for Mathematics.
- Developed collaborative relations with teachers in all curricular groups, and demonstrated collaborative leadership.
- Facilitated training of teacher leaders for Professional Learning Communities in all curriculum groups.
- Meet monthly with Content Leaders from Algebra 1, Geometry, and Algebra 2 to ensure vertical articulation.
- Created and implemented plan for Freshman House teachers that focused on early student success. Plan involved uniform procedures, pedagogical practices, anchor charts, and student organization structure.
- Coached Mathematics Team on the Backwards Assessment Model, and parallel construction of practice tests and quizzes to lead students to success on End of Course Exams.
- Worked collaboratively with administration to complete high-stakes testing and coordinated WIDA testing for WHS.
- Served as PLC coordinator for current CCSD math initiative.
- Collaborated with outside providers, such as Pearson, Solution Tree, and RPDP to provide teacher education and support that fit the needs of the Western Math Teachers.
- Served as a member of the School Leadership Team.

**Mathematics Teacher
2006 - 2013**

Shadow Ridge High School

- Leader of Algebra 1 group. Taught all levels of Algebra 1 including cooperative consulting model as well as Honors Algebra 1.
- Leader of structured teacher planning sessions focusing on cohesiveness of instruction and collaboration with peers.
- Developed lessons utilizing Common Core Curriculum.
- Lesson planning emphasized small group and individual instruction to target specific learning goals.
- Analyzed student achievement data, such as Discovery Testing and CCSD District Exams, and utilized data in instructional planning.
- Assigned as a teacher mentor / coach to Math teachers new to Shadow Ridge. Provided support through observation, collaboration, identifying effective instructional strategies, and modeling lessons.
- Also served as Head Cross Country Coach and Head Track Coach.

Attachment 9

School Bylaws

Article I Vector Academy

Section 1: Name The name of the charter school shall be Vector Academy

Section 2: Location The principal location of the facility shall be in North Central Las Vegas.

Section 3: Purpose Vector Academy is a charter school organized under the Nevada Revised Statutes (NRS) and its purposes are exclusively educational as set forth by the SPCSA, Vector Academy, and State Laws indicated in the Nevada Revised Statutes (NRS 386).

Section 4: Statute and Code Vector Academy shall operate in accordance with the SPCSA and NRS codes (NRS 386) and the National Charter School Association

Article II Board of Governance

Section 1: Number The Board of Governance shall consist of not less than five and not more than seven persons. The Director of the charter school shall be a non-voting member of the Board of Governance.

Section 2: Qualifications The Board of Governance must consist of one member who is a teacher or school administrator who currently holds a license or who previously held a license and is currently retired; at least one parent or legal guardian of a pupil enrolled at Vector Academy and who is not a teacher or administrator; and at least two members who possess knowledge and experience in Accounting, Financial Services, Law, or Human Resources. Other members may include parents and non-profit organizations and businesses. No more than two persons on the Board of Governance may be from the same business or organization. A majority of the Board members must reside in this State. Board members must submit an affidavit stating that they have not been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude. (NRS 386.549) or (NRS 386.345).

Section 3: Term Board members shall be elected for three year terms. Terms shall be staggered so that no more than one-third of the Board shall be up for election in any year, unless a vacancy(ies) needs to be filled.

Section 4: Powers The Board of Governance shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of Vector Academy, to do such lawful acts as it deems proper and appropriate to promote the objectives and purpose of Vector Academy. The Board of Governance may, by general resolution, delegate to committees of its own number or to officers of Vector Academy such powers as it may see fit for specified periods of time.

Section 5: Election The names of the initial Board of Governance members are set forth in the charter. Two successor Board of Governance members shall be elected by the eligible voters of the school community at an election held each year at the annual meeting. Three successor Board of Governance members will be appointed by the Board of Governance members newly elected and sustaining members. The positions of those Governing Board members whose terms have expired shall be open to be filled by those members eligible to vote. Eligible voters shall be the parents or guardians of any children currently attending the school. Elections shall be conducted using secret ballots. Voters shall be required to sign a Roster of Voters confirming their eligibility to vote. Each

school family shall be accorded one vote per available position, regardless of the number of its children attending Vector Academy. Voting is online one week prior to the meeting through the Student Information System. Votes shall be tallied at the meeting designated for voting. A group of volunteers, no less than three and no more than five people, made up of eligible voters, but not those up for election, shall tally the votes. In the event of a tie vote for a position, a second ballot will be cast for that position only, with only the tied candidates participating on the ballot. Should a second tie vote occur, a result shall be obtained by drawing a card from a full deck of playing cards, with the person whose name is earliest in the alphabet pulling the first card. Newly elected Governing Board members shall assume office at the first Board of Governance meeting following their election.

Section 6: Term Limits Board membership shall be limited to 3 consecutive 3 year terms or a total of 12 years. about

Section 7: Resignation and Removal A Governing Board member may resign by submitting his or her resignation in writing to the President of the Board of Governance. A Governing Board member may be removed for cause at a meeting of Board members by an affirmation vote of two-thirds of the remaining Board of Governance members. Board members being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board of Governance regarding such action prior to any vote on such removal.

Section 8: Annual Meetings Annual meetings of the Board of Governance for the election of Governing Board members and such other business as may come before the meeting shall be held in June of each year. Written notice of all meetings shall be given not less than 10 days nor more than 30 days of time, place, and purpose of the meeting. The meeting shall be held at the principal location of Vector Academy or such other place as shall be specified in the meeting notice. The notice shall comply with the Nevada's Open Meeting Law (NRS 214; NRS 241.015(3)).

Section 9: Regular Meetings In addition to the Annual Meeting, Regular meetings of the Board of Governance shall be held once a month from July to June, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine. Timely public notice of all such regular meetings shall be provided as specified in the Nevada's Open Meeting Law (NRS 241; NRS 241.015(3)).

Section 10: Special Meetings Special meetings of the Board of Governance for any purpose or purposes may be called any time by the President or by a petition signed by a majority of the full Board of Governance per (NRS 386). Such meetings shall be held upon not less than two business days notice given personally or by telephone, telephone facsimile, or electronic mail or upon not less than four business days notice given by depositing notice in the United States mails, postage prepaid. Such notice shall specify the time and place of the meeting and in all respects comply with the notice requirements contained in the Nevada's Open Meeting Law (NRS 214; NRS 241.015(3)).

Section 11: Nevada's Open Meeting Law All meetings of the Board of Governance shall be held in accordance with the Nevada's Open Meeting Law (NRS 214; NRS 241.015(3)). Except in an emergency, written notice of all meetings shall be posted in at least four prominent locations within the jurisdiction of Vector Academy. Notices will be posted at least 3 working days before the meeting is to occur. (NRS 241.020(3)(a))

Section 12: Quorum A majority of the full number of the Board members shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Board members present may take any action on behalf of the Board of Governance, except to the

extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Board members at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Governance. (NRS 386.5105) (NRS 241.015)

Section 13: Vacancies A vacancy on the Board of Governance, including a vacancy caused by an increase in the number of Board members, may be temporarily filled by a majority vote of the remaining Board members to elect a person(s) to fill the vacancy(ies) until the next annual meeting of Board members, at which time Board members so elected must be re-elected as specified in the By-laws or step down from the Board as soon as his or her successor is duly elected and qualified.

Section 14: Compensation Board members receive no payment for their services. With Board approval, Board members may be reimbursed for out-of-pocket expenses incurred on approved board business. Board members must present receipts for all such expenses, which shall be for the Board member only, and shall be itemized and documented. Such expenses must be approved by a motion of the board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Governance shall set a schedule of allowable charges for meals, lodging, and mileage expended on board business. Reimbursement shall not exceed these limitations.

Section 15: Meeting Attendance Board Members are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Board member after such Board member's three unexcused, consecutive absences to ascertain the Board member's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Governance.

ARTICLE III Committees

Section 1: Establishment The Board of Governance may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school.

Section 2: Standing Committees Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Governance. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up of no more than two less than a quorum of the Board of Governance. The President shall be an ex officio member of each committee. The chief educational director of the Vector Academy shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salary are to be deliberated. All committee meetings shall meet in accordance with Nevada's Open Meeting Law. Standing committees shall be:

- **Grievance Committee:** The Board of Governance shall establish a Grievance Committee comprised of both parents and teachers to make non-binding recommendations to the Board of Governance concerning the disposition of complaints. The Grievance Committee shall have five members who will serve one year terms, with one member designated as chairperson by the other committee members. Committee members shall be appointed each year at the first Board of Governance meeting following the annual meeting. Grievance Committee members may serve no more than two consecutive terms on the committee, or a total of 2 years.

- **Financial Committee:** In accordance with Nevada law (NRS 386.5) the Board of Governance shall establish a Financial Committee comprised of both parents and teachers to make non-binding recommendations to the Board of Governance concerning financial matters. The Financial Committee shall have four members who will serve one year terms, with one member designated as chairperson by the other committee members. Committee members shall be appointed each year at the first Board of Governance meeting following the annual meeting. Financial Committee members may serve no more than two consecutive terms on the committee, or a total of 2 years.

Section 3: Ad Hoc Committees Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Governance and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Governance. Ad hoc committees shall be made up of no less than seven and no more than eleven members. Board members shall not be eligible to serve on ad hoc committees, since they have authority and responsibility to review the committee's recommendations and adopt them or not.

Article IV Officers

Section 1: Titles The Board Members of Vector Academy are a President, Vice President, a Secretary, and a Treasurer. The Board of Governance may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these Bylaws. No officer may hold more than one position at the same time.

Section 2: Elections The Officers shall be selected by the Board members from among the Board members at each annual meeting of the Board of Governance and shall serve for one year and until their successors are elected and qualified.

Section 3: Term The president may serve no more than a two year term. Board members elected to the other officer position may serve no more than five consecutive one-year terms. Former officers, after a break in service of two years, may be elected to another term as an officer.

Section 4: Duties Officers shall have the duties and responsibilities belonging to their office, including those that follow.

a. The President shall be the chief executive officer of Vector Academy, responsible, along with his/her fellow board members, for the oversight of its business and affairs. He/She shall preside at all meetings of the Board of Governance. The President shall have full and equal vote as accorded to all Board members. The President may enter into and execute in the name of Vector Academy contract or other instruments that are authorized by the Board of Governance. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/She shall have such powers and duties as may be prescribed by the Board of Governance or by these Bylaws.

b. The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all Board members. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of

the Board of Governance. He/She shall have such other powers and duties as may be prescribed by the Board of Governance or by these Bylaws.

- c. The Secretary shall cause notices of all meetings to be served to all members of the Board of Governance and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of Vector Academy. He/She shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.
- d. The Treasurer shall be the chief financial officer of Vector Academy and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for Vector Academy that set out business transactions of Vector Academy, such books to be at all times open to inspection at their place of keeping to any Board of Governance member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for the consideration and approval of the Board of Governance. The Treasurer shall ensure that the Business Administrator deposits all moneys and other valuables in the name and to the credit of Vector Academy with such depositaries as shall be designated by the Board of Governance. The Treasurer shall provide oversight to the Business Administrator in the investment and reinvestment of funds of Vector Academy and the disbursement of funds of Vector Academy as may be ordered by the Board of Governance. The Treasurer shall render to the Board of Governance and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of Vector Academy. The Treasurer shall ensure that the Business Administrator establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Governance a detailed written financial report in compliance with the Nevada statutes and regulations relating to charter schools. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Governance to review the books of Vector Academy and provide a report on them to the Board of Governance.

Section 5: Removal Any officer may be removed from office with cause, by the affirmative vote of two-thirds of the full membership of the Board of Governance at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Governance at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Governance at such meeting.

Article V Fiscal Year and Check Signing

Section 1: Fiscal Year The fiscal year of Vector Academy shall be July 1st to June 30th.

Section 2: Check Signing The President and the School Manager are authorized and required to sign all checks over the amount of approved by the annual budget. The Board of Governance shall establish a policy setting the amount above which checks must have both signatures. (NRS 386.573 and NRS 386.576)

Article VI Amendments to Bylaws

Section 1: Amendments The Board of Governance shall have the power to make, amend, or repeal the Bylaws of the charter school, either in whole or in part. The Bylaws may be amended at any regular meeting of the Board of Governance or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Board members and posted in all places and in newspapers as required by Nevada's Open Meeting Law. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the board.

Article VII Dissolution

Section 1: Revocation of Charter If, at any time and for any reason, Vector Academy's charter is revoked or Vector Academy becomes insolvent, all assets of the charter school, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada in accordance with law. (NRS 386.535; effective through December 31, 2019)

Section 2: Voluntary Dissolution Should Vector Academy choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the charter school, after satisfaction of all outstanding claims by creditors and government grantors, shall be disposed of to the State of Nevada. (NRS 386.536; effective through June 30, 2020 and July 1, 2020)

Article VIII Additional Provisions

Section 1: Indemnification of Officers and Board Members A Board member or officer shall not be personally liable to Vector Academy for damages for breach of any duty owed to Vector Academy, its beneficiaries, or its Board Members, except that nothing contained herein shall relieve a board member or officer from liability for breach of duty based on an act of omission: (a) in breach of such person's duty of loyalty to Vector Academy; (b) not in good faith or involving a knowing violation of law; (c) resulting in receipt of an improper personal benefit.

Section 2: Compensation No board member or officer shall receive any fee, salary, or remuneration of any kind for services rendered to Vector Academy, except that board members and officers may be reimbursed for proven expenses incurred in the business of Vector Academy and approved by formal vote of the Board of Governance. (NRS 386.563)

Section 3: Insurance The Board of Governance shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 4: Audit At the close of each fiscal year, the accounts of Vector Academy shall be audited by an independent auditor, who is either a Certified Public Accountant, a Registered Municipal Accountant, or SPCSA, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Governance present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with Nevada Revised Statutes governing charter schools and with all applicable state and federal laws controlling charter schools. Copies of the audit shall be provided to agencies in accordance with Nevada Revised Statutes. (NRS 386.6; effective through December 31, 2019)

These Bylaws were adopted by the Board of Governance at its meeting held on _____ by a vote of _____.

Board Secretary

CODE OF ETHICS: BOARD

The global responsibilities of the Governing Board of Vector Academy are to represent the community in a judiciary responsibility entity; ensure that the mission and goals of the SPCSA are consistently obtained at an exemplary level; ensure that the academy operates under the conditions set forth by the Nevada Revised Statutes; ensure that the academy operates within the ethical and moral expectations of the community.

All employees may consult with their supervising administrator, the Nevada Revised Statutes search page (www.NRS.gov/search), or the school director if there are questions.

1. Members of the Governing Board will exhibit evidence of good character, trust, honesty and integrity in their relationships with student, parents, school community and the community serving Vector Academy.
2. Members of the Governing Board will not discriminate against students, parents, and/or members of the school community based upon race; color; creed; national origin; marital status; sexual orientation; religion, political, social, or cultural background; social status, or first language spoken.
3. Members of the Governing Board will not make malicious statement or comments about colleagues, students, school employees and the members of the school community. Malicious statements include but are not restricted to those considered sexual or interpreted as bullying statements.
4. Members of the Governing Board will comply with all conditions and terms of technology as stated in the Technology Agreement in the Employee Handbook.
5. Members of the Governing Board will not give the appearance of being engaged in illegal conduct, or conduct prohibited in the board CODE OF CONDUCT.
6. Members of the Governing Board may not take monetary or non-monetary gifts or donations of more than \$50.00.
7. Members of the Governing Board must disclose all monetary gains received from individuals and businesses associated with The Academy of Southern Nevada.
8. Members of the Governing Board must disclose conflicts of interest as described in the Code of Conduct.

CONFLICT OF INTEREST POLICY: BOARD

It is the responsibility of all members to comply with all educational regulations, laws of the state of Nevada as specified in the Nevada Revised Statutes (NRS), all professional conduct as required by the FLEX Academy of Southern Nevada, the standards of the National Education Association and comply with the code of conduct standards as put forth by the State of Nevada, the State Public Charter School Authority, the school community and the FLEX Academy of Southern Nevada.

Attachment 10

2017-2018 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
<p>CURRICULUM & INSTRUCTION</p> <p><i>The Director will present the proposed curriculum to the board for approval in order to implementation in August, 2017.</i></p> <p><i>The IT/Computer Specialist will assist the Director in the board presentation of the proposed curriculum and the technology requirements in order to implement in August 2017.</i></p> <p><i>The Director will procure vendor information from the Charter School Authority and begin the call for bids for instructional tools necessary to implement that curriculum by August 2017.</i></p> <p><i>The Director will apply for grants in an ongoing basis to secure funding to ensure the school is funded adequately for opening in 2017.</i></p> <p><i>The Director and the Computer Specialist will develop the plan and checklist to procure and inventory all purchases in April 2017 in order to track supplies and funding in order to remain on budget for school opening 2017</i></p>	<ol style="list-style-type: none"> 1. Finalize curriculum recommendations and present to board for approval 2. Seek competitive bids from various vendors to ensure best value (use bid tracking form) 3. Seek vendor numbers from Charter Authority website 4. Place all Curriculum & Material orders 5. Apply for credit/grants as necessary 6. Begin analysis of classroom supply needs 7. Coordinate for temporary storage of curriculum and materials 8. Present classroom supply recommendations to board for approval 9. Watch ads for exceptional deals on school supplies and make purchases as appropriate 10. As curriculum purchases arrive, check for accuracy and quality 11. Number materials as they arrive and develop a tracking sheet for inventory control, especially if items 	<p>Director IT/ Computer Specialist</p>	<p>March 2017 1, 2, 3</p> <p>April 2017 4, 5, 6,</p> <p>May 2017 7, 8, 9,</p> <p>Early June 2017 10 and 11</p> <p>Mid-June 2017 12</p>

<p><i>The Director, Computer Specialist, and Office Manager complete preparation and inventory for ALL materials purchased and make adjustments as necessary in order to prepare for staff professional development activities in late July and early August 2017.</i></p> <p><i>The office staff and the administrative team will plan and direct staff professional activities in order to ensure that the entire staff understands all legal, procedural, instructional, technological, and PEP aspects for opening August 2017.</i></p>	<p>are stored at different locations</p> <p>12. Prepare materials for distribution</p> <p>13. Finish receiving ordered technology equipment and school materials</p> <p>14. Call vendors for information on back-ordered items and develop contingency plans</p> <p>15. Work with teachers on classroom specific supply requests</p> <p>16. Staff professional development</p>		<p>Mid July 2017 13 Late July 2017 13, 14, 15, 16,</p> <p>Early August 2017 16 continues</p>
<p>TALENT</p> <p><i>The director will ensure diversity in talents of initial board members through the procedures outlined in the By-Laws and Governance documents (Ongoing until board is complete with seven (7) board members.)</i></p>	<p>Refer to Governing Board resumes and Leadership responsibilities</p>		<p>Attachment 2</p>
<p>OPERATION – FACILITIES</p> <p><i>The Director and the members of the Committee to Form will track the progress of the renovation of the selected site from early March 2017 through completion in late July 2017 in order to ensure all facility preparations are complete and the school is ready to open in August 2017.</i></p> <p><i>The Director and the members of the Committee to Form with the</i></p>	<p>1. Begin regular inspections of building site</p> <p>2. Create “Facilities Progress” form to track construction problems and progress</p> <p>3. Get proposals from providers of goods and services for school facilities (see Startup Facilities List); present recommendations to board for approval</p>	<p>Director Administrator in charge</p>	<p>February 2017 1</p> <p>March 2017 2, 3, 4, 5,</p>

<p><i>assistance of the Computer Specialist will ensure that all technology requirements are in place in order that few glitches remain in the systems by late July 2017.</i></p>	<p>4. Research options for low-cost or used furnishings</p> <p>5. Evaluate cost/benefits of purchase versus lease of certain goods and services</p> <p>6. Inspect building progress bi-weekly</p> <p>7. Place all furnishings orders</p> <p>8. Apply for credit as necessary</p> <p>9. Present service recommendations to board for approval</p> <p>10. Begin weekly building inspections</p> <p>11. Use "Facilities Progress" form to track progress and document problems with the build out in writing</p> <p>12. Sign service agreements with outside providers and Coordinate for temporary storage of furnishings and equipment</p>		<p>April 2017 6, 7, 8, 9</p>
<p><i>The administrators in charge of facilities and volunteers will inventory incoming equipment and supplies in order to prevent back orders and to guarantee that staff is prepared for opening in August 2017.</i></p>	<p>13. Develop inventory control procedures and order asset tags</p> <p>14. When receiving equipment, count to ensure accuracy and quality, tag with asset tags, and track on asset tracking form</p>		<p>May 2017 10, 11, 12</p> <p>Early June 2017 13</p> <p>Mid-June 14</p> <p>Late June 2017 15 and 16</p>
<p><i>Volunteers will solicit facility donations, track building equipment, and schedule move-in schedules in early July until completed.</i></p>	<p>15. Continue receiving and purchasing needed equipment and furnishings</p> <p>16. Watch for used furniture from schools that may be closing or replacing equipment</p>		<p>Early July 2017 17-21</p>

<p><i>The Director and administrative staff will determine any renovation glitch in July and work with the builder in order for all facilities and equipment to function as the school prepares for teachers and student in late July and early August 2017.</i></p>	<p>17.Solicit donations of some equipment (microwaves, fridges, toasters, carts, chairs) from parents and businesses</p> <p>18.Final facility inspection</p> <p>19.Create punch list</p> <p>20.Assemble and move furnishings (work with PTO on coordinating volunteers)</p> <p>21.Track where assets are located in building</p> <p>22. Schedule the school move-in; volunteers, tasks, etc.</p> <p>23.Work with builder and developer to resolve remaining major issues</p> <p>24.Work with the developer on construction glitches that may occur during this initial occupancy</p>		<p>Mid July 2017 21 and 22</p> <p>Late July 2017 22 and 23</p> <p>August 2017</p>
<p>TECHNOLOGY <i>The IT/Computer Specialist, after board approval, will supervise the purchase, installation, and systems required for initial business operations like the HR system and the SIS requirements for initial school operation in March 2017.</i></p> <p><i>The IT/Computer Specialist, after board approval, will supervise the purchase, installation, and systems required in preparation for staff and teachers in May through Mid-July so a smooth school opening is ensured in August 2017.</i></p>	<p>1.Finalize network plans and budgets and implement email service and create board email addresses, if not already done</p> <p>2.Get board approval for any recommendations for equipment or services and create email accounts for any hired staff</p> <p>3.Contact internet providers about providing low cost high speed internet for the school and verify infrastructure requirements are met; plan for alternate service if necessary</p>	<p>IT/Computer Specialist</p>	<p>March 2017 1</p> <p>April 2017 2</p> <p>May 2017 3 and 4</p>

<p><i>The IT/Computer Specialist and the administrative staff supervise implementation of all curriculum and technology so that all systems function without glitches by Mid-July 2017 to ensure a smooth school opening.</i></p>	<p>4.Purchase computers for students and teachers</p> <p>5.Schedule vendors in charge of online curriculum, SIS, for August professional development</p> <p>6.Receive computers and coordinate with Facilities committee in inventory control</p> <p>7.Final hookup and testing of school's computer network and Assign email addresses to all staff</p> <p>8.Check computers out to staff; train staff on policy and use of technology</p>		<p>Late June Early July 2017 5</p> <p>Mid July 2017 6 and 7</p> <p>Late July 2017 8</p>
<p>FINANCE <i>The Director and the Governing Board will supervise the grant writing possibilities so that the school remains solvent February-Ongoing.</i></p> <p><i>The Business Management Firm and the Governing Board will oversee the financial solvency of the school as ongoing.</i></p>	<p>1.Apply for grant Charter Public School Authority when charter is approved as a source to pay the Office Manager/Registrar</p> <p>2.Apply for additional grant funds for curriculum development and technology equipment</p> <p>3.Disbursement of state per pupil funds</p>	<p>Director</p>	<p>February 2017</p> <p>February 2017 Ongoing</p> <p>September 2017</p>
<p>PARENT & COMMUNITY ENGAGEMENT <i>The Director will call for bids from approved vendors for school uniforms and food vendor options in order to inform parents and community of options by early March 2017.</i></p> <p><i>The director and the counselor will hold parent informational meetings to</i></p>	<p>1. Parent meeting explaining Uniform Requirements according to NRS</p> <p>2.Vendors bids for uniforms.</p> <p>3.Present to board for approval</p> <p>4. Investigate community food vendors lunch requirements and options</p>	<p>Director Administrative Staff Counselor</p>	<p>February 2017 1</p> <p>March 2017 2, 3, 4, 5</p>

<p><i>explain NRS laws regarding school uniforms and the school's food choice options by early March 2017.</i></p> <p><i>The Counselor will develop a volunteer log and plan volunteer activities including fundraising activities from April through late July 2017 in order to purchase teacher/student supplies.</i></p>	<p>5.Present to board for approval</p> <p>6. Spring Fund raising activity</p> <p>7.Develop plans for parent volunteers, including forms, outreach, and organization</p> <p>8.Host before school fundraising activity</p> <p>9.Coordinate volunteers for all committees</p> <p>10.Hold school launch activity and fundraiser</p> <p>11.Collect volunteer forms from parents</p> <p>12.Host facility open house</p> <p>13.Volunteer training in preparation for the first day of school</p>		<p>April 2017 6</p> <p>Mid-June 2017 7</p> <p>Late June-Late July 2017 8, 9, 10, 11, 12, 13,</p>
<p>SCHOOL SYSTEMS & CULTURE</p> <p><i>The Director and Counselor and eventually the administrative staff and parent ambassadors, after board approval in February 2017, will organize and conduct informational meetings (to include the activities 1-10 in the activities column at the right) that will continue through September 2017 and beyond in order to ensure the parents, the students, and the community understand the policies, procedures, culture, PEP and curriculum of the school.</i></p>	<p>1.Develop marketing plan and budget for April through June and submit to board for approval</p> <p>2.Conduct informational meetings explain Mission-Vision and school and curriculum design and personalized learning to include PEP and solicit parent ambassadors</p> <p>3. Conduct informational meetings explain uniforms, curriculum and enrollment Q and A</p> <p>4. Distribute enrollment packets</p>	<p>Director Administrative Staff Counselor</p>	<p>February 2017-Ongoing 1</p> <p>February 2017 2</p> <p>March 2017 3, 4, 5, 6, 7</p>

	<p>5.Explain lottery process Q and A</p> <p>6.Explain boys' Town Model Q and A</p> <p>7. Conduct informational meetings attendance, registration, and committee opportunities</p> <p>8.Informational meeting – PEP program and parent- student involvement</p> <p>9. Organize PTO and volunteers</p> <p>10. Curriculum and technology training for parents and members of the community</p> <p>11. Committee meetings at the school site</p>		<p>April 2017 8 and 9</p> <p>May and June 2017</p> <p>June-July 2017 10</p> <p>Late July, August, and September 2017 11</p>
<p>HUMAN RESOURCES</p> <p><i>The Director and the Counselor will begin the teacher recruitment process according to activities 1, 3, 4 during February through April to ensure the school is staffed with qualified teachers by late July 2017.</i></p> <p><i>The director will recruit and hire the Office Manager in order for school business to continue smoothly for the 2017-2018 school year.</i></p> <p><i>The Director and the Governing Board will revisit teacher salaries and benefits according to Governing Board approval to in order for contracts to be issued by April 2017.</i></p>	<p>1.Place ads for teachers on teachers-teachers.com and other places</p> <p>2.Hire Office Manager/Registrar</p> <p>3.Attend teacher hiring fairs and interview teaching staff</p> <p>4.Send offer letters and follow up to recruitment fairs</p> <p>5.Finalize teacher salaries based on legislation</p> <p>6.Develop salary agreements and sign with all current staff and new staff as hired</p>	<p>Director Counselor Curriculum Administrator</p>	<p>February 2017 1 and 2</p> <p>March 2017 3 and 4</p> <p>April 2017 5,6,7</p>

<p><i>The Director and the Governing Board will negotiate and approve employee benefits by May 2017.</i></p> <p><i>The Director and administrative staff will complete the hiring process for personnel mentioned 14, 15, 17, 18, 19, 20, 21, 23 so that all procedures are in place by the beginning of the school year 2017-2018.</i></p>	<p>7.Begin hiring additional administrative and instructional staff</p> <p>8.Meet with benefit providers to customize benefit programs</p> <p>9.Begin employee handbook draft</p> <p>10.Submit budget for board approval Meet with benefit providers to customize benefit programs</p> <p>11.Begin employee handbook</p> <p>12.Complete employee handbook and send to board for approval Complete employee handbook and send to board for approval</p> <p>13.Compile necessary items for employee packets to include handbook, benefit program information, and legal paperwork</p> <p>14. Hire Office Clerk to assist with handbooks, emergency procedures and the like</p> <p>15.Implement medical and other benefit programs to be in place in July when more employees begin work</p> <p>16.Business Manager will begin assuming school business and finance responsibilities</p> <p>17.Hire School secretary</p> <p>18.Hire additional administrative staff</p> <p>19.Hire FASA Administrative staff begins work as school employees</p>		<p>May 2017 8, 9, 10,</p> <p>Early June 2017 11</p> <p>Mid-June 2017 12, 13, 14</p> <p>Late June 2017 15</p> <p>Early July 2017 16, 17, 18, 19</p>
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	<p>20. Finalize instructional staff and key office staff</p> <p>21. Place ads for support staff and any remaining positions and they begin work as employees</p> <p>22. Instructional staff begins work as employees</p> <p>23. Complete hiring all staff (custodial, aides, office)</p> <p>24. Train all staff in benefit programs and HR policy & procedures (coordinate w/ benefit providers)</p>		<p>Late July 2017 20, 21, 22</p> <p>sEarly August 2017 23 and 24</p>
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<p>REGISTRATION – ENROLLMENT</p> <p><i>The Director, the Committee to Form and the Office manager begin advertising for students and for enrollment from February until all seats are filled and the waiting list procedures begin in order to build and maintain satisfactory enrollment as projected.</i></p> <p><i>The Director implements the waiting list process when all seats are filled and continues the process according to NRS requirements. (Refer to application section titles STUDENT RECRUITMENT AND ENROLLMENT)</i></p> <p><i>The Administrative team and counselor continue the enrollment process and sends letters of acceptance and proceed with the registration process as in 6,7, 8, 9,11 from March30 until all seats are full to ensure full enrollment by the beginning of the school year, August 2017.</i></p> <p><i>The Office Manager, Registrar, and Counselor begin collecting school records, collecting information from parents, 12, and the counselor inputs student schedules from early May until late July 2017.</i></p> <p><i>The Counselor begins to schedule all students in May and the Registrar continues to register new students and the Counselor continues to schedule students throughout the school year, 2017-2018. (Access waiting list when necessary.)</i></p>	<ol style="list-style-type: none"> 1.Advertise for enrollment 2.Have application packets available to parents 3.Collect application packets 4.Make follow up calls to enrolled parents; encouraging them to return applications 5. First Lottery –First waiting list if necessary----Continue recruiting if seats are available and when full fill first waiting list 6.Receive acceptance letters. Deadline for initial acceptance is April 30. 7.Contact parents to receive enrollment information and forms. 8.Make final push for enrollment applications if necessary 9.Collect enrollment paperwork from parents; enrollment deadline is June 15 10.Begin scheduling students 11.Send final acceptance letters; deadline for acceptance is June 30 12. Office Manager will begin assuming school enrollment responsibilities 13.Continue collecting student records from previous schools 14.Gather final paperwork from parents 	<p>Administrator Counselor Registrar/ Office Manager</p>	<p>Feb- Early- March 2017 1, 2, 3</p> <p>March 2017 4</p> <p>March 30 5</p> <p>April 2017 6 and 7</p> <p>Early May 2017 8</p> <p>Mid May to Early June 2017 9 and 10</p> <p>June 2017 Ongoing 2017-2018 12 and 13</p> <p>Late July 2017</p> <p>Ongoing</p>
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	<p>15. Complete collection of student records from previous schools</p> <p>16. Assign any new enrollees to classes</p> <p>17. Continue collecting student records from previous schools</p>		
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Attachment 11

This is not applicable, as Vector Academy is not offering dual-credit.

Attachment 12

The following services may be provided for by the school or outsourced, in compliance with state purchasing requirements, to support the operations of the school. The **budget and the accompanying narrative** account for all estimated costs described below.

TRANSPORTATION	No Transportation— Transportation will not be provided. Parents will be notified before enrolling their child(ren) of this policy and will sign an agreement stating they know that transportation will not be provided and will be the responsibility of the parent.
FOOD SERVICE	No Food Service— Sack lunches are encouraged. Food service may be provided by contracted vendors approved by the health department. Free and Reduced lunches may be provided by vendors and/or brown bag lunches provided by the office. There will be a fund of approximately \$1800 a year to pay for lunches forgot by students. Parents will be expected to reimburse school purchased lunches.
FACILITIES	<p>Contracted: custodial, maintenance, landscapers, security guard, and specialty services as determined by need and the facility leased. Some services may be provided in the lease agreement. The estimated cost for these contracted services is \$ 1.00 per sq. ft. based on the size of the facility.</p> <p>The school will hire one full-time custodian as part of the regular school staff.</p>
FINANCES	Contracted management firm for finance oversight. May use one of the software packages suggested by the Operations Manual for student generated funds and fees. The approximate cost for these services are as follows: Payroll \$30 per month per FTE, Accounting services \$20,000 a year, and Annual Audit \$15,000 a year.
PURCHASING	<p>Purchasing is by the bid process outlined in NRS 332.039-.148.</p> <p>Exemptions do not apply</p>

SCHOOL HEALTH SERVICES

A First Aide Safety Assistant (FASA) is one FTE for dealing with health records, minor health issues, and emergencies. A registered nurse will be contracted to provide nursing services, review records and attend IEP meetings. Infinite Campus will be used to track immunizations and other student health information. A nurse's log tracks student visits and staff visits to the health office.

CONTRACTED PERSONNEL

Ancillary service providers such as a registered nurse, psychologist, adaptive PE teacher, speech therapist, occupational therapist, and physical therapist may be hired using special education money. Other contracted personnel may include interpreters, facility and grounds maintenance, and building security.

SAFETY AND SECURITY

Upon charter approval, the following plans will be submitted to the SPCSA: Crisis Plan, Shelter-In-Place soft and hard lockdown procedures, Evacuation Plan, Reunification Plan, Fire Drill/Earthquake/Guns on Campus Plans, Intruder on Campus Plan, Missing and Abducted Children Plan. Security Personnel and staff assignments will be determined by the facility leased. Upon lease of a facility, these plans will be available to the SPCSA

RESOURCES

Charter School Authority Operations Manual
Nevada Revised Statutes

Attachment 13

This is not applicable as Vector Academy does not have a facility commitment at this time.

Attachment 14



8375 West Flamingo Road Ste 102
 Mater Academy of Northern Nevada, NV 89147
 P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

General Liability

Customer: Vector Academy

Policy Period: August 1, 2017 to August 1, 2018

A.M. Best Rating: A++ (Superior) XV (\$2 Billion or greater)

<u>Coverages</u>	<u>Limits</u>
General Aggregate Limit Per Location <i>(A general aggregate is the most the company will pay during a policy year)</i>	\$2,000,000
Per Occurrence	\$1,000,000
Products/Completed Operations Aggregate <i>(Maximum for all product/completed operations claims during the policy year)</i>	\$2,000,000
Personal Injury and Advertising	\$1,000,000
Fire Damage Legal Liability	\$100,000
Medical Payments	\$5,000
<u>Deductible</u>	
Bodily Injury, Property Damage, Each Occurrence	none

Description of Premium	Basis	Premium
School - Number of Students	430	included
Faculty Liability for Corporal Punishment		included
Liability Deluxe Endorsement		included

TOTAL GENERAL LIABILITY PREMIUM **\$6,750.00**



8375 West Flamingo Road Ste 102
Mater Academy of ~~Near Vegas~~, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Abuse & Molestation

Customer: Vector Academy

Policy Period: August 1, 2017 to August 1, 2018

A.M. Best Rating: A++ (Superior) XV (\$2 Billion or greater)

Coverages - Occurrence Form

Each Occurrence Limit

Aggregate Limit

Limits

\$1,000,000

\$2,000,000

TOTAL ABUSE & MOLESTATION PREMIUM included



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www.distinctive.net

Employee Benefits Liability

Customer: Vector Academy

Policy Period: August 1, 2017 to August 1, 2018

A.M. Best Rating: A++ (Superior) XV (\$2 Billion or greater)

Coverages - Claims Made

Occurrence Limit

Aggregate Limit

Limits

\$1,000,000

\$2,000,000

Retroactive Date

8/1/2016

TOTAL EMPLOYEE BENEFITS LIABILITY PREMIUM \$450.00



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www.distinctive.net

Employee Benefits Liability

Customer: Vector Academy
Policy Period: August 1, 2017 to August 1, 2018
A.M. Best Rating: A++ (Superior) XV (\$2 Billion or greater)

<u>Coverages - Claims Made</u>	<u>Limits</u>
Occurrence Limit	\$1,000,000
Aggregate Limit	\$2,000,000

Retroactive Date
 8/1/2016

TOTAL EMPLOYEE BENEFITS LIABILITY PREMIUM \$450.00



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Professional Educators Legal Liability

Customer: Vector Academy
Policy Period: August 1, 2017 to August 1, 2018
A.M. Best Rating: A++ (Superior) XV (\$2 Billion or greater)

<u>Coverages - Occurrence Form</u>	<u>Limits</u>
Educators Legal Liability Limit	\$1,000,000
Aggregate Limit	\$1,000,000
Defense Reimbursement Limit	\$100,000
Defense Reimbursement Aggregate	\$300,000
Deductible	\$1,000

Retroactive Date
 8/1/2013

TOTAL PROFESSIONAL EDUCATORS LEGAL PREMIUM \$1,750.00



8375 West Flamingo Road Ste 102
 Mater Academy of Northern Nevada, NV 89147
 P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Commercial Auto

Customer: Vector Academy

Policy Period: August 1, 2017 to August 1, 2018

A.M. Best Rating: A++ (Superior) XV (\$2 Billion or greater)

Commercial Auto:

Hired Auto Liability	\$1,000,000
Non-Owned Auto Liability	\$1,000,000

TOTAL AUTO PREMIUM \$435.00



8375 West Flamingo Road Ste 102
 Mater Academy of Northern Nevada, NV 89147
 P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Property

Customer: Vector Academy

Policy Period: August 1, 2017 to August 1, 2018

A.M. Best Rating: A++ (Superior) XV (\$2 Billion or greater)

Location 1: TBD

	<u>Limits</u>
Blanket Building Coverage	50
Blanket Business Personal Property	\$1,000,000
Blanket Business Income & Extra Expense	\$500,000
Deductible	\$1,000

Terms

Special Form
 Replacement Cost Coverage
 90% Coinsurance

TOTAL PROPERTY PREMIUM \$6,000.00



8375 West Flamingo Road Ste 102
 Mater Academy of Las Vegas, NV 89147
 P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Directors & Officers and Employment Practices Liability

Customer: Vector Academy

Policy Period: August 1, 2017 to August 1, 2018

A.M. Best Rating: A++ (Superior) XV (\$2 Billion or Greater)

<u>Coverages - Claims Made</u>	<u>Limits</u>
Directors & Officers Liability	\$1,000,000
Retention	\$10,000
Employment Practices Liability	\$1,000,000
Retention	\$10,000
Policy Aggregate	\$1,000,000
P&P Date 8/1/2016	

Retroactive Date

Full Prior Acts

TOTAL DIRECTORS & OFFICERS PREMIUM \$2,895.00



8375 West Flamingo Road Ste 102
 Mater Academy of Las Vegas, NV 89147
 P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Excess Liability

Customer: Vector Academy

Policy Period: August 1, 2017 to August 1, 2018

A.M. Best Rating: A++ (Superior) XV (\$2 Billion or greater)

<u>Coverages</u>	<u>Limits</u>
Each Occurrence	\$3,000,000
Aggregate	\$3,000,000
Retained Limit	\$10,000

Underlying Coverages

General Liability - Each Occurrence
 Auto Liability - Each Accident
 Professional Liability - Each Claim
 Employee Benefits - Each Claim
 Abuse or Molestation - Each Occurrence
 Directors & Officers Liability - Each Claim
 EPLI - Each Claim

TOTAL EXCESS LIABILITY PREMIUM \$5,500.00

Exclusions: Fungi or bacteria; watercraft



8375 West Flamingo Road Ste 102
 Mater Academy of Las Vegas, NV 89147
 P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Student Accident Insurance

Customer: Vector Academy

Policy Period: August 1, 2017 to August 1, 2018

A.M. Best Rating: A (Excellent) XV (\$2 Billion or Greater)

<u>Location 1</u>	<u>Limits</u>
Accidental Medical Expense (Excess) Limit	\$25,000
Accidental Dental Expense included	
No Deductible	
Accidental Death Limit	\$15,000
Accidental Dismemberment Limit	\$30,000
Accidental Paralysis Limit	\$25,000
AD&D and Paralysis Aggregate - Per Accident	\$500,000

TOTAL ACCIDENT PREMIUM \$1,995.00

Exclusions: Interscholastic Football



7265 S. Dean Martin Dr. Ste. 130
 Mater Academy of North Vegas, NV 89118
 P: (702) 507-6999 F: (702) 507-6998
www.charterschoolsinsurance.com

Workers Compensation

Customer: Vector Academy

Policy Period: August 1, 2017 to August 1, 2018

A.M. Best Rating: A (Excellent) XIV (\$1.5 Billion to \$2 Billion)

<u>Coverages</u>	<u>Limits</u>
PART ONE: Workers Compensation Insurance	
PART TWO: Employers Liability	
Each Accident Limit	\$1,000,000
Injury by Disease- Each Employee	\$1,000,000
Injury by Disease- Policy Limit	\$1,000,000

WC Class Codes & Payroll Breakdown

State	Class/Description	Payroll	Rate	Premium
NV	8868 - School - Professional Employees & Clerical			\$5,225.00
TOTAL WORKERS COMPENSATION PREMIUM				\$5,225.00

Rating Plan: Guaranteed Cost



Mater Academy of Northern Nevada
8375 West Flamingo Road Ste 302
Las Vegas, NV 89147
P: (702) 396-8844 F: (702) 396-8832
www.districtive.net

2017 Premium Summary

Customer: Vector Academy

<u>Coverage</u>	<u>Premium</u>
General Liability	\$6,750.00
Abuse	Included
Employee Benefits Liability	\$450.00
Professional Educators Legal Liability	\$1,750.00
Auto	\$435.00
Property	\$6,000.00
Equipment Breakdown	Included
Crime	Included
Directors & Officers / Employment Practices Liability	\$2,895.00
Excess Liability	\$5,500.00
Student Accident Insurance	\$1,995.00
Workers Compensation	\$5,225.00
TOTAL 2017 ANNUAL PREMIUM	\$31,000.00

Attachment 15

Attachment 15 - Budget Narrative

a. Per-Pupil Revenue:

The 2017-2018 school year budget assumption for Clark County Distributive School Account is \$6,506 per student.

b. Anticipated Funding Sources:

The current assumption is that Vector Academy will purchase all items as listed in the Financial Plan Workbook, Attachment 16 the DSA projected revenue for Clark County schools. This includes personnel expenses, general operation expenses, facilities, technology and equipment.

Vector Academy will be applying for a state start-up loan of \$250,000. This loan will be used to pay for the salaries of initial personnel who will need to be employed by Feb of 2017 and other items such as supplies, recruitment fees for students and teachers, etc.

c. Anticipated Expenditures:

Vector Academy will open with approximately 450 students in 2017-2018. During this first year, the school will continue to be conservative in staffing and other expenditures. Staffing needs and salaries during this first year will be as follows:

- 1 – Director (\$85,000)
- 1 - Assistant Administrator (\$65,000)
- 1 – Guidance Counselor (\$50,000)
- 1 – Office Manager (\$40,000)
- 1 – Registrar (\$30,000)
- 1 – FASA/Office Clerk (\$30,000)
- 1 – Custodian (\$35,000)
- 13 – Teachers (\$45,000 each)
 - Calculated on an average per teacher salary. Teachers will be paid based on years of experience and responsibility; thus the base rate of teacher pay will start at \$40,000 a year. Teachers’ salaries will be negotiated on an individual basis.
- 4 – Instructional Aides (SpEd & Grade Level Assistants) (\$18,000 each)
 - Calculated \$11.84 hr. for an 8-hour day for 190 days per year
- Part-Time Substitute Teachers (\$14,400)
 - Calculated based at a day pay rate of \$110
- 1 – Part-Time Administrative Consultant (\$24,000)
- 1 – Part-Time Nurse (\$25,000)

As the student population grows, the staff will also increase based on yearly student numbers. The main increase for students and staff will occur in year 2 with the addition of 8th grade. At year 2 the number of teachers and instructional aides will increase. From year 3-5 the number of teachers, aides, and other staff will increase based on increases in projected student enrollment. Another assistant administrator will be added during the 2019-2020 school year. Benefits will include medical/dental/vision coverage, NVPERS, life insurance, worker’s compensation insurance, unemployment insurance, payroll services,

and a bonus pool. The percent of benefits is approximately 33.6%, which will increase each year as student enrollment and staff increase.

Vector Academy will be using an off-site contracted business management office to manage payroll, human resources, accounting, and other business services as required. The first year business management expenses include payroll services at \$5,760, accounting at \$20,000, and a management fee of 2% at \$58,554 for a total of \$ 84,314. The management fees will increase each year as the student enrollment increases as indicated in the Financial Plan Workbook, Attachment 16.

The school will contract out other educational services such as Speech, and Psychology at \$25,000 per year and other contracted special education services at \$400 per special education student at an approximate 10% of the overall school population for an expenditure of \$18,000 the first year.

During the first year the costs for professional development will be significantly higher due to the opening of a new school and the need to train staff on school policies, procedures, and software such as Infinite Campus and Edgenuity, based on an employee's job description and duties. Professional development is calculated at \$14,400 for the first year and will increase each year as enrollment and staff numbers increase.

Other expenses include staff recruitment at \$2,500. The school will use a variety of online methods for staff recruitment and establish a partnership with local colleges to interview new teacher graduates. Student recruitment and marketing will be \$10,000 a year. This will include a variety of online methods, flyers to homes within a few miles of the school, and other avenues as outlined previously in the application.

Textbooks will be a minimal cost of \$25 per student or \$11,250 for the first year based on the curriculum model of blended learning. The majority of curriculum costs will be for the Edgenuity online program, iReady, Rosetta Stone, and other software at \$40,500 for year one and increasing each year with student enrollment. All software costs are based on yearly subscription fees. Staff software costs are estimated at \$625 per FTE for a cost of \$15,000 year one. Staff software expenses will include Microsoft Office, Adobe Acrobat, QuickBooks Pro, Infinite Campus and others as needed.

There will be a minimal amount of \$4 per student for food services at \$1,800 the first year to assist with students who forget their lunch. Additionally, a school uniforms fund at \$3 per new student and \$2 for existing students is setup to help families who are unable to fund student uniforms. First year budget for school uniforms is \$1,350.

Student awards will be \$15 per student at a total of \$6,750 the first year to pay for monthly, quarterly and yearly awards as outlined in the application. Staff awards will be at \$50 per FTE.

Other expenses include staff and parent meetings at an annual expense of \$5,000, general building décor at \$1,000, bank fees at \$1,000, postage and shipping at \$2 per student for \$900 a year, dues and memberships at \$65 per FTE for \$1,560 a year, travel and meetings for staff at \$75 per FTE for \$1,800 yearly, and required staff background check at \$75 per FTE for \$1,800 a year.

General operating expenses of \$4,500 for office supplies, \$20 per student at \$9,000 for supplies, \$ 250 per instructional FTE at \$ 4,250 for instructional supplies, \$1,000 per month

for \$12,000 a year for general office supplies, and \$5 per student for health supplies at \$2,250.

The school has set aside \$27 per student for a total of \$12,150 to purchase the state required end of year assessment, SBAC, and any other required assessments.

Facility costs in the Financial Plan Workbook are under the assumption of constructing a building from ground up. Vector Academy received an estimate from a developer with the following costs. Lease rate will occur in two phases and include months of free rent during years 1 – 3 to help ease the costs to the school during those years. First year lease costs are approximately \$630,000 with free rent during the first three months of occupancy, thus resulting in a monthly payment of \$70,000 starting in October 2017. Custodial and maintenance is estimated at \$1.00 per sq. ft. at a total of \$31,500 the first year based on actual square footage of the building. Utilities are estimated at \$2.70 a sq. ft. for a yearly total of \$85,050 for the first year. In year two it is projected that as the student enrollment increases with the addition of 8th grade that phase 2 of the building will be completed thus raising the lease rate, custodial, and utilities each year as outlined in the Financial Plan Workbook. General liability insurance is estimated at \$22,000 per year.

Due to the fact that the school is not a traditional school and will be a high technology campus, then expenditures in the areas of technology are higher than a typical school. The highest amount for technology expenses will occur during the first year. Copiers and printers will be leased at \$600 per month at a use of 300 students per copier/printer at \$14,400 per year with a student usage fee of \$5 per student for \$2,250. Staff laptops/desktop computers are estimated at \$800 each at \$19,200, student Chromebook laptops are \$225 each for \$112,500 for the first year. Costs for staff and student laptops will decrease and will be replaced every 3-5 years. We have accounted for typical replacement costs during the school year in these costs.

Technology support services will be contracted out at an amount of \$1,500 per month for \$18,000 a year. Internet setup, \$1,500 and monthly internet fees along with phone service is estimated at \$3,600 a month to provide a high bandwidth enterprise level of service to the school in support of the curriculum. Other equipment costs include classroom technology at \$2,000 per FTE for \$24,000 for the first year, server purchase and software at \$3,500 as a one-time cost, security system at \$5,000, a general monthly equipment cost of \$100 per month for a yearly expense of \$1,200, and a computer hardware cost of \$150 per FTE for \$3,600 a year that will again increase as FTE numbers increase with student enrollment.

Furniture for the school is estimated at \$600 per FTE for faculty and \$175 per student for a first year total of \$14,400 faculty furniture and \$78,750 student furniture.

d. Contingency Plan:

Vector Academy's contingency budget protects key aspects of the mission and educational program, at sometimes lower amounts consistent with the financial realities presented by low enrollment numbers. The contingency plan would make the following changes based on lower than normal enrollment. For example:

Enrollment is only 75% of capacity, or state and/or local revenue projections are not met.

- School administration, both the support and leadership level, fall by a commensurate amount to 1.5 school secretaries/receptionists and 1.5 school administrators.
- The number of teachers falls mostly in line with enrollment.
- Janitorial pay will go down as the school hires lower-wage workers.
- Retirement benefits will fall as the number of employees decreases.
- Health insurance premium support will fall slightly.
- More professional development will fall to the responsibility of the director and/or shall be conducted remotely.
- Business management services contract will be renegotiated reflecting less services.
- The school will work to renegotiate lease terms with the facility owner.
- Supplies budgets fall commensurate with enrollment, such as technology and software costs.

e. **Year 1 Cash Flow Contingency Plan for State and Local Revenues:**

See 2d above.

f. **Year 1 Cash Flow Contingency Plan for Outside Revenue:**

Vector Academy will be seeking any outside philanthropic revenue, but Vector Academy has not included these amounts within the Financial Plan Worksheet. Thus, the school has constructed a conservative approach to funding the school that is only based on the State's DSA as the source of revenue along with the \$250,000 school startup loan mentioned above.

Attachment 16

Please see the Excel file that was uploaded with this application.