

**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 1

**Letters of Community
Support/Partnership**

ATTACHMENT 1: Letters of Community Support/Partnerships

Letters of Community Support/Partnership			
#	Name	Title	Affiliation
1	Sherif Abdou	Chief Executive Officer	P3 Health Partners
2	Colleen Bacchus	Tax Partner	Deloitte Tax
3	Leland Brandon	Board Chair	Las Vegas Collegiate Governing Board
4	Marci Brandon	Educator	Southern Highlands Preparatory School
5	Justin Brecht	Founder & Executive Director	Nevada Rise Academy
6	Angela Cook	Attorney	Children's Attorneys Project
7	Aster Davis	Community Member	89106
8	Larissa Drohobyczer	Attorney	Stovall & Associates
9	Daryl B. Hanna	President	Batchelor/Hanna Real Estate Group
10	Adam Johnson	Executive Director	Democracy Prep at Agassi the Campus
11	Sarah Ledon	Executive Director, California & Nevada	Achievement Network
12	Augusta Massey	Managing Member & Owner	Massey & Associates, PLLC
13	Adam Miller	Senior Vice President	EdTec
14	Ivy Miller	Community Member	89106
15	Megan Murphy	Founder and Head of School	Circle City Preparatory Charter School
16	Joshua Nieves	Manager of Sales	RMS & Associates
17	Sean Parker	Executive Director	Teach for America
18	Stephanie Patton	Director, The Fellowship	Building Excellent Schools
19	Erik B. Peterson	Vice President of Application Development	Switch, LTD
20	Ignacio Prado	Founder and Executive Director	Futuro Academy Charter School
21	Neil M. Sansone	Attorney	Sansone Companies
22	Terrance Simmons	Director of School Support	Achievement Network
23	Sarada Toomey	Principal	Middle School in Henderson
24	Stacey Vitto	Realtor	Re/Max Excellence
25	Herbie Walker	President	Walker College Consultants
26	Brittnie Watkins	Attorney	Pisanelli Bice, PLLC
27	Sonya Watson	Community Member	89106
28	Jana Wilcox-Lavin (FINANCIAL COMMITMENT)	Executive Director	Opportunity 180
29	Jana Wilcox-Lavin	Executive Director	Opportunity 180



June 24, 2019

Dear Nevada State Public Charter School Authority,

I am writing this letter in demonstration of my support of Las Vegas Collegiate Charter School.

At P3 Health Partners our primary focus is people, passion, and purpose. Our dedicated team of physicians work closely to improve the lives of Nevada residents. We understand the value of community wellness and education, which extends to the classroom of Las Vegas youth.

The Historic Westside of Las Vegas has been underserved for decades. The percentage of elementary students identified as proficient and advanced is well below the district and state average. Building a strong future for Las Vegas requires high-quality education for all children, and we see that change is necessary.

The mission of Las Vegas Collegiate is driven by community leadership. As a community organization dedicated to educating, guiding, and inspiring patients and clinicians we look forward to watching Las Vegas Collegiate provide a positive impact on the community through education, health, human welfare, and social change.

It is my strong belief that Las Vegas Collegiate will be a high performing elementary school option that children need and deserve. Las Vegas Collegiate's culture of excellence in leadership and service, infused with rigor and joy, will foster academic success and prepare students with the vision and mindset necessary to lead in our communities. It is part of P3 Health Partner's mission to help support education from the earliest levels to foster a future strong workforce in health care, whether as providers or those interested in working in the health care field.

We are enthusiastic about Las Vegas Collegiate and encourage the approval of its application.

Sincerely,

A handwritten signature in black ink, appearing to be 'Sherif Abdou', is written over a horizontal line. The signature is stylized with loops and a long horizontal stroke.

Sherif Abdou, MD
Chief Executive Officer



Ph: 702-910-3950
Fax: 702-778-2264



Info@p3hp.org
www.p3hp.org



2370 Corporate Circle, Ste. 300
Henderson, NV 89074

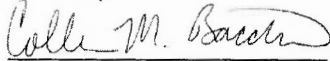
June 24, 2019

Dear Nevada Public Charter School Authority,

I write to express my support of Las Vegas Collegiate. As a Las Vegas resident of 23 years, I know first-hand that Nevada is behind in several educational metrics. This is why the Las Vegas community must embrace high-quality schools like Las Vegas Collegiate that provide students the opportunity to close the educational gap. As a partner at Deloitte I value innovation and community. Las Vegas Collegiate marries the two.

I support Las Vegas Collegiate because this school will offer elementary students concrete advantages in order to put students on track to attend college. Specifically, Las Vegas Collegiate will have longer school days and a longer school year, extended math and literacy curriculum, and ongoing development for all staff. Las Vegas Collegiate is working with numerous community stakeholders to bring the mission to life. I strongly urge the approval and support of Las Vegas Collegiate. With the addition of this school many of Las Vegas' children will be given an opportunity to begin college preparatory education beginning on their first day.

Sincerely,



Colleen M. Bacchus

Tax Partner

Deloitte Tax



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

July 1, 2019

Nevada State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706

Dear Nevada State Public Charter School Authority,

The Founding Board of Las Vegas Collegiate Charter School recognizes the critical role of a board in supporting with development through fund raising efforts and sustainable fund development strategies. To that end, we have committed to raising a minimum of \$60,000 in unrestricted funds beginning in the founding year (2020-2021) and every year thereafter.

Thank you,

A handwritten signature in black ink, appearing to read "Leland Brandon".

Leland Brandon, Board Chair

Las Vegas Collegiate Charter School

Southern Highlands Preparatory School

11500 Southern Highlands Pkwy.

Las Vegas, NV. 89141

7-12-19

Dear Public Charter School Authority,

As a teacher at Southern Highlands Preparatory School, I understand the importance of the charter application for Las Vegas Collegiate, and the ideal of students having enhanced education programming, methods and opportunities. I believe one of the most important elements of student success is for mentors and leaders to help all students realize the dream of higher education. Las Vegas Collegiate is lead by a strong team with a clear mission to prepare students and give them a more positive outlook on their future and potential. It is with great pleasure and honor that I submit a letter of support on behalf of Las Vegas Collegiate.

Las Vegas Collegiate has much to offer including a rigorous academic program. The design of Las Vegas Collegiate includes many elements that have been proven to increase student achievement. With a continued effort and more support from the community, I know that we will see a drastic change in the lives of the students in this area of the Las Vegas Valley.

I would like to support Las Vegas Collegiate's application with this letter of recommendation and look forward to a long-term relationship where we all work to deliver the possibility of a college education in every child's future.

Sincerely,

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

Marci Brandon

Nevada Rise Academy

2525 Emerson Avenue
Las Vegas, NV 89121

702.336.7060
nevadarise.org



To the State Public Charter School Authority:

My name is Justin Brecht and I am the Founder and Executive Director of Nevada Rise Academy in Las Vegas, Nevada. Our organization currently operates a public elementary charter school serving more than 200 children across the Las Vegas valley. I write this letter to express my support for the charter application for Las Vegas Collegiate Charter School and the founding leadership of 2018 Building Excellent Schools (BES) Fellow Bianté Gainous.

As a 2016 BES Fellow, I have deeply benefitted from the support of Building Excellent Schools through all phases of our organization's growth. From assembling the Nevada Rise founding team at the board and staff levels, to successfully completing our first year of operation, that support continues today. We continue to participate in BES trainings and Follow-On Support. This support includes weekly conversations centered around teaching, learning, and operations. The support also includes frequent site visits to collaborate with leadership, observe teaching and learning activities, and reflect on systems and operations. We are continually challenged to examine and improve our organization in the areas of leadership development, talent and recruitment, and growth planning.

At Nevada Rise Academy, we recognize and honor the fact that our initial success was built and continues to be built on the lessons not only learned but shared by those who came before us. As such, we are committed to paying it forward by supporting leaders with strong visions through support and collaboration. Ms. Gainous has often visited our campus to continue to hone her craft, observe and participate in various capacities in our school, working closely with the leadership, staff, and teachers to understand what makes a high performing school operate. She will work on daily basis at our school for the first semester of the 19-20 SY, continuing her professional development through teacher and student supports. Going forward, we will keep our doors continuously open to Ms. Gainous and her team - sharing any resources that she might need as she establishes a high-quality charter school for the students and families of Las Vegas.

Ms. Gainous has articulated a strong vision to provide a great academic opportunity for our community. Again, I fully support the establishment of Las Vegas Collegiate. Please contact me with any questions.

In Partnership,

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

Justin Brecht

Executive Director, Nevada Rise Academy

July 6, 2019

Nevada Public Charter School Authority
2080 East Flamingo Road
Suite 230
Las Vegas, NV 89119

To the Nevada Public Charter School Authority:

I am writing this letter in support of the charter application for Las Vegas Collegiate. As a member of the Children's Attorneys Project for the Legal Aid Center of Southern Nevada, I provide counsel, advice, and representation to children in foster care. Many of the children I represent lack the educational opportunities afforded to their peers. I have witnessed the detrimental effect that the lack of quality education can have on the development and growth of children, who, if given the opportunity, could soar. The opportunity that Las Vegas Collegiate will provide for children to access the quality of education often limited to more privileged peers will change outcomes.

Las Vegas Collegiate is led by a strong team with a clear mission focused specifically on ensuring that each of its students views academic success as essential and achievable. I believe that the leaders of Las Vegas Collegiate, like me, will be an advocate for each child they represent. One of the most important elements of student success is for leaders to step up and advocate.

Las Vegas Collegiate has much to offer Las Vegas with its college-focused programming. Las Vegas Collegiate will offer visits to college campuses beginning in kindergarten to get children thinking about college early. Las Vegas Collegiate will also give students more time in the classroom to ensure academic success. I am confident that Las Vegas Collegiate will foster and prepare students for college.

Moreover, it is well-known that when communities and schools come together to work as true partners, the union is advantageous to students. Las Vegas Collegiate understands this and is committed to the concept. As a children's attorney focused on the needs, including educational needs, of disadvantaged children, I am excited for and welcome Las Vegas Collegiate.

Las Vegas Collegiate demonstrates the type of leadership our community needs and I support the mission, vision, and dedication of its leaders.

Sincerely,



Angela Cook, Esq.
Children's Attorneys Project
Legal Aid Center of Southern Nevada, Inc.
725 E. Charleston Blvd.
Las Vegas, NV 89104

June 28, 2019

Dear Nevada Public Charter School Authority,

As someone who has grown up on the Westside, I understand the importance of students here having access to quality education opportunities in elementary. I believe that the mission of Las Vegas Collegiate will prepare the students here and give them a positive outlook on their future potential. It is with faith in the direction of Las Vegas Collegiate that I submit a letter of support.

I believe that the rigorous academic program Las Vegas Collegiate plans to offer will increase student achievement. Also, the support that Las Vegas Collegiate has from the community will help it succeed where other schools would fail. With continued support from the community, we will see a drastic change in all of our children's lives on the Westside.

I support Las Vegas Collegiate's application with this letter of recommendation. I look forward to working with them to build our community.

All my best,

A handwritten signature in black ink that reads "Aster Davis". The signature is fluid and cursive, with the first name "Aster" and last name "Davis" clearly distinguishable.

Aster Davis
2509 Rising Legend Way
Las Vegas NV 89106-1653

Stovall & Associates

Attorneys at Law

July 9, 2019

Nevada Public Charter School Authority
2080 East Flamingo Road, Suite 230
Las Vegas, Nevada 89119

Dear Nevada Public Charter School Authority,

I am a local attorney who is a Las Vegas native. I have been an attorney for nine years. I work for Stovall & Associates. At Stovall & Associates, we understand the importance of student access to quality education opportunities. Furthermore, quality educational institutions require the support of community. As a member of the business community, this law firm has built its reputation and results from the recommendations and referrals of clients and friends. Now, we would like to take the opportunity to make a recommendation for the benefit of our community. We very strongly recommend Las Vegas Collegiate for approval to establish a charter school in the Historic Westside.

Las Vegas Collegiate's mission of providing quality education is consistent with Stovall & Associates' commitment to providing quality representation to every one of our clients. We understand that quality is key and that you often give what you get. When students are given the education they deserve, they can give back to our community, whether through service, financial contributions, or one day representing clients at Stovall & Associates.

Beyond offering a rigorous academic program, Las Vegas Collegiate's conceptualization of what a quality education means includes various approaches that have been shown to increase student achievement. With community support, we believe that Las Vegas Collegiate will succeed and drastically change the lives of students in the Historic Westside for the better. We believe that the mission of Las Vegas Collegiate will prepare students to become future leaders in our community and look forward to being a community partner, delivering on the promise of college for every child.

It is with great pleasure that Stovall & Associates submits a letter of support for Las Vegas Collegiate.

Sincerely,

STOVALL & ASSOCIATES

A handwritten signature in black ink, appearing to read 'Larissa', with a long, sweeping horizontal line extending to the right.

By: Larissa Drohobyczer, Esq.
Larissa@LesStovall.com



6/23/2019

Dear Nevada Public Charter School Authority,

At The Batchelor/Hanna Group, we understand the importance of student's having access to enhanced education methods, programming, and opportunities. We believe that the mission of Las Vegas Collegiate will prepare our students and give them a more positive outlook on their future potential. It is with great pleasure that The Batchelor/Hanna Group submits a letter of support on behalf of Las Vegas Collegiate.

Beyond offering a rigorous academic program, Las Vegas Collegiate's design includes many elements that have been proven to increase student achievement. With a continued effort on our behalf, and more support from the community, we know that we will see a drastic change in all of our children's lives in the Historic Westside.

We would like to support Las Vegas Collegiate's application with this letter of recommendation and look forward to a long term relationship, working together to deliver on that promise of college in every child's future.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Daryl B Hanna', is written over the word 'Sincerely,'.

Daryl B Hanna



DEMOCRACY PREP

AT THE AGASSI CAMPUS

Work Hard. Go to College. Change the World!

July 7, 2019

Dear State Public Charter School Authority,

It is with pleasure I write this letter of endorsement on behalf of Las Vegas Collegiate Charter School, which will educate students of the Historic Westside, where Democracy Prep currently operates three (3) State Public Charter School Authority schools.

In Historic West Las Vegas, 80 percent of students are eligible for free and reduced lunch, 19 percent are classified as English Language Learners, and an average of 10 percent qualify for special education services. The number of elementary school students identified as proficient and advanced is well below the district and state average. To begin to change the narrative and close the achievement gap that has persisted for generations within our community, reform efforts will require an increase in the number of high performing elementary schools. We believe Las Vegas Collegiate will serve as a much-needed additional high-quality option in the Historic Westside.

We strongly support the Las Vegas Collegiate Charter School's mission to prepare scholars to thrive in middle school and high school, graduate from college, and lead within our communities. Las Vegas Collegiate's "standard of excellence" model, infused with joy and rigor, will foster academic success and the vision for college from day one. We believe their model is in close alignment with the mission of Democracy Prep and we are excited at the opportunity to deepen our partnership. From hosting community events with one another to holding shared teacher professional development, there are a variety of opportunities for our schools to partner to ensure we are providing the West Las Vegas community with opportunities to help children have a safe and supportive learning and growing environment. Working as a collective to serve the Historic Westside community will result in high academic achievement for all scholars and put them on a path to life success.

Building a strong future for students of the Las Vegas Valley requires high-quality education for all. I can be contacted at adam.johnson@democracyprep.org should any further questions arise.

Sincerely,

Adam Johnson
Executive Director



June 12, 2019

Dear Nevada State Public Charter School Authority,

My name is Sarah Ledon and I am the Executive Director, California & Nevada with The Achievement Network (ANet). ANet is a nonprofit that partners with school and district leaders across the country to support great teaching that is grounded in standards, shaped by data, and built upon the practices of great educators across the country. Working with an educational organization such as ANet, I am often reminded that our educational outcomes are not meeting the needs of all of our students, yet, there is nothing more important than ensuring we have great schools, quality educators, strong leaders, and reliable partnerships to aid the success of all of Nevada's children.

I have had the pleasure of speaking with the Lead Founder and proposed Executive Director of Las Vegas Collegiate Charter School, Biante Gainous, on multiple occasions and I strongly support the establishment of Las Vegas Collegiate Charter School. With a mission that is driven by setting children up for success to ultimately thrive in college, the school's mission is to prepare students with the necessary skills to succeed beginning in kindergarten and provide transformative change in our communities. Ms. Gainous' community engagement to-date has been deeply impressive and her thoughtful charter proposal reflects the feedback of countless community members and stakeholders. Alignment of both Las Vegas Collegiate and ANet is our commitment to data driven decisions and practices. ANet prioritizes working alongside school leadership teams to strengthen their school-wide practice and culture of using learning standards and achievement data to get breakthrough results for students in underserved communities. The Las Vegas Collegiate team will participate in hundreds of hours of professional development. School leaders will have on-going support from Building Excellent Schools. Teachers will participate in daily, weekly, and monthly development that is inclusive of a 4 week long summer orientation, classroom support that includes live coaching from the school leader, individual observations, check-ins, and feedback, grade level team development, and collaborative instructional rounds that allow teachers to see other teachers in action.

I applaud the efforts and am pleased to write a letter in support of Las Vegas Collegiate Charter School.

Please contact me with any questions at sledon@achievementnetwork.org

Sincerely,

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

Sarah Ledon
Executive Director, California & Nevada
The Achievement Network



Massey & Associates
ATTORNEY AT LAW

7465 W. Lake Mead Blvd.,
Ste 100 Las Vegas, NV 89128
(702)-722-9906
(702)-479-7116

amassey@masseylawvegas.com
www.masseylawvegas.com

July 10, 2019

Via Electronic Mail

Nevada Public Charter School Authority
2080 East Flamingo Road, Suite 230
Las Vegas, Nevada 89119

Re: Letter of Support for Las Vegas Collegiate Charter School

Dear Nevada State Public Charter School Authority,

I am writing this letter to support the charter school application of Las Vegas Collegiate Charter School. The mission of Massey & Associates Law Firm, PLLC is to serve as Las Vegas' leader in the field of business and bankruptcy law by earning the trust, respect, and loyalty of our clients; providing our clients with prompt, efficient, and effective legal counseling and representation; always being accessible and responsive to clients; and handling client needs with honesty, integrity, fairness, compassion, courtesy, and diligence.

To fulfill the mission of Massey & Associates, we work to build the pipeline of bright, talented, and diverse students with the potential to go to college, complete law school, and become an associate attorney at Massey & Associates. Providing a quality education to children of the Historic Westside is in line with that mission, as the Historic Westside of Las Vegas has traditionally been underserved. All children should receive a quality education that prepares them to go to college and beyond, regardless of zip code.

Additionally, it is Las Vegas Collegiate's goal for its affiliates to be leaders in the community. Las Vegas Collegiate will develop community outreach programs for education, health, human welfare, and social change. As a community organization dedicated to leadership, Massey & Associates looks forward to helping to build community with Las Vegas Collegiate.

It is my strong belief that Las Vegas Collegiate will be a high performing elementary school option that the children of 89106 deserve. Las Vegas Collegiate's culture of excellence in leadership and service will foster academic success and equip students with the fortitude to lead.



Massey & Associates
ATTORNEY AT LAW

7465 W. Lake Mead Blvd.,
Ste 100 Las Vegas, NV 89128
(702)-722-9906
(702)-479-7116

amassey@masseylawvegas.com
www.masseylawvegas.com

Therefore, Massey & Associates is enthusiastic about Las Vegas Collegiate and we encourage the approval of its application.

Sincerely,

Augusta Massey, Esq.
Managing Member
and Owner of Massey
& Associates Law
Firm, PLLC

June 13, 2018

re: Las Vegas Collegiate Charter Application

Dear Nevada State Public Charter School Authority Review Committee:

EdTec is proud to support Las Vegas Collegiate in its efforts to launch a high-performing school in Las Vegas. We believe it would make an outstanding addition to the educational options available to students.

EdTec is a social venture founded in 2001 to serve the needs of charter schools exclusively. Our mission is to support operational and academic quality by delivering the highest value charter school support services and expertise to the developers and schools we serve. EdTec currently provides back-office support to over 150 charter schools across the country, including Futuro Academy, Nevada Rise, and Nevada Prep in Las Vegas

Over the past few months, we have provided consulting to the Las Vegas Collegiate founding team. We have worked closely with the school's leader to develop a robust and reliable budget to be included with the charter application.

We intend to present a comprehensive back-office services scope of work - monthly financial reporting, board training, payroll, accounting, and annual budgeting support - for consideration by Las Vegas Collegiate's governing board, pending authorization.

We look to support the highest quality schools that are delivering an outstanding education to the students most in need. We believe that Las Vegas Collegiate is well positioned to do just that.

Thank you for your consideration. Please do not hesitate to contact me to discuss our support further.

Sincerely,



Adam Miller
Senior Vice President
Adam.Miller@edtec.com

June 23, 2019

To the State Public Charter School Authority,

I am writing this letter to support Las Vegas Collegiate Charter School in its efforts to establish a charter school.

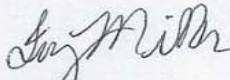
Building a strong future for Las Vegas and in particular the 89106 community requires high-quality education for all children. Unfortunately, often times, access to quality education depends on zip code. The Historic Westside of Las Vegas has been underserved for decades, as I have raised multiple children here.

It is my strong belief that Las Vegas Collegiate will be a high-performing elementary school option that our children need and deserve. Las Vegas Collegiate's culture of leadership and excellence, comprised of rigor and enjoyment, will foster academic success and prepare students with the vision and conviction to make it to college and get through college.

I believe that the team of successful community leaders hailing from a variety of backgrounds will bring the kind of variety of experiences that will shape the school into a success and increase the likelihood of success for our children. Lead Founder Bianté Gainous has received training to learn how to build a school from the ground up and has worked in minority communities before. With such a diverse, talented, and experienced team, the future of Las Vegas Collegiate is bright.

I am enthusiastic about Las Vegas Collegiate and encourage you to approve its application.

Best regards,



Ivy Miller
1313 Adams Avenue
Las Vegas, NV 89106



June 23, 2019

Dear Nevada State Public Charter School Authority,

I am writing this letter in support of Las Vegas Collegiate Charter School, a proposed K-5 charter school for Las Vegas, NV. I had the pleasure of working with Lead Founder, Biante Gainous, during her Leadership Residency through Building Excellent Schools here at Circle City Prep (a charter school located on the Far Eastside of Indianapolis, IN).

Circle City Prep is heading into our third year as a charter school in Indianapolis, IN which oversaw exceptional student growth in our 1st two years of existence. In our founding year, all classrooms performed at or above the 80th percentile of growth in reading and math according to NWEA.

Providing students with more time in the classroom, using data to drive instruction, supporting and developing teachers every day, focusing on literacy and math foundations, and building a fiercely positive culture are just a few of components of Las Vegas Collegiate Charter School. Additionally, they weave in leadership development, neighborhood engagement and financial literacy into their model so they are ensuring all their Scholars are not only college bound but well-rounded leaders.

Lead Founder Biante Gainous spent a month-long residency at Circle City Prep where she supported our team's growth through curricular design and teacher coaching and development. She has a clear vision of instructional excellence at the classroom level and moves quickly to develop teachers to meet this bar. Without a doubt, I am confident that Ms. Gainous will lead a school of excellence for the students and families of Las Vegas, Nevada.

Again, I support Las Vegas Collegiate Charter School as a new educational option in Nevada. It is my hope and desire that the school be granted a charter and have the opportunity to welcome their first class of Kindergarten and 1st grade students in the fall of 2020.

Sincerely,

Megan Murphy
Found & Head of School
Circle City Prep



06/18/2019

Dear Nevada State Public Charter School Authority,

I am writing this letter in demonstration of my support of Las Vegas Collegiate Charter School.

RMS & Associates is dedicated to helping families get HOME and strives to help build strong communities and neighborhoods by responsible lending and supporting our local schools employees, parents and children not only with homeownership however through donating time and resources to help our local community be stronger, wiser and better for all.

Building a strong future for Las Vegas requires high-quality education for all children, regardless of zip code, race, or socioeconomic status. The Historic Westside of Las Vegas has been historically underserved for decades. The percentage of elementary students identified as proficient and advanced is well below the district and state average.

It is my strong belief that Las Vegas Collegiate will be a high performing elementary school option that children need and deserve. Las Vegas Collegiate's culture of excellence in leadership and service, infused with rigor and joy, will foster academic success and prepare students with the vision and mindset necessary to lead in our communities.

The Lead Founder, Bianté Gainous, has a wealth of experience working with low income, minority communities and is receiving rigorous training and excellent support from the prestigious national non-profit Building Excellent Schools. Ms. Gainous, joined by a team of dedicated community leaders in a vast number of fields, bring experience that can only magnify their success. With such a diverse and talented team at its helm, we believe in the future success of Las Vegas Collegiate.

We are enthusiastic about Las Vegas Collegiate and encourage the approval of its application.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Nieves", is written over the "Sincerely," text.

Joshua Nieves

Sales Manager

RMS & Associates

July 10, 2019

Executive Director Rebecca Feiden
2080 E. Flamingo Rd, Suite 210
Las Vegas, NV 89119

Executive Director Feiden,

I am writing to express my support of Las Vegas Collegiate in their application for authorization under the State Public Charter School Authority. As the Executive Director of Teach For America Las Vegas, I support the school in its effort to expand opportunity for children in Southern Nevada. Over the past year, I have had the opportunity to be in meet with, learn from, and work alongside the school founder, Biante Gainous in several settings. In each instance, I left impressed by her commitment to resilient, community-based education. Further, Biante's experience as a teacher and fellow through Building Excellent Schools gives me faith that her school will be rooted in cutting edge best practices and support structures for success.

TFA was founded on the vision that *one day, all children in our nation will have the opportunity to attain an excellent education*. The same vision guides TFA's work today across the country, including here in Las Vegas.

We focus on recruiting remarkable and diverse individuals to become teachers in underserved communities—like the community in which Nevada Strong is determined to launch. The TFA corps members we recruit commit to teach for two years and are hired by district schools and public charter schools in Clark County.

We are committed to our corps members' success in the classroom, so we train and support them in the practices of great teachers and leaders. With hard work, perseverance, and strong partnerships with their students, students' families, and communities, corps members can dramatically increase the opportunities available to their students in school and in life. After their first two years as teachers, corps members become part of a strong alumni network. While it is too soon to determine a formal partnership, the conversations we have had lead me to believe that Las Vegas Collegiate is a promising future partner given aligned values and aspirations for increasing student opportunity.

We are hopeful that Las Vegas Collegiate can successfully launch and work alongside families, existing traditional public schools, and the broader Las Vegas community. Please accept this letter of support.

In Partnership,



Sean Parker
Executive Director
Teach For America Las Vegas



July 11, 2019

To the Nevada State Public Charter School Authority:

It is with confidence and enthusiasm that we support the charter application for Las Vegas Collegiate Charter School and the thoughtful leadership of Biante' Gainous, Lead Founder and proposed Executive Director.

Building Excellent Schools is a highly selective, nationally recognized non-profit, whose flagship program, the Building Excellent Schools Fellowship, trains high-capacity individuals to design, found, lead, and sustain high-performing urban charter schools. Biante', currently a Fellow with BES, is an ambitious, inspiring, and determined leader who brings experience in teaching, curriculum development, and instructional leadership to this work. During the Fellowship Biante' has developed her skills in school operations and start-up, finance, and school leadership. Biante' has also gained additional experience during a month-long residency this January at Circle City Prep, a high performing school in Indianapolis, Indiana, where she was able to work shoulder to shoulder with the founding leader to further understand school start-up. She will spend an additional month-in-residence at Elan Academy in New Orleans, Louisiana.

Biante' holds the bar of excellence high for herself as well as for her founding team and does not waver in her commitment to founding and leading a high-quality school in Las Vegas. Her ability to manage multiple priorities and engage a variety of stakeholders as well as to plan in detail an academic program that builds academic skill and character further evidences that she will be an effective school leader, responsive to the community's needs and resolute in providing a high-quality education inspired by the school's mission and devoted to the success of its students.

It is an absolute honor to work with Biante' and we have complete confidence that her school leadership and the well-researched and practice-proven components of the public charter school design for Las Vegas Collegiate will lead to strong student achievement for the students of the Historic Westside.

It is without reservation that we support Las Vegas Collegiate and Lead Founder, Biante' Gainous.

A handwritten signature in black ink, reading "Stephanie M Patton".

Stephanie Patton
Director, The Fellowship
Building Excellent Schools
spatton@buildingexcellentschools.org

Nevada Public Charter School Authority,

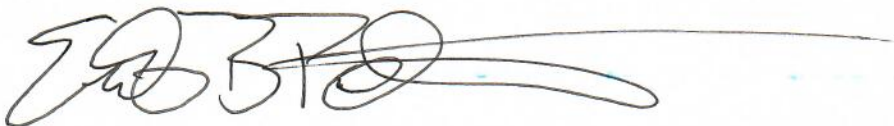
Today I write to you in support of the Las Vegas Collegiate Charter School. I would like to share with you my endorsement of this proposed new Charter School with you. For over 2 decades I have been part of the Las Vegas IT business community, where I have witnessed first-hand an industry that has slim representation by minority groups. Diversity within the workplace begins within primary education, by providing ALL of the children within our communities with not only the opportunity to better themselves, but also with the training and preparedness necessary to become a contributing member of society and a leader in whatever they choose to do. Properly preparing our children for higher education is one of the greatest missions we can undertake to ensure a better future for our underprivileged communities. This mission of Las Vegas Collegiate Charter School is bolstered by a strong community backing, by strong community leaders, and by a leadership team and board that have strong potential of making an impactful difference to Las Vegas's Historic Westside community.

The academic program offered by Las Vegas Collegiate is rooted in proven concepts which elevate student achievement. Elements of this program, such as extended learning time, individualized support, and literacy as a foundation, help to further elevate levels of education. While the family and community partnerships, focus upon Leadership Development, and values-based structure, help to strengthen the positions of the individual students, while also strengthening our communities and culture as a whole. Currently these foundational structures are simply not available to many families and students within our communities. Las Vegas Collegiate is prepared to help change this.

I have had the pleasure of speaking in depth on several occasions with the Founder of Las Vegas Collegiate, Biante Gainous. I believe that Biante maintains a sustainable strategic plan which will serve a role in promoting effective change in the educational landscape of Las Vegas and its underprivileged communities. In addition I believe that the strong leadership skills and existing community partnerships will help promote further interaction and support with additional community partners. My own support of Las Vegas Collegiate is a result of growth of the existing community partnerships with Las Vegas Collegiate leadership.

Thank you in advance for your consideration of Las Vegas Collegiate Charter School's application. Please accept my letter of recommendation, and join me in welcoming the Las Vegas Collegiate Charter School as the next Charter School in Las Vegas that is going to make a difference! Please do not hesitate to contact me directly at (702) 595-9874 or erik@switch.com with any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'Erik B. Peterson', with a long horizontal line extending to the right.

Erik B. Peterson

Vice President of Application Development

Switch, LTD

TO: State Public Charter School Authority

From: Ignacio Prado, Executive Director – Futuro Academy Charter School

Date: June 14, 2019

Subject: Las Vegas Collegiate Charter School

Dear State Public Charter School Authorizing Representative,

As the Founder and Executive Director of Futuro Academy on the East Side of Las Vegas, I fully support the establishment of Las Vegas Collegiate Charter School and look forward to supporting their efforts through planning and implementation.

As a former Fellow with Building Excellent Schools, I can confirm that as a Fellow, Lead Founder Biante Gainous has received training that will equip her to execute on a vision to found and lead a great school that will deliver transformative results for our community.

Success at Futuro has included over 126% of Expected Growth being met campus wide, representing nearly 2.3 extra months of school in a school year. Additionally, all of Futuro Academy's conditional growth percentiles by grade and across subjects were above the 71st percentile, with Kindergarten leading the way at 99th for ELA and Mathematics. This type of progress is possible only due to the high quality training and development I received as a Building Excellent Schools Fellow and the high bar it established.

I am eager to support Las Vegas Collegiate with guidance on the establishment of systems and policies, professional development partnerships, instructional practices, curriculum resources, and other practices to ensure a successful launch. Our team has learned invaluable lessons since our launch two years ago, and we are eager to share our learning with new schools so that we can all learn and improve together and create a thriving community of schools focused on college and career preparation for students in our most economically challenged neighborhoods in Las Vegas.

I support the establishment of Las Vegas Collegiate, a mission-aligned school that shares our commitment to closing the achievement gap in Las Vegas.

Please do not hesitate to reach out with any further information or any questions you may have.

In service,



Ignacio Prado

Executive Director, Futuro Academy Charter School



June 30, 2019

RE: Letter in Support of Las Vegas Collegiate Charter School

Dear Nevada Public Charter School Authority,

I am writing this letter in support of the charter application for Las Vegas Collegiate. One of the most important elements of student success is for leaders to step up and help children realize their dreams of higher education and the opportunities higher education provides. Las Vegas Collegiate is led by a strong team and is focused on ensuring that each of its students sees college on their own horizon. Their founding board is stepping up to this call.

Specifically, Las Vegas Collegiate will offer visits to college campuses beginning in kindergarten and provide children more time where they need it most, in the core areas of math and literacy. They will also give their students more time in the classroom to ensure academic success. I am confident Las Vegas Collegiate will foster and prepare students to be college bound.

It is no secret the advantage a student has when the community and schools come together working as true partners and Las Vegas Collegiate is committed to this objective. We are excited for and welcome Las Vegas Collegiate to our community. This school demonstrates the type of leadership our community needs, and we enthusiastically support the mission, vision, and dedication of its leaders.

Sincerely,

Neil M. Sansone, Esq.



6/18/2019

Dear Nevada Public Charter School Authority,

I am writing this letter in support of the charter application for Las Vegas Collegiate. Our organization, Achievement Network has a mission to work alongside school leadership teams to strengthen their school-wide practice and culture of using learning standards and achievement data to get breakthrough results for students in underserved communities.

We believe that one of the most important elements of student success is for leaders to step up and help children realize their dreams of higher education and the doors and opportunities it will lead them to. Las Vegas Collegiate is lead by a strong team and clear mission focused specifically on ensuring that each of its students sees college on their own horizon. Their founding board is stepping up to this call.

Las Vegas Collegiate has much to offer the City of Las Vegas with its college focused environment. Visits to college campuses beginning in kindergarten is truly cutting edge. They will give children more time where they need it most, in the core areas of math and literacy. They will also give their students more time in the classroom to ensure academic success. I am confident Las Vegas Collegiate will foster and prepare students to be college bound.

It is no secret the advantage a student has when the community and schools come together working as true partners. Las Vegas Collegiate understands this and is committed to the concept. We are excited for and welcome Las Vegas Collegiate.

Las Vegas Collegiate demonstrates just the type of leadership our community needs and we enthusiastically support the mission, vision, and dedication of its leaders.

Sincerely,

A handwritten signature in blue ink, appearing to read "Terrence Simmons", with a stylized, flowing script.

Terrence Simmons

Director of School Support

AchievementNetwork.org

Contact: (773) 663-7449

June 20, 2019

Dear Nevada Public Charter School Authority,

I am writing this letter in support of the charter application for Las Vegas Collegiate. As a former educator, and administrator on the west side of town (Andre Agassi and Democracy Prep), I truly believe in equity of education for all. I have worked in both private (Faith Lutheran and Bishop Gorman) and public schools. There is a definite disparity between the two in the resources available to students.

I believe that one of the most important elements of student success is for leaders to step up and help children realize their dreams of higher education and the doors and opportunities it will lead them to. Las Vegas Collegiate is led by a strong team and clear mission focused specifically on ensuring that each of its students sees college on their own horizon. Their founding board is stepping up to this call.

Las Vegas Collegiate has much to offer the City of Las Vegas with its college focused environment. Visits to college campuses beginning in kindergarten is truly cutting edge. They will give children more time where they need it most, in the core areas of math and literacy. They will also give their students more time in the classroom to ensure academic success. I am confident Las Vegas Collegiate will foster and prepare students to be college bound.

It is no secret the advantage a student has when the community and schools come together working as true partners. Las Vegas Collegiate understands this and is committed to the concept. We are excited for and welcome Las Vegas Collegiate.

Las Vegas Collegiate demonstrates just the type of leadership west side community needs and I enthusiastically support the mission, vision, and dedication of its leaders.

Sincerely,



Sarada Toomey

Current Middle School Principal (Henderson)

July 1, 2019

Dear Nevada Public Charter School Authority,

I write to express my utmost support of Las Vegas Collegiate. Las Vegas is a community that has been challenged with educational disparities for some time. It is so important for students to have access to enhanced education methods, programming, and opportunities like those offered by Las Vegas Collegiate. As a mom, I see how vital these tools and resources are to a young person's education and success.

After learning about Las Vegas Collegiate and its mission I believe the Las Vegas community should embrace this high-quality school because it will provide an opportunity to close the educational gap. I am confident that the mission of Las Vegas Collegiate will prepare students and give them a more positive outlook on their future potential.

Specifically, Las Vegas Collegiate will offer elementary students concrete advantages in order to put students on track to attend college. These include longer school days and year, extended math and literacy, and ongoing development for all staff. Las Vegas Collegiate is working with numerous communities stakeholders to bring the mission to life. This school will offer families in the Historic Westside an excellent educational option. I strongly urge the approval and support of Las Vegas Collegiate. With the school's addition, many of Las Vegas' children will be given an opportunity to begin college preparatory education beginning on their first day.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stacey Vitto', with a long, sweeping horizontal line extending to the right.

Stacey Vitto, Realtor

RE/MAX Excellence



Jun 24th, 2019,

Dear Nevada Public Charter School Authority,

I am writing to you today in support of the establishment of the Las Vegas Collegiate Charter School.

As an educator, former administrator and business owner I have seen first-hand how impactful a community charter school can transform the lives of its students. This can only come from schools that are willing to break the slow wheel of progress that is not found in most public school in Las Vegas. My company believes in the mission of Las Vegas Collegiate and we wish to support the establishment of their school in the valley.

Building a high-quality school in the Historic Westside of Las Vegas is a big undertaking as the area has been underserved for decades and the percentage of elementary students identified as proficient and advanced are well below the district state average. Students in this community must be properly prepared to enter the competitive workforce that will require a college education. The kids in our community need to have a strong academic pipeline to prepare them to enter a competitive college that can open up more opportunities to them and eventually, their community.

It is my strong belief that Las Vegas Collegiate will be a high performing elementary school option that children need and deserve. Las Vegas Collegiate's culture of excellence in leadership and service, infused with rigor and joy, will foster academic success and prepare students with the vision and mindset necessary to lead in our communities.

Best Regards

Herbie Walker

President

Walker College Consultants

Walker College Consultants
8465 W. Sahara Ste. 111
Unit #1091
Las Vegas, NV 89117

July 10, 2019

State Public Charter School Authority
2080 East Flamingo Road
Suite 230
Las Vegas, Nevada 89119

To the State Public Charter School Authority:

I send this letter of support for the charter school application of Las Vegas Collegiate with a deep belief in its mission, great respect for its lead founder, trust in the founding board, and grand expectations for its future.

I take education seriously. I regard it as a gift and I want to create a community wherein people trust and believe in the power of educating your neighbors, irrespective of zip code. As a former board member intimately familiar with the mission and board of Las Vegas Collegiate, it is my strong belief that Las Vegas Collegiate will be a high-performing elementary school option that the students of 89106 need and deserve. Las Vegas Collegiate will create a culture where excellence is the standard and motivation to succeed is the norm. Students will feel proud and of their accomplishments, be accountable for their behavior, and enjoy the learning process. This environment will foster student success in life and academics.

From her previous work within low-income communities, Lead Founder of Las Vegas Collegiate Bianté Gainous has an unmatched depth of knowledge specifically applicable to building Las Vegas Collegiate in the Historic Westside. She is further backed by Building Excellent Schools, a national nonprofit organization dedicated to, as its name reveals, building excellent schools. Ms. Gainous has worked hard to build Las Vegas Collegiate's board of committed, caring, knowledgeable, and diverse members. If any team can do this work, it's the board of Las Vegas Collegiate. I believe in them.

In essence, building a vibrant and sustainable future for Las Vegas requires that all children receive a quality education. The Historic Westside of Las Vegas is no differently deserving. Las Vegas Collegiate will give the students all they deserve and more.

I am beyond enthusiastic about Las Vegas Collegiate and I hope you are too. I strongly encourage the approval of its application.

Sincerely,



Brittnie T. Watkins, Ph.D., Esq.
PISANELLI BICE PLLC
400 S. 7th Street, Suite 300
Las Vegas, NV 89101
(702) 214-2100

July 8, 2019

Dear Nevada Public Charter School Authority:

I am writing in regard to my support of Las Vegas Collegiate's charter school application. There are significant educational disparities in Las Vegas. Educational disparities translate to missed opportunities for children to reach their full potential. The Las Vegas community should embrace high-quality schools like Las Vegas Collegiate that provide an opportunity to close the educational gap.

As I am informed, Las Vegas Collegiate will offer elementary students concrete advantages to put them on track to attend college and/or enter careers. These advantages include longer school days and a longer school year, extended math and literacy training, and ongoing development for all staff. Importantly, Las Vegas Collegiate is working with community stakeholders to bring its mission to life. This school will offer families in the Historic Westside an excellent educational option. With the school's addition, many of Las Vegas' children will be given an opportunity to begin college preparatory education on their first day.

As a long-time Las Vegas resident of the 89106 area code and mother with a son who will be entering elementary school in the coming years, I feel encouraged by Las Vegas Collegiate's mission and the prospects for our community. I strongly urge the approval and support of Las Vegas Collegiate.

Sincerely,



Sonya Watson
1313 Adams Avenue
Las Vegas, NV 89106



June 6, 2019

Biante Gainous
Founder and Director
Las Vegas Collegiate Charter School

Dear Biante,

I am pleased to inform you that pending approval and authorization of your charter application, Opportunity 180 is prepared to provide a start-up grant to Las Vegas Collegiate Charter School in the amount of \$100,000.00. On receipt of a start-up grant, Las Vegas Collegiate Charter School will be subject to the grant terms and conditions, including ongoing data requests.

Please let me know if I can answer any additional questions on Opportunity 180's support of Las Vegas Collegiate Charter School.

Sincerely,

A handwritten signature in black ink, appearing to read "Jana Wilcox Lavin".

Jana Wilcox Lavin
Executive Director



July 9, 2019

State Public Charter School Authority
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

Dear Nevada Authority Board Members:

I am writing to express our organization's support of the **Las Vegas Collegiate** application for authorization under the State Public School Charter Authority.

We are impressed by Biante's history of education leadership in Baltimore City and Las Vegas. As a Building Excellent Schools (BES) Fellow, Biante has a strong vision to launch a public charter school that is grounded in community values and high expectations for student success.

Opportunity 180 is committed to increasing the number of high-quality public school seats in neighborhoods of greatest need. Biante and her approach to planning for the launch of this school show great promise.

Sincerely,

A handwritten signature in black ink, appearing to read "Jana Wilcox Lavin".

Jana Wilcox Lavin
Executive Director, Opportunity 180



Timestamp	Name	Phone Number	Email	Are you the guardian of a school-aged child?	If so, what ages are your children?	What zip code do you live in?	Are you satisfied with the current educational options for children?	Why or why not?	What is most important to you when choosing a school for your child?	Schools should prepare students for college.	Students benefit from longer school days (example 8:00 am - 4:00 pm)	Character development should be taught in schools.	Students learn best in a structured environment.	Teaching students to care about their community is important.	I would want my child(ren) to learn financial literacy skills beginning as early kindergarten, if possible.	As a member of the community, would you be interested in supporting a new school that focuses on college preparation beginning in kindergarten?	Additional thoughts about the questions asked or otherwise.
10/21/2018 7:20:14	James Dubose			No		89183	No	there could be more life-based ciriculum	location	Strongly Agree	Neutral	Neutral	Somewhat Disagree	Strongly Agree	Strongly Agree	Maybe	
10/21/2018 9:20:22	Morgane Cole			Yes	1	89106	No	school has not changed or offered any new foundations for developing minds	The educational needs of my child. Independant learning as well as a structured environment	Strongly Agree	Strongly Agree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Strongly Agree	Maybe	Children deveope their own unique styles and personalities:some how this should reflect on the learning style
10/21/2018 18:34:10	Candace Suber			Yes	15, 17	89106	No	my child was home-schooled for several years because the school did not meet his educational needs	What is the best learning environment for my child. Will my child thrive or be pushed through the system like so many children are.	Strongly Agree	Neutral	Somewhat Disagree	Somewhat Agree	Strongly Agree	Strongly Agree	Yes	Good Character developmnet is the parents responsibility. Yes, it could be reinforced in school.
10/21/2018 22:08:12	Nita A			Yes	4	89106	Yes	The school makes learnig fun and it's not mundane or routine	Is it a good fit. Are the teachers and staff friendly and approachable	Strongly Agree	Strongly Agree	Strongly Agree	Somewhat Disagree	Strongly Agree	Strongly Agree	Yes	
10/24/2018 10:55:00	Qwandra M.			Yes	3,6	89106	No	too many kids not enough teachers or qualified assistants	the teachers, the prnciple, the support staff	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
10/24/2018 14:54:11	John Davis			No		89106	No	too many distractions	safety	Strongly Agree	Somewhat Agree	Strongly Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
10/24/2018 17:00:58	Sabstian Lopez			Yes	2 3 5 9	89032	Yes	there is no complaining yet	how much are they learning, how much homework are they getting	Somewhat Disagree	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Agree	Strongly Agree	Yes	Some lessons are best taught at home. Character building is the parents responsibility, i think
10/28/2018 11:00:13	Alejandra Martinez			Yes	3 month 1 and 4	89110	Yes	i really don't have anything to compare it too	Is it a good school	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
11/8/2018 11:21:19	Carlos Rodriguez			Yes	11 and 14	89101	No	they dont seem to be learning much	are they safe	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
11/14/2018 6:40:12	Isabella Martin			Yes	10	89106	Yes	I feel my child is on task with the requirements	Teacher-student ratio	Strongly Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Agree	Somewhat Agree	Strongly Agree	Yes	
11/20/2018 1:44:13	Jose Torres			Yes		89113	No	many reasons	the amount of students in one classroom	Strongly Agree	Strongly Agree	Somewhat Disagree	Somewhat Disagree	Strongly Agree	Strongly Agree	Yes	
11/20/2018 11:48:27	Isaias M			Yes		89106	Yes			Strongly Agree	Strongly Disagree	Strongly Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
11/20/2018 13:34:22	Denese Asamu			Yes	8	89106	No	children being bullied is a big problem	my childs safety while in school	Strongly Agree	Neutral	Strongly Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
11/20/2018 13:44:09	Tiffany Campbell			Yes	5	89106	Yes		It's close to after care	Strongly Agree	Neutral	Strongly Agree	Somewhat Disagree	Strongly Agree	Strongly Agree	Yes	I wasn't considering options until recently. Now, I'm interested in this new Charter school and what it has to offer
11/20/2018 22:55:58	Torry Byce			Yes	2 4 6 7	89106	No	Nevada schools are embarrassing.	Education of the children	Strongly Agree	Neutral	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Maybe	
11/20/2018 23:18:34	James Lombardy			No		89106	No	Graduation rates are declining. Kids are no longer interested in learnig	How it rates among other schools	Strongly Agree	Somewhat Disagree	Strongly Disagree	Somewhat Disagree	Strongly Agree	Strongly Agree	Yes	
11/20/2018 23:28:44	Amber Riddick			Yes	7 3	89106	No	I have a difficult time getting responses from my child's teacher unless there is a problem	Transparency. I would like to have full confidence in the educator and the school district	Strogly Agree	Strongly Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Yes	I am in favor of Educators who take a serious interest in the well-being of children as a whole; not just their educational needs but who addresses the emotional needs as well. As a mother I am often concerned about the treatment of my children when they are away from me. I appreciate an education system that will reinforce the best behaviors of my child.
11/20/2018 23:50:19	Arie Pete					89106	No										
11/20/2018 23:48:09	Isaac R			Yes		89106	No	I'm a product of Clark County School district and I barely made it out of High School I don't want to send my kids to the same schools I went to	the learning and the teaching. Teacher have to do better not just show up for a pay check	Strongly Agree	Strongly Disagree	Strongly Agree	Somewhat Disagree	Strongly Agree	Strongly Agree	Yes	I wish this school was around when i was a kid. I want my kids to go to Las Vegas Colligiate Charter School
11/20/2018 23:52:10	Stephanie Francis			No		89106	Yes			Strongly Agree	Strongly Agree	Strongly Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Yes	I am looking forward to an improved educational environment in our community

11/20/2018 23:59:44	Leslie Roberts			89106	No	These children aren't learning	Behavioral accountability	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Maybe	
12/7/2018 17:30:10	Brianna Buford	Yes	2,5	89101	No		Graduation rate	Strongly Agree	Neutral	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Maybe	
12/10/2018 10:09:54	Angela Howard			89107	Yes			Strongly Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Maybe	
12/22/2018 9:48:18	Mariah Perry			89030	Yes			Somewhat Agree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
1/8/2019 2:20:19	Ashley J.	No		89107	No	we need something innovative	Technology	Strongly Agree	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	School has not changed with technology. There should be computer learning and other life skills taught in school
1/22/2019 12:07:43	Tanesha West	No		89032	No	Children and parents should have more options	learning a skill or a trade	Somewhat Disagree	Somewhat Disagree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	Kids could be learning basic trade skills prior to high school things like horticulture, sewing, knitting, photography, computers
2/4/2019 3:13:34	Yolanda M.	Yes	3	89030	No	I would like to see a continuation of the schooling my toddler receives at home	a School aligned with my educational values	Strongly Agree	Somewhat Disagree	Somewhat Agree	Somewhat Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
2/4/2019 10:08:01	Amy Garcia	Yes	11, 13, 15	89183	No	schools care more about state than students	the quality of education my children receive	Strongly Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
2/8/2019 8:03:22	Ashley Mayo	Yes	1 5 12	89106	No	My child requires extra tutoring	Quality education	Strongly Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
2/8/2019 10:27:02	Jessica Rivera	Yes	4	89106	Yes	My child isn't in school yet	Teachers that are patient and not overwhelmed with overcrowded classrooms	Strongly Agree	Strongly Agree	Strongly Agree	Somewhat Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
2/8/2019 14:23:42	Alexis H	Yes	10, 11	89106	No	My children don't seem happy at school	Meeting the educational needs of my children	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Maybe	
2/8/2019 14:41:01	MIKE CLARK	Yes	5, 5	89106	No	The schools look good on paper but are very disappointing when your kids attend there	The school ranks well in teaching and student comprehension	Strongly Disagree	Somewhat Agree	Strongly Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Maybe	More children need to learn a trade because everyone isn't going to go to college
2/8/2019 15:23:41	Jessica P	No		89106	Yes	I can not make a fair assessment. I am merely an observer	The schools performance	Strongly Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
2/8/2019 15:33:12	Kayla Flemming	Yes	13	89106	No	I am concerned about safety and bullying	Accedemics and Security	Somewhat Agree	Somewhat Agree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
3/16/2019 11:29:42	Joshua J.	Yes	8 3 7 5 AND 2	89106	No	It's what we have available	that there is some learning going on	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	The government don't care about our kids
3/16/2019 14:44:37	Dwight Glen	Yes	5,8,9	89106	No	Its frustrating not having better options	We shouldnt have to pay for a quality education for our children	Strongly Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
3/16/2019 19:43:02	Tiffany Bridgeford	Yes		89106	Yes		Do educators push the kids to be their best	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
3/16/2019 21:23:40	Monae Jenkins	No		89106	Yes			Strongly Agree	Strongly Disagree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
3/16/2019 22:43:12	Tasia Collins	No		89030	Yes	The school district does the best it can with what it's given	How much homework is given	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
3/16/2019 23:05:12	Leo Lupe	No		89030	Yes	I did good in school	Are the teachers friendly and fair	Strongly Agree	Strongly Disagree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
3/16/2019 23:08:42	Jesus M.	Yes	3	89106	No	The school board has no real expectations for our children	Teachers and Faculty who care about educating our children	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
3/16/2019 23:23:10	Purnell X.	Yes	13, 17	89106	No	Nevada school system is terrible	Better education for the kids of Clark County	Strongly Agree	Somewhat Disagree	Somewhat Agree	Strongly Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Maybe	
3/26/2019 4:23:00	Louis Jones	Yes	5,8	89106	No	more stuff for them to do. There is no sports. They took away art. They need other stuff to do.	That the teacher care about them. They need to learn from people who care about them.	Strong Agree	Stongly Agree	Stongly Agree	Stongly Agree	Stongly Agree	Stongly Agree	Stongly Agree	Yes	I meet you walking outside. You can call me or email me if you need to. We can talk more.
4/15/2019 8:00:50	Kim Petts	Yes	16, 12	89106	No	We can do better for our kids	Learning opportunities	Strongly Agree	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Maybe	
4/15/2019 9:08:29	Thomas Williams	No		89030	Yes		location	Strongly Agree	Strongly Disagree	Strongly Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	There could be significant changes to how school is taught
4/15/2019 10:40:59	Erika Owens	Yes		89110	Yes			Strongly Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Maybe	
4/15/2019 13:18:09	Jason Washington	Yes	11, 8, 13	89110	No	Schools should change with the times	Changes in curriculum	Strongly Agree	Strongly Agree	Strongly Agree	Somewhat Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	If there is a better more effective way to educate our children, it should be implemented
4/15/2019 16:00:50	Miyone E.	Yes	19	89110	No	It's been this way since schools started	student to teacher ratio	Somewhat Agree	Somewhat Disagree	Somewhat Agree	Somewhat Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	Children have to want to learn
4/16/2019 17:16:52	Rebecca W.	Yes	5, 18	89106	No	Clark Co is failing our kids	Everything	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	I'm for anyone or anything that will improve the quality of education for our children
4/16/2019 17:30:09	Rebecca Russo	Yes	3 and 7	89032	No	I feel like our children are behind the eight ball, always	Be inclusive	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Maybe	Someone needs to help improve the education system in Nevada. I don't care where help comes from as long as it's legitimate help for all our kids

4/16/2019 18:22:39	Ebony Ford		Yes		89106	No			Strongly Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Strongly Agree	Maybe	
4/17/2019 11:30:41	Ronsha Eriks		Yes		89106	No			Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
4/17/2019 14:09:51	Karlita Pech		Yes	6,4	89081	Yes	I am surrounded by many charter schools, all pros and cons	Education, curriculum, teaching style	Strongly Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Maybe	
4/17/2019 17:12:19	Kirra Cummings				89106	No	The school system is flawed	motivated educators	Strongly Agree	Strongly Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
5/10/2019 8:33:02	Aman Staten		Yes	4 and 8 and 6	89113	No	It's been steadily declining	Resources available to students	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Maybe	Charter schools amny not be the answer but it's an alternative
5/10/2019 11:10:19	Amanda Edmonds		Yes		89107	Yes	Educators can only do what the school district allows	Quality of education	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Maybe	Opening another school may not be the answer to the problem. Fix what we have.
5/10/2019 12:41:03	Yasmin Moor		Yes	1and 3	89106	No	It's time for a change. it's long overdue	How well the kids are learning	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
5/10/2019 18:01:22	Kim Anderson		No		89108	No			Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
5/10/2019 19:20:43	Brian Gutierrez				89106	Yes			Strongly Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Maybe	
5/16/2019 0:21:09	Dennis Mitchell				89106	Yes			Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
5/16/2019 12:07:44	Jesus De'Carlos		Yes	21	89106	No	It seems that Education is an after thought	How much money actually goes to a school. If you live in a good area your kids get a better education	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	A better school in an underprivileged area is a great idea if it actually works
5/16/2019 12:34:19	Shantrice Hartford		Yes	11 AND 12	89106	No	Clark County needs to be held accountable for the failure of schools in underfunded communities	Accountability	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
5/16/2019 13:40:29	Brittany F.		Yes	10	89106	No			Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
5/16/2019 17:08:17	Rachael Block				89106	No			Strongly Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
5/16/2019 17:44:43	Zatandra Frazier				89106	No			Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
5/16/2019 18:29:51	Monique Wells		No		89106	No		The level of commitment to the children of our community	Strongly Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	I'm excited and very interested to see a new perspective in our community. Maybe what we need is fresh young eyes and fresh ideas
5/16/2019 21:18:51	Diamond J.				89106	No			Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
5/16/2019 23:07:19	Alesha Dukes		Yes	4	89106	No			Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
6/3/2019 17:11:22	Tasha Packs				89032	Yes			Strongly Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Yes	
6/26/2019 11:10:39	Shameka Ford		Yes	10 7 2003	89109	Yes	With such a transient community how can one accurately gauge a primary schools educational ranking?	Tenure of the educators. Programs involving family participation and after school continuing education	Strongly Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Strongly Agree	Maybe	There are many charter schools each claiming to be the best. They start with fervor and end up being less than average or average at best.
6/26/2019 20:40:29	Veronica Davis				89106	No				Neutral			Strongly Agree	Strongly Agree	Yes	
6/26/2019 22:00:19	Ebony Bailey				89106	No			Strongly Agree	Somewhat Agree	Somewhat Agree	Strongly Agree	Strongly Agree	Strongly Agree	Maybe	
6/27/2019 21:17:01	Felicia Townsends		Yes	5 and 11	89081	No	Start by paying teachers what they're worth	The rating of the school	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	learning won't improve until teachers pay is improved
6/27/2019 22:00:04	Rayvin Dockerd				89117	No	School system is outdated	better learning environment	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	Charters are probably more inclined to change with the times. To better prepare children for what's happening now
6/27/2019 22:16:18	Maribel Leyva			13	89147	Yes			Strongly Agree	Somewhat Agree	Strongly Agree		Strongly Agree	Strongly Agree	Yes	
6/28/2019 1:00:32	Randy Veal				89106	Yes			Strongly Agree		Strongly Agree		Strongly Agree	Strongly Agree	Yes	
6/28/2019 10:20:19	Kadhesta Fields		Yes		89106	No	New buildings same old learning	Doing something different with education	Strongly Agree	Somewhat Agree	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Agree	Yes	
6/28/2019 21:07:05	Victoria Tellex				89106	Yes			Strongly Agree	Neutral	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Agree	Yes	
6/28/2019 21:37:05	Aaliyah Combs		Yes	Twins 3	89106	No	I want my children to have access to a school that lets them do and be better than me and what I have been here all my life and struggle everyday. I want my children to reach the sky and education is	Children learning what they are supposed to be learning. Not letting them do work that's not hard for them.	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	I took this survey because the lady said she would call me when I wrote my name down from when I saw her talking to people and she did. I will be supporting her because of that.
6/29/2019 21:15:59	Devon Harold		Yes		89106	No	learning at school or home	they need to be learning	Somewhat Agree	Somewhat Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	
7/1/2019 17:00:59	Monique Atkins		Yes	10	89081	No	Nevada school district is failing our kids. Needs great improvement.	Quality over quantity. Great programs, great communication. A sense of community. Teachers eager to teach.	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Yes	Their should be more open ended questions to get more genuine feedback or opinions.



Las Vegas Collegiate Charter School

A proposed kindergarten through fifth grade charter school



2/8/19

NAME <i>Nombre</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>	Zip Code	PREFERRED SOCIAL MEDIA <i>Medios Sociales Preferidos</i>
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>		<input type="radio"/> Instagram <input type="radio"/> Facebook <input type="radio"/> Twitter <input checked="" type="checkbox"/> Kids
Ashley Maxx	3 [REDACTED]	[REDACTED]	89106	<input checked="" type="checkbox"/> Instagram <input type="radio"/> Facebook <input type="radio"/> Twitter 1, 5, 12
Leigh W.	[REDACTED]	[REDACTED]	89106	<input checked="" type="checkbox"/> Instagram <input type="radio"/> Facebook <input type="radio"/> Twitter 1, 3
rosheeda long	[REDACTED]	[REDACTED]	89106	<input type="radio"/> Instagram <input type="radio"/> Facebook <input type="radio"/> Twitter 5, 9
Kayla Flemming	[REDACTED]	[REDACTED]	89106	<input checked="" type="checkbox"/> Instagram <input checked="" type="checkbox"/> Facebook <input type="radio"/> Twitter
JOSCELYN R.	[REDACTED]	[REDACTED]	89106	<input type="radio"/> Instagram <input type="radio"/> Facebook <input type="radio"/> Twitter 1
MORGANE	[REDACTED]	[REDACTED]		<input type="radio"/> Instagram <input type="radio"/> Facebook <input type="radio"/> Twitter 3
				<input type="radio"/> Instagram <input type="radio"/> Facebook <input type="radio"/> Twitter
				<input type="radio"/> Instagram <input type="radio"/> Facebook <input type="radio"/> Twitter
				<input type="radio"/> Instagram <input type="radio"/> Facebook <input type="radio"/> Twitter
				<input type="radio"/> Instagram <input type="radio"/> Facebook <input type="radio"/> Twitter
				<input type="radio"/> Instagram <input type="radio"/> Facebook <input type="radio"/> Twitter



Las Vegas Collegiate Charter School

A proposed kindergarten through fifth grade charter school



3/16/19

NAME <i>Nombre</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>	Zip Code	PREFERRED SOCIAL MEDIA <i>Medios Sociales Preferidos</i>
PRINT NAME <i>Nombre de la Impresión</i> Savannah H	PHONE NUMBER <i>Número de Teléfono</i> [REDACTED]	EMAIL <i>Correo Electrónico</i> [REDACTED]	89110	<input checked="" type="checkbox"/> Instagram <input checked="" type="checkbox"/> Facebook <input type="checkbox"/> Twitter KIDS
PRINT NAME <i>Nombre de la Impresión</i> James Shuster	PHONE NUMBER <i>Número de Teléfono</i> [REDACTED]	EMAIL <i>Correo Electrónico</i> [REDACTED]	89149	<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter 11 & 12
PRINT NAME <i>Nombre de la Impresión</i> chris	PHONE NUMBER <i>Número de Teléfono</i> [REDACTED]	EMAIL <i>Correo Electrónico</i> [REDACTED]	89149	<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter 14 & 7
PRINT NAME <i>Nombre de la Impresión</i> Amy Jones	PHONE NUMBER <i>Número de Teléfono</i> [REDACTED]	EMAIL <i>Correo Electrónico</i> [REDACTED]		<input checked="" type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter 1, 2, & 9
PRINT NAME <i>Nombre de la Impresión</i> Darrin Jones	PHONE NUMBER <i>Número de Teléfono</i> [REDACTED]	EMAIL <i>Correo Electrónico</i> [REDACTED]		<input checked="" type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de la Impresión</i> [REDACTED]	PHONE NUMBER <i>Número de Teléfono</i> [REDACTED]	EMAIL <i>Correo Electrónico</i> [REDACTED]		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de la Impresión</i> [REDACTED]	PHONE NUMBER <i>Número de Teléfono</i> [REDACTED]	EMAIL <i>Correo Electrónico</i> [REDACTED]		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de la Impresión</i> [REDACTED]	PHONE NUMBER <i>Número de Teléfono</i> [REDACTED]	EMAIL <i>Correo Electrónico</i> [REDACTED]		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de la Impresión</i> [REDACTED]	PHONE NUMBER <i>Número de Teléfono</i> [REDACTED]	EMAIL <i>Correo Electrónico</i> [REDACTED]		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de la Impresión</i> [REDACTED]	PHONE NUMBER <i>Número de Teléfono</i> [REDACTED]	EMAIL <i>Correo Electrónico</i> [REDACTED]		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de la Impresión</i> [REDACTED]	PHONE NUMBER <i>Número de Teléfono</i> [REDACTED]	EMAIL <i>Correo Electrónico</i> [REDACTED]		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de la Impresión</i> [REDACTED]	PHONE NUMBER <i>Número de Teléfono</i> [REDACTED]	EMAIL <i>Correo Electrónico</i> [REDACTED]		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de la Impresión</i> [REDACTED]	PHONE NUMBER <i>Número de Teléfono</i> [REDACTED]	EMAIL <i>Correo Electrónico</i> [REDACTED]		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter



Las Vegas Collegiate Charter School

A proposed kindergarten through fifth grade charter school



BAC - 4/15/19

NAME <i>Nombre</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>	Zip Code	PREFERRED SOCIAL MEDIA <i>Medios Sociales Preferidos</i>
Tiffany Donaldson	[REDACTED]	[REDACTED]	89032	<input checked="" type="checkbox"/> Instagram <input checked="" type="checkbox"/> Facebook <input checked="" type="checkbox"/> Twitter
Crystal Sanchez-Gira	[REDACTED]	[REDACTED]	89106	<input checked="" type="checkbox"/> Instagram <input checked="" type="checkbox"/> Facebook <input checked="" type="checkbox"/> Twitter
Ros Richards	[REDACTED]	[REDACTED]		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
Maria Martinez	[REDACTED]	[REDACTED]	89110	<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>		<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter



Las Vegas Collegiate Charter School



A proposed kindergarten through fifth grade charter school

BAC- 4/16/19

NAME <i>Nombre</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>	Zip Code	PREFERRED SOCIAL MEDIA <i>Medios Sociales Preferidos</i>
PRINT NAME <i>Nombre de La Impresión</i> Chris Jones		EMAIL [REDACTED]	89106	<input checked="" type="checkbox"/>
PRINT NAME <i>Nombre de La Impresión</i> Gloria Mayo		EMAIL [REDACTED]	89106	<input checked="" type="checkbox"/>
PRINT NAME <i>Nombre de La Impresión</i> Candace Se	[REDACTED]	[REDACTED]	89101	<input checked="" type="checkbox"/>
PRINT NAME <i>Nombre de La Impresión</i> John Davis		EMAIL [REDACTED]	89106	<input checked="" type="checkbox"/>
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>			<input type="checkbox"/>
PRINT NAME <i>Nombre de La Impresión</i>				<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de La Impresión</i>				
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>			
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>			<input type="checkbox"/>
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>			<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
	PHONE NUMBER <i>Número de Teléfono</i>			<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>			<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter
PRINT NAME <i>Nombre de La Impresión</i>	PHONE NUMBER <i>Número de Teléfono</i>			<input type="checkbox"/> Instagram <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter



Las Vegas Collegiate Charter School

A proposed kindergarten through fifth grade charter school



5/10 + 5/16

NAME Nombre	PHONE NUMBER Número de Teléfono	EMAIL Correo Electrónico	Zip Code	Children(s) Age(s) Edades de los niños
Lisa Martinez			89106	1 8
Aaliyah Combs			89106	3 3
Justin Singleton			89106	12, 9, 6, 3
Brooklyn Grimes			89106	1 and 2 months
Cheistina Grimes	Call my Sister		89106	9 MON
FOSTER T			89106	NONE
STAR MANNS			89106	3 AND A
Tiffany White				1 4
Annabelle			89106	7 5 1 2m
Jessica Williams			89106	
Floyd Homley			" "	12
Sarah Lopez			89106	5, 2, 7



Las Vegas Collegiate Charter School

A proposed kindergarten through fifth grade charter school



10-24-19

NAME <i>Nombre</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>	Zip Code	Children(s) Age(s) <i>Edades de los niños</i>
Teff H. <small>PRINT NAME Nombre de La Impresión</small>	[REDACTED]	[REDACTED] <small>EMAIL Correo Electrónico</small>	89106	
Asia E. <small>PRINT NAME Nombre de La Impresión</small>	[REDACTED] <small>PHONE NUMBER Número de Teléfono</small>	[REDACTED]	89106	3, 3, 5, 6
MONIQUE <small>PRINT NAME Nombre de La Impresión</small>	[REDACTED] <small>PHONE NUMBER Número de Teléfono</small>		89106	3, 7
Alesha Jones <small>PRINT NAME Nombre de La Impresión</small>	[REDACTED] <small>PHONE NUMBER Número de Teléfono</small>		89106	7
[REDACTED] <small>PRINT NAME Nombre de La Impresión</small>	[REDACTED] <small>PHONE NUMBER Número de Teléfono</small>			
[REDACTED] <small>PRINT NAME Nombre de La Impresión</small>	[REDACTED] <small>PHONE NUMBER Número de Teléfono</small>	[REDACTED] <small>EMAIL Correo Electrónico</small>		
[REDACTED] <small>PRINT NAME Nombre de La Impresión</small>	[REDACTED] <small>PHONE NUMBER Número de Teléfono</small>	[REDACTED] <small>EMAIL Correo Electrónico</small>		
[REDACTED] <small>PRINT NAME Nombre de La Impresión</small>	[REDACTED] <small>PHONE NUMBER Número de Teléfono</small>	[REDACTED] <small>EMAIL Correo Electrónico</small>		
[REDACTED] <small>PRINT NAME Nombre de La Impresión</small>	[REDACTED] <small>PHONE NUMBER Número de Teléfono</small>	[REDACTED] <small>EMAIL Correo Electrónico</small>		
[REDACTED] <small>PRINT NAME Nombre de La Impresión</small>	[REDACTED] <small>PHONE NUMBER Número de Teléfono</small>	[REDACTED] <small>EMAIL Correo Electrónico</small>		
[REDACTED] <small>PRINT NAME Nombre de La Impresión</small>	[REDACTED] <small>PHONE NUMBER Número de Teléfono</small>	[REDACTED] <small>EMAIL Correo Electrónico</small>		
[REDACTED] <small>PRINT NAME Nombre de La Impresión</small>	[REDACTED] <small>PHONE NUMBER Número de Teléfono</small>	[REDACTED] <small>EMAIL Correo Electrónico</small>		
[REDACTED] <small>PRINT NAME Nombre de La Impresión</small>	[REDACTED] <small>PHONE NUMBER Número de Teléfono</small>	[REDACTED] <small>EMAIL Correo Electrónico</small>		



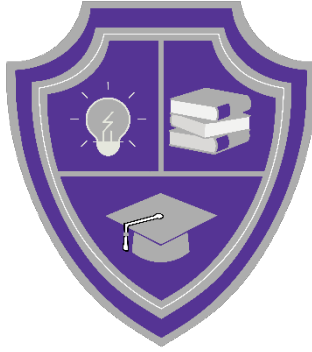
Las Vegas Collegiate Charter School



A proposed kindergarten through fifth grade charter school

11-20-19

NAME <i>Nombre</i>	PHONE NUMBER <i>Número de Teléfono</i>	EMAIL <i>Correo Electrónico</i>	Zip Code	Children(s) Age(s) <i>Edades de los niños</i>
Reign Hopp			89106	6 months
Trudy Leslie			89106	7-13
George KAHILL				14, 9 AND 2
Khalil Aleem				None
Myshe Glass			89106	5



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 2

Leadership Team Job Descriptions

Executive Director of Las Vegas Collegiate

Job Description

The Executive Director is charged with managing the school, and is responsible for all financial management, operational management, curricular and academic management, and school-based decision-making. The Executive Director sets the vision for the school and is responsible for ensuring that every adult in the building is focused on and making decisions around preparing scholars for success in college and in their careers and ensures that the school meets the ambitious academic goals that it has set for all learners.

Job Outputs

- Ensures fiscal health such that school meets annual budget and maintains healthy cash flow.
- Ensures long term fiscal health such that school is operating with increasing revenue cushion.
- Ensures organizational health and regulatory compliance in all years.
- Ensures accountability and effective, transparent communication with Board in all years.
- Maintains strong adult culture with annual staff retention over 80%.
- Maintains scholar and family satisfaction with annual attrition under 10%.
- Scholar achievement on state tests is at least 10% higher than comparable schools in Nevada and at least 80% of scholars pass the SBAC in grade 3.

Job Responsibilities

- Reports to the Board on school's fiscal, academic, and organizational health against metrics.
- Manages Board relationships and all communications to the Board.
- Makes all final decisions per hiring and firing of the staff.
- Leads and manages Leadership Team including Dean of Operations, Dean of Scholar Supports, Dean of Curriculum and Instruction, and Dean of School Culture
- Evaluates all members of Leadership Team and all teaching staff.
- Establishes annual and long-term strategy and goals for the school with Board approval.
- Develops all curricular, assessment, and enrichment programming.
- Trains or coordinates the training of all staff members, including teachers.
- Selects and trains staff on assessment tools used by the school in addition to state tests.
- Presents Board with contractual options for operational decisions.
- Creates and maintains marketing and fundraising plans for school.

Competencies

- Strong team builder, of Board and of school staff.
- Strong communicator with Board, parents, community, staff, scholars, and partnerships.
- Ability to long term strategically plan and execute on the school vision.
- Curricular knowledge and vision.
- Self-reflective.
- Self-directed.
- Ability to positively and professionally represent school at all different types of meetings, from community meetings to parent meetings to community stakeholders, education conferences, foundation meetings, etc.
- Entrepreneurial on behalf of the school - constantly looking for ways to grow and develop the school and educational opportunities provided.

- Willingness to be humble on behalf of the school and make all decisions in best interest of the school.
- Strong problem solver, able to adapt and problem solve in the moment.

Job Requirements

- Master's Degree or higher required.
- Minimum of 3 years of urban education experience required.
- Experience and success leading and training adults.
- Belief in and alignment with Las Vegas Collegiate's core beliefs and educational philosophy

As an equal opportunity employer, Las Vegas Collegiate hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, disability, or any other category protected by applicable law.

Dean of Operations at Las Vegas Collegiate

Las Vegas Collegiate is a new, innovative charter school that will open in 2020 with kindergarten and 1stst Grade and will be adding one grade per year until it is a full K-5 school. We are currently seeking a high capacity, energetic, detail-oriented, enthusiastic individual to serve as our Dean of Operations.

Job Description

The Dean of Operations is charged with managing the school's daily operations including vendor and contractor relationship and facilities, as well as managing and maximizing the impact of the full operations team. The Dean of Operations also assists with the technology needs of the building and classrooms as well as works as needed with the financial back office provider.

Job Outputs

- Establishes and maintains contracts with all outside vendors and oversees nutrition program.
- Ensures up-to-date financial statements and record keeping in compliance with our back office provider.
- Ensures technology needs of classrooms and facilities are met, including infrastructure and machines.
- Ensures school is consistently stocked with all necessary office, teacher, scholar, and classroom supplies.
- Ensures facilities are clean, organized, and well maintained.
- Serves on school leadership team, working closely with academic leaders to create staff schedules and employment contracts including benefits.
- Supervises and supports Operations Assistants.

Job Responsibilities

- Manages facility operations, including technology services.
- Establishes, manages, and monitors systems and processes for the sourcing, procurement, utilization of supplies for school, including furniture, curriculum, technology, and food.
- Researches and selects most competitive and efficient outside vendors to support the school.
- Establishes and monitors vendor and contractor relationships.
- Maintains school-wide systems and structures such as morning entry, dismissal, lunch, etc.
- Manages all renovation and building maintenance projects.

Competencies

- Highly organized and efficient.
- Strong communicator and collaborator; able to lead teams.
- Able to problem solve/think creatively about establishing systems/structures for new school.
- Self-directed and flexible; able to thrive in a start-up environment.
- Has demonstrated ability to manage cross-functional teams.
- Able to coordinate multiple moving parts, and multiple tasks on a daily basis.
- Able to establish and implement operational and financial best practices at start-up school.
- Knowledgeable in managing operational finances; able to manage school budget and report out on school profit and loss to Executive Director and Board on daily, weekly, monthly basis.
- Able to coordinate and manage multiple aspects of facilities management.
- Contract procurement and management experience. (preferred)

Job Requirements

- Bachelor's degree is required, Master's degree is preferred
- Minimum of two years of experience working in a similar capacity in operations and finance with demonstrated track record of success is preferred
- Minimum of two years of experience in a *school* required

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Dean of Scholar Supports at Las Vegas Collegiate

Las Vegas Collegiate is a K-5 charter school opening in 2020 with kindergarten and 1st Grade. We are seeking a high capacity, experienced, joyful, mission-driven Dean of Scholar Supports to design and coordinate our special education program for our scholars.

Job Description

The Dean of Scholar Supports (DSS) is responsible for overseeing the pre-referral and referral processes of special education, as well as managing the creation of, and execution of, Individualized Education Plans (IEPs) for special education scholars and the creation, execution and fidelity of our ELL program.

Job Outputs

- Assists in creation and execution of comprehensive school-wide systems for monitoring all scholar progress.
- Leads testing of all scholars who may be eligible for special education or ELL services and assures appropriate Individual Education Programs (IEPs) or 504 plans are put in place to provide them with specialized instruction, support and special education services.
- Ensures school is in compliance with all state and federal special education laws.
- Identifies all qualified scholars and connects them to the appropriate special services.
- Serves on school leadership team, working closely with the Executive Director as to create staff schedules and monitor compliance and special education service implementation.
- Collaborates with Executive Director to set vision for special education and RTI programming and oversee Response to Intervention (RTI) process.

Job Responsibilities

- Creates and executes engaging lessons that supports all special needs such that they consistently meet and exceed their IEP goals.
- Manages weekly meetings with teachers and leadership team monitoring scholar progress, coordinating the RTI process, and any testing necessary.
- Collaborates with Special Educators and Lead Teachers in coordinating support schedules for all special needs scholars.
- As school grows, manages a team of special education teachers and service providers for all special needs scholars at the school.
- Manages parent relationships for all scholars receiving special services.

Competencies

- Ability to coordinate the execution of evaluations and creation of IEPs or 504 plans for scholars in need of such.
- Knowledge of state and federal special education laws to ensure the compliance of the school with regulatory requirements.
- Ability to clearly communicate with families, scholars, and staff regarding individual scholar needs.
- Strong coordination and collaboration skills to organize and schedule the special services of all qualified scholars.
- Deep knowledge of elementary-aged socio-emotional development as well as responsive, age appropriate development strategies.
- Entrepreneurial spirit that thrives in a start-up environment.

Job Requirements

1. Bachelor's degree is required; Master's degree is preferred.
2. Minimum of two years special education teaching experience in an urban public school required.
3. Valid Nevada Special Education State Certification and TESOL certification is required.
4. Belief in and alignment with Las Vegas Collegiate's core beliefs and educational philosophy.

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Dean of School Culture at Las Vegas Collegiate

Las Vegas Collegiate is a K-5 charter school opening in 2020 with kindergarten and 1st Grade. We are currently seeking a high capacity, enthusiastic, hard-working, growth-minded individual to serve on our team as our inaugural Dean of Culture.

Job Description

The Dean of School Culture works closely with the Executive Director in establishing and maintaining a fiercely positive, warm/strict school culture in a first-year charter school.

Job Outputs

- Ensures systems and procedures at school are clear, communicated, and consistently implemented.
- Assists in establishing the scope and sequence for character (social/emotional) teaching during morning meetings, community celebrations, and enrichment classes.
- Creates strong family connections and communication channels.
- Establishes positive relationships with families, staff and community.

Job Responsibilities

- Builds systems and structures for a fiercely positive, values-driven culture.
- Works with the Executive Director to develop, implement, and maintain every detail of the school's systems and procedures, including homework, discipline, transitions, entrance and exit, community celebrations, breakfast, lunch, and classroom culture so that Las Vegas Collegiate is structured and highly joyful with a focus on growth.
- Creates system for tracking school culture and monitors, analyzes and defines action plans based on this data.
- Manages and monitors teacher use of school-wide culture tracking systems (homework, attendance, awards, etc.).
- Creates a system for, and conducts, school culture audits on a quarterly basis, and develops plans to address any deficits in culture.
- Handles in-school disciplinary action, and coordinates any out-of-school actions, such as suspensions.
- Organizes and plans school-wide and grade-level field trips on a bi-monthly basis.
- Manages school-wide community events (such as seasonal celebrations, bringing in community speakers, etc.).
- Leads staff efforts to ensure all scholars have excellent attendance and arrive at school on time and works with scholars and parents to ensure excellent attendance.
- Participates in Home Visits during summer and teacher orientation, highlighting responsibilities of parents, teachers, and scholars.
- Proactively circulates throughout classrooms and hallways during the day to gain valuable context on scholar behavior and help support positive school culture.

Competencies

- Experienced teacher with track record of success in the classroom and around culture.
- Strong communicator and relationship builder with adults, including peers and families.
- Able to build a strong, collaborative, transparent, and motivated team.
- Able to drive cultural consistency- emotional consistency, system and procedural consistency, intentionally calm and positive.
- Demonstrated leadership skills - highly organized and efficient, self-motivated.
- Strong ability to deliver quality professional development to adult learners.

Job Requirements

- Bachelor's degree is required.
- Minimum of two years teaching experience in an urban public school or urban charter school setting required.
- Valid Nevada Certification is helpful but not required.
- Belief in and alignment with Las Vegas Collegiate's core beliefs and educational philosophy.

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Dean of Curriculum and Instruction at Las Vegas Collegiate

Las Vegas Collegiate is a new, innovative charter school that will open in 2020 with kindergarten and 1st grade and will be adding one grade per year until it is a full K-5 school. As we continue to grow, we seeking a high capacity, enthusiastic, hard-working, growth minded individual to work on our team as our inaugural Dean of Curriculum and Instruction.

Job Description

The Dean of Curriculum and Instruction works closely with the Executive Director in establishing and maintaining a fiercely positive, warm/strict school culture in a charter school, creating a college preparatory curriculum for each grade, including the assessments and scope and sequence, and coaching teachers in classroom management and lesson creation and execution.

Job Outputs

- Ensures systems and procedures at school are clear, communicated, and consistently implemented to 100%.
- Establishes scope and sequence for ongoing courses, and upcoming years of curriculum.
- Creates and leads data analysis for rigorous, standards-based interim assessments in Reading Comprehension, Math, Science, Social Studies and Writing, in all grades.
- Defines pacing plan and day by day scope and sequence for English and Language Arts (ELA) and Math in all grades.
- Drives teacher growth at high levels through individual goal setting around classroom culture, curriculum development, lesson creation and lesson execution, and data analysis and action planning.
- Builds staff-wide professional development programming to lead teachers in analyzing scholar data highly responsive action plans that bring 100% of scholars to mastery of 100% of grade level standards.
- Establishes positive relationships with families, staff and community.

Job Responsibilities

- Designs general scopes and sequences for all content areas at all grade-levels that is rigorous as well as responsive to our scholars.
- Creates rigorous, standards-based interim assessments for Reading Comprehension, Math Science, Social Studies, and Writing for every grade, as well systems to evaluate the outcomes and respond to data.
- Works with the Executive Director to develop, implement and maintain every detail of the school's systems and procedures, including homework, discipline, transitions, entrance and exit, community celebrations, breakfast, lunch, and classroom culture so that Las Vegas Collegiate is structured and highly joyful with a focus on growth.
- Coaches teachers on executing daily, weekly and interim assessments and analysis, implementing highly responsive instructional action plans that bring 100% of scholars to mastery of 100% of objectives such that every single scholar masters every single standard.

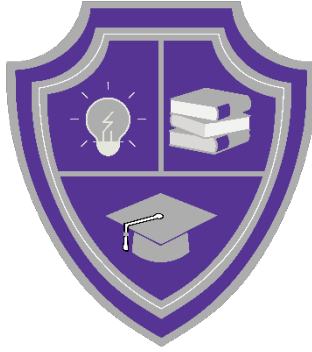
Competencies

- Experienced teacher with track record of success in the classroom and around culture.
- Able to coach teachers in use of data, lesson planning, curriculum building, action planning, and execution.
- Deep knowledge of elementary curriculum with particular knowledge of literacy development.
- Deep knowledge of curricular resources and programs, including an understanding of common core, social-emotional learning practices, and culturally-responsive teaching.
- Strong communicator and relationship builder with adults, including peers and families.
- Able to build a strong, collaborative, transparent and motivated team.
- Able to drive cultural consistency- emotional continuity, system and procedural consistency, and is intentionally calm and positive.
- Demonstrated leadership skills - highly organized and efficient, self-motivated.

Job Requirements

- Bachelor's degree is required; Master's degree is preferred.
- Minimum of four years teaching experience in an urban public school or urban charter school setting preferred, but not required.
- Valid Nevada State Certification is helpful but not required.
- Belief in and alignment with Las Vegas Collegiate's core beliefs and educational philosophy.

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**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 3

**Resumes and Student Achievement
Data for School Leader**

ATTACHMENT 3: Resumes and Student Achievement Data for School Leader

CERTIFICATION

**Maryland Educator
Admin I**

(SPC I) Elementary Education 1 - 6
Maryland Administration/ Principal Certification

Jun 1, 2016 - Jun 30, 2021

WORK EXPERIENCE

Fellow

Las Vegas, NV

Building Excellent Schools

Aug 2018 – Current

Building Excellent Schools (BES) trains leaders to take on the demanding and urgent work of leading high-achieving, college-preparatory urban charter schools. The BES Fellowship - a rigorous, yearlong, comprehensive training program in urban charter school creation and leadership - has resulted in the establishment of more than 80 schools in 14 states and the District of Columbia. BES schools educate over 20,000 students annually, in schools that span grades K-12. BES holds the core belief that academic performance drives every element of a school, including design, leadership, culture, decisions, and governance.

- Participate in over 90 training days focused on executive leadership, charter school design, board governance, and operations
- Study over 40 of the highest performing urban charter schools in the Northeast and beyond
- Participate in 2 extended residencies at a high-performing urban charter school
- Engage in ongoing training and support around board governance and charter application development
- Recruit, train, and develop a diverse group of individuals as a Founding Team who are mission aligned

Resident Principal

Baltimore, MD

Baltimore City Public School System

Aug 2017 – Aug 2018

- Managed 50% in classroom instruction and 50% administrative responsibilities
- Supported in the planning and execution of New Teacher Development strategies and Positive Behavior Intervention Systems
- Led and facilitated parent and community engagement activities
- Coordinated and led middle school matriculation
- School math lead responsible for school wide math data, implementing instructional strategies to improve math data, and coach and train teachers on best practices to achieve high academic math result
- Studied middle and high schools to gather transitional needs data
- Worked closely with Principals/School Leaders with a focus on budget management, compliance, family engagements - home visits, trauma informed decision making, SPED laws and requirements, and Tier II and III behavioral consequences.

Certified Educator

Baltimore, MD

Aug 2014 – Aug 2018

- Developed and implemented curriculum lessons that engaged and motivated learners
- Facilitated and implemented strategic initiatives (Team Leader)
- Facilitated positive behavior intervention systems
- Mentored and aided in the professional development of new teachers
- Implemented student-led classroom economy
- Monitored through data and assessment of student progress
- Interacted and built long-term relationships with students and their stakeholders
- Accomplished quarterly goals via collaborative planning and professional learning communities
- Utilized relevant technology to support learning

Private Tutor K – 12 & Adults

Baltimore, MD

Private Contractor

Jun 2014 – Aug 2018

- Personalized one on one instruction
- Facilitated one-on-one adult sessions to develop skills for GED
- Reinforced taught skills to improve and strengthen retention in subject areas
- Developed study strategies for both in class and standardized assessments
- Delivered diagnostic assessments in mathematics and literacy

Session Administrative Director

Annapolis, MD

Maryland General Assembly

Jan 2014 – Aug 2014

- Assisted Chair of delegation during committee meetings
- Met with lobbyists on proposed bills
- Advocated for sponsored bills
- Received, reviewed, and disbursed scholarships
- Organized and facilitated weekly delegation meetings
- Other administrative duties as assigned

EDUCATION

City University of Seattle, Satellite

Doctorate – Educational Leadership

Johns Hopkins University, Baltimore, MD

Master of Science - Education

Hampton University, Hampton, VA

Bachelor of Arts – Psychology

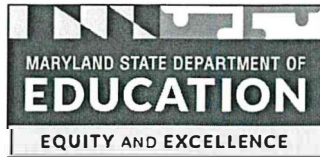
Apr 2017 - Current

Aug 2014 - May 2016

Aug 2010 - Dec 2013

COURSEWORK/ PROFESSIONAL DEVELOPMENT

- Human Resource Management
- Technology for School Leaders
- Special Education Services
- Arts Integration
- Educational Leadership
- School Law
- Data Monitoring
- Positive Behavior Intervention Systems
- Supervision of Instruction
- School Finance/Operations
- Restorative Practices
- Teach for America '14



Verification of Employment

Division of Educator Certification
and Program Approval
Certification Branch
200 West Baltimore Street
Baltimore, MD 21201
www.mdcert.org

Verification of satisfactory educational experience is required for applicants with one or more years of full-time teaching or other professional experience in a public or an accredited nonpublic school.

Applicant: Complete this section only and then forward for verification. Please print or type this information.

First Name Biante'	Middle Name Aris Leigh	Last Name Gainous	Maiden Name
Address [REDACTED]		City, State, Zip Las Vegas, NV	E-Mail [REDACTED]
Last 4 Digits of Social Security Number [REDACTED]		Home Phone	Mobile Phone [REDACTED]
Applicant Signature 			Date 6/18/19

Employer: The above-named person was employed in your district or school(s). Please complete each section below to indicate the dates of service and performance rating for each specific assignment. Performance ratings will be confidential and used only for determining eligibility for certification. **Please send the completed form to the Maryland State Department of Education at the above address or fax to 410-333-8963 or email to certdocuments.msde@maryland.gov.**

School/School District	State	Dates of Service From - To	FT/PT (if PT, % of time)	Performance Rating	Subject Taught (50% or more; one subject per box)	Grade(s) Taught
Baltimore City Public Schools	MD	Aug 9, 2014 - Aug 4, 2018	FT	Satisfactory <input checked="" type="checkbox"/> Unsatisfactory <input type="checkbox"/>	General Education Admin Residency	K-2
				Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>		
				Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>		
				Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>		
				Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>		

If the school listed above is a nonpublic/private school, list the approving or accrediting agency:

Printed Name of Authorized Official Felisha Cooper	Signature of Authorized Official 	Date July 11, 2019
Title Hr Associate	[REDACTED]	E-Mail [REDACTED]

Teacher Effectiveness Evaluation: The 2017-18 End of Year Evaluation Report

Background

Baltimore City Public Schools works to provide excellence in education for every child at every level by delivering quality instruction, managing systems efficiently, and sustaining a culture of excellence and equity. To do this, City Schools is building systems to strengthen, support and measure the effectiveness of teachers, school leaders and schools. The Teacher Effectiveness Evaluation was designed, in collaboration with the Baltimore Teachers Union, to provide an evaluation process that considers the complexities of teaching and helps to improve student academic outcomes.

The 2017-2018 Teacher Effectiveness Evaluation is designed to provide information about teachers' strengths and areas for improvement so that school and district leaders can appropriately support teachers' ongoing professional growth. This year's evaluation includes the same components as last year's to provide further consistency. For SY 2017-18, improvements to the Student Growth components were made based on feedback from teachers and other stakeholders in focus groups and survey response.

Components of the Teacher Effectiveness Evaluation Report

Overview

The 2017-18 Teacher Effectiveness Evaluation report displays results for all available components and their individual measures. For more information about the components, visit [City Schools Inside](#).

Teacher profile

This confirms a teacher's personal information such as school, job title, and supervisor of record.

Professional Practice

When performance data are available for all components in the Teacher Effectiveness Evaluation, Professional Practice accounts for 50 percent of a teacher's overall evaluation and includes the following weighted measures:

- Classroom Observations / Instructional Framework (40%)
- Professional Expectations Measure (10 %)

Classroom Observations / Instructional Framework

Teachers are observed on the nine key actions of the Instructional Framework's "Teach" component. During the school year, teachers receive at least two formal observations completed by qualified observers. Each formal observation is the average of nine components, and is considered a separate evaluation measure. The Classroom Observations / Instructional Framework score is the average of a teacher's formal observation averages (from either two or three formal observations) from the 2017-18 school year. Each formal observation average is on a scale of 1-4 points. As a reminder, teachers must be formally observed a minimum of two times to support an annual evaluation rating. For more detail on your classroom observation scores, visit the Employee Performance Management section of the [Employee Self-Service](#) portal on the district website.

Professional Expectations Measure

The professional expectations measure for SY 2017-18 includes 16 indicators that are grouped into the following four competencies: communication, professionalism, professional practice, and district expectations. Based on non-instructional professional responsibilities, this measure reflects the extent to which a teacher **meets district expectations** for compliance with district and school policies and the extent to which a teacher **meets standard skills** within professional competencies. Each indicator is rated on a scale from 1-4 points. For more detail on your professional expectations score, visit the Employee Performance Management section of the [Employee Self-Service](#) portal on the district website.

Student Growth

When performance data are available for all components in the Teacher Effectiveness Evaluation, Student Growth accounts for 50 percent of a teacher's overall evaluation and includes the following weighted measures:

- Student Learning Objectives (35 %)
- School Performance Measure (15 %)

Student Learning Objectives

Student Learning Objectives (SLOs) are specific, measurable academic goals for a particular group of students in an academic year created by teachers in collaboration with their school leaders. SLOs are designed to support instruction and measure student progress for teachers in tested and non-tested grades and subjects. SLOs are scored on a scale of 54-100 points, based on progress towards the SLO target for teachers who complete the SLO process. For more detail on your SLO score, visit [TSS/Blackboard](#) and select the *Teacher SLO Organization*. Click on the "SLO Feedback and Scores" link within the navigation menu on the left-hand side of the *SLO Organization Home Screen* to access.

School Performance Measure

The school performance measure (SPM) is an aggregate measure of quantitative indicators that reflect a whole school's year-long performance in terms of the extent to which the school's learning environment is conducive to student growth. This measure includes two categories that are equally weighted for schools serving grades 9-12: learning environment and college and career readiness. For schools serving pre-K through grade 8, only the learning environment category is used for SY 2017-18 as a result of the transition to PARCC. SPM is on a scale of 0-100 points, but for the purposes of the Teacher Effectiveness Evaluation, no teacher can score lower than 25.

The SPM is a lagged data point based on data from the 2016-17 school year. Teachers are given an SPM score based on where they were assigned in SY 2016-17. However, if a teacher is assigned to multiple schools or if a teacher changed schools during the school year, he or she receives a prorated score that incorporates data from the schools to which he or she was assigned in SY 2016-17. Teachers new to City Schools in SY 2017-18, teachers on leave for SY 2016-17, and teachers in district office or alternative schools/programs for SY 2016-17 will not have SPM as an evaluation component. For more detail about the SPM in general, please visit the School Performance Measure page at [City Schools Inside](#).

Teacher Effectiveness Evaluation Results SY 2017-18

Report Generated on: Jun 11, 2018

Employee name	Gainous, Bianté Aris Leigh
Employee number	63955
* School name	0107 - GILMOR ELEMENTARY
* Job title	Teacher - Elementary
* Principal name	Durham, Curtis
* Network id	11

*Details available as of April 14, 2018

Teacher Effectiveness Annual Rating: Highly effective
Composite Score: 88

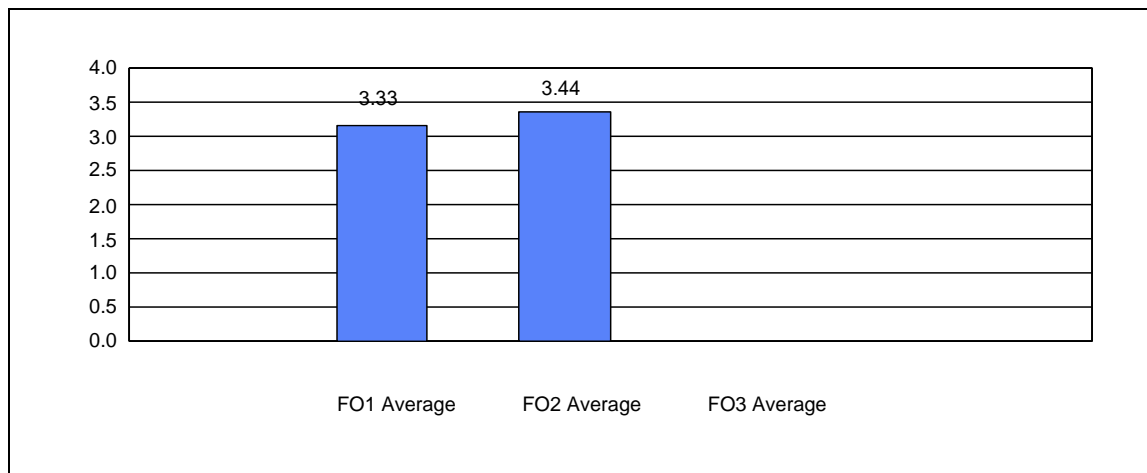
Teacher Effectiveness Summary

Component	Raw Score	Scaled Score	Weight (in %)	Weighted Score
Classroom Observations	3.38	84.50	40	33.80
Professional Expectations	62	96.87	10	9.67
Student Learning Objectives	100	100.00	35	35.00
School Performance Measure	70.00	70.00	15	10.50
Teacher Effectiveness Composite Score				88.97
Teacher Effectiveness Annual Rating				Highly effective

Component Details : Classroom Observations

Task name	Evaluation waiver	Average
1st Formal Observation		3.33
2nd Formal Observation		3.44
3rd Formal Observation		
Overall Formal Observation Average		3.38
Final Classroom Observation Scaled Score		84.50

Classroom Observations SY 2017-18



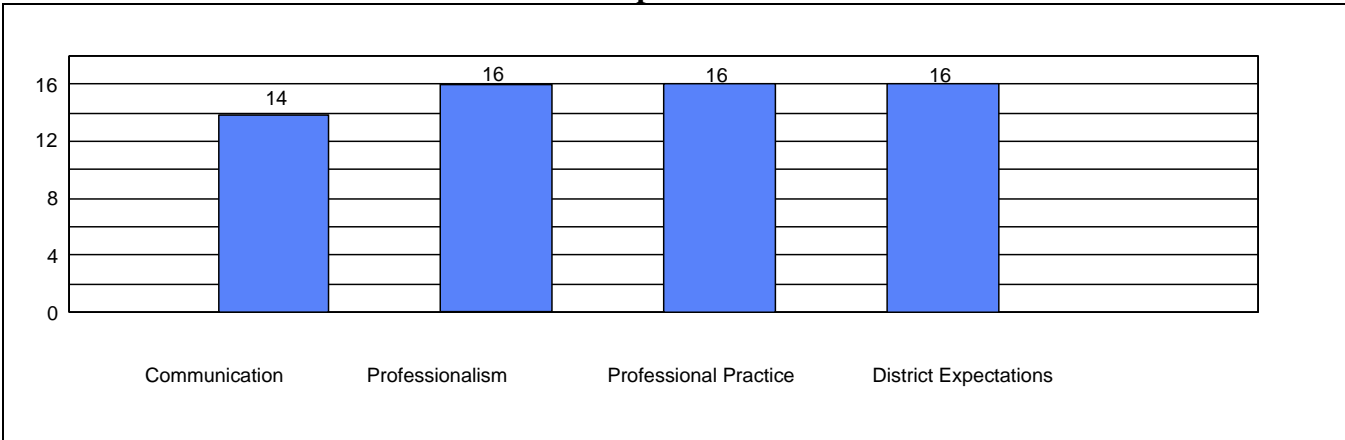
Indicator Scores

Teach Indicator	FO 1	FO 2	FO 3
Teach1. Communicate standards-based lesson objectives	4	4	
Teach2. Present content clearly	3	3	
Teach3. Use strategies and tasks to engage all students in rigorous work	3	3	
Teach4. Use evidence-dependent questioning	3	3	
Teach5. Check for understanding and provide specific, academic feedback	3	3	
Teach6. Facilitate student-to-student interaction and academic talk	3	3	
Teach7. Implement routines to maximize instructional time	3	4	
Teach8. Build a positive, learning- focused classroom culture	4	4	
Teach9. Reinforce positive behavior, redirect off-task behavior, and de-escalate challenging behavior	4	4	
Average	3.33	3.44	

Component Details: Professional Expectations

Competency Area	Score
Communication	14
Professionalism	16
Professional Practice	16
District Expectations	16
Professional Expectations Score	62
Final Professional Expectations Scaled Score	96.87

Professional Expectations SY 2017-18



Indicator Scores

A1) Communication. Communicates appropriately with parents and community stakeholders, in a respectful and efficient manner.	3
A2) Communication. Communicates appropriately with administration and colleagues and keeps them informed about topics that may affect them and/or impact the school/ department operations.	3
A3) Communication. Communicates appropriately and respectfully with students and reinforces school message.	4
A4) Communication. Maintains the confidentiality of written and verbal communications.	4
B1) Professionalism. Is conscientious, thorough, accurate and reliable when completing tasks.	4
B2) Professionalism. Maintains a neat and appropriate appearance.	4
B3) Professionalism. At any point in the evaluation period, employee accrues 4 or less absence occasions, as outlined in the City Schools Attendance Program.	4
B4) Professionalism. At any point in the evaluation period, employee accrues 4 or less latenesses, as outlined in the City Schools Attendance Program.	4
C1) Professional Practice. Collaborates with colleagues to further the school's School Performance Plan (SPP) and shared goals.	4
C2) Professional Practice. Takes responsibility for his/her individual role in the work and is open to feedback.	4
C3) Professional Practice. Perseveres through challenges and readily adapts to changing priorities, strategies, procedures and methods.	4
C4) Professional Practice. Reflects upon professional practice, and learns and applies new skills and methods to work more effectively.	4
D1) District Expectations. Accurately completes and meets deadlines for submitting progress reports, grades and attendance data.	4
D2) District Expectations: Follows all other school and district policies and procedures (administers end of course benchmarks completes school and district surveys, etc).	4
D3) District Expectations. Attends mandatory faculty meetings, parent-teacher conferences and District professional development.	4
D4) District Expectations. Strictly complies with all District policies regarding testing integrity, and promptly discloses to school or District leadership any incidents of cheating or testing impropriety.	4
Total Score	62

Component Details: Student Learning Objective SY 2017-18

Student Learning Objective	Scaled Score
SLO Final Score Definition	Highly Effective
Final SLO Score	100.00

Component Details: School Performance Measure SY 2017-18

School Number(s):0207	
School Performance Measure SY 2017-18	Scaled Score
Learning Environment	70.00
College/Career Readiness	
SPM	70.00
SPM for Evaluation	70.00

Teacher Effectiveness Evaluation: The 2016-17 End of Year Evaluation Report

Background

Baltimore City Public Schools works to provide excellence in education for every child at every level by delivering quality instruction, managing systems efficiently, and sustaining a culture of excellence and equity. To do this, City Schools is building systems to strengthen, support and measure the effectiveness of teachers, school leaders and schools. The Teacher Effectiveness Evaluation was designed, in collaboration with the Baltimore Teachers Union, to provide an evaluation process that considers the complexities of teaching and helps to improve student academic outcomes.

The 2016-2017 Teacher Effectiveness Evaluation is designed to provide information about teachers' strengths and areas for improvement so that school and district leaders can appropriately support teachers' ongoing professional growth. This year's evaluation includes the same components as last year's to provide further consistency. For SY 2016-17, improvements to the Student Growth components were made based on feedback from teachers and other stakeholders in focus groups and survey response.

Components of the Teacher Effectiveness Evaluation Report

Overview

The 2016-17 Teacher Effectiveness Evaluation report displays results for all available components and their individual measures. For more information about the components, visit [City Schools Inside](#).

Teacher profile

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Professional Practice

When performance data are available for all components in the Teacher Effectiveness Evaluation, Professional Practice accounts for 50 percent of a teacher's overall evaluation and includes the following weighted measures:

- Classroom Observations / Instructional Framework (40%)
- Professional Expectations Measure (10 %)

Classroom Observations / Instructional Framework

Teachers are observed on the nine key actions of the Instructional Framework's "Teach" component. During the school year, teachers receive at least two formal observations completed by qualified observers. Each formal observation is the average of nine components, and is considered a separate evaluation measure. The Classroom Observations / Instructional Framework score is the average of a teacher's formal observation averages (from either two or three formal observations) from the 2016-17 school year. Each formal observation average is on a scale of 1-4 points. As a reminder, teachers must be formally observed a minimum of two times to support an annual evaluation rating. For more detail on your classroom observation scores, visit the Employee Performance Management section of the [Employee Self-Service](#) portal on the district website.

Professional Expectations Measure

The professional expectations measure for SY 2016-17 includes 16 indicators that are grouped into the following four competencies: communication, professionalism, professional practice, and district expectations. Based on non-instructional professional responsibilities, this measure reflects the extent to which a teacher **meets district expectations** for compliance with district and school policies and the extent to which a teacher **meets standard skills** within professional competencies. Each indicator is rated on a scale from 1-4 points. For more detail on your professional expectations score, visit the Employee Performance Management section of the [Employee Self-Service](#) portal on the district website.

Student Growth

When performance data are available for all components in the Teacher Effectiveness Evaluation, Student Growth accounts for 50 percent of a teacher's overall evaluation and includes the following weighted measures:

- Student Learning Objectives (35 %)
- School Performance Measure (15 %)

Student Learning Objectives

Student Learning Objectives (SLOs) are specific, measurable academic goals for a particular group of students in an academic year created by teachers in collaboration with their school leaders. SLOs are designed to support instruction and measure student progress for teachers in tested and non-tested grades and subjects. SLOs are scored on a scale of 54-100 points, based on progress towards the SLO target for teachers who complete the SLO process. For more detail on your SLO score, visit [TSS/Blackboard](#) and select the *Teacher SLO Organization*. Click on the "SLO Feedback and Scores" link within the navigation menu on the left-hand side of the *SLO Organization Home Screen* to access.

School Performance Measure

The school performance measure (SPM) is an aggregate measure of quantitative indicators that reflect a whole school's year-long performance in terms of the extent to which the school's learning environment is conducive to student growth. This measure includes two categories that are equally weighted for schools serving grades 9-12: learning environment and college and career readiness. For schools serving pre-K through grade 8, only the learning environment category is used for SY 2016-17 as a result of the transition to PARCC. SPM is on a scale of 0-100 points, but for the purposes of the Teacher Effectiveness Evaluation, no teacher can score lower than 25.

The SPM is a lagged data point based on data from the 2015-16 school year. Teachers are given an SPM score based on where they were assigned in SY 2015-16. However, if a teacher is assigned to multiple schools or if a teacher changed schools during the school year, he or she receives a prorated score that incorporates data from the schools to which he or she was assigned in SY 2015-16. Teachers new to City Schools in SY 2016-17, teachers on leave for SY 2015-16, and teachers in district office or alternative schools/programs for SY 2015-16 will not have SPM as an evaluation component. For more detail about the SPM in general, please visit the School Performance Measure page at [City Schools Inside](#).

Teacher Effectiveness Evaluation Results SY 2016-17

Report Generated on: Jul 06, 2017

Employee name	Gainous, Bianté Aris Leigh
Employee number	63955
* School name	0207 - CURTIS BAY ELEM/MIDDLE
* Job title	Teacher - Elementary
* Principal name	Cornish, Lynnea C
* Network id	05

*Details available as of April 14, 2017

Teacher Effectiveness Annual Rating: Highly effective
Composite Score: 87

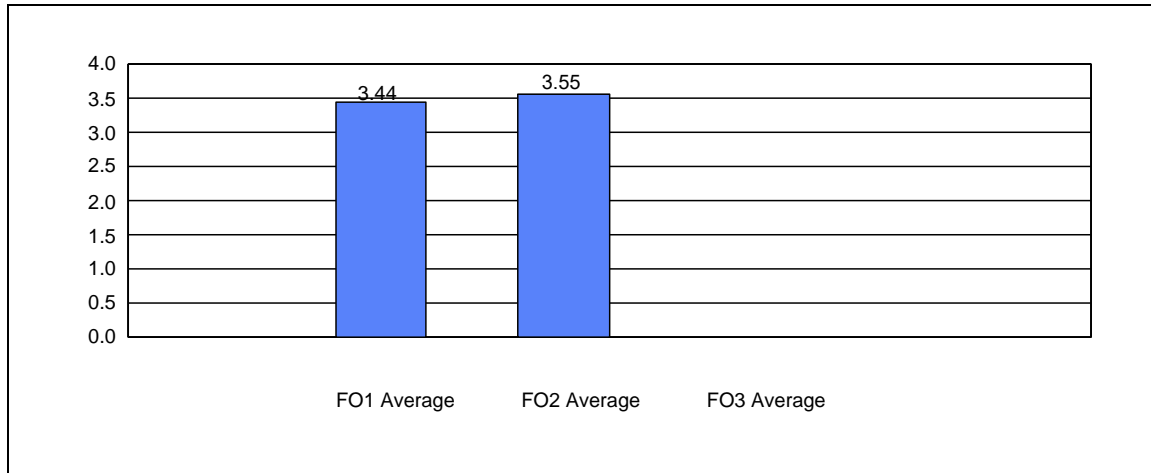
Teacher Effectiveness Summary

Component	Raw Score	Scaled Score	Weight (in %)	Weighted Score
Classroom Observations	3.50	87.50	40	35.00
Professional Expectations	57	89.06	10	8.91
Student Learning Objectives	93	93.00	35	32.55
School Performance Measure	67.00	67.00	15	10.05
Teacher Effectiveness Composite Score				86.51
Teacher Effectiveness Annual Rating				Highly effective

Component Details : Classroom Observations

Task name	Evaluation waiver	Average
1st Formal Observation		3.44
2nd Formal Observation		3.55
3rd Formal Observation		
Overall Formal Observation Average		3.50
Final Classroom Observation Scaled Score		87.50

Classroom Observations SY 2016-17



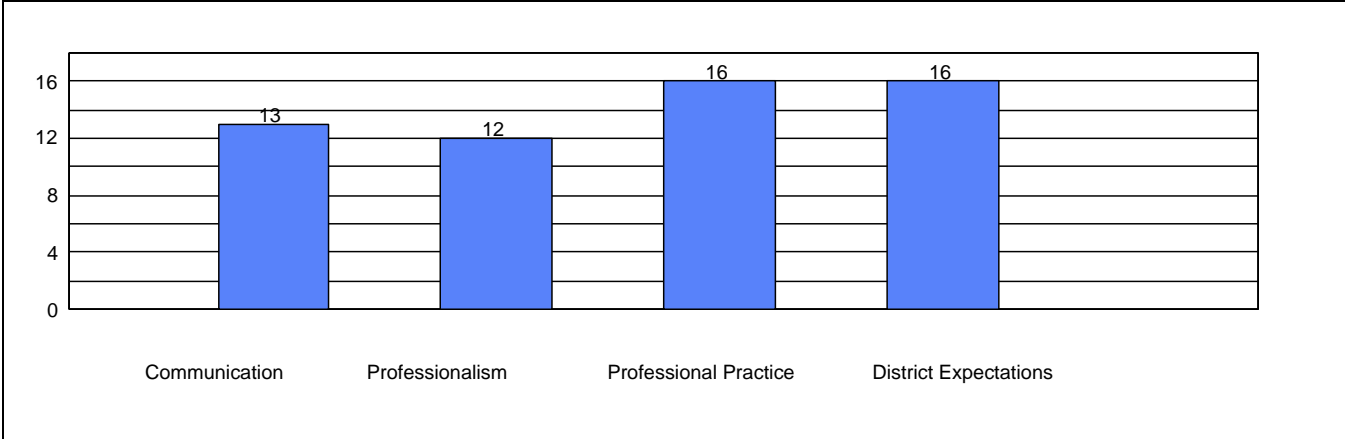
Indicator Scores

Teach Indicator	FO 1	FO 2	FO 3
Teach1. Communicate standards-based lesson objectives	4	4	
Teach2. Present content clearly	3	3	
Teach3. Use strategies and tasks to engage all students in rigorous work	3	4	
Teach4. Use evidence-dependent questioning	3	3	
Teach5. Check for understanding and provide specific, academic feedback	3	3	
Teach6. Facilitate student-to-student interaction and academic talk	3	3	
Teach7. Implement routines to maximize instructional time	4	4	
Teach8. Build a positive, learning- focused classroom culture	4	4	
Teach9. Reinforce positive behavior, redirect off-task behavior, and de-escalate challenging behavior	4	4	
Average	3.44	3.55	

Component Details: Professional Expectations

Competency Area	Score
Communication	13
Professionalism	12
Professional Practice	16
District Expectations	16
Professional Expectations Score	57
Final Professional Expectations Scaled Score	89.06

Professional Expectations SY 2016-17



Indicator Scores

A1) Communication. Communicates appropriately with parents and community stakeholders, in a respectful and efficient manner.	3
A2) Communication. Communicates appropriately with administration and colleagues and keeps them informed about topics that may affect them and/or impact the school/ department operations.	3
A3) Communication. Communicates appropriately and respectfully with students and reinforces school message.	4
A4) Communication. Maintains the confidentiality of written and verbal communications.	3
B1) Professionalism. Is conscientious, thorough, accurate and reliable when completing tasks.	3
B2) Professionalism. Maintains a neat and appropriate appearance.	3
B3) Professionalism. At any point in the evaluation period, employee accrues 4 or less absence occasions, as outlined in the City Schools Attendance Program.	3
B4) Professionalism. At any point in the evaluation period, employee accrues 4 or less latenesses, as outlined in the City Schools Attendance Program.	3
C1) Professional Practice. Collaborates with colleagues to further the school's School Performance Plan (SPP) and shared goals.	4
C2) Professional Practice. Takes responsibility for his/her individual role in the work and is open to feedback.	4
C3) Professional Practice. Perseveres through challenges and readily adapts to changing priorities, strategies, procedures and methods.	4
C4) Professional Practice. Reflects upon professional practice, and learns and applies new skills and methods to work more effectively.	4
D1) District Expectations. Accurately completes and meets deadlines for submitting progress reports, grades and attendance data.	4
D2) District Expectations: Follows all other school and district policies and procedures (administers end of course benchmarks completes school and district surveys, etc).	4
D3) District Expectations. Attends mandatory faculty meetings, parent-teacher conferences and District professional development.	4
D4) District Expectations. Strictly complies with all District policies regarding testing integrity, and promptly discloses to school or District leadership any incidents of cheating or testing impropriety.	4
Total Score	57

Component Details: Student Learning Objective SY 2016-17

Student Learning Objective	Scaled Score
SLO Final Score Definition	Highly Effective
Final SLO Score	93.00

Component Details: School Performance Measure SY 2016-17

School Number(s):0207	
School Performance Measure SY 2016-17	Scaled Score
Learning Environment	67.00
College/Career Readiness	
SPM	67.00
SPM for Evaluation	67.00

Teacher Effectiveness Evaluation: The 2015-16 End of Year Evaluation Report

Background

Baltimore City Public Schools works to provide excellence in education for every child at every level by delivering quality instruction, managing systems efficiently, and sustaining a culture of excellence and equity. To do this, City Schools is building systems to strengthen, support and measure the effectiveness of teachers, school leaders and schools. The Teacher Effectiveness Evaluation was designed, in collaboration with the Baltimore Teachers Union, to provide an evaluation process that considers the complexities of teaching and helps to improve student academic outcomes.

The 2015-2016 Teacher Effectiveness Evaluation is designed to provide information about teachers' strengths and areas for improvement so that school and district leaders can appropriately support teachers' ongoing professional growth. This year's evaluation includes the same components as last year's to provide further consistency. For SY 2015-16, improvements to the Student Growth components were made based on feedback from teachers and other stakeholders in focus groups and survey response.

Components of the Teacher Effectiveness Evaluation Report

Overview

The 2015-16 Teacher Effectiveness Evaluation report displays results for all available components and their individual measures. For more information about the components, visit [City Schools Inside](#).

Teacher profile

This confirms a teacher's personal information such as school, job title, and supervisor of record.

Professional Practice

When performance data are available for all components in the Teacher Effectiveness Evaluation, Professional Practice accounts for 50 percent of a teacher's overall evaluation and includes the following weighted measures:

- Classroom Observations / Instructional Framework (40%)
- Professional Expectations Measure (10 %)

Classroom Observations / Instructional Framework

Teachers are observed on the nine key actions of the Instructional Framework's "Teach" component. During the school year, teachers receive at least two formal observations completed by qualified observers. Each formal observation is the average of nine components, and is considered a separate evaluation measure. The Classroom Observations / Instructional Framework score is the average of a teacher's formal observation averages (from either two or three formal observations) from the 2015-16 school year. Each formal observation average is on a scale of 1-4 points. As a reminder, teachers must be formally observed a minimum of two times to support an annual evaluation rating. For more detail on your classroom observation scores, visit the Employee Performance Management section of the [Employee Self-Service](#) portal on the district website.

Professional Expectations Measure

The professional expectations measure for SY 2015-16 includes 16 indicators that are grouped into the following four competencies: communication, professionalism, professional practice, and district expectations. Based on non-instructional professional responsibilities, this measure reflects the extent to which a teacher **meets district expectations** for compliance with district and school policies and the extent to which a teacher **meets standard skills** within professional competencies. Each indicator is rated on a scale from 1-4 points. For more detail on your professional expectations score, visit the Employee Performance Management section of the [Employee Self-Service](#) portal on the district website.

Student Growth

When performance data are available for all components in the Teacher Effectiveness Evaluation, Student Growth accounts for 50 percent of a teacher's overall evaluation and includes the following weighted measures:

- Student Learning Objectives (35 %)
- School Performance Measure (15 %)

Student Learning Objectives

Student Learning Objectives (SLOs) are specific, measurable academic goals for a particular group of students in an academic year created by teachers in collaboration with their school leaders. SLOs are designed to support instruction and measure student progress for teachers in tested and non-tested grades and subjects. SLOs are scored on a scale of 54-100 points, based on progress towards the SLO target for teachers who complete the SLO process. For more detail on your SLO score, visit [TSS/Blackboard](#) and select the *Teacher SLO Organization*. Click on the "SLO Feedback and Scores" link within the navigation menu on the left-hand side of the *SLO Organization Home Screen* to access.

School Performance Measure

The school performance measure (SPM) is an aggregate measure of quantitative indicators that reflect a whole school's year-long performance in terms of the extent to which the school's learning environment is conducive to student growth. This measure includes two categories that are equally weighted for schools serving grades 9-12: learning environment and college and career readiness. For schools serving pre-K through grade 8, only the learning environment category is used for SY 2015-16 as a result of the transition to PARCC. SPM is on a scale of 0-100 points, but for the purposes of the Teacher Effectiveness Evaluation, no teacher can score lower than 25.

The SPM is a lagged data point based on data from the 2014-15 school year. Teachers are given an SPM score based on where they were assigned in SY 2014-15. However, if a teacher is assigned to multiple schools or if a teacher changed schools during the school year, he or she receives a prorated score that incorporates data from the schools to which he or she was assigned in SY 2014-15. Teachers new to City Schools in SY 2015-16, teachers on leave for SY 2014-15, and teachers in district office or alternative schools/programs for SY 2014-15 will not have SPM as an evaluation component. For more detail about the SPM in general, please visit the School Performance Measure page at [City Schools Inside](#).

Teacher Effectiveness Evaluation Results SY 2015-16

Report Generated on: Aug 03, 2016

Employee name	Gainous, Bianté Aris Leigh
Employee number	63955
* School name	0207 - CURTIS BAY ELEM/MIDDLE
* Job title	Teacher - Elementary
* Principal name	Cornish, Lynnea C
* Network id	05

*Details available as of April 14, 2016

Teacher Effectiveness Annual Rating: Highly effective
Composite Score: 86

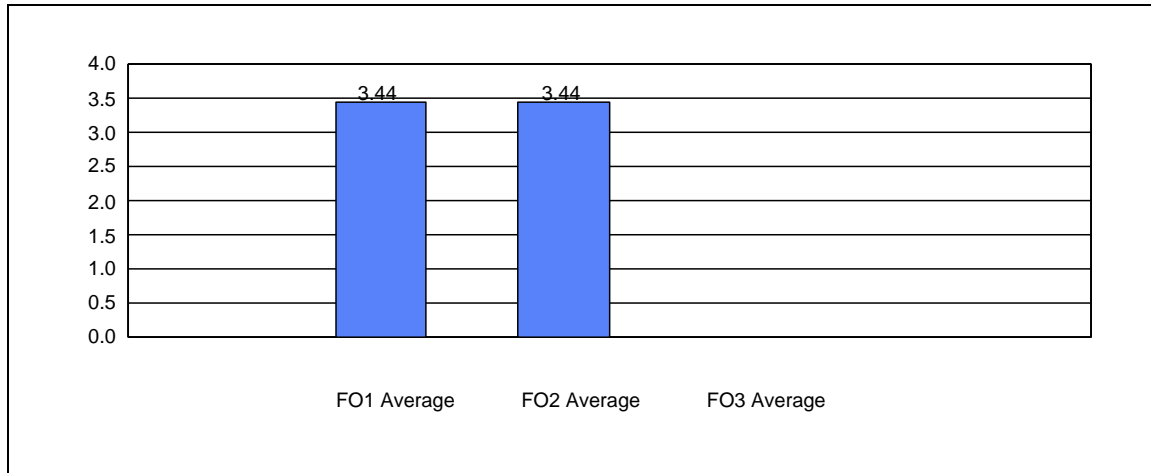
Teacher Effectiveness Summary

Component	Raw Score	Scaled Score	Weight (in %)	Weighted Score
Classroom Observations	3.44	86.11	40	34.44
Professional Expectations	57	89.06	10	8.91
Student Learning Objectives	93	93.00	35	32.55
School Performance Measure	67.00	67.00	15	10.05
Teacher Effectiveness Composite Score				85.95
Teacher Effectiveness Annual Rating				Highly effective

Component Details : Classroom Observations

Task name	Evaluation waiver	Average
1st Formal Observation		3.44
2nd Formal Observation		3.44
3rd Formal Observation		
Overall Formal Observation Average		3.44
Final Classroom Observation Scaled Score		86.11

Classroom Observations SY 2015-16



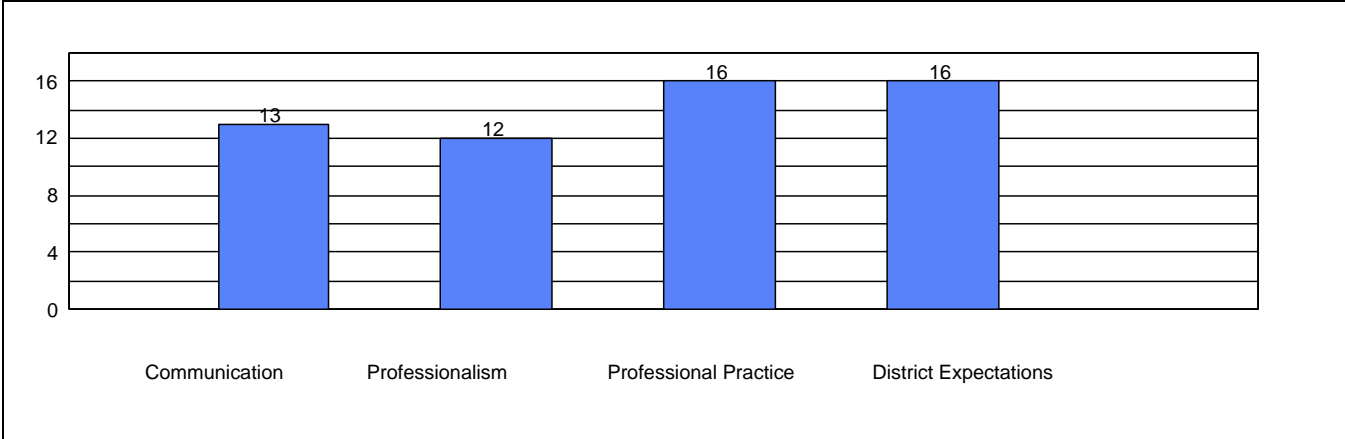
Indicator Scores

Teach Indicator	FO 1	FO 2	FO 3
Teach1. Communicate standards-based lesson objectives	4	4	
Teach2. Present content clearly	3	3	
Teach3. Use strategies and tasks to engage all students in rigorous work	4	3	
Teach4. Use evidence-dependent questioning	3	3	
Teach5. Check for understanding and provide specific, academic feedback	3	3	
Teach6. Facilitate student-to-student interaction and academic talk	3	3	
Teach7. Implement routines to maximize instructional time	3	4	
Teach8. Build a positive, learning- focused classroom culture	4	4	
Teach9. Reinforce positive behavior, redirect off-task behavior, and de-escalate challenging behavior	4	4	
Average	3.44	3.44	

Component Details: Professional Expectations

Competency Area	Score
Communication	13
Professionalism	12
Professional Practice	16
District Expectations	16
Professional Expectations Score	57
Final Professional Expectations Scaled Score	89.06

Professional Expectations SY 2015-16



Indicator Scores

A1) Communication. Communicates appropriately with parents and community stakeholders, in a respectful and efficient manner.	2
A2) Communication. Communicates appropriately with administration and colleagues and keeps them informed about topics that may affect them and/or impact the school/ department operations.	3
A3) Communication. Communicates appropriately and respectfully with students and reinforces school message.	4
A4) Communication. Maintains the confidentiality of written and verbal communications.	4
B1) Professionalism. Is conscientious, thorough, accurate and reliable when completing tasks.	4
B2) Professionalism. Maintains a neat and appropriate appearance.	3
B3) Professionalism. At any point in the evaluation period, employee accrues 4 or less absence occasions, as outlined in the City Schools Attendance Program.	4
B4) Professionalism. At any point in the evaluation period, employee accrues 4 or less latenesses, as outlined in the City Schools Attendance Program.	1
C1) Professional Practice. Collaborates with colleagues to further the school's School Performance Plan (SPP) and shared goals.	4
C2) Professional Practice. Takes responsibility for his/her individual role in the work and is open to feedback.	4
C3) Professional Practice. Perseveres through challenges and readily adapts to changing priorities, strategies, procedures and methods.	4
C4) Professional Practice. Reflects upon professional practice, and learns and applies new skills and methods to work more effectively.	4
D1) District Expectations. Accurately completes and meets deadlines for submitting progress reports, grades and attendance data.	4
D2) District Expectations: Follows all other school and district policies and procedures (administers end of course benchmarks completes school and district surveys, etc).	4
D3) District Expectations. Attends mandatory faculty meetings, parent-teacher conferences and District professional development.	4
D4) District Expectations. Strictly complies with all District policies regarding testing integrity, and promptly discloses to school or District leadership any incidents of cheating or testing impropriety.	4
Total Score	57

Component Details: Student Learning Objective SY 2015-16

Student Learning Objective	Scaled Score
SLO Final Score Definition	Highly Effective
Final SLO Score	93.00

Component Details: School Performance Measure SY 2015-16

School Number(s):0207	
School Performance Measure SY 2015-16	Scaled Score
Learning Environment	67.00
College/Career Readiness	
SPM	67.00
SPM for Evaluation	67.00

Teacher Effectiveness Evaluation: The 2014-15 End of Year Evaluation Report

Background

Baltimore City Public Schools works to provide excellence in education for every child at every level by delivering quality instruction, managing systems efficiently, and sustaining a culture of excellence and equity. To do this, City Schools is building systems to strengthen, support and measure the effectiveness of teachers, school leaders and schools. The Teacher Effectiveness Evaluation was designed, in collaboration with the Baltimore Teachers Union, to provide an evaluation process that considers the complexities of teaching and helps to improve student academic outcomes.

The 2014-2015 Teacher Effectiveness Evaluation is designed to provide information about teachers' strengths and areas for improvement so that school and district leaders can appropriately support teachers' ongoing professional growth. This year's evaluation includes the same components as last year's to provide further consistency. For SY 2014-15, improvements to the Student Growth components were made based on feedback from teachers and other stakeholders in focus groups and survey response.

Components of the Teacher Effectiveness Evaluation Report

Overview

The 2014-15 Teacher Effectiveness Evaluation report displays results for all available components and their individual measures. For more information about the components, visit [City Schools Inside](#).

Teacher profile

This confirms a teacher's personal information such as school, job title, and supervisor of record.

Professional Practice

When performance data are available for all components in the Teacher Effectiveness Evaluation, Professional Practice accounts for 50 percent of a teacher's overall evaluation and includes the following weighted measures:

- Classroom Observations / Instructional Framework (40%)
- Professional Expectations Measure (10 %)

Classroom Observations / Instructional Framework

Teachers are observed on the nine key actions of the Instructional Framework's "Teach" component. During the school year, teachers receive at least two formal observations completed by qualified observers. Each formal observation is the average of nine components, and is considered a separate evaluation measure. The Classroom Observations / Instructional Framework score is the average of a teacher's formal observation averages (from either two or three formal observations) from the 2014-15 school year. Each formal observation average is on a scale of 1-4 points. As a reminder, teachers must be formally observed a minimum of two times to support an annual evaluation rating. For more detail on your classroom observation scores, visit the Employee Performance Management section of the [Employee Self-Service](#) portal on the district website.

Professional Expectations Measure

The professional expectations measure for SY 2014-15 includes 16 indicators that are grouped into the following four competencies: communication, professionalism, professional practice, and district expectations. Based on non-instructional professional responsibilities, this measure reflects the extent to which a teacher **meets district expectations** for compliance with district and school policies and the extent to which a teacher **meets standard skills** within professional competencies. Each indicator is rated on a scale from 1-4 points. For more detail on your professional expectations score, visit the Employee Performance Management section of the [Employee Self-Service](#) portal on the district website.

Student Growth

When performance data are available for all components in the Teacher Effectiveness Evaluation, Student Growth accounts for 50 percent of a teacher's overall evaluation and includes the following weighted measures:

- Student Learning Objectives (35 %)
- School Performance Measure (15 %)

Student Learning Objectives

Student Learning Objectives (SLOs) are specific, measurable academic goals for a particular group of students in an academic year created by teachers in collaboration with their school leaders. SLOs are designed to support instruction and measure student progress for teachers in tested and non-tested grades and subjects. SLOs are scored on a scale of 54-100 points, based on progress towards the SLO target for teachers who complete the SLO process. For more detail on your SLO score, visit [TSS/Blackboard](#) and select the *Teacher SLO Organization*. Click on the "SLO Feedback and Scores" link within the navigation menu on the left-hand side of the *SLO Organization Home Screen* to access.

School Performance Measure

The school performance measure (SPM) is an aggregate measure of quantitative indicators that reflect a whole school's year-long performance in terms of the extent to which the school's learning environment is conducive to student growth. This measure includes two categories that are equally weighted for schools serving grades 9-12: learning environment and college and career readiness. For schools serving pre-K through grade 8, only the learning environment category is used for SY 2014-15 as a result of the transition to PARCC. SPM is on a scale of 0-100 points, but for the purposes of the Teacher Effectiveness Evaluation, no teacher can score lower than 25.

The SPM is a lagged data point based on data from the 2013-14 school year. Teachers are given an SPM score based on where they were assigned in SY 2013-14. However, if a teacher is assigned to multiple schools or if a teacher changed schools during the school year, he or she receives a prorated score that incorporates data from the schools to which he or she was assigned in SY 2013-14. Teachers new to City Schools in SY 2014-15, teachers on leave for SY 2013-14, and teachers in district office or alternative schools/programs for SY 2013-14 will not have SPM as an evaluation component. For more detail about the SPM in general, please visit the School Performance Measure page at [City Schools Inside](#).

Teacher Effectiveness Evaluation Results SY 2014-15

Report Generated on: Jun 10, 2015

Employee name	Gainous, Bianté Aris Leigh
Employee number	63955
* School name	0207 - CURTIS BAY ELEM/MIDDLE
* Job title	Teacher - Elementary
* Principal name	Cornish, Lynnea C
* Network id	04

*Details available as of April 14, 2015

Teacher Effectiveness Annual Rating: Effective
Composite Score: 82

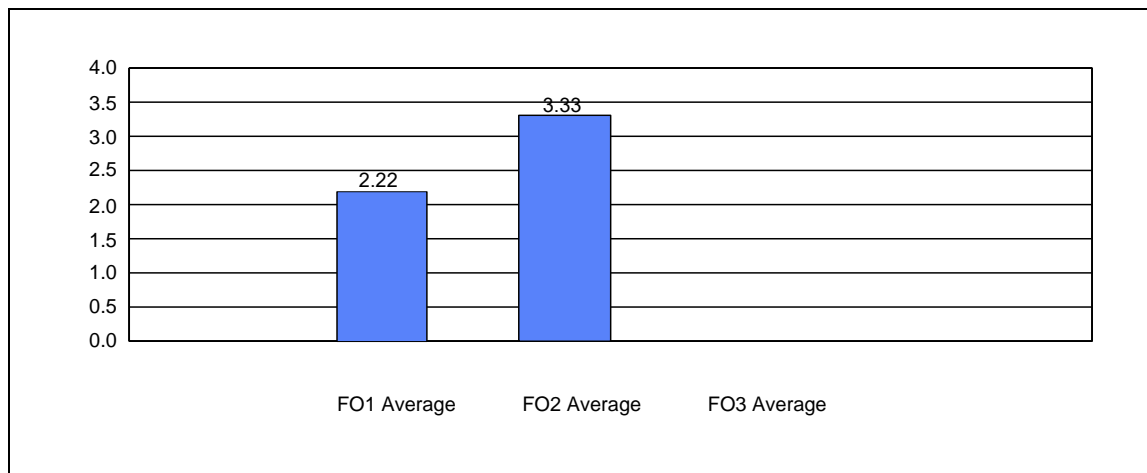
Teacher Effectiveness Summary

Component	Raw Score	Scaled Score	Weight (in %)	Weighted Score
Classroom Observations	2.78	86.11	40	34.44
Professional Expectations	52	89.06	10	8.91
Student Learning Objectives	100	100.00	35	35.00
School Performance Measure				
Teacher Effectiveness Composite Score				81.91
Teacher Effectiveness Annual Rating				Effective

Component Details : Classroom Observations

Task name	Evaluation waiver	Average
1st Formal Observation		2.22
2nd Formal Observation		3.33
3rd Formal Observation		
Overall Formal Observation Average		2.78
Final Classroom Observation Scaled Score		69.44

Classroom Observations SY 2014-15



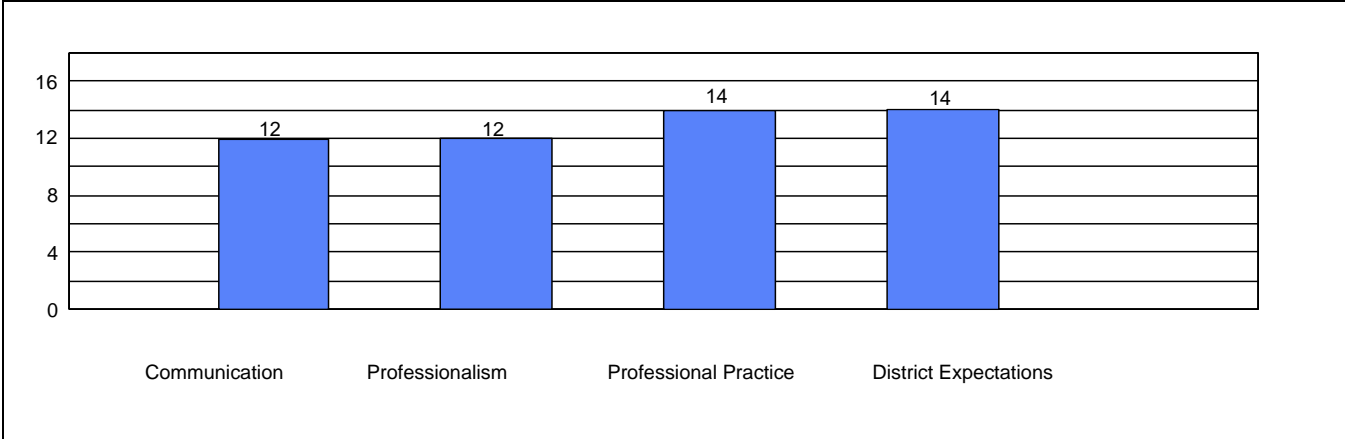
Indicator Scores

Teach Indicator	FO 1	FO 2	FO 3
Teach1. Communicate standards-based lesson objectives	1	4	
Teach2. Present content clearly	2	4	
Teach3. Use strategies and tasks to engage all students in rigorous work	2	3	
Teach4. Use evidence-dependent questioning	2	3	
Teach5. Check for understanding and provide specific, academic feedback	2	3	
Teach6. Facilitate student-to-student interaction and academic talk	2	3	
Teach7. Implement routines to maximize instructional time	3	3	
Teach8. Build a positive, learning- focused classroom culture	3	3	
Teach9. Reinforce positive behavior, redirect off-task behavior, and de-escalate challenging behavior	3	4	
Average	2.22	3.33	

Component Details: Professional Expectations

Competency Area	Score
Communication	12
Professionalism	12
Professional Practice	14
District Expectations	14
Professional Expectations Score	52
Final Professional Expectations Scaled Score	81.25

Professional Expectations SY 2014-15



Indicator Scores

A1) Communication. Communicates appropriately with parents and community stakeholders, in a respectful and efficient manner.	3
A2) Communication. Communicates appropriately with administration and colleagues and keeps them informed about topics that may affect them and/or impact the school/ department operations.	3
A3) Communication. Communicates appropriately and respectfully with students and reinforces school message.	3
A4) Communication. Maintains the confidentiality of written and verbal communications.	3
B1) Professionalism. Is conscientious, thorough, accurate and reliable when completing tasks.	2
B2) Professionalism. Maintains a neat and appropriate appearance.	2
B3) Professionalism. At any point in the evaluation period, employee accrues 4 or less absence occasions, as outlined in the City Schools Attendance Program.	4
B4) Professionalism. At any point in the evaluation period, employee accrues 4 or less latenesses, as outlined in the City Schools Attendance Program.	4
C1) Professional Practice. Collaborates with colleagues to further the school's School Performance Plan (SPP) and shared goals.	3
C2) Professional Practice. Takes responsibility for his/her individual role in the work and is open to feedback.	4
C3) Professional Practice. Perseveres through challenges and readily adapts to changing priorities, strategies, procedures and methods.	3
C4) Professional Practice. Reflects upon professional practice, and learns and applies new skills and methods to work more effectively.	4
D1) District Expectations. Accurately completes and meets deadlines for submitting progress reports, grades and attendance data.	3
D2) District Expectations: Follows all other school and district policies and procedures (administers end of course benchmarks completes school and district surveys, etc).	3
D3) District Expectations. Attends mandatory faculty meetings, parent-teacher conferences and District professional development.	4
D4) District Expectations. Strictly complies with all District policies regarding testing integrity, and promptly discloses to school or District leadership any incidents of cheating or testing impropriety.	4
Total Score	52

Component Details: Student Learning Objective SY 2014-15

Student Learning Objective	Scaled Score
SLO Final Score Definition	Highly Effective
Final SLO Score	100.00

Component Details: School Performance Measure SY 2014-15

School Number(s):0207	
School Performance Measure SY 2014-15	Scaled Score
Learning Environment	
College/Career Readiness	
SPM	
SPM for Evaluation	

*Because SPM is a SY 2013-14 measure, data is not available for teachers new to the district in SY 2014-15 or on leave for SY 2013-14; in addition, SPM does not apply to central office, AOPs, or alternative schools. When data is not available, other evaluation components are reweighed.



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 4

Competencies Used for School Leader Selection

ATTACHMENT 4: Competencies Used for School Leader Selection

Overview

The Board of Directors (“Board”) hires the Executive Director to whom it delegates all day-to-day managerial responsibilities of the school. The Executive Director is the chief executive of the school and is the only role that reports directly to the Board.

Competencies which the Board will select for align with (a) the mission, vision, and goals of the school, (b) the outputs as required by the position, (c) the responsibilities ad required by the position, and (d) the competencies require by the position.

Competencies

Ability to Lead Successfully Towards our Mission, Vision, and Goals

- Communication – ability to mobilize individuals and teams towards an ambitious mission
- Communication – ability to engage a variety of stakeholders in a clear and compelling vision
- Communication – ability to establish and accomplish ambitious professional goals
- Leadership – ability to identify, secure, and train strong talent
- Leadership – ability to compose, lead, and train a high-capacity leadership team
- Leadership – ability to engage the community towards execution of the vision and goals
- Vision – ability to understand the mission, vision, and goals deeply
- Vision – ability to develop the details needed to execute on the mission, vision, and goals
- Vision – ability to work with the Board to ensure full execution of the vision

Ability to Operationalize the Charter Details

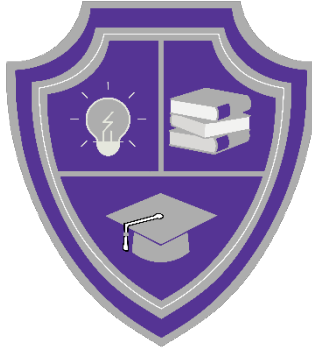
- Financial – ability to build and manage budget details aligned to mission and needs
- Financial – ability to plan for long-term needs and adjust as needed for short-term items
- Accountability – ability to measure and respond to data for outcomes
- Accountability – ability to communicate goals, metrics, and action plans effectively
- Team Building – ability to lead a professional team of various needs and responsibilities
- Team Building – ability to lead families and students towards success
- Ambassadorship – ability to be the external face of the organization
- Ambassadorship – ability to develop friends and supporters of the school

Ability to Lead the School

- Assessments – knowledgeable about assessment program and ability to stay current
- Curriculum – knowledgeable about curriculum program and ability to stay current
- Culture – knowledgeable about culture (adult, students, families) and ensure all thrive
- Self-reflective and self-directed
- Humble, entrepreneurial problem-solver

Other Requirements

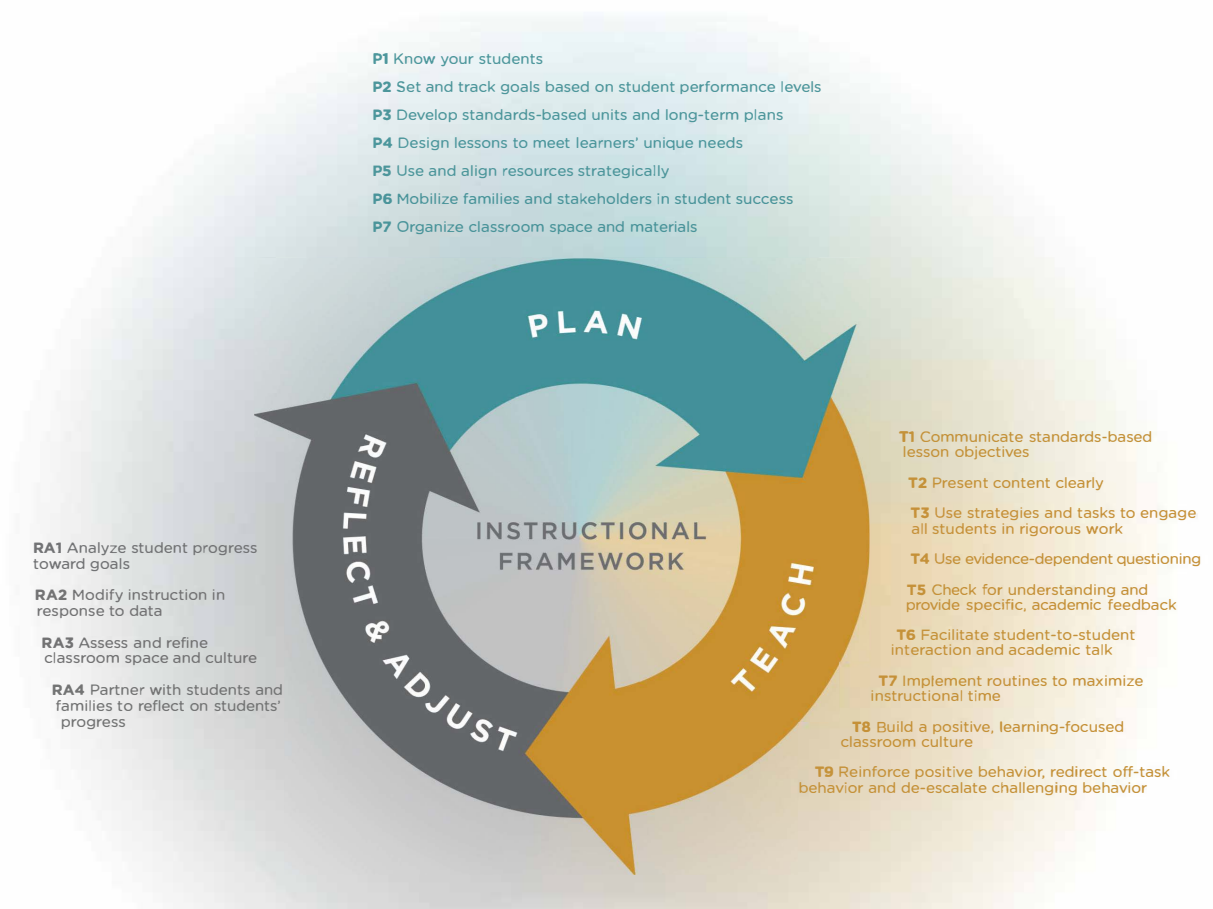
- Master’s Degree or higher required
- Minimum of 3 years of urban education experience required
- Experience and success leading and training adults
- Belief in and alignment with Las Vegas Collegiate’s core beliefs and educational philosophy



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 5

Teacher Evaluation Tool(s)



PLAN 1. Know your students

P1 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Determination of current student performance levels Instructional plans that account for student characteristics 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Teacher proactively and appropriately¹ shares and solicits information from other individuals² who can affect student achievement. 	<ul style="list-style-type: none"> Teacher regularly uses varied, quality sources³ to determine students' accurate, current levels of performance. Teacher regularly uses knowledge of students' levels of performance, interests, backgrounds and learning needs to plan instruction. 	<ul style="list-style-type: none"> Teacher sometimes uses quality sources to determine students' accurate, current levels of performance, but they are not varied, or teacher uses varied sources but they yield inaccurate or unhelpful data. Teacher sporadically or occasionally uses knowledge of students' levels of performance, interests, backgrounds and learning needs to plan instruction. 	<ul style="list-style-type: none"> Teacher does not use sources to determine students' current levels of performance. Teacher does not use knowledge of students' levels of performance, interests, backgrounds and learning needs to plan instruction.

¹ Teachers do not share information that may be confidential or sensitive without first obtaining appropriate permission to do so.

² Examples include, but are not limited to, counselors, social workers and other teachers a student sees including resource teachers.

³ Examples include, but are not limited to, diagnostics, interim assessments, pre- and post-tests, teacher-created assignments and exit tickets.

PLAN 2. Set and track goals based on student performance levels

P2 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Setting of goals Communication of goals Systems to track progress 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Teacher includes students in setting ambitious goals that increase students' independence. Teacher sets clear goals for the class and for individual students. Teacher provides structures for students to track their progress toward goals. 	<ul style="list-style-type: none"> Teacher sets rigorous, measurable goals. Teacher sets and communicates clear goals for the class and for instructional groups of students.⁴ Teacher uses an organized and effective system that tracks progress toward goals.⁵ 	<ul style="list-style-type: none"> Teacher sets goals, but they are not measurable. Teacher sets and communicates clear goals for the class. Teacher uses a system, but it may be unorganized or somewhat ineffective, that tracks progress toward goals. 	<ul style="list-style-type: none"> Teacher does not set goals. Teacher sets and communicates vague goals or does not set goals. Teacher does not use a system that tracks progress toward goals.

⁴ All students should be in instructional groups appropriate to their learning needs, and students should know what goals pertain to them.

⁵ Examples include, but are not limited to, teacher-created charts that show students' scores on formative, summative and/or benchmark assessments, along with targeted growth goal or Excel documents on which teacher or students can input assessment scores and create graphs and charts to illustrate progress toward goals.

PLAN 3. Develop standards-based units and long-term plans

P3 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Grouping of standards into units</i> • <i>Connection of units into a long-term plan</i> • <i>Determination of student learning outcomes</i> • <i>Development of assessments</i> • <i>Alignment of unit assessments</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Teacher builds time into units to address fluency in foundational skills and anticipated misconceptions. • Units and long-term plans incorporate other disciplines when appropriate to enrich learning. 	<ul style="list-style-type: none"> • Teacher groups standards into units so that discrete skills are connected to broad, overarching concepts. • All units are connected to one another to create a coherent, focused, long-term plan. • Teacher determines all student learning outcomes prior to teaching the unit. • Teacher develops or selects assessments, rubrics and/or exemplars for summative assessments prior to teaching units in order to guide instruction. • All unit assessments are aligned to standards taught within the unit. 	<ul style="list-style-type: none"> • Teacher groups standards into units but connections among discrete skills and broad concepts are unclear or tenuous. • Some units are connected to create a somewhat coherent long-term plan. • Teacher determines some student learning outcomes prior to teaching the unit. • Teacher develops or selects some assessments, rubrics and/or exemplars prior to teaching units. • Some unit assessments are aligned to standards taught within the unit. 	<ul style="list-style-type: none"> • Teacher does not group standards into units, and they are taught in isolation and/or treated as a checklist. • Units are not connected to one another. • Teacher does not determine student learning outcomes before the unit is taught. • Teacher does not develop or select assessments, rubrics and/or exemplars prior to teaching units. • Unit assessments are not aligned to standards taught within the unit.

PLAN 4. Design lessons to meet learners' unique needs

P4 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Planning of standards-based lesson objectives</i> • <i>Design of formative assessments</i> • <i>Alignment of instructional activities</i> • <i>Planning of opportunities to engage with complex texts and/or rigorous tasks</i> • <i>Planning of scaffolded and differentiated tasks</i> • <i>Planning of checks for understanding</i> • <i>Progression of modeling to independence</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Lesson design anticipates student misunderstandings and misconceptions. • Lessons incorporate other disciplines where connections can be made and teacher plans explicit links to the lesson objective. 	<ul style="list-style-type: none"> • Standards based lesson objectives tell students what they will be learning and what they will be able to do by the end of the lesson. • Formative assessments are designed to determine if students have met lesson objectives. • All instructional activities are aligned to the objective. • Opportunities⁶ and appropriate time are planned for students to grapple with complex texts and/or rigorous tasks. • Key tasks are scaffolded and differentiated.⁷ • Questions are planned to require students to ground their responses in evidence. • Checks for understanding are planned to inform instructional adjustment throughout the lesson. • Lesson plans reflect a clear and appropriate progression⁸ from teacher modeling to student independence.⁹ 	<ul style="list-style-type: none"> • Lesson objectives, though possibly standards based, tell students what they will be learning but not what they will be able to do by the end of the lesson. • Formative assessments are developed, but they do not determine if students have met lesson objectives. • Some instructional activities are aligned to the objective. • Insufficient opportunities¹⁰ are planned for students to engage with complex texts and/or rigorous tasks. • Some key tasks are not scaffolded and differentiated. • Questions are planned, but they do not require students to ground responses in evidence. • Checks for understanding are planned but are not designed to inform instructional adjustment. • Lesson plans reflect an unclear and/or inappropriate progression from teacher modeling to student independence. 	<ul style="list-style-type: none"> • Lesson objectives tell students what activity they will complete, and they may not be standards based. • Formative assessments are not developed. • No instructional activities are aligned to the objective. • Opportunities are not planned for students to engage with complex texts and/or rigorous tasks. • Tasks are not scaffolded or differentiated. • Questions are not planned. • Checks for understanding are not planned. • Lesson plans do not reflect a progression from teacher modeling to student independence.

⁶ Examples include, but are not limited to, group problem solving, class discussions, laboratories, investigations, and small group, student-to-student and whole group instruction.

⁷ Not all tasks need to be scaffolded and differentiated. A task requires scaffolding and differentiation only when the complexity of the task and/or students' prior knowledge requires it.

⁸ An appropriate progression allows for enough modeling and practice so that students will be able to perform independently. For further information, refer to the glossary for more on the *gradual release of responsibility*.

⁹ This may not be observable from an individual lesson plan, but rather from a series of lesson plans.

¹⁰ Insufficient opportunities could refer to complexity, rigor or pacing.

PLAN 5. Use and align resources strategically

P5 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Balance of resources Resources aligned to objectives Selection of increasingly complex texts 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Teacher incorporates resources that address other disciplines where connections can be made with the course content. 	<ul style="list-style-type: none"> Teacher selects a balance¹¹ of resources¹² aligned to standards. Teacher incorporates resources that are aligned with lesson objectives. Teacher selects grade-level texts that increase in complexity throughout the course/school year. 	<ul style="list-style-type: none"> Teacher may select a balance of resources, but some are not aligned to standards. Teacher incorporates resources, but they are sometimes not aligned with lesson objectives. Teacher selects grade-level texts, but they do not increase in complexity throughout the course/school year. 	<ul style="list-style-type: none"> Teacher does not select a balance of resources, and they are not aligned to standards. Teacher does not incorporate resources or they are not aligned with lesson objectives. Teacher does not select grade-level texts and resources.

¹¹ For English language arts (ELA), balance refers to the Common Core State Standards that require a balance of informational texts and fictional texts. For non-ELA classrooms, balance refers to using a variety of resources.

¹² Resources are not used simply because they have been adopted. Rather, a teacher is thoughtful and strategic about how to use the resources, given student needs. Examples of resources include, but are not limited to, textbooks, models, content-related books, teacher-made materials, real-world examples, pictures, websites, video clips and manipulatives.

PLAN 6. Mobilize families and stakeholders in student success

P6 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Communication of progress to families</i> • <i>Balanced contact to families</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Teacher creates opportunities to involve families in class activities • Teacher creates structures to involve families in academic support. • Students and/or families are included in the planning of positive reinforcements for progress. 	<ul style="list-style-type: none"> • Teacher consistently communicates student progress to families.¹³ • Teacher proactively contacts families and outreach is a balance of positive feedback and intervention or corrective feedback. 	<ul style="list-style-type: none"> • Teacher inconsistently communicates student progress to families. • Teacher reactively contacts families, and outreach is mostly for intervention or corrective reasons. 	<ul style="list-style-type: none"> • Teacher rarely or never communicates student progress to families. • Teacher rarely or never contacts families for any reason.

¹³ Examples include, but are not limited to, sending home a newsletter or updating a class website.

PLAN 7. Organize classroom space and materials¹⁴

P7 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Classroom arrangement's support of instruction Classroom arrangement allowing for movement Student access to materials 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Space and materials are designed to extend learning of current or recent content.¹⁵ Teacher displays a variety of student work that communicates progression of student learning. 	<ul style="list-style-type: none"> Teacher's arrangement of classroom is flexible enough to support various modes of instruction and grouping. Teacher's arrangement of classroom allows for efficient student movement and transitions. Teacher arranges materials and resources so that they are easily accessible for students. 	<ul style="list-style-type: none"> Teacher's arrangement of classroom has limited flexibility, and some modes of instruction and grouping are difficult or impossible to facilitate. Teacher's arrangement of classroom limits efficient student movement and transitions. Teacher arranges materials and resources, but students must rely on teacher for access to most. 	<ul style="list-style-type: none"> Teacher's arrangement of classroom is not flexible and does not support various modes of instruction and grouping. Teacher's arrangement of classroom does not allow for efficient student movement and transitions. Teacher controls access to all materials and students do not have access to them, or materials are not accessible due to lack of organization.

¹⁴ When teachers do not have a permanent classroom or are unable to adapt a classroom for other reasons, they use the given space as best as they are able to fit the needs of the class.

¹⁵ Examples include, but are not limited to, posting indicators of mastery with student-friendly explanations and posting material that students can engage with to extend their learning after they have completed instructional assignments.

TEACH 1. Communicate standards-based lesson objectives¹⁶

T1 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Communication of objective Communication of objective's significance Communication of criteria for meeting objective Student understanding of objective 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Teacher facilitates a discussion of the lesson objective, its significance¹⁷ and/or how it applies to students' long-term academic and/or other goals. When prompted, students can explain the objective, its significance and/or how it applies to their long-term academic and/or other goals. 	<ul style="list-style-type: none"> Teacher clearly communicates lesson objective to students using developmentally appropriate language. Teacher clearly explains the significance of the lesson objective. Teacher shares clear criteria for meeting lesson objective. When prompted, students can explain the objective in their own words and the criteria for meeting it. 	<ul style="list-style-type: none"> Teacher communicates lesson objective but it is unclear to students, and/or teacher uses developmentally inappropriate language. Teacher explains the significance of the objective, but the explanation is unclear or partial. Teacher shares criteria for meeting lesson objective, but they are unclear to students. When prompted, students can only retell the objective. 	<ul style="list-style-type: none"> Teacher does not communicate lesson objective to students. Teacher does not explain the significance of the objective. Teacher does not share criteria for meeting lesson objective. When prompted, students cannot retell the objective.

¹⁶ While introduction of a lesson objective typically happens at the beginning of a lesson, all descriptors can happen throughout a lesson, not just at the beginning.

¹⁷ An objective's significance could include connection to standards, relationship to the course's long-term goals, cross-curricular connections, real-world applications and connections to prior or future learning.

TEACH 2. Present content clearly

T2 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Accuracy of content Emphasis of key points Alternate presentation of content when needed Modeling of academic language Modeling engagement with texts and tasks Clear instructions 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Teacher makes connections across disciplines in presentation of content. 	<ul style="list-style-type: none"> Teacher presents accurate grade-level content. Teacher emphasizes important points to focus learning of content. Teacher presents content in various ways to make content clear.¹⁸ Teacher consistently models academic vocabulary and standard grammatical structures. Teacher explicitly and thoroughly models¹⁹ how to engage with texts and/or tasks to prepare students to do so independently. Teacher's instructions are clear to all students. 	<ul style="list-style-type: none"> Teacher presents mostly accurate grade-level content with minor inaccuracies that do not hinder student learning of content. Teacher sometimes emphasizes important points to focus learning of content. Teacher attempts to present content in various ways, but attempts do not make content clear. Teacher inconsistently models academic vocabulary and standard grammatical structures. Teacher models how to engage with texts and/or tasks, but it does not prepare students to do so independently. All students understand instructions after multiple clarifications. 	<ul style="list-style-type: none"> Teacher presents inaccurate content that hinders student learning of content or content is not on grade level. Teacher does not emphasize important points to focus learning of content. Teacher does not present content in various ways. Teacher does not model academic vocabulary and standard grammatical structures. Teacher does not model how to engage with texts and/or tasks. Students are confused because instructions are unclear.

¹⁸ Examples include, but are not limited to, using diagrams, video clips, graphic organizers and manipulatives.

¹⁹ Not every text and task must be modeled, but modeling may be appropriate when students have not been exposed to the material and/or will be expected to engage with a similar text or task independently.

TEACH 3. Use strategies and tasks to engage all students in rigorous work

T3 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Purposeful tasks Scaffolded and differentiated tasks Opportunities to engage with complex texts and rigorous tasks Student application of prior skills and learning Student perseverance 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Teacher provides students with choices, and students are able to self-select strategies and tasks that best fit their learning needs and learning levels. 	<ul style="list-style-type: none"> All tasks have a clear and intentional purpose. Teacher provides access to grade-level material for all students²⁰ by scaffolding²¹ and/or differentiating²² tasks. Students have opportunities and time to grapple²³ with complex texts and/or rigorous tasks. Students independently apply foundational skills and prior learning to complex texts and/or rigorous tasks. Almost all students persevere through complex texts and/or rigorous tasks.²⁴ 	<ul style="list-style-type: none"> Some tasks have a clear, intentional purpose. Teacher attempts to scaffold and differentiate tasks for instructional groups, but not all students receive tasks that support them in accessing complex texts and rigorous tasks. Students have opportunities to engage with complex texts and rigorous tasks superficially. Students struggle to independently apply foundational skills and prior learning to complex texts and/or rigorous tasks, or teacher gives limited opportunities for students to apply foundational skills and prior learning. Some students persevere through complex texts and/or rigorous tasks, while others do not have the strategies or willingness to do so. 	<ul style="list-style-type: none"> For the most part, tasks do not have a clear, intentional purpose. Teacher does not scaffold or differentiate tasks to support students in accessing complex texts and rigorous tasks. Students have rare or no opportunities to engage with complex texts and rigorous tasks. Students cannot apply foundational skills and prior learning to complex texts and/or rigorous tasks, or teacher does not give opportunities for students to apply foundational skills and prior learning. Students demonstrate little ability or willingness to persevere through complex texts and/or rigorous tasks and easily give up.

²⁰ This does not mean that the teacher always differentiates for each student, but rather that each student may be placed in an appropriate instructional group and receive work tailored to the instructional group that meets his/her needs. Instructional groups can be determined based on various student characteristics. Examples of instructional grouping include, but are not limited to, skill levels, interests and ability levels.

²¹ Appropriate scaffolding does not mean teachers scaffold every task. Teachers scaffold only when the complexity of the task and/or students' prior knowledge requires scaffolding.

²² Differentiation's primary goal is accessibility to rigorous content for all students. Although process, content or task may be altered to provide access to different students, the differentiated task should lead all students to produce work at the level of rigor that the standard requires.

²³ When students grapple with a text or task, they should go through a "productive struggle," not a struggle so overwhelming that they are unable to work through it.

²⁴ Students can draw on strategies and resources to support them in accessing a challenging text or task. Examples include, but are not limited to, students using a resource text, class notes or manipulatives while working on an assignment.

TEACH 4. Use evidence-dependent questioning

T4 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Questions that push thinking Questions requiring justification Questions at key points Clear and scaffolded questions Wait time Appropriate student response 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Teacher explicitly models his or her own thought process for generating and responding to questions. Students regularly pose questions that require their peers to cite evidence and explain their thought processes. Students hold one another accountable for justifying their answers by citing evidence and/or elaborating on their thought processes, when needed. 	<ul style="list-style-type: none"> Teacher poses questions that move students beyond their current level of thinking. Teacher asks questions that require students to cite evidence²⁵ and clearly explain their thought processes. Teacher asks questions at key points²⁶ throughout the lesson. Teacher asks questions that are clear and scaffolded. Teacher provides appropriate wait time.²⁷ Teacher encourages and expects students to provide correct and/or appropriate responses. 	<ul style="list-style-type: none"> Teacher poses questions that engage students in the material but do little to move students beyond their current level of thinking. Teacher asks questions that require students to explain their thought processes but do not require them to cite evidence. Teacher asks questions infrequently or in excess. Teacher asks questions that are somewhat unclear to students or lack scaffolding. Teacher provides wait time, but it may be too long or too short to be effective. Teacher accepts some responses that are incorrect and/or inappropriate. 	<ul style="list-style-type: none"> Teacher's questions do not engage students in the material or move students beyond their current level of thinking. Teacher does not ask questions that require students to cite evidence or explain their thought processes. Teacher does rarely or never ask questions during the lesson. Teacher asks questions that are confusing to students and are not scaffolded. Teacher does not provide wait time for students to generate responses to questions. Teacher accepts any response, even if it is incorrect or inappropriate.

²⁵ When applicable, questions should be text-based, and responses should include evidence grounded in the text. Beyond citing from a text, examples of citing evidence include, but are not limited to, prior learning, observed patterns and applications of problem-solving strategies to similar contexts.

²⁶ Key points are pivotal moments when questioning can highlight prioritized content, concepts and/or student understanding. Questioning at key points also supports the forward movement of the lesson.

²⁷ Wait time allows adequate time for students to formulate a response. This does not always mean silence in the classroom. Examples include, but are not limited to, using strategies such as think-pair-share or turn-and-talk to help students process questions.

TEACH 5. Check for understanding and provide specific, academic feedback

TS KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Informative checks for understanding</i> • <i>Real-time adjustments when needed</i> • <i>Student misunderstandings addressed</i> • <i>Specific, academic feedback</i> • <i>Delivery of feedback at key points</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Teacher provides structures for students to engage in peer review to give one another feedback that advances learning. • Students clarify misunderstandings for their classmates, when needed.²⁸ 	<ul style="list-style-type: none"> • Teacher conducts a variety²⁹ of checks for understanding that yield useful information at key points³⁰ throughout the lesson. • When needed, teacher makes real-time adjustments when needed to lesson pacing, student tasks and/or strategies, based on information from checks for understanding. • When needed, teacher addresses student misunderstandings in a manner that clarifies the process or concept. • Teacher gives specific academic feedback³¹ to communicate current progress and next steps to move forward. • Teacher provides academic feedback at key points throughout the lesson. 	<ul style="list-style-type: none"> • Teacher attempts to conduct checks for understanding, but they are limited in variety, may not occur at key points or may not yield useful information. • When needed, teacher attempts to make real-time adjustments based on information from checks for understanding, but the adjustments may not be effective. • When needed, teacher attempts to address student misunderstandings but may not clarify the process or concept. • Teacher gives general academic feedback, but feedback may not clarify next steps to move forward. • Teacher provides academic feedback infrequently during the lesson.³² 	<ul style="list-style-type: none"> • Teacher does not check for understanding during the lesson, or the checks are inappropriate or ineffective. • When needed, teacher does not make real-time adjustments to lesson pacing and student tasks. • When needed, teacher does not address student misunderstandings. • Teacher does not give academic feedback.

²⁸ For pre-kindergarten and kindergarten classrooms, it may not be developmentally appropriate for students to engage in peer review or to clarify misunderstandings for their classmates. Instead, pre-kindergarten and kindergarten teachers should model these descriptors for their students, and facilitate and scaffold relevant student conversations.

²⁹ Checks for understanding should provide multiple ways for students to demonstrate their learning.

³⁰ Checks for understanding at key points occur at pivotal moments in the lesson and provide an accurate pulse of the class to determine whether or not a teacher can move forward in the lesson.

³¹ Specific academic feedback is feedback that supports a student in understanding a concept, process or skill, and allows students to identify how they can take action to modify their work or maintain quality. Academic feedback can be tailored to address the needs of the whole class, small group or individual students. Feedback should be based on whole or small group trends, and/or individual needs.

³² For example, feedback may only be given at the beginning or end of the lesson.

TEACH 6. Facilitate student-to-student interaction and academic talk

T6 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • Opportunities for student-to-student interaction • Structures for student collaboration • Purposeful and flexible student groups • Evidence-based discussions • Student academic talk 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Students lead academic discussions with minimal teacher support.³³ • Students monitor their progress in group work and hold one another accountable for staying productive and on task. • Students hold one another accountable for using academic talk, when needed. 	<ul style="list-style-type: none"> • Teacher provides multiple opportunities for student-to-student interaction. • Teacher sets up structures for student collaboration,³⁴ and they are effective at keeping students focused and productive with minimal teacher support. • Teacher ensures all student groups and/or pairings are strategic, purposeful and flexible, based on student characteristics.³⁵ • In most student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding. • Students use academic talk and, when necessary, teacher consistently and appropriately supports students³⁶ in speaking academically. 	<ul style="list-style-type: none"> • Teacher provides few opportunities for student-to-student interaction. • Teacher sets up structures for student collaboration, but they are ineffective at keeping students focused and productive. • Teacher ensures some student groups and/or pairings are strategic, purposeful and flexible, based on student characteristics. • In few student-to-student interactions, students engage in discussions with their peers to make meaning of content or deepen their understanding. • Students sometimes use academic talk, and teacher inconsistently or inappropriately supports students in speaking academically. 	<ul style="list-style-type: none"> • Teacher provides no opportunities for student-to-student interaction. • Teacher does not set up structures for student collaboration, and student collaboration is unfocused and unproductive. • Teacher does not ensure student groups and/or pairings are strategic, purposeful and flexible, based on student characteristics. • Students do not engage in discussions with their peers to make meaning of content or deepen their understanding. • Students do not use academic talk, and teacher does not support students in speaking academically.

³³ For pre-kindergarten and kindergarten classrooms, it may not be developmentally appropriate for students to lead academic discussions. Instead, student-led academic discussions will be heavily teacher facilitated, with significant scaffolding and teacher modeling.

³⁴ Collaboration among students can occur in pairs or in groups. Examples of structures for pairs or groups can include, but are not limited to, discussion protocols, assignment of clear roles and responsibilities for each group member, rubrics for effective group work and sentence stems to facilitate conversation.

³⁵ Examples include, but are not limited to, grouping students according to interest or academic performance level.

³⁶ Appropriately supporting students should include consideration of student age and grade level and sensitivity to cultural and learning needs.

TEACH 7. Implement routines to maximize instructional time

T7 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Maximized instructional time Smooth routines and procedures Student understanding of responsibilities Smooth transitions 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Students are never idle, even while teacher does administrative tasks such as taking attendance or preparing materials. Routines and procedures run smoothly with minimal or no prompting from the teacher. Students direct many of the transitions and routines.³⁷ 	<ul style="list-style-type: none"> Students are only idle for very brief periods of time while waiting for the teacher. Routines and procedures run smoothly with some prompting from the teacher. Students demonstrate they generally know their responsibilities. Transitions are smooth with some teacher direction. 	<ul style="list-style-type: none"> Students may be idle for short periods of time while waiting for the teacher. Routines and procedures are in place but require significant teacher prompting and direction. Students demonstrate they are sometimes unclear about what they should be doing and may ask questions frequently. Transitions are fully directed by the teacher and may be less orderly and efficient. 	<ul style="list-style-type: none"> Students may be idle for significant periods of time while waiting for the teacher. There are no evident routines or procedures, so the teacher directs all of them. Students demonstrate they are unclear about what they should be doing and ask questions constantly or do not follow teacher directions. Transitions are disorderly and/or inefficient.

³⁷ Teachers do not have to direct all transitions and routines in the classroom. Students can be chosen to direct transitions and routines while the teacher completes another task that supports maximizing instructional time. Examples include, but are not limited to, students collecting assignments, distributing materials or taking attendance.

TEACH 8. Build a positive, learning- focused classroom culture

T8 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>High expectations</i> • <i>Teacher and student rapport and respect</i> • <i>Equitable contribution</i> • <i>Student ownership and participation</i> • <i>Academic risk taking</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Positive classroom culture is so well established that there is minimal need for teacher direction. • Students take on academic leadership roles that promote learning. • Teacher has strong individual relationships with students.³⁸ 	<ul style="list-style-type: none"> • Teacher communicates high expectations³⁹ for every student. • Interactions among teacher and students demonstrate a positive rapport and mutual respect. • Teacher values input from all students and ensures that students have opportunities to contribute equitably. • Students take ownership of work and are active participants in classwork and discussions. • The classroom is a safe community for all students to take on academic challenges and risk possible failure.⁴⁰ 	<ul style="list-style-type: none"> • Teacher communicates high expectations for some students. • Some interactions among teacher and students demonstrate a positive rapport and mutual respect while other interactions demonstrate a lack of rapport and/or respect. • Teacher values input of some students over others. • Students take ownership of work and participate in class only when teacher encourages them. • The classroom is a safe community for some students to take on academic challenges and risk possible failure. 	<ul style="list-style-type: none"> • Teacher does not communicate high expectations. • Little to no interactions among teacher and students demonstrate a positive rapport and mutual respect. • Teacher values input of few students and/or repeatedly calls on the same students for contributions. • Few or no students take ownership of work or are active participants. • The classroom is not a safe community for most students to take on academic challenges and risk possible failure.

³⁸ It is not an expectation that a teacher will have the same depth of relationship with all students.

³⁹ High expectations demonstrate the belief that all students can perform at high levels academically and behaviorally.

⁴⁰ Examples include, but are not limited to, students being eager to answer questions, feeling comfortable asking the teacher for help and not responding negatively when a peer answers a question incorrectly.

TEACH 9. Reinforce positive behavior, redirect off-task behavior, and de-escalate challenging behavior

T9 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Behavioral expectations Feedback for positive and negative behavior Off-task behavior and addressing it Correction of misbehavior Time impact of addressing misbehavior 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Students exhibit rare or no⁴¹ off-task behavior⁴² in the classroom, and there is rarely, if any, need to refer to behavioral expectations. Students self-manage behavior and monitor their peers, when needed. 	<ul style="list-style-type: none"> Teacher's high behavioral expectations are clear to students, and teacher consistently holds students accountable for meeting those expectations. Teacher promotes and/or reinforces positive behavior. Students exhibit occasional off-task behavior in the classroom and easily refocus with minimal teacher prompting. When needed, teacher appropriately addresses, redirects or de-escalates⁴³ student misbehavior or disruption in a manner that solves the issue. When needed, teacher addresses behavioral issues with minimal interruption to instructional time. 	<ul style="list-style-type: none"> Teacher's behavioral expectations may be unclear to students and/or teacher inconsistently holds students accountable for meeting those expectations. Teacher occasionally acknowledges positive behavior but focuses more on negative behavior. Students exhibit frequent off-task behavior in the classroom but can refocus with teacher prompting. When needed, teacher addresses, redirects or de-escalates student misbehavior or disruption in a manner that does not fully solve the issue. When needed, teacher addresses behavioral issues with some interruption to instructional time. 	<ul style="list-style-type: none"> Teacher has low or no behavioral expectations established in the classroom. Teacher primarily focuses on negative behavior. Students exhibit consistent off-task behavior in the classroom. When needed, teacher does not address or redirect student misbehavior or disruption or does so ineffectively, and the student misbehaviors continue or escalate. Student off-task or challenging behavior causes significant interruption to instructional time.

⁴¹ Off-task behavior may be present from a student with an applicable Functional Behavior Assessment (FBA) or a Behavior Intervention Plan (BIP). In these cases, a teacher would be observed adhering to the strategies and interventions outlined by the FBA or BIP.

⁴² Off-task behavior is behavior that disrupts the learning of one-self or others.

⁴³ Teacher respects students' dignity and is sensitive to students' needs when addressing misbehavior.

REFLECT & ADJUST 1. Analyze student progress toward goals

RA1 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Assessment of student progress⁴⁴ Data analysis⁴⁵ Timeliness of analysis 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> Teacher proactively leads conversations about data analysis with colleagues and offers positive suggestions. When appropriate, teacher proactively uses alternative assessments or measures that will yield more useful data relative to instruction. 	<ul style="list-style-type: none"> Teacher uses measures that assess multiple aspects of student progress. Analysis of data consistently provides teacher with a clear description of students' current levels and progress toward goals. Teacher gives a timely analysis of data after assessment is administered and results are determined. 	<ul style="list-style-type: none"> Teacher uses measures that assess limited aspects of student progress. Analysis of data inconsistently provides teacher with a clear description of students' current levels and progress toward goals. Teacher analysis of data occurs too late for results to be helpful to students. 	<ul style="list-style-type: none"> Teacher does not assess student progress. Teacher's analysis of data does not provide a description of current levels of student progress toward goals. Teacher analysis of data does not occur after assessment is administered and results are determined.

⁴⁴ Aspects of student progress can include areas such as behavior, attendance, participation and mastery of content.

⁴⁵ Examples of data analysis include, but are not limited to, identifying trends, item analysis and identifying areas for re-teaching.

REFLECT & ADJUST 2. Modify instruction in response to data

RA2 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Modification of daily instruction</i> • <i>Adjustment of long-term plans</i> • <i>Reteaching</i> • <i>Spiraling for maintenance of knowledge</i> • <i>Recommendation for interventions</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Teacher provides opportunities for students to self-manage their maintenance of a skill⁴⁶ in addition to formal spiraling. • Teacher actively seeks feedback from peers and makes adjustments to instruction as a result. 	<ul style="list-style-type: none"> • Teacher routinely modifies daily instruction when data indicate it is needed.⁴⁷ • Teacher routinely adjusts long-term plans to accommodate reteaching. • Reteaching meets the needs of individuals and groups to ensure student progress toward mastering objectives and standards. • Teacher spirals key skills and concepts to ensure maintenance of knowledge. • Teacher appropriately recommends students for tiered interventions and regularly follows up on interventions provided for students. 	<ul style="list-style-type: none"> • Teacher infrequently modifies instruction when data indicates it is needed, or teacher makes modifications not based on data. • Teacher infrequently adjusts long-term plans to accommodate re-teaching. • Teacher makes an attempt at re-teaching but it does not meet the needs of individuals and/or groups.⁴⁸ • Teacher spirals some skills and concepts to ensure maintenance of knowledge. • Teacher recommends students for tiered intervention and occasionally follows up on interventions provided for students. 	<ul style="list-style-type: none"> • Teacher does not modify instruction when data indicate it is needed. • Teacher does not adjust long-term plans to accommodate reteaching. • Teacher does not make an attempt to reteach. • Teacher does not spiral skills and concepts to ensure maintenance of knowledge. • Teacher does not recommend students for tiered intervention or may over- or under-identify students requiring interventions, and rarely follows up on interventions provided for students.

⁴⁶ Examples include, but are not limited to, stations that focus on past skills or standards that students can go to when they finish assignments.

⁴⁷ Examples of adjustments to instruction include, but are not limited to, modified instructional activities, flexible grouping, scaffolded tasks, increased work time and use of different resources. Multiple pieces of classroom data can be used, including results from formative and summative classroom-based data.

⁴⁸ An unsuccessful attempt at reteaching can be the result of reteaching in the same manner content was originally taught or a lack of understanding of why the first attempt was unsuccessful.

REFLECT & ADJUST 3. Assess and refine classroom space and culture

RA3 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Reflection on classroom culture</i> • <i>Adjustments to classroom culture</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Student input is considered as a key part of teacher's assessment of classroom space and culture. • Students have the opportunity formally to reflect on the classroom culture. • Teacher provides appropriate structures for students to lead conversations about classroom culture. 	<ul style="list-style-type: none"> • Teacher reflects on and assesses classroom culture and space throughout the year.⁴⁹ • Teacher makes timely adjustments to culture and space in order to support a positive community and learning environment.⁵⁰ 	<ul style="list-style-type: none"> • Teacher rarely reflects on or assesses classroom culture and space. • Teacher's adjustments to culture and space do not support progression toward a positive culture and learning environment and/or adjustments are not timely. 	<ul style="list-style-type: none"> • Teacher does not reflect on or assess classroom culture and space. • Teacher does not make adjustments to culture and space.

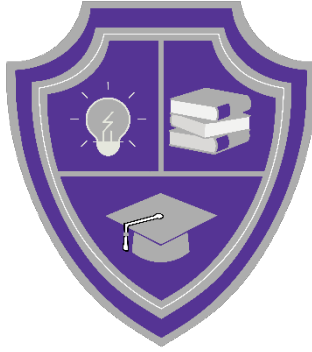
⁴⁹ Examples include, but are not limited to, assessing student motivation, behavior management, relationships with individuals and groups, student leadership, student autonomy and student-to-student interactions.

⁵⁰ Informal adjustments to classroom culture and space should occur as needed.

REFLECT & ADJUST 4. Partner with students and families to reflect on students' progress

RA4 KEY CONCEPTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> • <i>Communication of data to stakeholders</i> • <i>Student reflection on data</i> • <i>Student articulation of growth</i> • <i>Student articulation of steps toward goals</i> • <i>Opportunities for family reflection and action on student progress</i> 	<p>In addition to all of the elements in Level 3, Level 4 includes:</p> <ul style="list-style-type: none"> • Families can articulate students' progress using data as a reference. • Families, students and teacher engage in discussions about students' strengths and areas for growth and create an action plan to support students. 	<ul style="list-style-type: none"> • Teacher uses multiple mechanisms to communicate data to all stakeholders.⁵¹ • Students are given the opportunity to reflect on feedback after data are shared. • Almost all students can articulate their own progress, strengths and areas for growth using data as a reference. • Students can clearly articulate action steps they can take to progress toward their goals, using data as a reference. • Families are provided with multiple opportunities to reflect and take action, when necessary, after they receive student progress data. 	<ul style="list-style-type: none"> • Teacher uses limited mechanisms to communicate data and only reaches a selected group of stakeholders. • Students are not given the opportunity to reflect on feedback after data are shared. • Some students can articulate their own progress, strengths and areas for growth using data as a reference. • Students have difficulty articulating the action steps they can take to progress toward their goals. • Families are provided with limited opportunities to reflect on student progress data or no opportunity for action is provided, when necessary. 	<ul style="list-style-type: none"> • Teacher does not communicate data to stakeholders. • Students are not provided with feedback. • Few or no students can articulate their own progress, strengths and areas for growth using data as a reference. • Students cannot articulate action steps they can take to progress toward their goals. • Families are not provided with opportunities to reflect and take action after they receive student progress data.

⁵¹ For example, for stakeholder groups of families and the community, data may be mailed or displayed on a bulletin board. For students, data can be posted in the classroom in a manner that is accessible to them. Appropriate confidentiality is maintained at all times.



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 6

School Leader Evaluation Tool(s)

EXECUTIVE DIRECTOR**INSTRUCTIONAL EXPERTISE & LEADERSHIP**

- A. **Content knowledge.** Has strong knowledge in all areas of curriculum, assessment and instruction. Stays abreast of new developments through conversation, reading and reflection.
- B. **Belief.** Fundamentally believes that all students can achieve at high levels. Has the experience and know-how to foster high achievement.
- C. **Program and curriculum development.** Articulates, models and implements educational programs and initiatives at a high level. Ensures systematic interventions are in place when students are struggling.
- D. **Coaching and knowledge sharing.** Acts as a resource and coach for others in all areas of curriculum, assessment and instruction. Eagerly shares expertise, best practices, and information with others (i.e. colleagues, teachers, and supervisor).
- E. **Professional development leader.** Accurately identifies and prioritizes professional development needs through analysis of student data, teacher growth areas and school needs.
- F. **Data analysis.** Collects and analyzes relevant data to guide formation of academic and school plans, goals and objectives.
- G. **Program evaluation.** Evaluates the effectiveness of programs and management systems to drive improvement efforts and ensure students are prepared to succeed in competitive high schools and colleges.

Comments or gathered evidence (in support of competency rating below):

Rating on this competency:

**Needs Improvement
1**

**Developing
2**

**Proficient
3**

**Exemplary
4**

BOD's comments:

PEOPLE MANAGEMENT & DEVELOPMENT

- A. **Selection.** Selects high-caliber individuals who fit the school's culture and enrich the existing team.
- B. **Clear roles and expectations.** Clearly articulates roles and high expectations for faculty, students and staff members.
- C. **Feedback.** Gives clear, considered and constructive feedback to faculty and staff that results in improved teacher performance.
- D. **Accountability.** Consistently holds faculty and staff accountable for results.
- E. **Trust/ Delegation.** Trusts team members to handle their work, delegates leadership and allows others to make decisions of consequence when appropriate.
- F. **Difficult conversations.** Engages in difficult conversations proactively and constructively. Handles conflict situations in an honest and direct manner.
- G. **Recognition.** Rewards and recognizes the accomplishments and contributions of others (i.e. colleagues, teachers, and supervisor).
- H. **Development.** Works with others to set measurable and challenging goals, draft long-term plan for meeting these goals, and provides support throughout the year.
- I. **Helps others adapt.** Helps others adapt to changes in work, goals, or strategies and promotes a positive climate during the change process.
- J. **Motivation.** Inspires and enables faculty, students, and staff members' absolute best performance.

Comments or gathered evidence (in support of competency rating below):

Rating on this competency:	Needs Improvement 1	Developing 2	Proficient 3	Exemplary 4
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BOD's comments:

SCHOOL CULTURE AND CHARACTER DEVELOPMENT

- A. **Presence.** Exudes an energetic, motivating presence and has a positive effect on the morale, attitude, and behavior of staff and students.
- B. **Student and family investment.** Consistently communicates an inspiring vision and mission of the school to staff, parents and students.
- C. **Character development.** Ensures character education & discipline model prepares students to succeed and that systems are in place to support this model.
- D. **Student relationships.** Interacts with students in a firm yet nurturing way that demands and enables high expectations.
- E. **Family relationships.** Interacts with families in a way that builds trust and reinforces the vision and values of Purpose Prep.
- F. **Sustaining culture.** Spends time, emotional energy and resources on assessing, reshaping, and sustaining the school's culture and climate.

Comments or gathered evidence (in support of competency rating below):

Rating on this competency:	Needs Improvement 1	Developing 2	Proficient 3	Exemplary 4
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BOD's comments:

COMMUNICATION

- A. **Clarity and conciseness.** Articulates thoughts clearly and correctly (both verbally and in writing).
- B. **Confidence.** Delivers messages with self-confidence and credibility.
- C. **Listening.** Genuinely listens to the ideas and suggestions of others.
- D. **Tailored to audience.** Adapts content, style, and approach depending on audience and situation.
- E. **Sensitivity.** Delivers difficult messages with tact and understanding.
- F. **Rationale.** Communicates decisions, rationale, and the impact on others in a clear manner.
- G. **Influence strategies.** Employs multiple strategies to influence others, including humor.

Comments or gathered evidence (in support of competency rating below):

Rating on this competency:

**Needs
Improvement
1**

**Developing
2**

**Proficient
3**

**Exemplary
4**

BOD's comments:

STRATEGIC THINKING AND PLANNING

- A. **Problem solving.** Demonstrates and encourages creativity and problem-solving in tackling organizational problems.
- B. **Vision.** Has a clear vision of school culture with high expectations for student behavior.
- C. **Alignment.** Understands Purpose Prep's strategic vision and continually aligns goals and objectives accordingly.
- D. **Input.** Seeks out others' input and relevant data to inform decisions (i.e. to guide formation of academic and school plans, goals and objectives).
- E. **Objectives.** Clearly delineates objectives and action steps required to meet both short and long-term goals.
- F. **Timelines.** Establishes clear, realistic timelines for accomplishing goals.
- G. **Resources/ Contingencies.** Anticipates obstacles to plan, expertise and resources needed for success. Takes proactive action accordingly.
- H. **Priorities. Sets priorities to manage demands effectively.** (i.e. meetings, appointments, deadlines, phone calls, emails, reporting).
- I. **Change.** Is proactive in dealing with change (i.e. seeing opportunities, using all available resources to achieve goals, and prioritizing substance over form).
- J. **Leverages experience.** Recognizes when to innovate and when to uphold existing processes and the "tried-and-true".

Comments or gathered evidence (in support of competency rating below):

Rating on this competency:	Needs Improvement 1	Developing 2	Proficient 3	Exemplary 4
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BOD's comments:

BUILDING TEAMS AND WORKING ORGANIZATIONALLY

- A. **Relationships.** Maintains supportive, cooperative, and collegial relationships with all colleagues.
- B. **Trust.** Builds a high level of trust and teamwork in interactions.
- C. **Feedback.** Gives clear, considered and constructive feedback to peers and supervisor.
- D. **Team building.** Builds teams with complementary strengths and abilities.
- E. **Team support.** Creates structures, provides resources and removes obstacles to goal accomplishment.
- F. **Cross-collaboration.** Encourages cooperation among teams (i.e. among departments, among campuses).
- G. **Meeting facilitation.** Ensures meetings are run effectively.
- H. **Buy-in.** Works to identify the motivations and perspectives of others to address their concerns and gain commitment.

Comments or gathered evidence (in support of competency rating below):

Rating on this competency:	Needs Improvement 1	Developing 2	Proficient 3	Exemplary 4
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BOD's comments:

SELF MANAGEMENT & ORGANIZATION

- A. **Feedback.** Solicits and welcomes feedback from colleagues, students and parents in order to grow.
- B. **Constant learning.** Works diligently to increase knowledge of all school functions through conversation, reading and reflection.
- C. **Breadth of knowledge.** Demonstrates eagerness to take on new projects and learn new things. Values/ appreciates areas outside of his/her expertise.
- D. **Organization.** Has a robust personal organization system that ensures all priorities and tasks are met in a timely manner.
- E. **Timeliness/Responsiveness.** Is on time and prepared for work, meetings, events and deadlines. Returns calls and emails in a timely manner.
- F. **Follow-through.** Follows through on commitments made to others (i.e. students, families, staff).
- G. **Consistency/ Steadfastness.** Sticks to timely and tough decisions in the best interest of the school, staff or students.

Comments or gathered evidence (in support of competency rating below):

Rating on this competency:	Needs Improvement 1	Developing 2	Proficient 3	Exemplary 4
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BOD's comments:

PROFESSIONALISM & CHARACTER

- A. **Purpose.** Is focused on the goal – student achievement.
- B. **Respect.** Shows respect for others.
- C. **Integrity.** Is honest and forthcoming.
- D. **Self Determination.** Has a ‘whatever it takes’ attitude; demonstrates self-efficacy. Is persistent in overcoming obstacles and driving goals to completion.
- E. **Excellence.** Work is of high quality.
- F. **Flexibility.** Demonstrates flexibility and resilience in the midst of change (i.e. school growth, staff turnover, changing student needs).
- G. **Calm under pressure.** Maintains composure and objectivity at all times, even in the face of adversity.

Comments or gathered evidence (in support of competency rating below):

Rating on this competency:	Needs Improvement 1	Developing 2	Proficient 3	Exemplary 4
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BOD's comments:

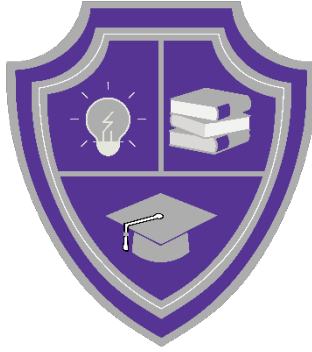
BUDGET, ENROLLMENT & COMPLIANCE

- A. **Budget.** Ensures expenses do not exceed the school's budget and conserves costs to maintain the organization's financial health.
- B. **Constant communication.** Maintains excellent communication with relevant individuals regarding expenses and budget.
- C. **Enrollment.** Prioritizes retention and re-enrollment of students and student enrollment initiatives, and communicates closely about information related to students and families.
- D. **Accuracy.** Is timely, accurate and cooperative with all records and compliance matters.
- E. **Compliance.** Anticipates relevant compliance issues and proactively manages for them.

Comments or gathered evidence (in support of competency rating below):

Rating on this competency:	Needs Improvement 1	Developing 2	Proficient 3	Exemplary 4
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BOD's comments:



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 7

Board Member Template

START-UP SCHOOL PROPOSED BOARD MEMBER ROSTER

		LARGEST BUDGET MANAGED/ OVERSEEN (\$ or N/A)	AREA OF EXPERTISE										COMMITTEE ASSIGNMENT					
	OCCUPATION		Accounting/Finance	Fundraising/Development	Construction/Real Estate	Legal	Technology	PR/HR/Communications	Education	Medical	Community/Volunteer	Board Experience	Development	Facilities Task Force	Academic	Finance	Governance/Board Development	Capital Campaign
PROPOSED BOARD MEMBERS Name & Title on Board (if applicable)																		
David Blodgett - Board Member	Founder and Executive Director of Nevada Prep	1.8mm	X	X	X				X			X		X	X	X		n/a
Leland Brandon - Board Chair	Vice President of the American Heart Association of Southern Nevada	1mm		X							X						X	n/a
Brent Erwin - Board Treasurer	CFO of Capriotti's Sandwich Shops	500mm	X	X									X			X		n/a
Maliq Kendricks - Board Member	Founding Educator at Democracy Preparatory Charter School Agassi Campus	N/A				X			X					X	X			n/a
Jill Scheidl - Board Secretary	Education Specialist at Pearson	N/A							X						X		X	n/a
Dwight Sanders - Board Member	Leadership Coach at The New Teacher Project (TNTP)	1mm							X						X	X		n/a
Kathleen Simon - Board Member	Vice President of Finance/Controller at The Influential Network Inc.	30MM	X										X			X		n/a
Lauren Torre - Vice Board Chair	Public Defender with The City of Las Vegas	N/A				X							X				X	n/a



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 8

Board Member Information Sheets

David Blodgett



Biography

David Blodgett began his career as an educator in 2009 when he joined Teach For America in Las Vegas. Mr. Blodgett taught fourth and fifth grade literacy at Lewis E. Rowe Elementary. He also taught computer science and French language at West Prep. Mr. Blodgett left the classroom to work as an apprentice for the superintendent of Clark County School District (CCSD) during the time when the school district was implementing significant reforms, including introducing the districts initial school performance framework and transitioning to the Common Core State Standards.

After leaving CCSD, David continuing to support teaching and learning when he joined the team of writers that developed the initial high school English Language Arts curriculum for the EngageNY.org. After the curriculum project, Mr. Blodgett worked as the Director of Grants at the Public Education Foundation to secure funds to enhance teaching, learning, and education leadership in Clark County.

Through his experience in the nonprofit and private sectors, he grew more committed to the belief that there is no work as important as building high-performing public schools for all students. With new possibilities for startup charter schools since the 2015 Nevada Legislative session and the arrival of Building Excellent Schools (BES) in Nevada, Mr. Blodgett joined the 2016 BES Fellowship cohort to begin the process of launching a new public charter school. Mr. Blodgett and a founding team of outstanding teachers and leaders opened the Nevada Prep Charter School, serving fourth through eighth grade students, in the heart of Clark County in August 2018 and have just completed a strong founding year.

Mr. Blodgett earned his M.ED at the University of Nevada Las Vegas and his BS at Brigham Young University. He is eager to support the mission of Las Vegas Collegiate as member of the Founding Board and will serve on the Academic Achievement and Finance Committees as well as on the Facilities Task Force.

DAVID BLODGETT

Nevada Prep Charter SchoolLas Vegas, NV
Aug. 2016 – presentFounding School Leader

- Strong academics: including 68thile growth in math, according to NWEA MAP
- Staff & family satisfaction: 93% student reenrollment rate with 100% of staff returning for year two
- Launched the only daily bus transportation program in a Las Vegas charter school
- Completed rigorous Building Excellent Schools (BES) Fellowship in 2016-17, learning best practices from proven school leaders and studying 35 high-performing schools in 10 regions of the U.S.

TNTPLas Vegas, NV
Sept. 2017 – May 2018Teacher Effectiveness Coach**The Public Education Foundation**Las Vegas, NV
Mar. 2014 – Oct. 2015Director of Grants and Special Projects**Public Consulting Group** (on contract with New York State Education Dept.)Portsmouth, NH
July 2013 – Aug. 2014Common Core Curriculum Writer for EngageNY.org Content**Leadership for Educational Equity (LEE)**Las Vegas, NV
Oct. 2015 – April 2016 & Oct. 2013 – Mar. 2014Policy Fellow & Fellowship Coach**Clark County School District**Las Vegas, NV
Aug. 2012 – Aug. 2013

West Preparatory Academy

Teacher (K-4 French and Middle School Computer Science)

Office of Superintendent Dwight Jones.

Aug. 2011 – Aug. 2012

Apprentice/ Special Projects Manager

Lewis E Rowe Elementary School

July 2009 – July 2011

Teach For America Corps Member (4th and 5th grade English Language Arts)**CONSULTING**

- Project managed a Harbormaster grant proposal that secured \$10 million in state matching funds (Feb. - March 2016)
- Managed operations at Opportunity 180 until full-time staff were hired (Sept. 2015 – March 2016)

EDUCATION**Center for Education Policy Research, Harvard University**Cambridge, MA
Oct. 2014 – Sept. 2015

Strategic Data Project (SDP) Fellowship

University of Nevada, Las VegasLas Vegas, NV
grad: May 2011

M.Ed in Elementary Education Curriculum and Instruction

Marriott School of Management, Brigham Young UniversityProvo, UT
grad: June 2009

B.S. in Business Management

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

Las Vegas Collegiate Charter School

2. Full name

David Blodgett

Home Address

Business Name and Address

Phone Number

E-mail address

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

I believe I can be an effective board member because of mission alignment and past and current experience in school leadership, fund development, and curriculum design.

- 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?

Start-Up Charter School Board Member Information

As a recent charter school founder, I have seen the value a governing board adds to a charter school. I am committed to the mission and vision of Las Vegas Collegiate because I know our community needs this school and many more schools like it. I am eager to share what I have learned as a school leader so that Ms. Gainous and Las Vegas Collegiate can become more successful faster by building on our successes and challenges.

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

Board members have three basic areas of responsibility: Academic Oversight, Financial Oversight, and Organizational Oversight. Academic oversight requires that the board review student academic data on a monthly, quarterly, and annual basis - ensuring that Las Vegas Collegiate is on the path toward meeting its mission. Financial oversight requires the board to review the short- and long-term fiscal health of the school. The board will review the management of all funds – overseeing the overall fiscal health of the school and monitoring the budget. Organizational oversight requires that the board ensures that Las Vegas Collegiate is in compliance with all applicable federal, state, and local laws and regulations. The board will review compliance requirements on a regular basis.

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 most recently worked as a charter school leader facing many of the same challenges Ms. Gainous will face getting Las Vegas Collegiate off the ground. With recent transitions from the Achievement School District to the State Public Charter School Authority, I am equipped to share input and guidance on many of the nuanced regulatory issues Las Vegas Collegiate will need to navigate and satisfy.

As a School Leader, I have benefited from prior experience in nonprofit management, project management, fund development, and classroom teaching. While I be prudent to not overstep my role from governance into management of the school, I am prepared to be a resource to Las Vegas Collegiate and challenge the board by asking questions to ensure the school board stays in its lane but holds to the school to high standards of achieving its ambitious goals.

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

As a School Leader, I am able to support more specifically in supporting the building and execution of the academic program. Working closely with the full board and Lead Founder, Ms. Gainous, I can provide insight on best practices to achieve our academic goals that are outline within our charter application.

School Mission and Program

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

Las Vegas Collegiate will exist to provide scholars of the Historic West Side with another educational option. Guided by the belief that all students deserve access to high-quality education, Las Vegas Collegiate, modeled after high performing schools all across the country, will provide families with another option. We are guided by the belief that high-quality academics, leadership development, and community enrichment will transform the lives of

Start-Up Charter School Board Member Information

students, setting them firmly on the path to success in middle school and high school, college, and life.

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

Las Vegas Collegiate's educational program is designed around providing scholars with the individual supports they need to be successful. Through strategies such as personalized small group instruction, an extended school day, and highly trained, actively coached teachers with an intensive focus on literacy, we will hold high expectations for all students.

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

Successful schools show results. Staff are supported like professionals because this is difficult and important work. Families are partners who understand the school's mission and play a critical role in their children's success. Leaders understand that the school's success is their own success; they are accountable.

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

Our board's academic achievement committee will report each month on student data. We will defer to school leadership on which assessments they will use, but anticipate the assessments will include NWEA MAP, WIDA, and other tools. Measures of success will be taken from our accountability plan that is part of the charter terms.

Governance

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

The board is a governing body, not a managing body. We will determine how well the school should do, and we will ensure the school has the resources to meet its goals. We will not manage the day to day operations for which management will dictate how to achieve its goals. We will be cognizant and prudent to not overstep into a management role.

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

Financially, the school will have a healthy ending fund balance with enrollment for year 1 at or near our targets. We will also have a strong plan in place to ensure strong enrollment (revenue) for year 2.

Operationally, the school will have established systems to ensure regulatory compliance and allow school leadership to focus as much as possible on teaching and learning.

Academically, the school will not have any state test results, but the results from other assessments will show us that we are closing the achievement gap and making progress and growth that far exceeds what other public schools in our community are making. Our students will be on track to read and write proficiently by the time they enter second and third grade.

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

At the end of three years, we will have our first state test data, so it will show that our third

Start-Up Charter School Board Member Information

graders are proficient in math and reading after spending 3 years with us. We will have a long- term school facility secured at an affordable rate (e.g., less than 15% of our enrollment-based revenue). School staff will not yet be complete, but we will have grown to serve four grade levels and have a leadership team with clearly defined roles to drive the organization forward and provide a best-in-class education.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - Monthly reporting and oversight on academics, finance, and operations.
 - Annual budgeting and revisions led by the board's treasurer and finance committee
 - Regular, intentional board member training on topics such as school finance, student achievement data, and Open Meeting Law/public records.
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?

Under no circumstance do we allow self-dealing on the governing board of Las Vegas Collegiate. I would work closely with the Board Chair, unless the Board Chair was the member acting unethically, to address the concern and better understand the facts. Should the Board Chair be in question, the Vice Chair will step in to investigate. If restitution or legal action was potentially required, I would recommend consulting an attorney to protect the school. If the behavior did not require legal or corrective action, but I believed the board member was at risk of putting the school in an undesirable situation, I would recommend board action to remove the board member according to the board's Bylaws if the board member did not voluntarily resign but represented a serious risk or danger to the school.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes
 I have known Dwight Sanders for several years. We worked for the same organization, TNTP, briefly while I was providing short-term coaching services for early career teachers, in part to gain coaching experience prior to launching a charter school. Dwight managed a different team, so we were never in a supervisory /reporting relationship with one another.
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.

Start-Up Charter School Board Member Information

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

I am a school leader with many of the same needs as Las Vegas Collegiate, I know many vendors who may propose services to Las Vegas Collegiate. I am willing to share my experience with Ms. Gainous, but I will also err on the side of caution in disclosing any conflicts of interest and abstaining from any votes where it is our could be perceived that I am allowing personal relationships to do anything that is not in the best interest of Las Vegas Collegiate.

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

As a principal of a mission-aligned middle school. I look forward to opportunities for our two schools to learn from each other in ways that are mutually beneficial.

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist

Start-Up Charter School Board Member Information

should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, David Blodgett, 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 Las Vegas Collegiate Charter School is true and correct in every respect.

David Blodgett

Signature

07.11.19

Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June 2015

1. The charter school, herein named Las Vegas Collegiate Charter School, shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

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

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

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
 - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
 - Submit accountability and progress reports throughout the academic year;
 - Conduct and report on required examinations of students;
 - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
 - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
 - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
 - Submit reports regarding student truancy, transiency, attendance and dropout rates;
 - Submit reports of weapons and violence incidence;
 - Describe suspensions and expulsions; and
 - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

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

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

Start-Up Charter School Board Member Information

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.

David Blodgett

Signature of Certifying Charter School Official

David Blodgett

Name Printed

Proposed Board Member

Title

07/14/19

Date

Subscribed and sworn to before me

State of Nevada - County of Clark

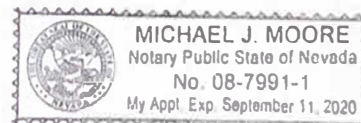
Signed and sworn to before me on

July 14, 2019 by David Harner Blodgett

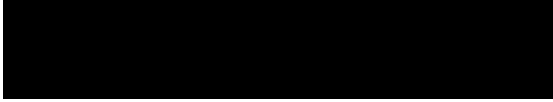
This 14 day of July
date month year

[Signature]
Signature of notarial officer

(Notary Public Seal)



Leland Brandon



Biography

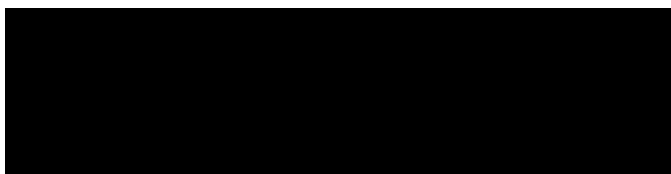
Leland Brandon is a community leader in the Las Vegas Valley. He has worked with the American Heart Association for the past three years as the Youth Market Director for the Las Vegas area. He has since been promoted to Senior Youth Market Director and continues to work by leading his team through educating students and educators in heart health and community service.

Mr. Brandon has worked with The American Taekwondo Association for the past 25 years where he has earned the title of Senior Master Instructor. In this role, he has helped to open more than 10 schools in Nevada, Utah, and Idaho. Through martial arts, Mr. Brandon has developed a curriculum that teaches leadership principles and character development to children and adults ages 3 to 80 years of age. In addition, he is an advocate for education and character development for the young people of his community.

Mr. Brandon also directs the children's ministries at Crossroads Church in Henderson, NV. He has served in this capacity for over eight years. Mr. Brandon earned his BA at University of Nevada also attended ATA Business School.

A father and husband who has enjoyed life in Las Vegas for 50 years, Mr. Brandon will serve at the Board Chair for Las Vegas Collegiate Charter School, chairing its Governance Committee.

Leland Brandon



WORK EXPERIENCE

Senior Director of Youth Market

American Heart Association

July 2016 – Present

Las Vegas, Nevada

Engaging the youth of Clark County by teaching the Heart Healthy habits based on the research of the American Heart Association. Responsible for leading a team of fundraisers with accountability for managing school-based accounts. Coach and develop school and community staff to achieve established volunteer engagement and fund-raising goals by creating a vision and facilitating the development of specific action plans with each team member. Actively work with each team member to grow existing accounts and secure new ones for sustained growth. Secure sponsorship of AHA programs.

Master Minds Business Consultants

September 2005 to Present

Las Vegas, Nevada

Provide classroom style training, workshops, sales training, operational performance, marketing, staff development, and business consulting services to organizations and businesses across several vertical markets. Implement and conduct staff development training plan for corporate management teams. Consult business owners on operations, technology solutions, process management, and sales. Facilitate seminars and training for education professional (teachers, administrators) in several U.S. states. Conducted Leadership training for corporate and non-profit organizations. Designed proprietary field training curriculum, presentation materials and resources, and provided affiliates with consulting, coaching, and support materials.

Owner / Chief Instructor ATA Karate for Kids

February 1992 to August 2014

Henderson, Nevada

Operated and directed all aspects of daily operation of successful martial arts academies. Responsible for staff development, curriculum development, profit/loss, sales, customer service, marketing, and student instruction. Grew from one location to five personally-owned locations in Las Vegas/Henderson area. Oversaw the expansion to 13 area locations for American Taekwondo Association (ATA). Earned the esteemed rank of 7th degree black belt and the title of Senior Master Instructor. Worked directly with the ATA in several regional and national roles, which include Regional Vice President of Instruction, National Instructor Certification Team, keynote speaker, seminar instructor, and H.U. Lee Foundation (non-profit) regional director.

Leland Brandon

PUBLIC SPEAKING & TEACHING EXPERIENCE

I have been a keynote speaker for numerous events over the past 15 years, both locally in Nevada and across the country. My engagements are customized to meet the needs of the host organization. Primary topic focus has been on educational staff development, character development, philanthropy, sales, business performance, and leadership. Excel at classroom/workshop style of instruction. Serve as Master of Ceremonies at fundraising events and award ceremonies. A list of some notable engagements:

American Taekwondo Association - June 2014

Convention - Keynote - March 2012

Susan G. Komen Foundation, Palms Casino, H.U. Lee Foundation, American Taekwondo Association, Ventura County School District, Rio School District, Clark County schools, Alliance for Healthier Generation, Special Olympics, and UNLV.

EDUCATION

ATA Business School – Little Rock, AR 1990

University of Nevada – Reno, NV 1985

El Dorado High School – Henderson, NV 1983

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).


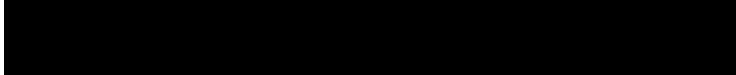
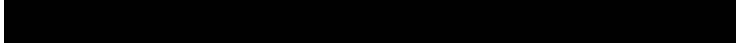

All forms must be signed by hand.

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 Las Vegas Collegiate Charter School
2. Full name Leland Roy Brandon
 Home Address 
 Business Name and Address 
 Phone Number 
 E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I attended primary through high school in Las Vegas. I was self-employed as owner operator of Karate for Kids of Green Valley. My role as owner operator was to ensure the successful growth of students and the development of instructors while overseeing all aspects of the business. The business was able to expand to 5 locations and support staff becoming owners in locations in California and Idaho. I created a presence in the community as a leader by creating community events and supporting a wide array of charitable foundations. I had the benefit of working with most of the elementary schools in the Henderson area as a community liaison for life skills and health and fitness. I sold the business in 2015 and then began working as Youth Market Director for the American Heart Association in July of 2016. In the past 3 years, I have worked with over 100 schools in Nevada helping to achieve health and wellness needs and facilitating community service programs such as the Kids Heart Challenge for the American Heart Association. The constant exposure to the growing needs of the Las Vegas community over the last 30+years in the education space and the hands-on

Start-Up Charter School Board Member Information

interaction with students and schools and the families of this community as well as business leaders is the reason I feel I will be qualified for this board.

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 want to use my skills in the community to help serve the students and families of 89106 and help establish a high achieving school available to all students. I have had the privilege of helping students earn scholarships through my past affiliation with the H.U. Lee Memorial Scholarship Foundation. I have witnessed that all students can achieve a higher education with the proper structure of support. I have helped my own children through this process and dozens of students around the Las Vegas Valley earn scholarships and, in my experience, the younger we set them on that path the better the results. I did not have the opportunity to prepare for a college education via family support. To be a part of the development of a student and prepare them for an opportunity to see their path to college and beyond will be an honor.

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

I am knowledgeable about the key roles and responsibilities of a public charter governing board which include the following:

- Ensure that the academic program is in alignment with the charter and the mission.
- Make sure that the accountability goals are reached according to the charter.
- Help develop and approve annual budgets, review monthly reports, determine revenue through monitoring enrollment, overseeing cash flow, overseeing annual financial audits, and making sure that we have the resources necessary to implement programs for educating our students.

As a board member, it is my job to ensure that all policies are adhered to and with the board to develop guidelines for the execution and coordination of activities related to the school, the board, and all aspects of the charter. We must ensure compliance with local, state, and federal requirements. The board will oversee the hiring and evaluation of the Executive Director and participate in the organizational and strategic planning for Las Vegas Collegiate. We began training on the functions of the board in the fall of 2018. We have tremendous support from Building Excellent Schools, and we completed a full day board retreat for a deep dive on school design, board governance, and accountability.

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.

Start-Up Charter School Board Member Information

I have not had the direct experience of serving on an educational board. I have had an advisory position on several non-profits such as for Kids Now and the H.U. Lee Foundation and Kidz Matter. My career now and previously allows me to meet with educators on a regular basis and provide support to address student needs.

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

My knowledge that I would bring specifically to the board would be my business acumen and community service and engagement. I have built and managed a start-up business and overseen its financial health as well as its adherence to applicable regulations. I have lived in Las Vegas, and I have taught and instructed thousands of students in my Martial Arts career. Students have gone on to become influential in the community, in fields such as hotel and gaming, construction, teaching, banking, small business, principals, as well as the tech industry. I intend to leverage the connections to the benefit of the students and charter to ensure strong community support and engagement. I feel with the strong founder and the support of Building Excellent Schools and with our committed Founding Team that the school will be well implemented and it will achieve the goals set forth in the charter.

School Mission and Program

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

Our mission is to provide an academically ambitious, individually supportive, values-based community, and then through that to prepare our K-5 scholars to thrive in middle school and high school, graduate from college, and lead within our communities.

We believe that students can achieve regardless of socio-economic background or race. Our leadership values inform the Las Vegas Collegiate Way and our values of ambition, scholarship, partnership, integrity, resourcefulness, and enthusiasm. We believe that students achieve in a structured, joyful community that celebrates daily excellence, and we believe that a fast, successful start in literacy is the key to successful life-long education. We believe that the path of college-preparedness starting in kindergarten relies on a strong partnership between families and the school organization. We will leverage partnerships and leadership in the community are key to organizational success.

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

Las Vegas Collegiate will prepare students through daily intervention and small group learning by committing to all students' individual supports. We will be using a blended learning model to support individual learners. It will be through high quality teaching that we will maximize personal development to best prepare teachers for the needs of each student. Las Vegas Collegiate will focus on literacy in primary grades in order to support rapid literacy in the lower grades and establish maximum success in literacy for all students.

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

I believe that a focus on strong academic achievement will allow the underserved students of the area to thrive in a disciplined, orderly, safe and secure environment. I believe success is executing on behalf of the commitment made to the families and the community that Las

Start-Up Charter School Board Member Information

Vegas Collegiate intends to serve.

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

We will measure the school's success against the promises laid out in the charter. A variety of measures will be used by the board to ensure the school is executing on its mission. This will allow the board a holistic view of the operation of the school as no one single indicator will suggest success. The evaluations will be data driven and key in the decision-making process.

Governance

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

The Board is responsible for governing the school rather than managing it. In short, the Board provides oversight and governance to the school. As a governing body, the Board will make key organizational decisions, but will not be involved in the day-to-day operations of the school. We will ensure accountability to the school's mission, its financial viability, and its adherence to the terms of the charter. The Governing Board will meet each month for two hours (at least ten times per year), in a public space with pre-announced meetings in accordance with Open Meeting Law requirements. The Governing Board will record minutes of all meetings and will make these minutes publicly available. The Executive Director will report to the Board at each of these monthly meetings unless notified ahead of time that his/her presence is unnecessary. Board members will be sent, without request, monthly and quarterly financial information from the school and will get updates on school activities that allow them to make sound decisions. The Board will hire the Executive Director, conduct an annual evaluation of the Executive Director, and provides support and helps the Executive Director address challenges the school is facing.

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

The Board will use a variety of measures to determine success at the end of the first year of operation, including the school's academic performance as outlined through our goals and metrics within the charter application, review school discipline and safety records to ensure we are providing a safe and supportive school community for all students, parent and student satisfaction as measured by survey results to ensure that we remain responsive to the needs of our community, and financial health of the organization to measure our short-term and long-term fiscal viability and adherence to all requirements and in accordance with sound financial management principles. We will also review the ability to have full enrollment and family engagement.

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

At the end of three years, the board will measure the school's success as a function of its ability to meet its goals as laid out in the charter agreement. The agreement constitutes a contract between the school and the authorizer, and as such, it is the measure by which the board will judge the school's performance over the term of the initial charter. We will maintain full enrollment with a waiting list and family and community engagement.

Start-Up Charter School Board Member Information

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

- Hire strong Executive Director and conduct rigorous annual review of performance
- Ensure Board has a variety of skill sets and everyone understands their responsibilities
- Continuously recruit people to the Board who are 100% aligned with our mission/vision
- Provide strong academic, financial, and regulatory oversight
- Conduct a Board self-assessment each year so the Board is always improving its practice
- Participate in an annual retreat to plan and discuss strategy
- Participate in Board training with BES and/or another organizations as needed
- Create strong committee structure to ensure Board works effectively between meetings
- Establish strong Board policies following nationally recognized best practices
- Comply with all standards of open meeting laws and participate in all required trainings

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?

If I were to become aware of a conflict of interest involving myself or another board member I/we will disclose it to the Board Chair and expect the Chair to conduct an investigation. The Board will have an approved Conflict of Interest Policy which clearly identifies the steps Board members must take if they perceive that a conflict, or potential conflict, exists. Additionally, the Board will have a Nepotism Policy and a Confidentiality Policy to address other instances which outlines both the expectations of Board behavior as well as actions a Board member and the Board as a whole must take if a Board member might be acting unethically or in a manner that is not in the best interests of the school. Once it has been determined that there is self-dealing and/or not in the best interest of the school by a member, the Board must remove that member in accordance to our Bylaws.

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 employees. ☐ 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.

Start-Up Charter School Board Member Information

- ☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
- ☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
- ☐ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
- ☒ N/A. ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- ☒ Does not apply to me, my spouse or family. ☐ Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
- ☒ None. ☐ Yes

Start-Up Charter School Board Member Information**Certification**

I, Leland Brandon, 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 Las Vegas Collegiate Charter School is true and correct in every respect.


Signature

7/12/19
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Las Vegas Collegiate Charter School,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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

Leland R. Brandon

Signature of Certifying Charter School Official

Leland R. Brandon

Name Printed

Board Chair

Title

7-12-19

Date

Subscribed and sworn to before me

This 12 day of July 2019

date

month

year

(Notary Public Seal)



BRENT ERWIN



Biography

Brent Erwin has served as the Senior Vice President of Finance for Capriotti's Sandwich Shop since September 2018. From 2016 to 2018, he served as the Senior Director of Finance for Levy Restaurants in Chicago overseeing the East Coast sports and leisure division. Mr. Erwin has served as Vice President of Finance at Element Collective in Chicago, and previous roles also include an analytics management distinction at global law firm, Mayer Brown, and nearly a decade in various finance and M&A roles with the consulting firm Accenture. Mr. Erwin received his undergraduate degree from Central Michigan University where he was a varsity letterman in football. He is also currently pursuing his MBA from Carnegie Mellon University with a focus on analytics and finance. Mr. Erwin is also active in the Las Vegas community and understands the needs of the community. With his background in finance and community engagement, Mr. Erwin is honored to serve on the Founding Board of Las Vegas Collegiate in the role of Treasurer, chairing the Finance Committee as well as serving on the Development Committee.

BRENT ERWIN

PASSIONATE, SELF-AWARE, PEOPLE FOCUSED AND RESULTS DRIVEN FINANCE LEADER WITH PROVEN TRACK RECORD AT A VARIETY OF HIGH PERFORMING COMPANIES ACROSS A DIVERSE SET OF INDUSTRIES
PROVEN ABILITY TO COMBINE INTEGRITY, STRATEGIC VISION, EXPERIENCE AND CLEAR COMMUNICATION WITH RESILIENT LEADERSHIP QUALITIES POSITIONING COMPANIES FOR FINANCIAL AND STRATEGIC SUCCESS

PROFESSIONAL EXPERIENCE

CAPRIOTTI'S SANDWICH SHOP

SENIOR VICE PRESIDENT, FINANCE

LAS VEGAS, NV

2018 – PRESENT

- Assist in performing all tasks necessary to achieve the organization's mission and help execute staff succession and growth plans.
- Train the finance/accounting and other staff on raising awareness and knowledge of financial management matters.
- Work with the President/CEO on the strategic vision including fostering and cultivating stakeholder relationships
- Participate in developing new business, specifically: assist the CEO and COO in identifying new funding opportunities, the drafting of prospective programmatic budgets, and determining cost effectiveness of prospective service delivery.
- Assess the benefits of all prospective contracts and advise the Executive Team on programmatic design and implementation matters.
- Ensure adequate controls are installed and that substantiating documentation is approved and available such that all purchases may pass independent and governmental audits.
- Provide the COO with an operating budget. Work with the COO to ensure programmatic success through cost analysis support, and compliance with all contractual and programmatic requirements.
- Oversee the management and coordination of all fiscal reporting activities for the organization including: organizational revenue/expense and balance sheet reports
- Oversee all purchasing and payroll activity for staff and participants.
- Develop and maintain systems of internal controls to safeguard financial assets of the organization
- Attend Board meetings; including being the lead staff on the Audit/Finance Committee.
- Monitor banking activities of the organization
- Ensure adequate cash flow to meet the organization's needs
- Serve as one of the trustees and oversee administration and financial reporting of the organization's Savings and Retirement Plan.
- Investigate cost-effective benefit plans and other fringe benefits which the organization may offer employees and potential employees with the goal of attracting and retaining qualified individuals.
- Assist in the design, implementation, and timely calculations of wage incentives, commissions, and salaries for the staff
- Oversee business insurance plans and health care coverage analysis.

COMPASS GROUP (LEVY RESTAURANTS)

SENIOR REGIONAL FINANCE DIRECTOR EAST COAST DIVISION, SPORTS AND ENTERTAINMENT

CHICAGO, IL

2016 – 2018

Division director for overall financial strategy, day to day accounting oversight and full P&L responsibility across 70+ venues/events, 10K employees and ~\$500M of annual revenue

- Integral role in a variety of corporate development activities including: executive team recruitment, positioning of strategic alliances/sponsorships, and notably, identifying and ultimately acquiring companies (M&A) – notable: PROM Catering acquisition increasing Levy Golf capabilities (\$15M transaction value)
- Substantial people focus – 4 direct reports, manage a team of 30 controllers and accounting professionals
- Tasked with assessing talent, developing future leaders, defining staffing needs for growth and promoting a culture of accounting/financial excellence
- Report into CFO and present to entire C-Suite divisional accounting policy updates, business development opportunities, financial strategies and overall results
- Manage creation, implementation and ongoing execution of the annual budget and capital budget
- Reversed YoY engagement scores within division by reviving trust, increasing accountability and transparent communication
- Increased visibility and security via development of 'theft dashboard' which used variety of data analytics to identify countless false transactions saving the company thousands of previously overlooked dollars
- Reduced capital spend and increased useful life of assets through development of a strategic internal asset purchasing program (named: LevyBay) which allows different locations to 'auction' items on an internal forum (\$273K savings in first 6 month pilot)

Accomplishments

YoY Division **Revenue Growth** (FY17 v FY18 YTD): +23%

YoY Division **EBITDA Growth** (FY17 v FY18 YTD): +2.1%

Bonus compensation program revamp, onboarding program rollout, integral part in sales pitch and new business prospecting
Major Event Planning Oversight: Super Bowl 53, Ryder Cup 2016, PGA Championship 2017/2018/2019, BCS National Championship 2018, NBA All Star Game 2019, MLB All Star Game 2017/2018, World Equestrian Games 2018, US Open (Golf) 2018

ELEMENT COLLECTIVE

DIRECTOR OF FINANCE - HOSPITALITY START-UP

CHICAGO, IL
2015 – 2016**Finance lead for a young, entrepreneurial and privately held hospitality group**

- Enabled YoY revenue growth from \$22M to \$32M using a variety of consumer insight and analytics tools
- Increased OI between 2-10% (varies by outlet) implementing COGS/purchasing strategies and labor policies
- Hands on management of accounting, payroll, financial reporting, POS systems, banking, audit and tax functions
- Developed financial strategy and F&B partnership with burgeoning hotel group, The Graduate – secured and operated 4 separate locations
- Secured 3 separate funding rounds for \$450K, \$600K and \$1.2M for franchise opportunity
- Shaped, implemented and executed initial budgeting process across every operating business unit including KPI tracking
- Gained in-depth understanding of staffing, operational, purchasing and recruiting business needs across a multitude of new business models in a fast-paced, previously unknown industry
- Developed a robust investor relations and communications program to keep > 70 private investors, informed

MAYER BROWN

GLOBAL FINANCIAL BUSINESS MANAGER – FINANCIAL ANALYTICS

CHICAGO, IL
2014 – 2015**Constructed and implemented business analytics tools for use across one of the largest law firms in the world**WASHINGTON D.C
2013 – 2014

- Team of 2, working congruently with FP&A, managing financial performance of \$1.5B in revenue across 10 practice areas of law
- Used data analytics to help drive annual budget process
- Collaborated with the global management committee/c-suite providing a variety of analytics supporting key business decisions keeping firm at the very top of the market
- Consulted and financially advised on the largest, most complex legal contracts with 95% of the world's largest banking institutions

ACCENTURE FEDERAL SERVICES

FINANCE OPERATIONS MANAGER – M&A FINANCE GROUP

Polished executive skillset for enterprise focusing on acquisition growth become a top 20 U.S. government contractor

- Led teams of various sizes delivering, tracking and advising on key post-acquisition metrics which led to the YoY growth (106%) in the defense sector
- Spun off division from Accenture LLP, transition financials and ultimately implementing a U.S. government recognized financial system across AFS – moving away from ACN's SAP based system

ACCENTURE

FINANCIAL CONSULTANT – CORPORATE FINANCE

*PROMOTED FROM FINANCE ANALYST – JANUARY 2009*CHICAGO, IL
2006 – 2013**Developed foundational corporate finance and accounting skills with a world-wide consulting/outsourcing leader**

- Managed and advised on all financial elements of Accenture's consulting and outsourcing engagements, including contract pricing/costing, contract formation/negotiation, financial forecasting, accounting functions, contract profit and loss management, margin analysis, GAAP compliance and internal controls
- Provided financial advice for Systems Integration, Management Consulting, BPO, and Application Outsourcing engagements in the Healthcare, Automotive, Industrial Goods, Farm Products, Oil & Gas, and Air Delivery & Freight Services industries
- Managed integration accounting activities, advised Senior Executives on cost efficiency opportunities, and developed and Implemented forecasting and reporting processes that resulted in consistent accounting of key elements of the business

EDUCATION**CENTRAL MICHIGAN UNIVERSITY, B.B.A.**

Major: Finance; Minors: Accounting, Philosophy

MOUNT PLEASANT, MI

UNIVERSITY OF ROME

Study Abroad Focus: International Business

ROME, ITALY

SKILLS & CERTIFICATIONS

- **Harvard Business School (HBX)** Disruptive Strategy Course – 2018
 - SAP/TM1/SQL/Kronos/Oracle/Tableau/Microsoft Suite/Variety of Point of Sale systems
 - GAAP/ISAB Proficient
-

ALZHEIMER'S ASSOCIATION JUNIOR BOARD OF ILLINOIS

- Group focusing on raising awareness of Alzheimer's and related dementias - taking action through fundraising events, support programs, education and advocacy initiatives

GENTLEMEN FIGHT BACK (NPO) FOUNDER/LEAD

- Foundation creating tactful pocket squares which are aimed to serve as a catalyst for conversation ultimately connecting people to organizations trying to combat various issues impacting humanity

CENTRAL MICHIGAN UNIVERSITY FOOTBALL TEAM

- Experience further developed leadership, discipline and teamwork skills by working with a team of almost one hundred people on one common goal
-

INTERESTS

Darts, Traveling, Volunteer Work, Detroit Sports Teams, Cooking, Euchre, Live Music, Italian Wine, Family

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 Las Vegas Collegiate Charter School
2. Full name Brent Erwin
 Home Address 
 Business Name and Address 
 Phone Number 
 E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I am the Senior Vice President of Finance for Capriotti Sandwich Shop, and I also serve as the Senior Director of Finance for Levy Restaurants in Chicago, overseeing the East Coast sports and leisure division. Prior to my current work, I served as the Vice President of Finance at Element Collective in Chicago. I have experience in analytics management from my work with a global law firm, Mayer Brown, and have served for nearly a decade in various finance and M&A roles with the consulting firm Accenture. I received my undergraduate degree from Central Michigan University. I am currently pursuing my MBA from Carnegie Mellon in Pittsburgh, PA with a focus on analytics and finance. Since my time in Las Vegas, I continue to have the opportunity to serve in various communities within the city and learn about community member needs. I want to be a part of the growth of the Las Vegas community, and the opportunity to serve on the Las Vegas Collegiate governing board will afford me that opportunity.

4.

Start-Up Charter School Board Member Information

☒ 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?

My commitment to the communities within Las Vegas continues to grow and has strengthened further since being approached by Ms. Gainous to consider joining the board. I met with Ms. Gainous several times to discuss the mission and vision of the school and met with Building Excellent Schools representatives to discuss my role as a Board member. Las Vegas Collegiate represents an opportunity to educate students who currently do not have the opportunity to receive a high-quality education, and I want to ensure all students are given that opportunity. This also allows me to give back to my community.

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

The board will be responsible for conducting academic, financial, and organizational oversight to ensure that we reach our accountability goals as outlined in our charter and in full alignment with the mission and vision of the school.

As the Treasurer, I will work closely with management and the full board in developing our annual budget, reviewing financials on a monthly basis, cash flow, auditing, and making sure resources are intact to execute our educational programs. The board also needs to be sure we are in oversight of policies, governance, strategic planning and evaluation of the Executive Director.

Our board has spent a great deal of time together, be it in person or over the phone, to master information about the school design, accountability measures, and the roles and responsibilities of a Board of Directors for a public charter school. Building Excellent Schools has and will continue to support Las Vegas Collegiate in providing resources to fully execute on our role as the governing body.

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 believe in our mission and core values and will leverage my personal and professional networks to support the work of Las Vegas Collegiate. I have done philanthropic work with a variety of organizations within the community of Las Vegas including The Alzheimer's Association, several athletic sport team organizations, and the Gentleman's Fight Back organization. I have supported these organizations in various capacities including through my active participation in fundraising. My knowledge in fund development will be an asset to Las Vegas Collegiate as we discuss the long-term financial needs of the school.

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

Start-Up Charter School Board Member Information

I am currently serving as the CFO of a multi-million dollar business and have had years of experience in a variety of financial roles. My experience is well suited to be an excellent Treasurer for Las Vegas Collegiate, and I am committed to doing my part to ensure the success of Las Vegas Collegiate.

School Mission and Program

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

Our mission reads: Within an academically ambitious, individually supportive, values-based community, Las Vegas Collegiate Charter School prepares scholars to thrive in middle school and high school, graduate from college, and lead within our communities.

I am a firm believer that all students can achieve regardless of race or socio-economic background. Our students can achieve in a structured, joyful community that celebrates excellence daily. The mission, curriculum, and leadership all align themselves on what we deem the Las Vegas Collegiate Way: ambition, scholarship, partnership, integrity, resourcefulness, and enthusiasm. We will continue to leverage partnerships and focus on leadership in the community as key to our organizational success.

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

We believe that college begins in Kindergarten. With quality and rigorous instruction, we are preparing our scholars for college through a variety of commitments and disciplines. To start, we will implement small group learnings, have daily interventions, and use a blended learning model to support individual learners. Las Vegas Collegiate will focus on literacy in primary grade in order to provide maximal support and early success in literacy for all students.

Las Vegas Collegiate will teach character through values daily which include ambition, scholarship, partnership, integrity, resourcefulness, and enthusiasm. We will reinforce these values through daily community circles and character education lessons, which include celebrations, cheers, and chants to encourage learning and positive energy. Our teachers will be well trained and use research-based curriculum, along with unique teaching models to best deliver content.

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

A successful school is focused on academic achievement across all learners. It is a structures and safe environment. A successful school provides strong leadership which focuses on improving outcomes for all students and a firm commitment to every family and community member. A successful school has mission-aligned teachers to deliver data driven curriculum and instruction.

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

There are a variety of questions we can ask ourselves that will help define success: Is the school fulfilling what was laid out in the charter? Are our students achieving the results we expect? Are we financially stable? Are we compliant across all legal bodies?

The board will use a variety of indicators to ensure the school is executing on its mission. This allows the board a holistic view of the operation of the school including academic performance, behavior and discipline measures, fiscal responsibility, and effectiveness of our community presence

Start-Up Charter School Board Member Information

Governance

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

The Boards of Directors at Las Vegas Collegiate is responsible for governing the school rather than managing it. In short, the board provides oversight and governance to the school. We have the responsibility to make key organizational decisions but will not be involved in the day-to-day operations which is tasked to management. We will ensure accountability and adherence to the school's mission, its financial position, and its adherence to the terms of the charter. We have the responsibility to hire, conduct annual evaluations on, and provide support for and aide the Executive Director to achieve goals outlined within our charter.

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

The board will use a variety of measures to determine success at the end of the first years of operation, including student academic performance, school culture and safety records, the satisfaction of our parents as well as students, and the financial viability of the organization. We are responsible for overseeing on how public dollars are managed on a day to day basis and remain at full capacity with enrollment.

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

We are a data-driven school, and we will continuing to focus on our academic, financial, and organizational data to evaluate the success of Las Vegas Collegiate. We must ensure that we are delivering on our mission each year. We will continue to make family and community engagement a top priority for Las Vegas Collegiate. We will know we are successful by remaining fiscally sound and continuously reviewing our fiscal policies for accountability. We have clear academic goals for all years in the charter term and will use those to measure our success. We also have clear organizational goals that are true in all years, including year three, and those will also measure our success. We can measure our success by adhering to all local, state, and federal laws.

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

Upon authorization, it is our responsibility to hire a mission-driven and mission-aligned Executive Director, and we have full confidence that Ms. Gainous is prepared to manage and lead Las Vegas Collegiate. It will be our responsibility to continue to support and evaluate, on an annual basis, the Executive Director. We will ensure the Board has a variety of skill sets and continue recruitment efforts in search for additional mission-aligned individuals to further grow our team. The board will also need to review itself by conducting a Board self-assessment each year while working in tandem with Building Excellent Schools to grow in our oversight and direction. The Board will need to have clear accountability tools and processes in place and use them monthly at the committee and board level to execute on our oversight responsibilities.

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?

Start-Up Charter School Board Member Information

As a board, we will have an approved Conflict of Interest Policy which clearly identifies the steps board members must take if they perceive that a conflict, or potential conflict, exists. We will also have a Nepotism Policy and a Confidentiality Policy to address other instances which outlines both the expectations of board behavior as well as actions a Board member and the Board as a whole must take if a Board member might be acting unethically or in a manner that is not in the best interests of the school.

In the event a Board member becomes aware of a potential conflict of interest involving him/or herself, he/she will disclose to the Board Chair. When a Board member becomes aware of a potential conflict of interest involving another Board member, he/she will encourage that individual to report the conflict to the Board Chair. Should that Board member not disclose, then the Board member who has information about the potential conflict of interest will reveal the information to the Board Chair.

For self-dealing and fraud, we have a zero-tolerance policy. If there is any evidence of either being committed by a Board member, that individual will be removed from the Board in accordance with the school's Bylaws.

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
NO

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

NO

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

NO

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

NO

Start-Up Charter School Board Member Information

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
- ☐ I / we do not know any such persons. ☐ Yes

NA

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

NO

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

NO

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 NO

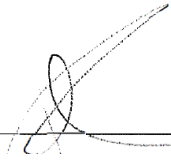
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
- ☒ None. ☐ Yes

Certification

I, Brent Erwin, 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 Las Vegas Collegiate Charter School is true and correct in every respect.

Start-Up Charter School Board Member Information

Signature

A handwritten signature in black ink, consisting of a large, stylized loop followed by a horizontal stroke.

Date

7/5/19

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Las Vegas Collegiate Charter School,
(name of charter school)

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

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

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

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

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

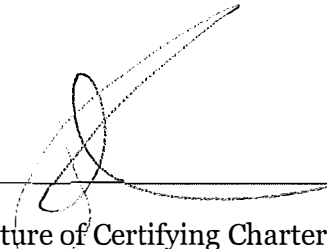
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school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

Start-Up Charter School Board Member Information

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

Notarized Statement

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



 Signature of Certifying Charter School Official

Brent Erwin

 Name Printed

Treasurer

 Title

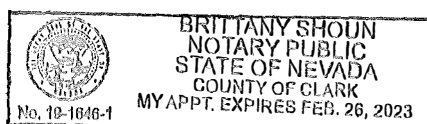
7/5/19

 Date

Subscribed and sworn to before me

This 5th day of July 2019
 date month year

(Notary Public Seal)



Bianté Gainous**Biography**

Bianté Gainous is the Lead Founder and proposed Executive Director of Las Vegas Collegiate Charter School and a Fellow with Building Excellent Schools.

Early in her professional career, Ms. Gainous served as Executive Administrator to the Chair of the Baltimore City Delegation before joining Teach For America and becoming a certified elementary educator. Her highly effective track record afforded her additional roles and responsibilities such as coaching new teachers and completing a principal residency that allowed her, along with course work, to acquire her Administrators endorsement. Ms. Gainous is a current Building Excellent Schools Fellow, participating in a rigorous, comprehensive training program in urban charter school development and leadership.

Ms. Gainous holds a B.A. in Psychology from Hampton University, an M.ED from Johns Hopkins University, and has one remaining course and final dissertation as a doctoral student in Educational Leadership

Bianté Gainous

CERTIFICATION

**Maryland Educator
Admin I**

(SPC I) Elementary Education 1 - 6
Maryland Administration/ Principal Certification

Jun 1, 2016 - Jun 30, 2021

WORK EXPERIENCE

Fellow

Las Vegas, NV

Building Excellent Schools

Aug 2018 – Current

Building Excellent Schools (BES) trains leaders to take on the demanding and urgent work of leading high-achieving, college-preparatory urban charter schools. The BES Fellowship - a rigorous, yearlong, comprehensive training program in urban charter school creation and leadership - has resulted in the establishment of more than 80 schools in 14 states and the District of Columbia. BES schools educate over 20,000 students annually, in schools that span grades K-12. BES holds the core belief that academic performance drives every element of a school, including design, leadership, culture, decisions, and governance.

- Participate in over 90 training days focused on executive leadership, charter school design, board governance, and operations
- Study over 40 of the highest performing urban charter schools in the Northeast and beyond
- Participate in 2 extended residencies at a high-performing urban charter school
- Engage in ongoing training and support around board governance and charter application development
- Recruit, train, and develop a diverse group of individuals as a Founding Team who are mission aligned

Resident Principal

Baltimore, MD

Baltimore City Public School System

Aug 2017 – Aug 2018

- Managed 50% in classroom instruction and 50% administrative responsibilities
- Supported in the planning and execution of New Teacher Development strategies and Positive Behavior Intervention Systems
- Led and facilitated parent and community engagement activities
- Coordinated and led middle school matriculation
- School math lead responsible for school wide math data, implementing instructional strategies to improve math data, and coach and train teachers on best practices to achieve high academic math result
- Studied middle and high schools to gather transitional needs data
- Worked closely with Principals/School Leaders with a focus on budget management, compliance, family engagements - home visits, trauma informed decision making, SPED laws and requirements, and Tier II and III behavioral consequences.

Certified Educator

Baltimore, MD

Aug 2014 – Aug 2018

- Developed and implemented curriculum lessons that engaged and motivated learners
- Facilitated and implemented strategic initiatives (Team Leader)
- Facilitated positive behavior intervention systems
- Mentored and aided in the professional development of new teachers
- Implemented student-led classroom economy
- Monitored through data and assessment of student progress
- Interacted and built long-term relationships with students and their stakeholders
- Accomplished quarterly goals via collaborative planning and professional learning communities
- Utilized relevant technology to support learning

Private Tutor K – 12 & Adults

Baltimore, MD

Private Contractor

Jun 2014 – Aug 2018

- Personalized one on one instruction
- Facilitated one-on-one adult sessions to develop skills for GED
- Reinforced taught skills to improve and strengthen retention in subject areas
- Developed study strategies for both in class and standardized assessments
- Delivered diagnostic assessments in mathematics and literacy

Session Administrative Director

Annapolis, MD

Maryland General Assembly

Jan 2014 – Aug 2014

- Assisted Chair of delegation during committee meetings
- Met with lobbyists on proposed bills
- Advocated for sponsored bills
- Received, reviewed, and disbursed scholarships
- Organized and facilitated weekly delegation meetings
- Other administrative duties as assigned

Bianté Gainous

bgainous@buildingexcellentschools.org | 702.623.8704 | 875 E Silverado Ranch BLVD #2097 Las Vegas, NV 89183

EDUCATION

City University of Seattle, Satellite <i>Doctorate – Educational Leadership</i>	Apr 2017 - Current
Johns Hopkins University, Baltimore, MD <i>Master of Science - Education</i>	Aug 2014 - May 2016
Hampton University, Hampton, VA <i>Bachelor of Arts – Psychology</i>	Aug 2010 - Dec 2013

COURSEWORK/ PROFESSIONAL DEVELOPMENT

- | | | |
|---------------------------------|--|------------------------------|
| • Human Resource Management | • Educational Leadership | • Supervision of Instruction |
| • Technology for School Leaders | • School Law | • School Finance/Operations |
| • Special Education Services | • Data Monitoring | • Restorative Practices |
| • Arts Integration | • Positive Behavior Intervention Systems | • Teach for America ‘14 |

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.**

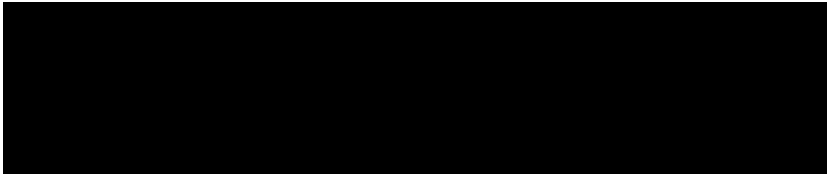
Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school’s fulfillment of its public obligations 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 **Las Vegas Collegiate Charter School**

- 2. Full name **Bianté Gainous**
Home Address 
Business Name and Address
Phone Number
E-mail address

- 3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
I began my post-secondary career at Hampton University where I graduated in three years with honors, obtaining a B.A. in Psychology. After obtaining my bachelor’s degree, I worked for the Maryland State Assembly Baltimore City Delegation as the Executive Administrator for the City Delegation Chair. My passion for education lead me to become a Teach For America Corp Member in Baltimore City. I worked as a Baltimore City Public Schools Elementary Educator while obtaining my master’s in education from Johns Hopkins University. My career with Baltimore City Public Schools afforded me opportunities to not only be a classroom educator but a New Teacher Support Coach and Resident Principal while obtaining my administrative certification and working to complete my Doctorate in Educational Leadership from City University of Seattle, slated to be completed in 2022.

Currently, I am a Fellow in the Building Excellent Schools Fellowship. Building Excellent Schools (BES) trains leaders to take on the demanding and urgent work of leading high-achieving, college-preparatory urban charter schools. The BES Fellowship, a rigorous, yearlong,

Start-Up Charter School Board Member Information

comprehensive training program in urban charter school creation and leadership, has resulted in the establishment of more than 80 schools in 14 states and the District of Columbia. BES schools educate over 20,000 students annually, in schools that span grades K-12. BES holds the core belief that academic performance drives every element of a school, including design, leadership, culture, decisions, and governance.

As the Lead Founder and proposed Executive Director of Las Vegas Collegiate Charter School. I believe that my professional experiences and leadership development combined with my firm belief in the mission to set children on the path to life success qualifies me as a member of the Committee to Form and as the proposed Executive Director of Las Vegas Collegiate.

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?

Growing up as a woman of color in Baltimore City, surrounded by poverty, has fueled my passion to be a change maker in communities that need it most. I have dedicated my career to aiding in the transformational change of underprivileged communities of color through education. As an educator in Baltimore City, I witnessed how often the needs of students were not being met. We know that poor quality education will have a detrimental impact on the life trajectory of a child, and I am dedicated to changing the narrative in the City of Las Vegas. All students legally, morally, and ethically deserve to have quality education.

The Las Vegas Valley, in particular the Historic West Side, faces the same challenges I have experienced and witnessed in Baltimore City. Regardless of a child's economic status or racial background, they can succeed when given the tools and resources to do so. Through consistent community engagement, I have had the opportunity to connect with families and community members of the Historic West Side to hear of their needs and what they want to see in a school for their children. Families want a quality option, a school that will invest in their children and set them on a path towards college.

Through the Building Excellent Schools Fellowship, I am able to receive intensive professional development training that has prepared me to excel as the Executive Director of Las Vegas Collegiate. Through the BES Fellowship, I have observed and learned from over 40 high-performing urban charter schools nationally. I have completed a Leadership Residency at Circle City Preparatory Charter School in Indianapolis and Elan Academy Charter School in New Orleans, where I worked side by side with the School Leader on effective leadership practices and developing teachers to deliver quality instruction.

All students can learn and should have an equal opportunity to attend the university of their choice. Students in the Historic West Side should not be predestined to a life of generational poverty for lack of a good education, and Las Vegas Collegiate Charter School will prepare our scholars to thrive and lead a life of opportunity.

Start-Up Charter School Board Member Information

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

As the proposed Executive Director, I will serve in the role of management and will provide academic, financial, and organizational reports to the full board each month for their review. Board members have three primary areas of responsibility – academic oversight, financial oversight, and organizational oversight.

Academic oversight requires that the board review student academic data on a monthly, quarterly, and annual basis - ensuring that Las Vegas Collegiate is on the path toward meeting its mission.

Financial oversight requires the board to review the short- and long-term fiscal health of the school. As the Executive Director, I will provide the Board with current, monthly dashboards that detail the financial standing of the school. The dashboard will include cash flow statements, balance sheets, year-to-date actuals, and projections. The board will review the management of all funds – overseeing the overall fiscal health of the school and monitoring the budget, ensuring that it is in alignment with the mission of Las Vegas Collegiate and reflects the ability to meet the needs of all scholars.

Organizational oversight requires that the board ensures that Las Vegas Collegiate is in compliance with all applicable federal, state, and local laws and regulations. The board will review compliance requirements on a regular basis and oversee the school's annual audit.

In addition to ensuring the academic, financial, and organizational oversight, the Board is also responsible for the yearly evaluation of the Executive Director. The Board will oversee and review the effectiveness of the Executive Director ensuring that accountability metrics are being met.

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

As the proposed Executive Director, I will not be an official Board member, however, my current role as a Fellow with Building Excellent Schools has prepared me to lead the day to day operations of Las Vegas Collegiate and be accountable to our governing board. As a Fellow, I participate in intensive professional development that is inclusive of effective board governance. I have participated in governance trainings, including but not limited to, the separation of duties between governance and management, developing and producing academic, financial, and organizational dashboard, policy development, Open Meeting Law requirements, and board development.

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

My experience as a certified elementary educator, where I worked to increase student academic achievement, New Teacher Coach with a focus on developing best pedagogical practices of teachers in their first through third year, Resident Principal to build personal leadership development capacity, and the Building Excellent Schools Fellowship has given me a well-rounded set of skills to be an effective Executive Director. My educational and professional

Start-Up Charter School Board Member Information

experience has resulted in a large network of other professionals that can support the work and mission of Las Vegas Collegiate.

School Mission and Program

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

Las Vegas Collegiate is guided by the belief that high-quality academics, leadership development, and community enrichment will transform the lives of students, setting them firmly on the path to success in middle school and high school, college, and life. To achieve our goals and execute on our mission, we will prioritize high quality, ambitious academic, individual scholar supports, and community partnerships to ensure our scholars excel. Guided by core leadership values we will develop the character of scholars, preparing them to be change agents within the community.

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

Las Vegas Collegiate's educational program is designed to provide scholars with the individual supports they need to be successful. Through strategies such as small group instruction, daily intervention, a two-teacher model during phonics, extended day and year, additional time in literacy and math, and using data to drive all decisions towards school success. Las Vegas Collegiate will develop highly effective teachers that deliver high quality lessons each day. We will ensure the infusion of joy, enthusiasm, and excitement through regular celebration and student spotlight.

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

A successful school begins with strong leadership and a governing board focused on high quality academics and prioritizes all decisions through the use of student academic data. Successful schools achieve student success by cultivating continuous supports and daily assessments of scholar needs. Teachers and staff foster an environment of learning for all scholars.

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

Las Vegas Collegiate board and management will work together to ensure we are meeting the goals stated in our charter application. During monthly board meetings, management will present data concerning academic, financial, and organizational progress of the school. The school will have full student enrollment through efforts of community and parental engagement, maintaining a conservative budget, and meeting all academic benchmark goals as outlined in the accountability plan.

Governance

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

As the proposed Executive Director, I will manage the day to day operations of Las Vegas Collegiate. The Board will oversee, direct, support, and evaluate the Director to ensure that all accountability goals are being met and the school is demonstrating operational excellence. The board will publish an annual calendar to guide board and committee work and drive governance of the school. There will be a clear and appropriate separation of management and governance of the school, and the board will receive monthly reports for operational, financial, and academic metrics of the school in order to perform the duties of governance and oversight.

Start-Up Charter School Board Member Information

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

The school has outlined accountability goals that drive the work and mission of the Las Vegas Collegiate. Our goals include maintaining enrollment (162 students in year 1), high academic performance promoting student growth at a minimum of three step levels each year, healthy financial standing, organization compliance, and full community engagement. In addition, student enrollment is a large component in the success of the school, and it will be the responsibility of management to ensure full student enrollment within the first year of operation.

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

At the end of three years, the board will measure the school's ability to achieve the goals set out in the charter, addressing established benchmarks for enrollment, safety and compliance, budgetary targets, and community engagement. Our goal at the end of three years is to have high academic achievement on state assessments, have a wait list for new students, have a budget that demonstrated strong financial standards over time, and strong family and community engagement.

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

To ensure success, the board will:

- Hire a mission aligned Executive Director
- Establish and approve board and school policies
- Identify gaps within the skill sets of the board and recruit additional board members, who are mission aligned which include the understanding of social justice
- Conduct an annual board self-assessment and identify strategies to address board weaknesses
- Develop a strong committee structure with clear goals for each committee
- Conduct monthly meetings to review school's academic, financial, and organization health
- Hold an annual board retreat to identify strategic goals for the upcoming years of operation
- Ensure compliance with all federal, state and local laws and regulations for charter schools
- Ensure compliance with the Nevada Open Meeting Law

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?

There is absolutely no room for self-dealing on the board. Board members are in full service to act in the best interest of Las Vegas Collegiate. The Board will have an approved Conflict of Interest Policy which clearly identifies the steps Board members must take if they perceive that a conflict of interest exists. Additionally, the Board will have a Nepotism Policy and a Confidentiality Policy to address other instances which outlines both the expectations of board behavior as well as actions a Board member and the Board as a whole must take if a Board member might be acting unethically or in a manner that is not in the best interests of the school. If self-dealing is identified by a member, it must be disclosed to the Board Chair for further

Start-Up Charter School Board Member Information

review. If self-dealing has been determined, the Board must remove said member in accordance to the Las Vegas Collegiate Bylaws.

The Conflict of Interest Policy will guard against “self-dealing” and requires any Board member with a conflict (or who thinks they may have a conflict or even gives the appearance of a conflict) to disclose the conflict/potential conflict to the Board Chair. The Conflict of Interest Policy also prohibits interested Board members from voting on any matter in which there is a conflict or participating in any Board discussion related to the potential conflict of interest.

The Board will review the Conflict of Interest Policy annually to remain vigilant and will set aside time annually to discuss the types of hypothetical situations that could result in a conflict of interest, and then discuss how the Board would address and manage that 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

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

As the Lead Founder and proposed Executive Director, upon approval and being hired by the Board, I will be the school's first official employee.

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.

Start-Up Charter School Board Member Information

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, Bianté Gainous, 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 Las Vegas Collegiate Charter School is true and correct in every respect.


 Signature


 Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Las Vegas Collegiate Charter School,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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

 Biante' Gainous

Signature of Certifying Charter School Official

Name Printed

Proposed
Executive Director

7/12/19

Title

Date

Subscribed and sworn to before me

This 12 day of July, 2019

date

month

year



(Notary Public Seal)

TONY PUNJABI
Notary Public
Commonwealth of Massachusetts
Suffolk County
My Commission Expires October 29, 2021

Maliq I. Kendricks



Biography

Maliq Kendricks' educational and employment history intersect between the fields of law and education. Mr. Kendricks' roles have consistently provided him with clear insight into the implementation of public service through work with the government, business, and non-profits. Most notably and recently, Mr. Kendricks served as an Educator in the Nevada school system. As one of the founding teachers for Democracy Prep at the Agassi Campus, he gained deep knowledge regarding school design, culture, and overall necessities as to what it takes to create a high-achieving school.

This past May, Mr. Kendricks graduated from the University of Nevada-Las Vegas with a Juris Doctor and Master of Education in Curriculum Instruction. At the end of this July, Mr. Kendricks is scheduled to take the Nevada Bar Exam. Prior to his graduate coursework, Mr. Kendricks obtained a Bachelor of Science Degree in Political Science from Tuskegee University.

As a Founding Board member for Las Vegas Collegiate, Mr. Kendricks will serve on the Facilities Task Force and Academic Achievement Committees of the Board.

Maliq I. Kendricks

EDUCATION

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

Juris Doctor, May 2019

- Honors: CALI Award (for highest grade in the course) for Lawyering Process I, Fall 2016; Las Vegas National Bar Association Honorable Justice Douglas Scholarship Recipient, Fall 2017
- Law Review: Nevada Law Journal, Vol. 18, Junior Staffer, 2017 – 2018; Vol. 19, Senior Forum Staffer, 2018 – 2019
- Activities: Law School Diversity Committee, Student Chair, 2016 – 2017; Teaching Assistant to Legal Writing Professor Terrill Pollman, Fall 2017; Black Law Students Association, Member, 2016 – 2019

University of Nevada, Las Vegas, Las Vegas, NV

Master of Education, Curriculum and Instruction, May 2019

- Activities: Teach For America Corps Member, 2017 – 2019

Tuskegee University, Tuskegee, AL

Bachelor of Science, Political Science; focus in International Relations and French, *summa cum laude*, May 2016

- Honors: Council on Legal Education Graduate Fellow, Drake University Law School, 2016
- Activities: Student Government Association, President, 2015 – 2016; White House HBCU All-Star, 2015 – 2016; Alpha Phi Alpha Fraternity, Inc., Alabama Assistant District Director, 2015 – 2016
- Study Abroad: International Comparative Rural Policy Institute, Dublin, Ireland, Summer 2015

EXPERIENCE

Democracy Prep Public Schools, Las Vegas, NV

Founding Teacher, July 2017 – June 2019

- Created, monitored, and sustained a disciplined school culture of high academic and behavioral standards.
- Implemented coherent, research-based 7th and 8th grade English curriculums.

Boyd Gaming Corporation, Las Vegas, NV

In-House Legal Intern, Summer 2018

- Assisted in negotiating, writing, and executing agreements and contracts on behalf of the company.
- Researched and evaluated different risk factors regarding business decisions and operations.

Eighth Judicial District Court, Las Vegas, NV

Summer Law Clerk to Chief Judge Elizabeth Gonzalez, Summer 2017

- Conferred with Judge Gonzalez concerning legal questions, construction of documents, and granting of orders.
- Prepared briefs, legal memoranda, and statements of issues for high-profile business cases, including recommendations.

U.S. Department of Energy: Office of Environmental Management (EM), Germantown, MD

Intern, Summer 2015

- Supported senior advisors in effective and efficient safeguards and security solutions to Environmental Management field sites to accelerate achievement of the nation's EM cleanup mission.

U.S. Department of Energy: Office of Congressional & Intergovernmental Affairs, Washington, D.C.

Intern, Summer 2014

- Served as backup to legislative staff to ensure that executives responded to inquiries from government officials and federal agencies.
- Assisted in reviews on Q&A's, correspondence, and communication plans for hearings and Capitol Hill briefings.

U.S. House of Representatives: Congressional District Office, Las Vegas, NV

Intern to Rep. Steven Horsford, (NV District 4), Summer 2013

- Collaborated with community liaisons to help constituents resolve problems with federal government agencies.
- Sought sources of grant funding for constituents throughout the district.

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).

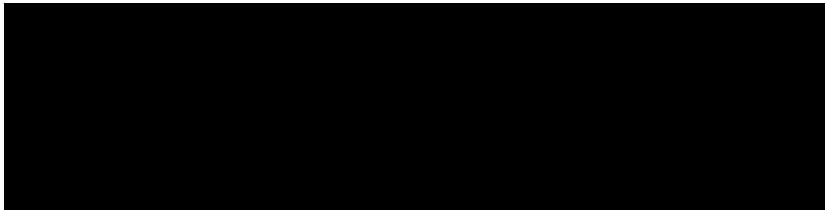
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As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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 Las Vegas Collegiate Charter School
2. Full name Maliq Isaiah Kendricks
 Home Address 
 Business Name and Address
 Phone Number
 E-mail address
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

My educational and employment history intersects between the fields of law and education. Just this past May, I graduated from the University of Nevada-Las Vegas with both a Juris Doctor and Master of Education in Curriculum Instruction. At the end of this July, I am sitting to take the Nevada Bar Exam to become a licensed attorney. Prior to my graduate coursework, I obtained a Bachelor of Science Degree in Political Science from Tuskegee University, located in Tuskegee, AL.

My roles have consistently provided me with a clear insight into the implementation of public service through work with the government, business, and non-profit entity structures. Most notably and recently, I served as an Educator here in the Nevada school system. As one of the founding teachers for Democracy Prep at the Agassi Campus, I gained deep knowledge regarding school design, culture, and overall necessities as to what it takes to create a high-achieving school.

Start-Up Charter School Board Member Information

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?

As a fourth-generation Las Vegas native, I have deep ties to the community that Las Vegas Collegiate seeks to serve. I am aware of the lack of quality education and struggles that plague the community, and I have made it a personal commitment of mine to support organizations like Las Vegas Collegiate who are working to improving the community. I want to ensure that the African-American student demographic is afforded an equitable pathway to pursue opportunities of their choice.

I continue to volunteer in the Historic Westside of Las Vegas through motivational speaking engagements within schools, working at the local Boys & Girls Club, and even participating in community cleanups. Through my community service, I know that the community that Las Vegas Collegiate seeks to serve will benefit from a charter school whose mission is to provide opportunity where there currently is none.

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

The role of a public charter school board member is to oversee the academic, financial, and organizational affairs of the school. A board member must ensure that the school reaches its accountability goals and stays in constant alignment with the mission and charter of the school. A board member must oversee both the short-term and long-term financials of the institution. In fulfilling this duty, a board member aids in establishing and approving the annual budget, tracks monthly financial dashboards as presented by management, oversees financial audits, and sustains the overall educational program by pursuing the availability of adequate resources. A board member must implement policies with clear guidelines that allow for school to remain compliant with all applicable regulations, and hire, support, and evaluate the Executive Director to ensure the viability of Las Vegas Collegiate. Through support from Building Excellent Schools for effective board training, coupled with my background in law and education, I am confident in my ability to contribute to the effectiveness of the board and 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.

Throughout my undergraduate and graduate coursework, I served as Student Government Association President, where I operated as the official spokesman for the entire 3,100-student population at Tuskegee University, advocating for the wants and needs of the masses. In that role, I worked in conjunction with nine other executive board members and alongside the institution's Board of Trustees, administration, and specified alumni.

Start-Up Charter School Board Member Information

From that experience, I gain knowledge on the importance of a quality leadership, teamwork, and compliance to ensure that an organization thrives continuously.

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

As a young, African American male and native of Las Vegas, NV, my deep roots in the community allows me to bring a fresh perspective to the Las Vegas Collegiate board. With my current role as the Manager, Corporate and Public Partnerships for Teach For America, I will leverage my personal and professional networks to support the board development and growth of Las Vegas Collegiate.

School Mission and Program

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

We firmly believe all children despite their race, neighborhood, or socio-economic background, can and will achieve and live a life of opportunity. In this belief, Las Vegas Collegiate has a mission to foster a community-centered school that is academically rigorous and employs small group student supports to meet students where they are in order to succeed.

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

Las Vegas Collegiate's proposed educational program revolves around ensuring that all students are provided a pathway that could lead them to and graduate from college. In employing a college preparation program, Las Vegas Collegiate seeks to address literacy early on in students' educational journeys. Through a joyful school environment, development of strong familial relationships, and high-quality teaching.

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

Two characteristics that I believe comprise a successful school are (1) a focus on academic achievement and (2) a commitment to families and community.

I believe that a school with an emphasis on rigor and high academic achievement provides students the opportunity to become self-motivated and be prompted to take control of the direction of their futures.

Second, it is through partnering with families and community members that schools will increase student academic progress and achieve success. It is important for Las Vegas Collegiate to continue to engage the communities support.

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

The board on a monthly basis will evaluate the academic, financial, and organizational goals for the organization. It will be through academic progress of students, financial stability, and organizational adherence that will determine if we are executing on the mission and vision of Las Vegas Collegiate.

The four main indicators that the board will use in evaluating whether Las Vegas Collegiate is successful in its mission include:

- a. **Academic performance** – Are students meeting and exceeding goals as stated in our charter application?

Start-Up Charter School Board Member Information

- b. **Behavior and discipline measures** – Is the school a safe and structured environment for learning?
- c. **Fiscal responsibility** – Does the school maintain strong financials?
- d. **Community presence** – Is the school a value-add to the local community?

Governance

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

The purpose of the board is to govern the affairs of Las Vegas Collegiate, rather than manage the day-to-day operations. The role of the board is to ensure that the school is aligned with its mission, complies with its charter, and are fiscally sound. Through public monthly meetings, the board will execute on its fiduciary responsibilities in maintaining Las Vegas Collegiate's overall livelihood, by reviewing the school's strategies and policies and providing guidance to the school's Executive Director in the employ of her leadership duties.

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

At the end of the first year of operation, the board will be able to assess Las Vegas Collegiate's success by analyzing: (1) the financial health of the organization, (2) the school's academic growth and performance, school discipline indicators, and safety records, (3) parent and student satisfaction, as measured by survey results, and (4) whether the school maintained full enrollment and family engagement. We will do this in light of all metrics outlined in the charter application as approved.

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

At the end of three years, the board will know whether Las Vegas Collegiate is successful, by comparing the academic goals written into the charter agreement between the school and the state authorizer. If the terms set forth in the charter are met by the year three assessment, the school should have full enrollment with a waitlist and deep family/community engagement.

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

From my observation as a former teacher at a charter school, I believe that the board will need to understand the community that the school seeks to serve in order to ensure the school's success. In understanding the proposed community, the board will then be able to hire the right person to serve as the school's Executive Director. We will compose the board of community members who fully support the mission of Las Vegas Collegiate and can offer diverse skill sets to ensure a holistic oversight of the school. The board will need to continually engage in board leadership trainings, to ensure effective execution of duties on behalf of Las Vegas Collegiate, and participate in board assessments on an annual basis.

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?

Steps to addressing unethical behavior will be outlined in the Las Vegas Collegiate Bylaws. All members will review and sign a Conflict of Interest Policy which requires all members to disclose any conflict. If there is a conflict, that board member will be removed from the decisions and vote.

Start-Up Charter School Board Member Information

At Las Vegas Collegiate, self-dealing is strictly prohibited by all board members who serve on a governing board, and board members engaging in self-dealing should be immediately removed. Board members have a duty to disclose any current or potential conflicts they may encounter to avoid acting against the best interest of the school. All self-dealing must be reported to the Board Chair for review. In the event that the Board finds that self-dealing has taken place the member will be removed from the governing board by a vote of the Board in accordance to our Bylaws.

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

Start-Up Charter School Board Member Information

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, Maliq Isaiah Kendricks, 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 Las Vegas Collegiate Charter School is true and correct in every respect.



Signature

06/10/19
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Las Vegas Collegiate Charter School,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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



Signature of Certifying Charter School Official

Mario Kendrick

Name Printed

Manager, Corporate and Public Partnerships 06/10/19

Title

Date

State of Nevada County of Clark

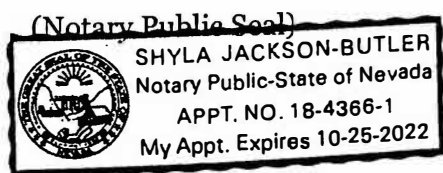
Subscribed and sworn to before me

This 10 day of July, 2019

date

month

year

Dwight M. Sanders

1732 Honey Tree Drive, Las Vegas, NV 89144 ▪ (323) 449-6724 ▪ dwight.sanders@TNTP.org

Biography

Dwight M. Sanders serves as leadership coach at TNTP and provides instructional leadership support for many schools within the Nevada region, such as the Washoe, Elko, and McDermitt School Districts. Before his recent transition to TNTP, Mr. Sanders served as principal at Andre Agassi College Preparatory High School for six years where he led a talented team of educators and implemented instructional systems that propelled the school's graduation rates, college matriculation rates, and state testing results. For the first time, during the 2014-2015 school year, Agassi Prep High School held a 4-star rating within the Nevada School Performance Framework.

It is Mr. Sanders' life mission to ensure that all students, especially those from underserved communities, live as productive citizens, receive a well-deserved rigorous grade school education, have the opportunity to graduate from college, pursue the career of their choice positively impact their family, community, and generation for years to come.

Mr. Sanders holds a bachelor's degree in Liberal Studies from California State University, Dominguez Hills and a master's degree in Secondary Education from the University of Phoenix. Mr. Sanders will serve on the Founding Board of Las Vegas Collegiate, serving on its Academic Achievement and Finance Committees.



DWIGHT M. SANDERS

SUMMARY

Organized, result-oriented, detail-focused school administrator and educator with extensive experience contributing to day-to-day operations and supporting educational staff. Actively collaborated with administrative and education personnel to set priorities on realistic results, build effective teams, and create opportunities for student success. Dedicated to educating urban students from disadvantaged backgrounds.

SKILLS / HOBBIES

Skills:

- Microsoft Office Suites
- Google Chrome
- Typing 35wpm
- Analyzing School, Classroom and State Testing Data
- Student Portal – Infinite Campus and Power School
- Multitasking

Hobbies:

- Chess
- Piano
- Cycling
- Golfing
- Hiking
- Student Mentorship

EXPERIENCE

LEADERSHIP COACH • THE NEW TEACHER PROJECT (TNTP) • 2017(SUMMER) – PRESENT

DUTIES AND RESPONSIBILITIES:

- Develop several principals in the rural parts of Nevada, specifically Elko and Humboldt County School District
- Empower and support school principals and vice principals to be effective instructional leaders
- Build leaders' capacity to implement Common Core ELA and math shifts in service of meeting the demands of the NVACS
- Develop leaders' capacity to design and lead strong instructional professional development
- Assist school leaders with developing and implementing a year-long instructional strategy and help create the tools, systems, and support to execute on the strategy
- Assist in building routines and systems for observations, feedback, and follow-up
- Review and redesign school structures, expectations and accountability practices to increase administrator, teacher and student effectiveness.

SECONDARY SCHOOL PRINCIPAL • ANDRE AGASSI COLLEGE PREPARATORY ACADEMY • 2011(FALL) – 2017(SUMMER)

DUTIES AND RESPONSIBILITIES:

- Led team of administrators, support staff, teachers and families through the merging of two schools.
- Implemented and created new systems during my first two years as principal in a turnaround school.
- During my second year as principal, I led a team of administrators through a rigorous accreditation process for our high school.
- Facilitated professional development for teachers and staff.
- Collaborated in creating a new teacher evaluation system.


DWIGHT M. SANDERS

EXPERIENCE CONTINUED...

DUTIES AND RESPONSIBILITIES CONTINUED:

- Responsible for staff recruitment and hiring, maintaining school budgets and sustaining a college-going culture.
- Implemented Common Core Standards through a variety of professional developments, department and grade-level meetings, and through one-on-one coaching.
- Coordinated parental community involvement through Café Expressions monthly meetings.
- Established policies/protocols & training for staff conflict resolution, parental engagement and school safety.
- Evaluated and observed administrators, teachers and support staff through one-on-one coaching.
- Taught a chess class and created a chess club.

KEY DATA & NOTABLE RESULTS:

- Increased high school overall performance to a 4-star school from CCSD's School Performance Framework 5-star Rating System.
- High School Proficiency Exam (HSPE) – Increased passage rates each year from 50% to 87% of students passing the first time.
- Graduation Rates – Increased graduation rate from 77% in 2013 through 2015 to 88% in 2016, compared to the state's rate of 72% (nevadareportcard.com).
- Teacher Retention – Maintained a teacher and staff retention rate of 90% in the last four years compared to 60% during my first two years.

High School End of Course (EOC) Exams – Common Core Standards Embedded - (2016 spring)

- **English II EOC Exam (Writing)** – 76% of our 10th grade students passed the exam compared to the state's results of 67%.
- **Math 1 EOC Exam (Algebra)** – 83% of our 9th and 10th grade students passed the exam compared to the state's results of 70% ----- 100% of our 7th & 8th taking Algebra 1 passed this exam.

MIDDLE SCHOOL PRINCIPAL • INNER CITY EDUCATION FOUNDATION (ICEF) • 2007 – 2011

DUTIES AND RESPONSIBILITIES:

- Observed, supervised and evaluated teachers and staff to school's vision of excellence.
- Collaborated with curriculum development and instructional strategies.
- Responsible for coordinating and administering state testing information/materials.
- Facilitated professional development for teachers and staff.
- Managed two campuses – 6th grade and 7th & 8th grade.

DUTIES AND RESPONSIBILITIES CONTINUED:

- Taught one Algebra 1 math classes during my first year as principal.



DWIGHT M. SANDERS

- Responsible for creating master schedule and managing student information system (power school).
- Supervised daily operations of the school: student safety, yard supervision, lunch procedures, fire drills, student drop-off and pick-up.
- **Promoted to turnaround school in 2010 – (ICEF Inglewood): Responsible for improving test scores, discipline, school systems, building improvements, community and parental engagement.**

KEY DATA & NOTABLE RESULTS:

- Parent/Guardian engagement – Over 100 parents attended our school meetings on a monthly basis
- **Surpassed our expected stretch goal in our API performance over the course of 3 years** – Increase our API score from 742 in 2006, 779 in 2007, 822 in 2008 and 853 in 2009). The expected growth rate from LAUSD was 5 points per year school. (*California Department of Education*)

California State Testing (CST) Exams – California State Standards Embedded - (2008, 2009)

- 100% of our Algebra 1 students were proficient and advanced (2008 – 32 students)
- 83% of our Algebra 1 students were proficient and advanced (2009 – 75 students)
- Our 6th – 8th students significantly improved in their ELA CST results –
 - 6th grade 36% in 2007 to 49% in 2008
 - 7th grade 46% to 60% in 2008
 - 8th grade 41% in 2007 to 56% in 2008

EXPERIENCE CONTINUED...

DEAN / ASSISTANT PRINCIPAL • INNER CITY EDUCATION FOUNDATION (ICEF) • 2005 – 2007

- Coordinated UCLA – Mathematics Engineering and Science Achievement (MESA) Program – 25 students.
- Collaborated with admin on curriculum development and instructional strategies.
- Responsible for coordinating and administering state testing information/materials.
- Taught two Algebra 1 math classes as assistant principal. (*See key data & notable results.*)
- Responsible for creating master schedule and managing student information system (power school).
- Supervised daily operations of the school: student safety, yard supervision, lunch procedures, fire drills, student drop-off and pick-up.
- Facilitated professional development for teachers and staff.
- Responsible for suspension, detentions, behavioral plans and positive incentive programs.

MATH TEACHER/DEPARTMENT CHAIR • INNER CITY EDUCATION FOUNDATION (ICEF) • 2001 – 2005

- Created standard-based unit and lesson plans.
- Implemented a spiraling math curriculum (Saxon Math).
- Observed and trained math colleagues in implementing Saxon math curriculum.
- Led student of the month assemblies.
- Taught a video production and chess course.


DWIGHT M. SANDERS
DIRECTOR OF AFTER SCHOOL • INNER CITY EDUCATION FOUNDATION (ICEF) • 1999 – 2001

- Managed after school teachers with implementation of homework support.
- Community outreach to support students.
- Responsible for payment collection, discipline, after school systems, parental engagement.
- Organized sporting activities.
- Taught a chess class.
- Tutored struggling math students.

CUSTODIAN / TEACHER'S AIDE • LOS ANGELES UNIFIED SCHOOL DISTRICT (LAUSD) • 1997 – 1999

- Supported struggling students by keeping them on task with learning.
- Assisted teacher in small reading and math groups.
- Supported administration with events, projects and after school events.

CUSTODIAN:

- Maintained the beautification of the campus.
- Created and maintained student gardens.
- Responsible for cafeteria supervision and cleanliness.

EDUCATION

M.A. EDUCATION, SECONDARY MATHEMATICS / PROFESSIONAL CLEARED MATHEMATICS SINGLE-SUBJECT TEACHING CREDENTIAL • DECEMBER 2006 • UNIVERSITY OF PHOENIX, GARDENA, CA.

B.A. LIBERAL STUDIES, MINOR IN ART • DECEMBER 2002 • CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS, CARSON, CA.

RECENT PROFESSIONAL DEVELOPMENT

STANDARDSWORK – Instructed by Susan Pimentel, Dr. Kenji Hakuta, Dr. Patrick Proctor, Dr. Diane August (JUNE 2018)

TOPICS DISCUSSED AND PRACTICED:

- Analyzed how education systems have addressed ELs in order meet the demands of college and career readiness and English language standards – Dr. Kenji Hakuta, (*Stanford University*)
- Deep dive into the IES Practice Guide recommendations and additional recent research on what works when emphasizing efforts to: re-center text selection, vocabulary, teaching dialogically, and writing – Dr. Patrick Proctor, (*Boston College*)



DWIGHT M. SANDERS

- Integrating language instruction into rigorous content-area teaching by identifying methods for developing EL's background knowledge, scaffolding background knowledge, and finding appropriate resources to develop background knowledge – Dr. Diane August, (*Center for English Language Learners*)

**RELAY/GSE – NATIONAL PRINCIPALS & SUPERVISORS ACADEMY - Instructed by Jesse Rector
(Fall 2016 – Summer 2017)**

TOPICS DISCUSSED AND PRACTICED:

- Data-driven Instruction / Student Work Analysis
- Positive student culture of high expectations - Instructed by Julie Jackson
- Observation and Feedback Cycles / Standards Aligned Instruction & Assignments

THE SKILLFUL LEADER – Instructed by Mary Ann Haley-Speca (Fall 2015 – Spring 2016)

TOPICS DISCUSSED AND PRACTICED:

- Ways to identify and confront mediocre teaching
- Experienced a series of case studies for "framing questions" as an evaluator

**ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (ASCD) – Common Core
Training (ELA & Math), Las Vegas, NV (February 5, 2014)**

TOPICS DISCUSSED AND PRACTICED:

- Analyzed ELA & Math Common Core Standards using close reading, sample unit and lesson plans.
- Discussed and planned cross-curricular expectations to implement at school site.

PROFESSIONAL REFERENCES

Tim Hughes

Partner – The New Teacher Project (TNTP)

Office Phone: 702.419.8119

Known reference for 2 year

Chris Smith

Chief Operating Officer – KIPP, Dallas, TX

Office Phone: 702.316.2374

Known reference for 8 years

Start-Up Charter School Board Member Information

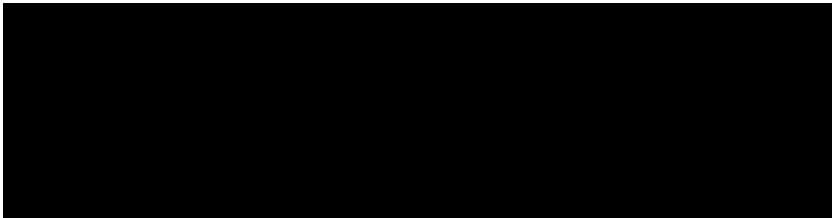
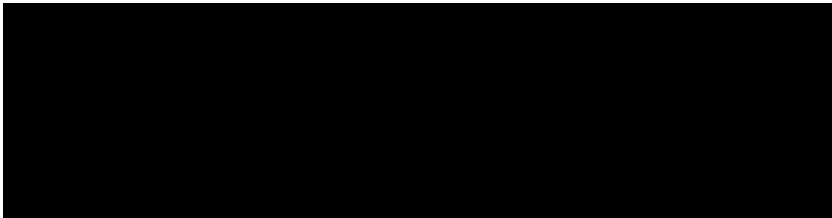
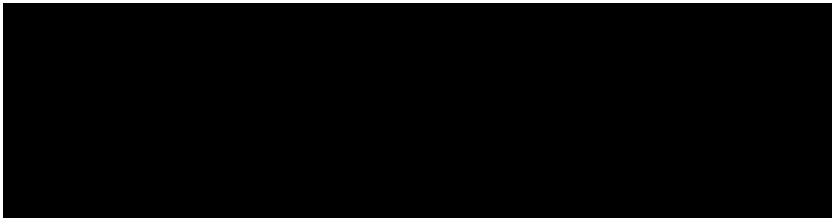
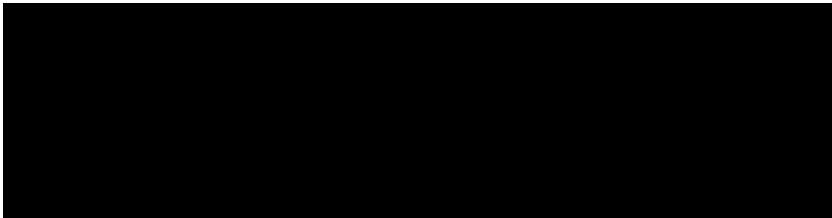
**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.**

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 Las Vegas Collegiate Charter School
2. Full name Dwight Sanders
 Home Address 
 Business Name and Address 
 Phone Number 
 E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
 I have been in education for approximately 20 years. I began my career in Los Angeles working for LAUSD and the Inner City Education Foundation. During the earlier years of my career, I taught science and math in a K-12 public charter school. I graduated from Dominguez Hills with a bachelor's degree and received a master's degree from the University of Phoenix. In 2011, I moved to Las Vegas to serve as principal of Andre Agassi College Preparatory Academy. Through these years of experience, I have committed myself to working with individuals that are willing to disrupt the injustices within our educational system, such as when students of color do not receive high quality instruction, and/or lack high exceptions from those who are entrusted to meet their individual educational needs. I bring to this board a skill set of analyzing student data to propel student academic growth, implementing teacher development strategies, instituting systems of change and finding solutions for struggling school climates. Some of these systems included semester school climates surveys, better teacher hiring practices, analyzing student work protocols, observation and feedback cycles and implementing common core shifts into our teachers'

Start-Up Charter School Board Member Information

everyday instruction. Currently, I work for TNTP as a leadership coach here in Nevada. I support principals by helping them create and implement strategic plans, which includes, but are not limited to building principal capacity of instructional knowledge, observation and feedback cycles, restructuring school PLCs and restoring struggling school climate.

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?

Las Vegas Collegiate has a core belief that every child deserves access to a quality education. This completely aligns with my life's mission, which is to work in underserved communities and partner with individuals with this same perspective. I want to support Las Vegas Colligate Charter School by using my experiences to help the school achieve its mission to educate K-5 students in the 89106 community, by preparing them to thrive in middle school, high school and graduate from college.

7. What is your understanding of the appropriate role of a public charter school board member? As a board member of a public charter school, we are morally and legally responsible to ensure financial oversight, maintain all interest of the organization above other interests, and make difficult decisions that are best for the viability of the organization, use an effective plan to monitor the academic program, and utilize data dashboards to consistently monitor the school's progress against its goals. It is also the board member's responsibility to hold the proposed School Leader accountable through consistent support and annual evaluation.
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.

This will be the first time I am serving on a school board. However, as a School Principal, I have reported to boards and collaborated with board committees.

Due to the nature of my work in schools, I am skilled in using data to determine pivots needed to improve school culture and climate, instruction, and proactive in embedding community voice. As a principal, I have been in situations where I had to make difficult decisions that were best for the students' success but not what was comfortable for adults. My overall responsibility as the school leader was to ensure our school was fiscally healthy, cultivated a safe school environment for students to thrive socially and academically, partnered with all constituents and sought for solutions, despite disagreements, and maintained a suitable level of transparency to keep constituents informed. With my knowledge and expertise, I will be able to support Ms. Gainous and the full board to drive toward academic and organizational success for the students and families in Las Vegas.

Start-Up Charter School Board Member Information

9. Describe the specific knowledge and experience that you would bring to the board.
In my current work at TNTP, I specifically support principals to devise a specific strategic plan to increase student achievement, improve school climate, develop teachers to improve instruction and create systems for observation and feedback. Some of the specific knowledge that I will bring to the board is the ability to assess when instruction is aligned to the Nevada Academic Content Standards (NVACS). Understanding the importance of school climate surveys, I will use my experiences and knowledge to ensure the School Leadership can articulate through data how well the constituents of Las Vegas Colligate are being valued and supported within the school. As a former principal in the 89106, I understand how important it is to leverage the surrounding community, whether its local business, churches, libraries, public service departments or public officials. I will leverage my professional networks within the 89106 community and beyond on behalf of Las Vegas Collegiate Charter School.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Las Vegas Collegiate Charter School's mission and core beliefs are preparing future leaders and scholars of our K-5 community to thrive in middle school, high school, and graduate from college. The scholars will be prepared in a school environment that is academically ambitious, individually supported all within a values-based community. Our core beliefs can best be summarized by embracing expectations that all scholars deserve access to a quality education, college begins in kindergarten, literacy is the foundation for academic success, and future leaders are shaped by values-based communities.
2. What is your understanding of the school's proposed educational program?
At Las Vegas Collegiate we will commit to all students' individuals supports, such as small group learning, individualized intervention, and blended learning to specifically support individual needs. In order to uphold our values-based community, we will reinforce leadership values, such as ambition, scholarship, partnership, integrity, and resourcefulness in our daily community circles. To ensure our scholars are receiving a quality education, professional development will be maximized to better prepare our teachers to meet the unique needs of every student.
3. What do you believe to be the characteristics of a successful school?
A successful school begins with a mission and stays mission and data-driven. Honoring innovation and promoting continuous learning is paramount to sustaining a vibrant learning environment. This is followed by defining what academic excellence will look like and how it will be measured. The students' learning experience is at the heart of every safety plan, curriculum choice, planned lesson, financial decision, relevant data analysis and school improvement plan. Successful schools also value parent and community partnership; transparency rests at the forefront to keep constituents informed.
4. How will you know that the school is succeeding (or not) in its mission?
There are many measures by which we can determine if the school is succeeding in its mission. This includes: the board holding itself and the school leader to the terms of the charter, remaining in compliance with state and local laws, while remaining financially sound.

Start-Up Charter School Board Member Information

Governance

1. Describe the role that the board will play in the school's operation.
The board is responsible for governing the school but not managing the day to day operations. As board members of a public charter school, we are morally and legally responsible to ensure financial oversight, maintain all interest of the school above other interests, and make difficult decisions that are best for the viability of the school, monitor the academic program on a monthly basis, and utilize data dashboards to consistently monitor the school's progress against its academic and organizational goals. The board hires, supports, and evaluates the School Leader and holds the School Leader accountable to the school's mission.

2. How will you know if the school is successful at the end of the first year of operation?
The school will know it is successful after one year by meeting the academic and organizational goals outlined in the charter application, maintaining student enrollment and family engagement, developing strong school culture, hiring mission-aligned and qualified teachers to deliver high-quality instruction, and the board holding the school leader accountable around school performance.

3. How will you know at the end of three years of the school is successful?
By the end of three years, the school and governing board will measure the school's success using student achievement data, completion of school goals, school climate surveys, annual growth reports, monthly dashboards, annual fiscal audits, and other relevant school data. Another essential measure is to evaluate our student achievement in comparison to other schools locally and nationally.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The Board will have established consistent governance structures to ensure the school is efficient fiscally and successful academically and delivering on the promises given to the students and the community as a whole. We will need to be consistent in evaluating our performance against our annual goals and ensure that we have a well-defined vision of academic excellence, know what it looks like and how it will be measured. The students' learning experience must be at the heart of every policy that the Board establishes and every action that the Board takes. During our board meetings we will operate in full accordance with Open Meeting Law requirements and ensure parents and community partnership are valued by providing intentional time for comments, with transparency at the forefront to keep constituents informed.

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?
At Las Vegas Collegiate, there is absolutely no tolerance for self-dealing on the board. Should a conflict occur, it will be the responsibility of the board member to disclose the conflict. If the board member does not disclose the conflict another member must present this to the Board Chair for further review and investigate the conflict. If the Board Chair identifies that

Start-Up Charter School Board Member Information

there is self-dealing of that board member, the member will be removed in accordance to the Bylaws. As a Board, we will have approved policies for confidentiality, conflicts of interest, and nepotism. In all, these policies will be reviewed annually to ensure we address all conflicts appropriately.

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.

Start-Up Charter School Board Member Information

☒ 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, Dwight Sanders 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 Las Vegas Collegiate Charter School is true and correct in every respect.



Signature

7/1/19
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Las Vegas Collegiate Charter School ,
(name of charter school)

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

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

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

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
 - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
 - Submit accountability and progress reports throughout the academic year;
 - Conduct and report on required examinations of students;
 - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
 - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
 - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
 - Submit reports regarding student truancy, transiency, attendance and dropout rates;
 - Submit reports of weapons and violence incidence;
 - Describe suspensions and expulsions; and
 - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel

Start-Up Charter School Board Member Information

Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

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

Notarized Statement

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



Signature of Certifying Charter School Official

Dwight Sanders

Name Printed

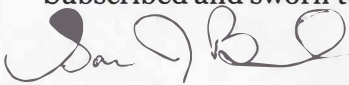
Board Member

Title

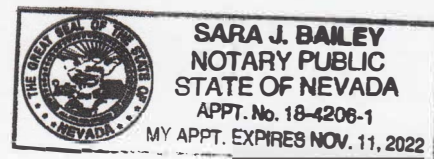
7/1/19

Date

Subscribed and sworn to before me



This 1st day of July 2019
 date month year



(Notary Public Seal)

Jill Schreidl



Biography

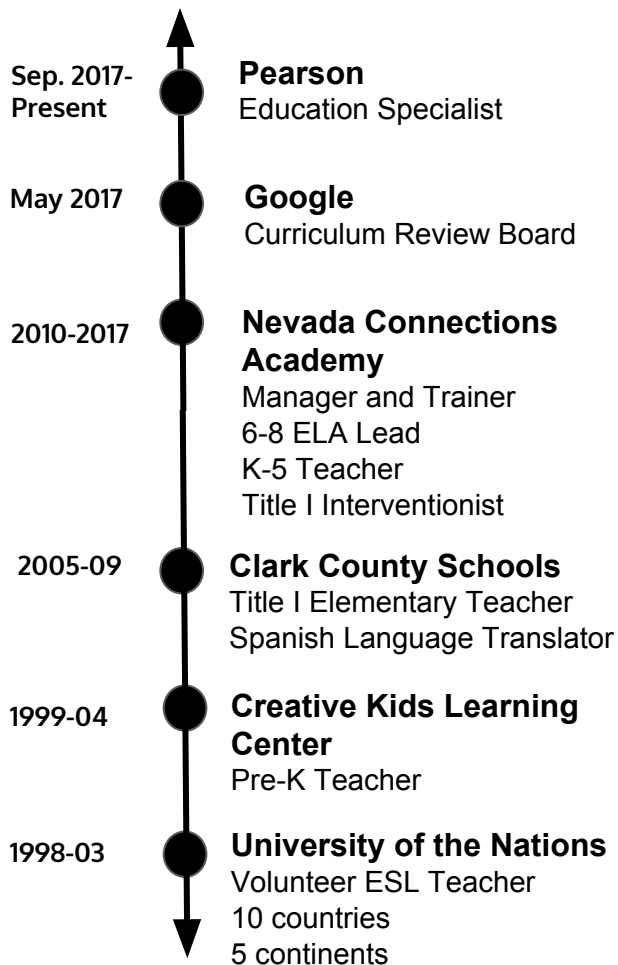
Jill Schreidl grew up in Las Vegas, NV and attended Clark County schools, graduating from Western High School in 1998. She then earned a bachelor's degree in elementary education at University of Nevada Las Vegas and began teaching elementary school for Clark County School District. After several years teaching for the school district, she transitioned to an online charter school, where she served for seven years as a K-8 teacher, manager, and staff trainer.

Ms. Schreidl was then recruited by Pearson Education as an educational consultant in 2017, the same year she earned her master's degree in educational leadership and received a school administrator license from the State of Nevada.

Growing up in a very transient low to middle-income family, Ms. Schreidl encountered some struggles in school. She often switched schools mid-year, and many of the lower-income areas where her family lived were not served by high achieving schools. The resulting gaps in her early education meant she had to work even harder to achieve her goals later on. These experiences, along with her current work in low-income communities, provide the motivation for serving on the Board of Las Vegas Collegiate Charter School as well as serving on the Academic Achievement and Governance Committees.



Key Work Experience



Education



Technological Proficiencies

- Adobe Connect
- Webex
- Adobe Presenter
- Pearson Connexus
- Moodle
- Blackboard
- Google Suite (Sheets, Forms, Slides, Docs, etc.)
- Microsoft Office (Excel, Word, PowerPoint)

Key Competencies

- Professional Development/Adult Education
- Strong Presentation Skills
- Spanish Language Proficient
- English Language Instruction
- Standardized Assessment Site Direction
- WIDA ACCESS 2.0 Proctor
- Restorative Practices for Positive Climate
- Building Consensus
- Strong Problem Solving Skills
- Detail Oriented
- Response to Intervention (RTI)
- Individualized/Differentiated Instruction
- Common Core Standards
- Data Analysis
- Integration of Multiple Content Areas
- Flexible and Collaborative

Objective

I am seeking a position from which I can leverage my professional development skills and experience to broaden my impact on school improvement.

Interests



Allergy-safe Cooking



Second-hand Paperbacks



Midnight Organization Projects

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).

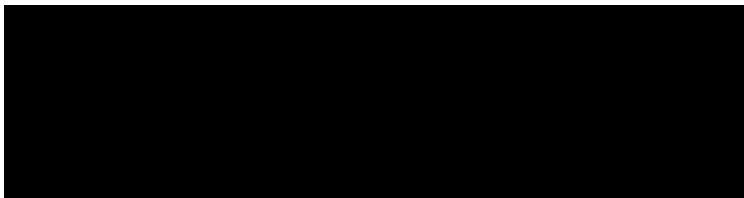
All forms must be signed by hand.

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 Las Vegas Collegiate Charter School
2. Full name Jill Schreidl
 Home Address 
 Business Name and Address _____
 Phone Number _____
 E-mail address _____
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

In 2005, I earned a BA in Elementary Education, acquired a teaching license that is still active, and taught for Clark County School District and a local charter school for 12 years. In 2017, I earned my master's degree in Educational Leadership and acquired a school administrator's license from the State of Nevada. That same year, I was recruited as an Educational Consultant for Pearson Education. In my current role, I have been able to apply and deepen my knowledge of school leadership and school improvement to help schools achieve measurable results. My expertise is in staff development, early literacy, and building students' critical thinking skills.

☒ 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

Start-Up Charter School Board Member Information

not otherwise indicated in your response to Item 3, above).

☒ Does not apply to me. ☐ Yes

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

I believe that all students can achieve and have the right to provision of proper resources to do so. Those resources include individualized instruction, highly qualified teachers, and a safe and supportive learning environment that encourages individual and collective growth. Growing up in the Las Vegas Valley in a lower-income household, I did not always have access to these resources. Serving on the board of Las Vegas Collegiate would allow me to contribute toward the solution to this issue in our community.

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

A public charter school board member contributes to the collective function of the governing board. The board's responsibilities fall into three categories, which are academic, financial, and organizational oversight. The board's academic responsibilities include making sure the academic program is in alignment with the school's mission and the school is reaching its accountability goals stated in the charter.

The financial responsibilities of the board include reviewing monthly financial dashboards, managing cash flow, and helping to develop and approve the annual budget.

The board also owns several organizational responsibilities. The board ensures that the school complies with all applicable local, state, and federal requirements, including all Open Meeting Law requirements. We also develop policies that provide guidelines for the execution and coordination of activities relating to the school, the board, enrollment, finances, and accounting. We ensure proper implementation of these policies. The board also hires, oversees, and evaluates the School Leader. The board participates in organizational and strategic planning, including determining and protecting the mission and purpose of the organization. We maintain legal and ethical integrity as well as an appropriate governance role, rather than one of management.

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 work as an Educational Consultant, I provide Nevada schools with support in working toward their School Improvement Goals. This typically involves an initial Needs Assessment, followed by a strategic planning meeting with school leadership, execution of the strategic plan, and measurement of results through a repeat of the Needs Assessment. I have been able to help many schools make great progress toward their goals through this process. I believe this experience would make me a capable board member because I understand how to strategically move toward a goal and to stay on mission.

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

As a Las Vegas native, I am very familiar with the community, its history, and its dynamics. As an Educational Consultant I have worked with several schools in proximity to Las Vegas Collegiate's proposed location. Often, there is not the belief that students living in low income neighborhoods can achieve and complete grade-level work. Part of my work is to educate the

Start-Up Charter School Board Member Information

community on the need and ability to hold all students to a high bar with high quality instruction. In my conversations with Ms. Gainous, the proposed School Leader, I am confident that she will foster an environment of high expectations, where teachers believe students can and must achieve. I am sure that proper supports, both academic and social-emotional, will be put in place.

School Mission and Program

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

The mission of Las Vegas Collegiate Charter School resonated with me because of the emphasis on an academically ambitious, individually supportive, values-based community that will prepare scholars to thrive in middle school, high school, and graduate from college. There is also a focus on supporting scholars to lead within our communities.

We believe:

- ✓ All students can and will achieve regardless of race or socio-economic background
- ✓ Our leadership values dictate the Las Vegas Collegiate way- ambition, scholarship partnership, integrity, resourcefulness, and enthusiasm
- ✓ Students achieve in a structured, joyful community that celebrates daily excellence
- ✓ A successful start in literacy is the key to successful life-long education
- ✓ Quality instruction is executed through quality teaching and having academic rigor
- ✓ The path of college readiness starts in Kindergarten
- ✓ Leveraging partnerships and leadership in the community are key to organizational success

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

Las Vegas Collegiate is a college preparatory school. It will prepare students for college by focusing on early literacy proficiency, high quality teaching, and individual supports allowing all students to achieve. The state's Read By Grade Three initiative is one of the motivators for many schools who contract my services as a consultant. As I have discussed previously, high quality teaching is of utmost importance, specifically in Nevada. Research has told us for decades that teacher quality is the most important factor in determining student success. Through my work, I have found that one of the most common delineators between an excellent teacher and a mediocre teacher is the ability to meet individual student needs, often through individual and small group instruction.

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

A successful school has a laser focus on academic achievement. In order to ensure that achievement takes place, successful schools build strong school-wide supports for all learners into their academic program. This will include social-emotional supports where needed. I also believe that strong leadership is necessary for a school to succeed through strong leadership of its teachers and students.

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

Ambitious goals must be measurable. The board is responsible for overseeing on a monthly basis the goals that have been outlined in the charter and how students are progressing

Start-Up Charter School Board Member Information

towards those goals. We will determine whether the school is fulfilling its charter, whether it is financially sound, and whether its complying with all local, state, and federal regulations. Because we are a data driven school, all board decisions will be driven by the academic, financial, and organizational data provided my management.

Governance

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

The board is a governing body, not a managing one. We will ensure accountability to the school's mission, financial viability, and its adherence to the terms of the charter. We will meet for 2 hours each month, at least 10 times per year, accessible to the public. All meetings will be pre-announced 72 hours in advance in accordance to Open Meeting Law requirements. The board will record meeting minutes and make them publicly available. Board members will be provided with financial and academic data from the school to inform decisions. The board will hire the Executive Director, conduct annual evaluations, and provide support.

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

During monthly board meetings, the board will be reviewing dashboard to ensure we are on track towards our annual goals, and each year the board and management will examine the academic, financial, and cultural data against the stated measurable goals in the charter to determine if goals were met In addition, success at Las Vegas Collegiate will have met its enrollment target through active and consistent through community engagement

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

At the end of three years, the board will measure the school's success as a function of its ability to meet its goals as laid out in the charter agreement The Las Vegas Collegiate charter application constitutes as a contract between the school and the authorizer, and as such, it is the measure by which the board will judge the school's performance over the term of the initial charter. The school will have full enrollment with a waiting list at this point if it is successful.

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

The board must hold itself and the Executive Director accountable for results. In doing so, the board will need to hire, support, and evaluate the Executive Director to ensure continued success through annual reviews, provide continuous board development in the areas of a diversity, ensure each board member understands his or her role on the board, provide strong academic, financial, and organizational oversight, conduct a board self-assessment each year to continually improve our practice, participate in an annual retreat to plan and discuss upcoming yearly goals and strategy, create a strong committee structure to ensure the board works effectively between board meetings, establish board and school policies to govern the school and comply with Open Meeting Law.

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?

Start-Up Charter School Board Member Information

All members must disclose any conflict of interest that would impact the work of Las Vegas Collegiate. Should a member have a conflict, they must recuse themselves from the discussion and vote. If I believe that one or more members of the board is involved in self-dealing, I will disclose this to the Board Chair for their review. If self-dealing is found of that member the Board must remove that board member as written in our Bylaws. Las Vegas Collegiate must operate with integrity in order to preserve the school's interests and help it accomplish its mission.

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

Start-Up Charter School Board Member Information

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, Jill Schreidl, 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 Las Vegas Collegiate Charter School is true and correct in every respect.

Signature

Date

7/12/19

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Las Vegas Collegiate Charter School,
(name of charter school)

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

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

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

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

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
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5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

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

Notarized Statement

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

[Signature]
Signature of Certifying Charter School Official

Jill Schreid
Name Printed

Board Member
Title

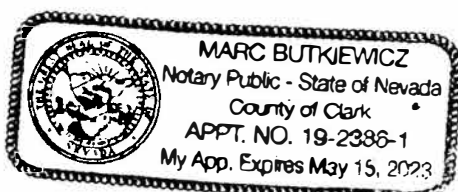
7/12/19
Date

STATE OF Nevada.
County of Clark.
Subscribed and sworn to before me
by Jill Christine Schreid

This 12th day of July 2019
date month year

[Signature]

(Notary Public Seal)



Start-Up Charter School Board Member Information

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

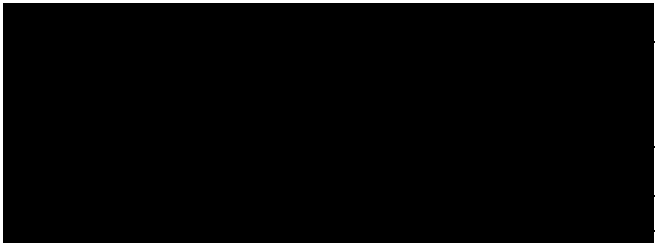
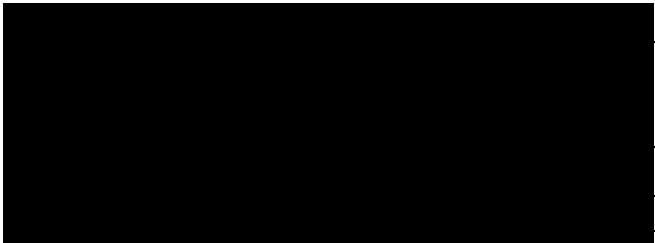
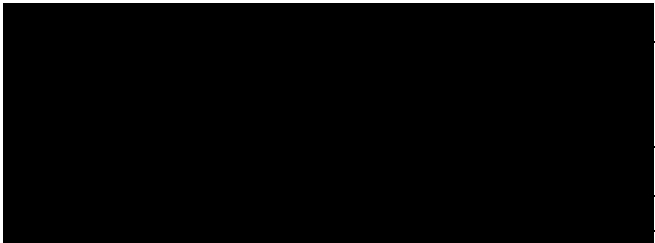
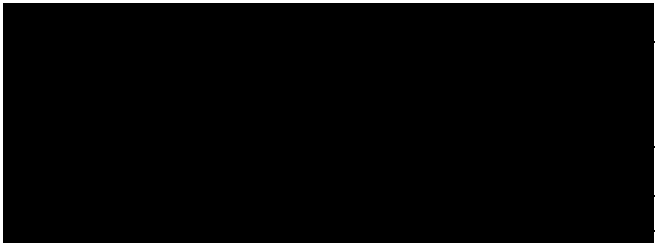
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As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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 Las Vegas Collegiate Charter School
2. Full name Kathleen Simon
Home Address 
Business Name and Address 
Phone Number 
E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
☒ Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school?

I am fully committed to the Las Vegas community because I know a high quality education is necessary for our students and families of Las Vegas. I was first approached by Ms. Gainous and Building Excellent Schools to discuss my interest in supporting the school. I had the

Start-Up Charter School Board Member Information

opportunity to learn about the needs of the community, mission, vision, and core values of Las Vegas Collegiate which resonated most with me as a resident of Las Vegas. As an immigrant myself, I am excited to be a part of providing choice and a focus on math and literacy. I know Las Vegas Collegiate will greatly impact our families and students regardless of their race, ethnicity, and status.

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

As a public charter school, we are given autonomy in exchange for the accountability of results. Because of our autonomy, board members are responsible for holding the School Leader accountable and ensure academic, fiscal, and organizational oversight. We created ambitious accountability goals outlined in the charter that is in alignment with our mission. As a board, we will be responsible for ensuring, on a year to year basis, our goals are met. We are responsible for ensure the financial health and wealth of the school. We will, on a monthly basis, review our financial dashboard and each year approve the annual budget. We will adhere to our Open Meeting Law requires and ensure compliance with all applicable federal, state, and local requirements.

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.

As a board member, we are responsible for ensuring the overall health and wealth of the organization. With my extensive skills and experience in Accounting and Finance, I will apply my knowledge and experience to ensure we remain financially healthy to support our mission and vision. I will also ensure processes and policies are effectively in place to support the school and growth of the organization. I believe in high quality education for all students and will put any efforts where needed to ensure the success of Las Vegas Collegiate.

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

I bring to the board a wealth of knowledge in bookkeeping, financial and strategic planning. Also, having been in my position many years and currently working at a start-up company, I know the importance of policies and processes. Accounting and Finance are both important components in the success of any company, and I will continue to support Las Vegas Collegiate as part of my board duties.

School Mission and Program

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

The school's mission states, "Within an academically ambitious, individually supported, values-based community, Las Vegas Collegiate Charter School prepares kindergarten through fifth grade scholars to thrive in middle school and high school, graduate from college, and lead within our communities." Our goal is to prepare our students to succeed in middle school, high school, and college to be able to lead within our community by supporting them individually.

We strongly believe:

Start-Up Charter School Board Member Information

- All students can achieve regardless of race or socio-economic background
- Our CORE values dictate the Las Vegas Collegiate Charter School way
- Students achieve in a structured, joyful community that celebrates daily excellence
- A Fast, successful start in literacy is the key to successful life-long education
- Quality instruction is a superbly executed combination teaching technique and academic rigor
- The path of college-preparedness starting in Kindergarten relies on a strong partnership between families and the school organization
- Leveraging partnerships and leadership in the community are key to organization success

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

- High quality teaching by maximizing professional development in order to ensure teachers are well prepared and responsive to the needs to students
- Rapid literacy in lower grades by featuring a 2-teacher literacy model in primary grade in order to provide maximal support and early success in literacy for all students
- Values education by teaching character through values daily
- Structured, joyful environment by featuring transparent systems and procedures to ensure learning time is maximized
- Partnership and communication with families are essential to the academic well-being of students

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

- Strong leadership focused on improving outcomes for all students
- Primary focus on academic achievement
- High quality instruction
- Strong school-wide supports for all learners
- Structured and safe school environment
- Commitment to families and community

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

The school's mission will be discussed during our monthly board meetings to ensure we are aligned to our goals . We will work in collaboration with the proposed School Leader, Ms. Biante Gainous, to ensure we remain in compliance and fiscally sound. Ms. Gainous will run the day-to-day operations of the school and will submit monthly reports to the board to review student academic performance and behavior and discipline measures. There will also be data pulled from state testing that will inform the academic program and drive our evaluation and decision-making process.

Governance

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

Board will be responsible for governing the school and will not be involved in the day-to-day operations. There will be monthly meetings to review any school activities, discuss updates

Start-Up Charter School Board Member Information

and review financial operation. There will be an annual evaluation of the School Leader and will assist in addressing any challenges the school may be facing.

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

At the end of the first year, there will be measurements in place to ensure that the school is successful in its first year of operation. Success will be determined by the amount of enrollment by measuring if maximum enrollment has been reached. The School Leader and Board will review monthly financial to ensure the overall fiscal health of the organization.

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

At the end of three years, the board will measure the school's success as a function of its ability to meet its goal as laid out in the charter agreements. The School Leader and Board will evaluate academic data to measure and review for success.

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

- Hire, support and evaluate the School Leader through a rigorous annual review of his/her performance
- Ensure the Board has a variety of skillsets and all members comprehend the responsibilities of Board membership
- Recruit people to the Board who are aligned with the mission and vision of Las Vegas Collegiate
- Provide strong academic, financial, and organizational oversight
- Conduct board self-assessment each year to improve practice
- Participate in Board training as required by the state and any additional trainings offered to the board
- Create a strong committee structure to ensure the Board works effectively between Board meetings
- Comply with all standards of Open Meeting Law

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?

All members will be responsible for disclosing if there is conflict of interest. Should there be a real or perceived conflict of interest, that member must remove themselves from the decision and the vote. Every year, we will review the Conflict of Interest Policy and sign. For Las Vegas Collegiate Charter School, there is absolutely no room for self-dealing on the board. If a member is found to have been involved with self-dealing, it must be reported to the Board Chair for further review. If the Board Chair determines there is self-dealing, that member must be removed in accordance to our Bylaws.

Disclosures

Start-Up Charter School Board Member Information

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.

Start-Up Charter School Board Member Information

☒ 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, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Kathleen Simon, 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 Las Vegas Collegiate Charter School is true and correct in every respect.

K Simon
Signature

8/15/19
Date

Kathleen Simon



Kathleen Simon currently serves as the Vice President of Finance for Influential Network Inc. As the VP of Finance, Kathleen is responsible for managing and overseeing the organizations accounting and Financial record keeping. Kathleen has extensive experience and knowledge in accounting, finance, and strategic and financial planning. Kathleen is also responsible for implementing and streamline accounting and HR processes.

Prior to her work with Influential Network Inc., Kathleen served as the Financial Controller with Xpert Exposition Services and Bookkeeper with Wallace Neumann & Verville LLP. Kathleen has helped to support organizations in revenue growth.

Kathleen is inspired and committed to the community of Las Vegas and Las Vegas Collegiate Charter School. Kathleen will serve on the finance committee. Kathleen received her Bachelor of Science in Accounting from Colorado State University.

KATHLEEN SIMON

SUMMARY

“Integrity is doing the right thing even when no one is watching” is one quote I truly live by. Being presented challenges and the impossible are what motivate me. Every event that occurs is a learning opportunity and I am always driven for new knowledge. Having 5 years experience in my role had taught me to become well organized, logical thinker with an analytical and detailed approach. Very well-versed Controller within Manufacturing, Tech and Startup.

QUALIFICATIONS

- Knowledgeable in GAAP, IRS Codes, and SEC Regulations
- Quickbooks and NetSuite professional
- Developed the financial and accounting structure for two small companies, including accounting systems, compliance, and risk management.

WORK EXPERIENCE

- | | | |
|-------------------|---|-------------------|
| 03/2016 – 03/2019 | <u>VP of Finance/Controller</u>
The Influential Network Inc | LAS VEGAS, NEVADA |
| | <ul style="list-style-type: none">• Influential is an AI social data and conversion technology and a Developer Partner of IBM Watson. Influential runs both native and paid campaigns for Fortune 500 brands with offices in Beverly Hills, New York City and Las Vegas.• Manage the financial model and accounting functions. Issue monthly financial statement and consolidations or as requested. Implement and streamline accounting and HR processes. Perform due diligence leading to the Company's investment funding. Successfully raised Series B funding by assisting CFO & CEO in Financial planning and due diligence. | |
| 09/2014 – 03/2016 | <u>Financial Controller</u>
Xpert Exposition Services | LAS VEGAS, NEVADA |
| | <ul style="list-style-type: none">• Xpert is a privately owned and operated exposition company specializing in trade shows, corporate events, and exhibit installation and dismantling.• Managed the accounting and finance functions. Assisted in the company growth by doubling revenue within a year. Successfully audited and amended past two years of tax returns. Implemented and streamlined multiple accounting processes. | |

09/2012 – 09/2014

Bookkeeper/Staff Accountant
Wallace Neumann & Verville, LLP

LAS VEGAS, NEVADA

- WNV is a Las Vegas CPA firm which has professionals who have been serving the area since 1990. The firm hires experienced CPAs from large, international accounting firms (“Big 4”) to ensure highest quality of service.
- Prepared Individual and Business tax returns. Performed Financial consolidations for small clients. Managed multiple business clients bookkeeping with intercompany transactions.

EDUCATION

Bachelor's of Science in Accounting
Colorado State University – Global Campus

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).

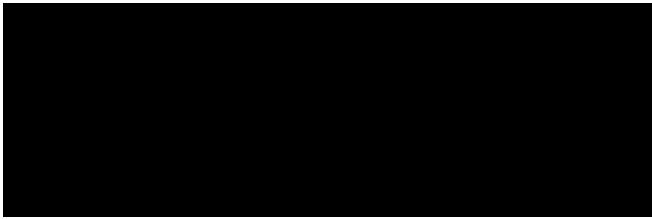
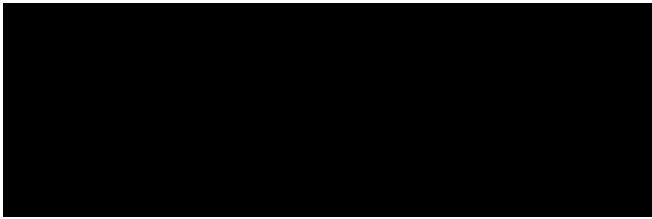
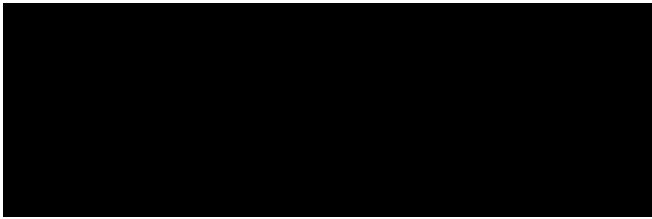
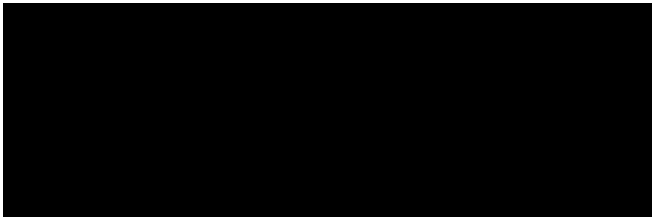
All forms must be signed by hand.

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.

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Start-Up Charter School Board Member Information

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Start-Up Charter School Board Member Information

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Start-Up Charter School Board Member Information

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Disclosures

Start-Up Charter School Board Member Information

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
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☒ 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
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Start-Up Charter School Board Member Information

☒ 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, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Kathleen Simon, 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 Las Vegas Collegiate Charter School is true and correct in every respect.

K Simon
Signature

8/15/19
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Las Vegas Collegiate Charter School

(name of charter school)

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

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

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

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

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

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel

Start-Up Charter School Board Member Information

Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

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

Notarized Statement

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

KBS

Signature of Certifying Charter School Official

Kathleen Simon

Name Printed

Board Member

Title

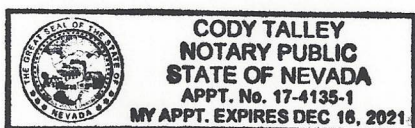
August 14, 2019

Date

Subscribed and sworn to before me

This 14 day of Aug 2019
date month year

Cody Talley
(Notary Public Seal)





Lauren Torre Biography

Lauren Torre is an Assistant Federal Public Defender for the Federal Public Defender, District of Nevada. She is a dedicated public servant who provides legal services to individuals who are financially unable to retain counsel in federal criminal proceedings. She earned her Bachelors of Arts from the University of California, Irvine and a Juris Doctorate from the University of Illinois, College of Law. She is an active member of the State Bar of Nevada and has been a practicing attorney in the Las Vegas community since 2017.

Before working as an Assistant Federal Public Defender, Ms. Torre was a Law Clerk for the Honorable Gloria M. Navarro at the United States District Court for the District of Nevada. She also has experience and is trained in representing indigent clients in domestic violence legal matters and child abuse and neglect cases.

Ms. Torre is passionate about helping students pursue higher education. As someone who sees firsthand the disturbing national trend of young adults being placed in the school to prison pipeline, she understands the immediate need for schools like Las Vegas Collegiate in her community that will provide students the tools and resources to put them on track to attend college.

Ms. Torre will serve on the Las Vegas Collegiate Founding Board in the role of Vice Chair as well as serve on the Governance and Development Committees.

LAUREN BACCHUS TORRE

Bar Membership: State Bar of Nevada, #14631

EDUCATION

University of Illinois College of Law

Juris Doctor

Champaign, IL

May 2017

- Law 301 - Introduction to Law Course, *Teaching Assistant*
- Family Advocacy Clinic, *Student Attorney*
- Domestic Violence Clinic, *Student Attorney*
- Honors Distinction in Legal Research
- Latina/o Law Students Association, *Social Chair*

University of California, Irvine

Bachelor of Arts in Cognitive Science, Psychology

Irvine, CA

June 2013

- Women's Law Association
- Westwood College Tutor
- University of California, Irvine: Women's Lacrosse

2012-2013

2012-2013

2011-2013

PROFESSIONAL EXPERIENCE

Federal Public Defender, District of Nevada

Assistant Federal Public Defender, Trial Unit

Las Vegas, NV

January 2019 – Present

- Represent indigent clients facing criminal charges throughout their trial and appellate proceedings

United States District Court for the District of Nevada

Law Clerk to the Honorable Chief Judge Gloria M. Navarro

Las Vegas, NV

August 2017 – January 2019

- Managed civil and criminal dockets
- Researched and drafted orders and bench memoranda

Deloitte Tax, LLP

Legal Intern, Multi-State Tax

Chicago, IL

June 2016 – August 2016

- Drafted research memoranda on state tax law and various mergers and acquisition projects
- Prepared corporate and partnership tax returns

Federal Public Defender, District of Nevada

Trial Unit Extern

Las Vegas, NV

June 2015 – August 2015

- Drafted motions and memoranda for trial attorneys
- Conducted research on criminal law issues including sentencing guidelines, advisory counsel responsibilities, and Fourth Amendment violations

District Attorney's Office

Intern

Memphis, TN

January 2015 – January 2015

- Assisted with research and discovery for a case in the Multi-Agency Gang Unit
- Attended criminal trials and worked alongside the Assistant District Attorney

AmeriCorps VISTA

Community Resource Coordinator with Project REAL

Las Vegas, NV

August 2013 – August 2014

- Created a formalized volunteer program by developing a tracking database, handbook, orientation, interview, and recognition process
- Published monthly e-zines to build awareness while handling donor correspondence
- Recruited volunteers for law related education programs (attorneys, police officers, judges, and marshals)

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

Las Vegas Collegiate Charter School

2. Full name

Lauren Bacchus Torre

Home Address

Business Name and Address

Phone Number

E-mail address

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

I have a Bachelor of Arts from the University of California, Irvine and a J.D. from the University of Illinois, College of Law. I am barred in the State of Nevada and have been a practicing attorney here for two years. I currently serve as Assistant Federal Public Defender for the District of Nevada. I have not served on a board previously, however I worked for a local non-profit before entering law school called Project REAL and was their volunteer coordinator. This position gave me the opportunity to work on marketing and community outreach and allowed me to support the board in developing the long-term strategic plan of the organization.

- 4.

☒ Resume and professional bio are attached.

Start-Up Charter School Board Member Information

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

☒ Does not apply to me. ☐ Yes

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

I am deeply committed to the Las Vegas community, which is why I became a public defender. I grew up in Las Vegas and have seen the educational disparities that plague our community. When I transitioned from public elementary school into private school, I realized I was significantly behind in comparison to the other students because I was not afforded the same resources and attention from my teachers at my public school. This is why I am so dedicated to Las Vegas Collegiate's mission.

I believe that all students have the potential to succeed if they are given the right tools. Education has been a vehicle for me in my life, and I hope to help provide an educational opportunity that allows students from urban areas go to college. It is my personal objective to see to it that all students are given the opportunity to succeed and have the tools necessary to attend college.

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

It is the responsibility of the charter school board member to ensure Academic, Financial, and Organizational oversight. We are accountable for achieving the academic goals as stated in our charter application, ensuring the short and long-term fiscal health of the school by reviewing on a monthly basis the financial dashboards and cash flow as presented by the proposed School Leader, and remain in legal compliance by overseeing policies and regulations and supporting and evaluating the School Leader.

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

As an attorney, I believe professional and ethical integrity is paramount. I will assist Las Vegas Collegiate in the areas of compliance, governance, and policy implementation. But above all, I am passionate about the school's mission and the opportunity to give students the tools necessary to place them on track to attend, complete, and graduate from college. I am dedicated to this team and making sure that we keep our promises to the students, their families, and the community.

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

As a previous employee of the non-profit Project REAL, I understand the hard work that is necessary for a community grass roots effort. I understand the importance and how impactful it is to get the buy in of the community in order to meet educational needs. As a teacher for a non-profit in California called THINK Together, we provided afterschool programs in order to eliminate the educational gap for minorities and indigent students. Because of my experience, I understand what it is like to have students who have fallen behind and need individualized programing and curriculum to address their setbacks. I am committed, therefore, to strong academic oversight of our school's performance, and for all students and types of learners.

Start-Up Charter School Board Member Information

I am confident that the board, the proposed School Leader, Ms. Gainous, and support from Building Excellent Schools will ensure the goals in the charter are achieved.

School Mission and Program

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

Our mission: Within an academically ambitious, individually supportive, values-based community, Las Vegas Collegiate Charter School prepares scholars to thrive in middle school and high school, graduate from college, and lead within our communities.

We firmly believe that all students can achieve regardless of their race or socio-economic background when provided quality instruction in combination with teaching techniques and academic rigor given by teachers. We believe the path of college-preparedness begins in Kindergarten and we cannot have success without a strong partnership between our families and the school. In order for our scholars to live a life of opportunity and success, it begins with putting literacy at the forefront.

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

We are a college preparatory school focused on providing our scholars a quality education so they can be successful should they choose to attend college.

We intend to prepare students for college by: committing to all students' individual needs with a blended learning model; a focus on literacy; teaching character development through our values; encouraging learning and positive environment; training and developing high-quality teachers; and partnering with families to ensure the students' overall success.

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

There are several key components that make for a successful and strong school. The first is investing time and resources to identify mission-aligned teachers who understand high expectations and believe in our mission and our student's personal and academic growth. In order to make sure that our teachers are effective, we will rely on data-based instruction that will provide immediate feedback. Two other components are high expectations for all students and a clear system of assessing what students know and responding quickly and directly to ensure students are learning.

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

Because of our duty of oversight, the board will use a variety of measures to track the progress of the school in areas of academic performance, student and teacher retention, school culture, fiscal viability, and organizational growth. We are a data-driven school. The goals outlined in the charter and the measures that go with them are what will tell us if the school is succeeding in our mission.

Governance

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

As a board, it is our duty to govern and oversee the school while the School Leader manages the day to day operations. The board will hold monthly meetings to maintain accountability. We will

Start-Up Charter School Board Member Information

review our minutes, policies, and make decisions as a full board. For example, we will review the school's financial information and work directly with the School Leader to provide support and assistance in addressing any fiscal challenges for the school. We are responsible for reviewing the ongoing sound and ethical management of the funds by the School Leader. We will also have academic metrics that we will use to review our students' progress and hold the School Leader accountable for results. Our role is to hire, upon authorization, support, and annually evaluate the School Leader.

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

Our main indicators of success for Las Vegas Collegiate are full student enrollment, student academic performance on assessments outlined in the charter, reviewing our cultural dashboards that provide information on school culture, school discipline and safety records, the investment of our school from parents and students through our satisfaction survey results, and a healthy status of the school's financial standing.

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

We are held accountable to the terms and goals written in our charter application. Our charter is a contract formed between the school and the authorizer that states what we intend to achieve on behalf of the students and families in Las Vegas. At the end of three years we will measure our success based on our ability to meet the goals in the charter agreement. In addition, we will continue to build on our student enrollment through community engagement efforts.

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

Upon authorization, the board will officially approve the Board Officers and committee members. We will also move in to hiring the School Leader for Las Vegas Collegiate and continue to support and evaluate the performance each year. In continuing to build a successful board, we evaluate the gap in skillsets and recruit members that are mission-aligned, passionate, and dedicated to our mission. We will conduct a board self-assessment each year for continuous improvement. We will use accountability tools and processes both at the committee and full board level to ensure we remain academically and fiscally strong, and we will work with our School Leader in support of our ambitious goals.

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

If there is any perceived conflict of interest, the board member must recuse themselves from the discussion and vote. In the event that there is self-dealing by a member, I will refer to the board's Conflict of Interest Policy, Nepotism Policy, and Confidentiality Policy to ensure the appropriate handling of the situation. In the event that a member has engaged in an unethical behavior of self-dealing, I must disclose it to the Board Chair. The Board Chair must investigate and determine if there is self-dealing, and the board member will be removed from the board pursuant to our Bylaws.

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 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.

Start-Up Charter School Board Member Information

☒ 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, Lauren Torre, 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 Las Vegas Collegiate Charter School is true and correct in every respect.



Signature

7/11/19

Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Las Vegas Collegiate Charter School,
(name of charter school)

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

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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.

STATE OF NEVADA
COUNTY OF CLARK

Lauren Torre

Signature of Certifying Charter School Official

Lauren Torre

Name Printed

Vice Chair

Title

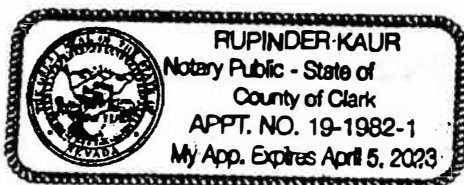
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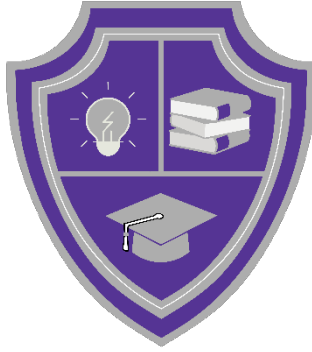
Date

Subscribed and sworn to before me

This 5 day of July 2019 by Lauren Torre
date month year

Rupinder Kaur
(Notary Public Seal)





**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 9

**Board Bylaws, Code of Ethics, and
Conflict of Interest Policies**

LAS VEGAS COLLEGIATE CORPORATE BYLAWS ("BYLAWS")

ARTICLE I

NAME AND OFFICE

1.01 Name

The name of this corporation shall be Las Vegas Collegiate (the "Corporation"). The business of the Corporation may be conducted under the Firm Name "Las Vegas Collegiate Charter School."

1.02 Office

The principal office of the Corporation shall be located at 875 E Silverado Ranch BLVD #2097 Las Vegas, NV 89183. The Corporation may have other such offices as the Board of Directors (the "Board") may determine or deem necessary or as the affairs of the Corporation may find a need for from time to time.

ARTICLE II

PURPOSES AND POWERS

2.01 Purpose

The Corporation is a non-profit corporation and shall be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), or the corresponding section of any future Federal tax code.

The Corporation's purpose is to address, educate, coordinate, and provide an education to students in Clark County, Nevada.

To maximize our impact on current efforts, the Corporation may seek to collaborate with other non-profit organizations which fall under the 501(c)(3) section of the Code and are operated exclusively for educational and charitable purposes.

At times, per the discretion of the Board, we may provide internships or volunteer opportunities which shall provide opportunities for involvement in said activities and programs in order to have a greater impact for change in education.

In addition, the Corporation has been formed for the purpose of performing all things incidental to, or appropriate in, the foregoing specific and primary purposes. However, the Corporation shall not, except to an insubstantial degree, engage in any activity or the exercise of any powers which are not in furtherance of its primary non-profit purposes.

2.02 Powers

The Corporation shall hold and may exercise all such powers as may be conferred upon any nonprofit organization by the laws of the State of Nevada and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation. At no time and in no event shall the Corporation participate in any activities which have not been permitted to be carried out by an organization exempt under Section 501(c) of the Code. The powers of the Corporation may include, but shall not be limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.

2.03 Nonprofit Status and Exempt Activities Limitation.

- (a) Nonprofit Legal Status. The Corporation is a Nevada non-profit public benefit corporation, recognized as tax exempt under Section 501(c)(3) of the Code.
- (b) Exempt Activities Limitation. Notwithstanding any other provision of these Bylaws, no director, officer, employee, member, or representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Code as it now exists or may be amended, or by any organization contributions to which are deductible under Section 170(c)(2) of such Code and the Federal tax regulations (the “Regulations”) as they now exist or may be amended from time to time. No part of the net earnings of the Corporation shall inure to the benefit or be distributable to any director, officer, member, or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws.
- (c) Distribution Upon Dissolution. Upon termination or dissolution of the Corporation, any assets lawfully available for distribution shall be distributed to one (1) or more qualifying organizations described in Section 501 (c)(3) of the Code (or described in any corresponding provision of any successor statute) which organization or organizations have a charitable purpose which, at least generally, includes a purpose similar to the terminating or dissolving Corporation.

The organization to receive the assets of the Corporation hereunder shall be selected at the discretion of a majority of the Board, and if the Directors (as defined below) cannot so agree, then the recipient organization shall be selected pursuant to a verified petition in equity filed in a court of proper jurisdiction against the Corporation, by one (1) or more of its Directors (as defined below) which verified petition shall contain such statements as reasonably indicate the applicability of this section. The court upon a finding that this section is applicable shall select the qualifying organization or organizations to receive the assets to be distributed, giving preference if practicable to organizations located within the State of Nevada.

In the event that the court shall find that this section is applicable but that there is no qualifying organization known to it which has a charitable purpose, which, at least generally, includes a purpose similar to the Corporation, then the court shall direct the distribution of its assets lawfully available for distribution to the Treasurer of the State of Nevada to be added to the general fund.

ARTICLE III

MEMBERSHIP

3.01 No Membership Classes

The Corporation shall have no members who have any right to vote or title or interest in or to the Corporation, its properties and franchises.

3.02 Non-Voting Affiliates

The Board may approve classes of non-voting affiliates with rights, privileges, and obligations established by the Board. Affiliates may be individuals, businesses, and other organizations that seek to support the mission of the Corporation. The Board, a designated committee of the Board, or any duly elected Officer (defined below) in accordance with Board policy, shall have authority to admit any individual or organization as an affiliate, to recognize representatives of affiliates, and to make determinations as to affiliates’ rights, privileges, and obligations. At no time shall affiliate information be shared with or sold to other organizations or groups without the affiliate’s consent. At the discretion of the Board, affiliates may be given endorsement, recognition and media coverage at

fundraising activities, clinics, other events or on the Corporation website. Affiliates have no voting rights and are not members of the Corporation.

3.03 Dues

Any dues for affiliates shall be determined by the Board.

ARTICLE IV

BOARD OF DIRECTORS

4.01 Number of Directors

The Corporation shall have a Board consisting of at least five (5) and no more than fifteen (15) directors (the "Directors"). Within these limits, the Board may increase or decrease the number of directors serving on the Board, including for the purpose of staggering the terms of directors. At any time, at least fifty-one percent (51%) of all Directors must be permanent residents of Nevada.

4.02 Powers

All corporate powers shall be exercised by or under the authority of the Board and the affairs of the Corporation shall be managed under the direction of the Board, except as otherwise provided by law.

4.03 Terms

- (a) All Directors shall be elected to serve a three (3) year term; however, the term may be extended until a successor has been elected.
- (b) Initial Director terms shall be staggered so that approximately one-third of the Directors will end their terms in any given year.
- (c) Directors may serve two terms in succession.
- (d) The term of office for Directors shall be considered to begin July 1 and end June 30 of the third year in office, unless the term is extended until such time as a successor has been elected.

4.04 Qualifications and Election of Directors

In order to be eligible to serve as a Director on the Board, the individual must be at least eighteen (18) years of age and an affiliate within affiliate classifications created by the Board. Directors may be elected at any Board meeting by two thirds (2/3) vote of the existing Board. The election of Directors to replace those who have fulfilled their term of office shall take place in July of each year. The Board shall comply with specified membership guidelines pursuant to Section 388A.320 of the Nevada Revised Statutes ("NRS").

4.05 Vacancies

The Board may fill vacancies due to the expiration of a Director's term of office, resignation, death, or removal of a Director or may appoint new Directors to fill a previously unfilled Board position, subject to the maximum number of Directors under these Bylaws. Vacancies in the Board due to resignation, death, or removal shall be filled by the Board for the balance of the term of the Director being replaced.

4.06 Removal of Directors

A Director may be removed by majority vote of the Directors then comprising the Board, if: the Director is absent and unexcused from two or more meetings of the Board in a twelve (12) month period. The Board Chair (defined below) is empowered to excuse Directors from attendance for a reason deemed adequate by the Board Chair (defined below). The Board Chair (defined below) shall

not have the power to excuse him/herself from the Board meeting attendance and in that case, the Board Vice Chair (defined below) shall excuse the Board Chair (defined below); or

- (b) for cause or no cause, if before any meeting of the Board at which a vote on removal will be made the Director in question is given electronic or written notification of the Board's intention to discuss her/his case and is given the opportunity to be heard at a meeting of the Board.

4.07 Board of Directors Meetings.

- (a) Regular Meetings. The Board shall have a minimum of ten (10) regular meetings each calendar year at times and places fixed by the Board. Board meetings shall be held upon not less than three (3) days' notice by first-class mail, electronic mail, or facsimile transmission or forty-eight (48) hours' notice delivered personally or by telephone. If sent by mail, facsimile transmission, or electronic mail, the notice shall be deemed to be delivered upon its deposit in the mail or transmission system. Notice of meetings shall specify the place, day, and hour of meeting. The purpose of the meeting need not be specified.
- (b) Special Meetings. Special meetings of the Board may be called by the Board Chair (defined below), Secretary (defined below), Treasurer (defined below), or any two (2) other Directors of the Board. A special meeting must be preceded by at least two (2) days' notice to each Director of the date, time, and place, but not the purpose, of the meeting.
- (c) Waiver of Notice. Any Director may waive notice of any meeting, in accordance with Nevada law.

4.08 Manner of Acting.

- (a) Quorum. A majority of the Directors in office immediately before a Board meeting shall constitute a quorum for the transaction of business at that meeting. No business shall be considered by the Board at any meeting at which a quorum is not present.
- (b) Majority Vote. Except as otherwise required by law or by the Articles of Incorporation, the act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board.
- (c) Hung Board Decisions. On the occasion that Directors of the Board are unable to make a decision based on a tied number of votes, the Board Chair (defined below) or Treasurer (defined below) in the order of presence shall have the power to swing the vote based on his/her discretion.
- (d) Participation. Except as required otherwise by law, the Articles of Incorporation, or these Bylaws, Directors may participate in a regular or special meeting through the use of any means of communication by which all Directors participating may simultaneously hear each other during the meeting, including in person, internet video meeting or by telephonic conference call.

4.09 Compensation for Board Service

Directors shall receive no compensation for carrying out their duties as Directors. The Board may adopt policies providing for reasonable reimbursement of Directors for expenses incurred in conjunction with carrying out Board responsibilities, such as travel expenses to attend Board meetings.

ARTICLE V

COMMITTEES

5.01 Committees

The Board may, by the resolution adopted by a majority of the Directors then in office, designate one or more committees, each consisting of two or more Directors, to serve at the pleasure of the Board.

Any committee, to the extent provided in the resolution of the Board, shall have all the authority of the Board, except that no committee, regardless of Board resolution, may:

- (a) take any final action on matters which also requires Board approval or approval of a majority of all members;
- (b) fill vacancies on the Board or in any committee which has the authority of the Board;
- (c) amend or repeal Bylaws or adopt new Bylaws;
- (d) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;
- (e) appoint any other committees of the Board or the members of these committees;
- (f) expend corporate funds to support a nominee for Director; or
- (g) approve any transaction to which the Corporation is a party and one or more Directors have a material financial interest, or between the Corporation and one or more of its Directors, or between the Corporation or any person in which one or more of its Directors have a material financial interest.

5.02 Meetings and Action of Committees

Meetings and action of the committees shall be governed by and held and taken in accordance with the provisions of Article IV of these Bylaws concerning meetings of the Directors, with such changes in the context of those Bylaws as are necessary to substitute the committee and its members for the Board and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of the committee may also be called by resolution of the Board. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board may adopt rules for the governing of the committee not inconsistent with the provision of these Bylaws.

5.03 Informal Action By The Board of Directors

Any action required or permitted to be taken by the Board at a meeting may be taken without a meeting if consent in writing, setting forth the action so taken, shall be agreed by the consensus of a quorum. For purposes of this section an e-mail transmission from an e-mail address on record constitutes a valid writing. The intent of this provision is to allow the Board to use email to approve actions, as long as a quorum of Directors consent to the use of email communications.

ARTICLE VI

OFFICERS

6.01 Board Officers

The officers of the Corporation (each, an “Officer” and collectively, the “Officers”) shall be a Board Chair (defined below), Board Vice Chair (defined below), Secretary (defined below), and Treasurer (defined below), all of whom shall be chosen by, and serve at the pleasure of, the Board. Each Officer of the Corporation shall have the authority and shall perform the duties set forth in these Bylaws or by resolution of the Board or by direction of an officer authorized by the Board to prescribe the duties and authority of other officers. The Board may also appoint additional Board Vice Chairs and such other officers as it deems expedient for the proper conduct of the business of the Corporation, including, without limitation, an Executive Director, each of whom shall have such authority and shall

perform such duties as the Board may determine. One person may hold two or more Board offices, but no officer may act in more than one capacity where action of two or more officers is required.

6.02 Removal and Resignation

The Board may remove an Officer at any time, with or without cause. Any Officer may resign at any time by giving written notice to the Corporation without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party. Any resignation shall take effect at the date of the receipt of the notice or at any later time specified in the notice, unless otherwise specified in the notice. The acceptance of the resignation shall not be necessary to make it effective.

6.03 Board Chair (President)

The Board Chair (the “Board Chair”) shall lead the Board in performing its duties and responsibilities, including, if present, presiding at all meetings of the Board, and shall perform all other duties incident to the office or properly required by the Board. The Board Chair is authorized to execute, in the name of the Corporation, any and all contracts or other documents which may be authorized, either generally or specifically, and shall be entitled to sign as the President of the Corporation where required.

6.04 Board Vice Chair (Board Vice President)

The Board Vice Chair (the “Board Vice Chair”) shall chair meetings and fulfill all responsibilities of the Board Chair in absence or vacancy of the Board Chair.

6.05 Secretary

The Secretary (the “Secretary”) shall keep or cause to be kept a book of minutes of all meetings and actions of Directors and committees of Directors. The minutes of each meeting shall state the time and place that it was held and such other information as shall be necessary to determine the actions taken and whether the meeting was held in accordance with these Bylaws and other applicable laws and regulations. The Secretary shall cause notice to be given of all meetings of Directors and committees as required by the Bylaws. The Secretary shall have such other powers and perform such other duties as may be prescribed by the Board or the Board Chair.

6.06 Treasurer

The Treasurer (the “Treasurer”) shall be the lead Director for oversight of the financial condition and affairs of the Corporation. The Treasurer shall oversee and keep the Board informed of the financial condition of the Corporation and shall be responsible for auditing and reviewing the financial information of the Corporation. In conjunction with other Directors or officers, the Treasurer shall oversee budget preparation and shall ensure that appropriate financial reports, including an account of major transactions and the financial condition of the Corporation, are made available to the Board on a timely basis or as may be required by the Board. The Treasurer shall perform all duties properly required by the Board or the Board Chair. The Treasurer may appoint, with approval of the Board, a qualified fiscal agent or member of the staff to assist in performance of all or part of the duties of the Treasurer.

ARTICLE VII

FINANCIAL MATTERS

7.01 Contracts and other Writings

Except as otherwise provided by resolution of the Board or Board policy, all contracts, deeds, leases, mortgages, grants, and other agreements of the Corporation shall be executed on its behalf by the Board Chair, Treasurer, or such other person(s) to whom the Corporation has delegated authority to

execute such documents in accordance with Board resolutions and policies approved by the Board, including, but not limited to, the Corporation's Executive Director.

7.02 Checks and Drafts

All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such Officer or Officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

7.03 Deposits

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depository as the Board or a designated committee of the Board may select.

7.04 Loans

No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by resolution of the Board. Such authority may be general or confined to specific instances.

7.05 Indemnification

- (a) Definitions. For purposes of this Section 7.05, (a) "Agent" means any person who (i) is or was a Director, Officer, employee, or other agent of the Corporation, or (ii) is or was serving at the Corporation's request as a Director, Officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, or (iii) was a Director, Officer, employee, or agent of a corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation, and (b) "Proceeding" means any threatened, pending, or completed action or proceeding, whether civil, criminal, administrative, or investigative.
- (b) Indemnification Against Expenses. The Corporation, to the extent permitted by NRS Chapter 82, (a) shall indemnify any Agent of the Corporation against expenses, including reasonable attorneys' fees, actually and reasonably incurred in defense of any Proceeding in which the Agent was, is, or is threatened to be made a party by reason of being or having been an Agent of the Corporation, to the extent that the Agent was successful on the merits in the defense and shall have the power to advance to such Agent such expenses incurred by such Agent in defending any such Proceeding upon receipt of an undertaking by such Agent to repay such amounts if such Agent is not entitled to be indemnified for such amounts, and (b) shall indemnify any person who was, is, or is threatened to be made a party to any Proceeding by or in the right of the Corporation to procure a judgment in its favor by reason of being or having been an Agent of the Corporation, against expenses, including reasonable attorneys' fees, actually and reasonably incurred in defense or settlement of the Proceeding, if the person acted in good faith and in a manner the person believed to be in the best interests of the Corporation.
- (c) Indemnification Against Losses. The Corporation shall, to the extent permitted by NRS Chapter 82 and the Articles of Incorporation, indemnify any person who was, is, or is threatened to be made a party to any Proceeding (other than an action by or in the right of the Corporation) by reason of being or having been an Agent of the Corporation, against expenses, including reasonable attorney's fees, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with the Proceeding if the person (a) acted in good faith and in a manner the person believed to be in the best interests of the Corporation, and (b) had no

reasonable cause to believe the conduct of the person was unlawful, in the case of a criminal Proceeding.

- (d) Indemnification Rights Not Exclusive; Insurance. The foregoing rights of indemnification and advancement of expenses shall be in addition to and not exclusive of any other rights to which any Director or officer may be entitled by applicable law, the Articles of Incorporation, action or resolution of the Board, or any agreement with the Corporation. The Corporation may, but shall not be required to, subject to the provisions of NRS Section 82.541, purchase and maintain insurance to indemnify any Agent against any liability asserted against or incurred by an Agent in that capacity or arising out of the Agent's status as an Agent, whether or not the Corporation would have the power indemnify the Agent against that liability under NRS Section 82.541.

ARTICLE VIII

MISCELLANEOUS

8.01 Books and Records

The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of all meetings of its Board, a record of all actions taken by the Board without a meeting, and a record of all actions taken by committees of the Board. In addition, the Corporation shall keep a copy of the Corporation's Articles of Incorporation and Bylaws as amended to date.

8.02 Fiscal Year

The fiscal year of the Corporation shall be from July 1 to June 30 of each year.

8.03 Conflict of Interest

The Board shall adopt and periodically review a Conflict of Interest Policy to protect the Corporation's interest when it is contemplating any transaction or arrangement which may benefit any Director, officer, employee, affiliate, or member of a committee with Board-delegated powers.

8.04 Nondiscrimination Policy

The Officers, Directors, committee members, employees, and persons served by this Corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of the Corporation not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age, physical disability, veteran's status, political service or affiliation, color, religion, or national origin in admissions, hiring, or selection or appointment to any office.

8.05 Bylaw Amendment

These Bylaws may be amended, altered, repealed, or restated by a vote of the majority of the Board then in office at a meeting of the Board, provided, however:

- (a) that no amendment shall be made to these Bylaws which would cause the Corporation to cease to qualify as an exempt corporation under Section 501 (c)(3) of the Code, or the corresponding section of any future Federal tax code;
- (b) that an amendment does not affect the voting rights of Directors. An amendment that does affect the voting rights of Directors further requires ratification by a two-thirds (2/3) vote of a quorum of Directors at a Board meeting; and
- (c) that all amendments be consistent with the Articles of Incorporation.

ARTICLE IX

COUNTERTERRORISM AND DUE DILIGENCE POLICY

In furtherance of its exemption by contributions to other organizations, domestic or foreign, the Corporation shall stipulate how the funds will be used and shall require the recipient to provide the Corporation with detailed records and financial proof of how the funds were utilized.

Although adherence and compliance with the US Department of the Treasury's publication the "Voluntary Best Practice for US. Based Charities" is not mandatory, the Corporation willfully and voluntarily recognizes and puts to practice these guidelines and suggestions to reduce, develop, re-evaluate and strengthen a risk-based approach to guard against the threat of diversion of charitable funds or exploitation of charitable activity by terrorist organizations and their support networks.

The Corporation shall also comply and put into practice the federal guidelines, suggestion, laws and limitation set forth by pre-existing U.S. legal requirements related to combating terrorist financing, which include, but are not limited to, various sanctions programs administered by the Office of Foreign Assets Control (OFAC) in regard to its foreign activities.

ARTICLE X

DOCUMENT RETENTION POLICY SECTION

10.01 Purpose

The purpose of this document retention policy section is establishing standards for document integrity, retention, and destruction and to promote the proper treatment of the Corporation's records.

10.02 Policy

Section 1. General Guidelines

Records should not be kept if they are no longer needed for the operation of the business or required by law. Unnecessary records should be eliminated from the files. The cost of maintaining records is an expense which can grow unreasonably if good housekeeping is not performed. A mass of records also makes it more difficult to find pertinent records.

From time to time, the Corporation may establish retention or destruction policies or schedules for specific categories of records in order to ensure legal compliance, and also to accomplish other objectives, such as preserving intellectual property and cost management. Several categories of documents that warrant special consideration are identified below. While minimum retention periods are established, the retention of the documents identified below and of documents not included in the identified categories should be determined primarily by the application of the general guidelines affecting document retention, as well as the exception for litigation relevant documents and any other pertinent factors.

Section 2. Exception for Litigation Relevant Documents

The Corporation expects all Officers, Directors, and employees to comply fully with any published records retention or destruction policies and schedules, provided that all officers, directors, and employees should note the following general exception to any stated destruction schedule: If you reasonably believe, or the Corporation informs you, that corporate records are relevant to litigation, or potential litigation (i.e. a dispute that could result in litigation), then you must preserve those records until it is determined that the records are no longer needed. That exception supersedes any previously or subsequently established destruction schedule for those records.

Section 3. Minimum Retention Periods for Specific Categories

- (a) Corporate Documents. Corporate records include the Corporation's Articles of Incorporation, these Bylaws and IRS Form 1023 and Application for Exemption. Corporate records should be retained permanently. IRS regulations require that the Form 1023 be available for public inspection upon request.
- (b) Tax Records. Tax records include, but may not be limited to, documents concerning payroll, expenses, proof of contributions made by donors, accounting procedures, and other documents concerning the Corporation's revenues. Tax records should be retained for at least seven (7) years from the date of filing the applicable return.
- (c) Employment Records/Personnel Records. State and federal statutes require the Corporation to keep certain recruitment, employment and personnel information. The Corporation should also keep personnel files that reflect performance reviews and any complaints brought against the Corporation or individual employees under applicable state and federal statutes. The Corporation should also keep in the employee's personnel file all final memoranda and correspondence reflecting performance reviews and actions taken by or against personnel. Employment applications should be retained for three (3) years. Retirement and pension records should be kept permanently. Other employment and personnel records should be retained for seven (7) years.
- (d) Board and Board Committee Materials. Meeting minutes should be retained in perpetuity in the Corporation's minute book. A clean copy of all other Board and Board committee materials should be kept for no less than three (3) years by the Corporation.
- (e) Press Releases/Public Filings. The Corporation should retain permanent copies of all press releases and publicly filed documents under the theory that the Corporation should have its own copy to test the accuracy of any document a member of the public can theoretically produce against the Corporation.
- (f) Legal Files. Legal counsel should be consulted to determine the retention period of particular documents, but legal documents should generally be maintained for a period of ten (10) years.
- (g) Marketing and Sales Documents. The Corporation should keep final copies of marketing and sales documents for the same period of time it keeps other corporate files, generally three (3) years. An exception to the three year policy may be sales invoices, contracts, leases, licenses, and other legal documentation. These documents should be kept for at least three (3) years beyond the life of the agreement.
- (h) Development/Intellectual Property and Trade Secrets. Development documents are often subject to intellectual property protection in their final form (e.g., patents and copyrights). The documents detailing the development process are often also of value to the Corporation and are protected as a trade secret where the Corporation:
 - i. derives independent economic value from the secrecy of the information; and
 - ii. has taken affirmative steps to keep the information confidential. The Corporation should keep all documents designated as containing trade secret information for at least the life of the trade secret.
- (i) Contracts. Final, executed copies of all contracts entered into by the Corporation should be retained. The Corporation should retain copies of the final contracts for at least three (3) years beyond the life of the agreement, and longer in the case of publicly filed contracts.
- (j) Correspondence. Unless correspondence falls under another category listed elsewhere in this policy section, correspondence should generally be saved for two (2) years.

- (k) Banking and Accounting. Accounts payable ledgers and schedules should be kept for seven (7) years. Bank reconciliations, bank statements, deposit slips and checks (unless for important payments and purchases) should be kept for three (3) years. Any inventories of products, materials, and supplies and any invoices should be kept for seven (7) years.
- (l) Insurance. Expired insurance policies, insurance records, accident reports, claims, etc. should be kept permanently.
- (m) Audit Records. External audit reports should be kept permanently. Internal audit reports should be kept for three (3) years.

Section 4. Electronic Mail.

Emails that need to be saved should be either printed in hard copy and kept in the appropriate file or downloaded to a computer file and kept electronically or on disk as a separate file. The retention period depends upon the subject matter of the email, as covered above in this policy section.

ARTICLE XI

TRANSPARENCY AND ACCOUNTABILITY DISCLOSURE OF FINANCIAL INFORMATION WITH THE GENERAL PUBLIC

11.01 Purpose

By making full and accurate information about its mission, activities, finances, and governance publicly available, the Corporation practices and encourages transparency and accountability to the general public. This transparency and accountability disclosure policy section will:

- (a) indicate which documents and materials produced by the Corporation are presumptively open to staff and/or the public
- (b) indicate which documents and materials produced by the Corporation are presumptively closed to staff and/or the public
- (c) specify the procedures whereby the open/closed status of documents and materials can be altered.

The details of this transparency and accountability disclosure policy section are as follows:

11.02 Financial and IRS Documents

The Corporation shall provide its Internal Revenue forms 990, 990-T, 1023 and 5227, Bylaws, conflict of interest policy, and financial statements to the general public for inspection free of charge.

11.03 Means and Conditions of Disclosure

The Corporation shall make "Widely Available" the aforementioned documents on its website to be viewed and inspected by the general public.

- (a) The documents shall be posted in a format that allows an individual using the internet to access, download, view and print them in a manner that exactly reproduces the image of the original document filed with the IRS (except information exempt from public disclosure requirements, such as contributor lists).
- (b) The website shall clearly inform readers that the document is available and provide instructions for downloading it.
- (c) The Corporation shall not charge a fee for downloading the information.

- (d) Documents shall not be posted in a format that would require special computer hardware or software (other than software readily available to the public free of charge).
- (e) The Corporation shall inform anyone requesting the information where this information can be found, including the web address. This information must be provided immediately for in-person requests and within seven (7) days for mailed requests.

11.04 IRS Annual Information Returns (Form 990)

The Corporation shall submit the Form 990 to its Board prior to the filing of the Form 990. While neither the approval of the Form 990 or a review of the 990 is required under Federal law, the Corporation's Form 990 shall be submitted to each Director via hard copy and/or email at least ten (10) days before the Form 990 is filed with the IRS.

11.05 Board

- (a) All Board deliberations shall be open to the public except where the Board passes a motion to make any specific portion confidential.
- (b) All Board minutes shall be open to the public once accepted by the Board, except where the Board passes a motion to make any specific portion confidential.
- (c) All papers and materials considered by the Board shall be open to the public following the meeting at which they are considered, except where the Board passes a motion to make any specific paper or material confidential.

11.06 Staff Records

- (a) Upon written request, all staff records shall be available for consultation by the staff member concerned or by their legal representatives.
- (b) No staff records shall be made available to any person outside the Corporation, except to the authorized governmental agencies requesting disclosure of such records.
- (c) Within the Corporation, staff records shall be made available only to those persons with managerial or personnel responsibilities for that staff member, except that staff records shall be made available to the Board when requested.

11.07 Donor Records

- (a) Upon written request, all donor records shall be available for consultation by the members and donors concerned or by their legal representatives.
- (b) No donor records shall be made available to any other person outside the Corporation, except to the authorized governmental agencies requesting disclosure of such records.
- (c) Within the Corporation, donor records shall be made available only to those persons with managerial or personnel responsibilities for dealing with those donors, except that donor records shall be made available to the Board when requested.

11.08 Annual Financial Statements

The Corporation shall prepare annual financial statements using generally accepted accounting principles. Such financial statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards. The Corporation shall make these financial statements available to the Nevada Attorney General and members of the public for inspection no later than sixty (60) days after the close of the fiscal year to which the financial statements relate.

11.09 Annual Reports

The Board shall ensure an annual report is sent to all Directors within sixty (60) days after the end of the fiscal year of the Corporation, which shall contain the following information:

- (a) The assets and liabilities, including trust funds, of the Corporation at the end of the fiscal year.
- (b) The principal changes in assets and liabilities, including trust funds, of the Corporation during the fiscal year.
- (c) The expenses or disbursements of the Corporation for both general and restricted purposes during the fiscal year.
- (d) The information required by applicable law concerning certain self-dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year.

The report shall be accompanied by any pertinent report from an independent accountant or, if there is no such report, the certificate of an authorized officer of the Corporation that such financial statements were prepared without audit performed on the books and records of the Corporation.

ARTICLE XII

CODES OF ETHICS AND WHISTLEBLOWER POLICY SECTION

12.01 Purpose

The Corporation requires and encourages Directors, Officers, and employees to observe and practice high standards of business and personal ethics in the conduct of their duties and responsibilities. The employees and representatives of the Corporation must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. It is the intent of the Corporation to adhere to all laws and regulations that apply to the Corporation and the underlying purpose of this policy section is to support the Corporation's goal of legal compliance. The support of all corporate staff is necessary to achieving compliance with various laws and regulations.

12.02 Reporting Violations

If any Director, Officer, staff, or employee reasonably believes that some policy, practice, or activity of the Corporation is in violation of law, a written complaint must be filed by that person with the Board Chair.

12.03 Acting in Good Faith

Anyone filing a complaint concerning a violation or suspected violation of this code of ethics section must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of this code of ethics section. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false shall be viewed as a serious disciplinary offense.

12.04 Retaliation

Said person is protected from retaliation only if she/he brings the alleged unlawful activity, policy, or practice to the attention of the Corporation and provides the Corporation with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to individuals that comply with this requirement.

The Corporation shall not retaliate against any Director, Officer, staff, or employee who in good faith, has made a protest or raised a complaint against some practice of the Corporation or of another

individual or entity with whom the Corporation has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy.

The Corporation shall not retaliate against any Director, Officer, staff, or employee who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of the Corporation that the individual reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

12.05 Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

12.06 Handling of Reported Violations

The Board Chair shall notify the sender and acknowledge receipt of the reported violation or suspected violation within five (5) business days. All reports shall be promptly investigated by the Board and its appointed committee and appropriate corrective action shall be taken if warranted by the investigation. This section shall be made available to all Directors, Officers, staff, or employees and they shall have the opportunity to ask questions about the code of ethics policy.

ARTICLE XIII

AMENDMENT OF ARTICLES OF INCORPORATION

13.01 Amendment

Any amendment to the Articles of Incorporation may be adopted by approval of two-thirds (2/3) of the Board.

CERTIFICATE OF SECRETARY

I, _____, certify that I am the current elected and acting Secretary of the Corporation, and the above Bylaws are the Bylaws of this Corporation as adopted by the Board on _____ and that they have not been amended or modified since the above.

EXECUTED on this day of _____ in the County of Clark in the State of Nevada.
(Duly Elected Secretary) _____

CODE OF ETHICS POLICY OF LAS VEGAS COLLEGIATE, INC

The Las Vegas Collegiate, Inc. Board of Directors (Board") desires to operate in the most ethical and conscientious manner possible; to that end, the Board adopts this Code of Ethics. Each member of the Board agrees that he or she will, and all members of the Board of Directors of the Corporation must:

- a) Recognize the authority of the Board rests only with the Board as a whole and not with individual members and act accordingly.
- b) Ensure, uphold, and abide by all laws, regulations, and rules pertaining to schools issued by the State of Nevada, the courts, and any other relevant authority.
- c) Support the delegation of authority for the day-to-day administration of the charter school to the Executive Director and act accordingly.
- d) Ensure and enact decision making grounded on the educational welfare and wellbeing of the children served by Las Vegas Collegiate Charter School without consideration to race, religion, color, sex, income level, or any other irrelevant characteristic.
- e) Ensure and encourage changes only through lawful and ethical processes. Use his or her independent judgment in reaching all decisions.
- f) Refrain from using his/her position on the Board of Directors for personal gain or profit.
- g) Periodically review and evaluate the effectiveness of policies on Las Vegas Collegiate's programs and performance. Work with other Board members to establish effective policies for Las Vegas Collegiate. Make decisions on policy matters only after full discussion at publicly held Board meetings.
- h) Attend and participate in regularly scheduled and called Board meetings. Express opinions before votes are cast, but after the Board vote, abide by and support all majority decisions of the Board.
- i) Comply with the Conflict of Interest Policy of the Board, all applicable laws and State standardw, rules, and guidelines.
- j) Exhibit personal conduct in that reflects positively on the school.

CONFLICT OF INTEREST POLICY OF LAS VEGAS COLLEGIATE, INC

ARTICLE I: Purpose. The purpose of the Conflict of Interest Policy is to protect the interests of Las Vegas Collegiate, Inc. ("Las Vegas Collegiate"). In the event Las Vegas Collegiate is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Las Vegas Collegiate or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

ARTICLE II: Definitions Section 2.1 Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. Section 2.2 Financial Interest. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- (a) An ownership or investment interest, other than de minimis, in any entity with which Las Vegas Collegiate has a transaction or arrangement,
- (b) A compensation arrangement with Las Vegas Collegiate or with any entity or individual with which Las Vegas Collegiate has a transaction or arrangement, or

A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which Las Vegas Collegiate is negotiating a transaction or arrangement.

ARTICLE III: Procedures Section 3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. Section 3.2 Determining Whether a Conflict of Interest Exists. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from Las Vegas Collegiate to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

- (a) Procedures for Addressing a Conflict of Interest: (a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. (b) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. (c) After

exercising due diligence, the governing board or committee shall determine whether Las Vegas Collegiate can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. (d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Las Vegas Collegiate's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

- (b) Violations of the Conflicts of Interest Policy (a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. (b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action as outlined in the Bylaws.

ARTICLE IV. Records of Proceedings. The minutes of the governing board and all committees with board delegated powers shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V: Compensation

- (a) A voting member of the governing board who receives compensation, directly or indirectly, from Las Vegas Collegiate for services is precluded from voting on matters pertaining to that member's compensation.
- (b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Las Vegas Collegiate for services is precluded from voting on matters pertaining to that member's compensation.
- (c) A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Las Vegas Collegiate, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI: Annual Statements Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

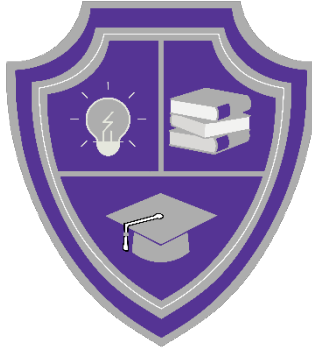
- (a) Has received a copy of the conflicts of interest policy,
- (b) Has read and understands the policy,
- (c) Has agreed to comply with the policy, and
- (d) Understands Las Vegas Collegiate is charitable, in order to maintain its federal tax exemption, it must engage primarily in activities accomplishing one or more of its tax-exempt purposes.

ARTICLE VII: Periodic Reviews. To ensure Las Vegas Collegiate operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- (b) Whether partnerships, joint ventures, and arrangements with management organizations conform to Las Vegas Collegiate's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII

Use of Outside Experts. When conducting the periodic reviews as provided for in Article VII, Las Vegas Collegiate may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 10

Incubation Year Planning Table

ATTACHMENT 10: Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 2019-2020) to ensure that the school is ready for a successful launch in fall 2020. Feel free to add rows as needed.

2019-2020 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
Scholar Recruitment & Enrollment			
	Draft recruitment plan & targets	ED	Oct-Dec
	Promotional Packet		
	Design informational flyer/packet	ED	Oct-Dec
	Post flyers and leaflets in communities	ED	Nov-Dec
	Post flyer on website	ED	Nov-Dec
	Identify community organizations to help with awareness	ED	Oct-Dec
	Work with community organizations to generate awareness & interest	ED	Oct-Dec
	Draft press release, translate, and distribute press releases	ED	Nov-Dec
	Launch recruiting and marketing campaign, including flyer distribution and advertising	ED/DO	Nov-Dec
	Enrollment Form		
	Design enrollment form	ED	Oct
	Distribute enrollment form	ED	Nov-Mar
	Make enrollment portal available on website	ED	Nov-Dec
	Information Sessions, Tabling, and Canvassing		
	Secure locations for information sessions and regular tabling	ED	Oct-Aug
	Secure translation for information sessions	ED	Oct-Aug
	Develop protocol for information sessions & canvassing	ED	Oct
	Calendar community canvassing and mobilize volunteers	ED	Oct
	Admissions Lottery and Enrollment		
	Collect enrollment forms (3/6/20 deadline)	ED	Jan-Mar
	Secure lottery announcer	ED	Feb
	Secure lottery translator	ED	Feb
	Secure lottery location	ED	Feb
	Determine lottery protocol and minute-by-minute	ED	Feb
	Advertise lottery date on website & social media	ED	Oct-Mar
	Post lottery date in local newspapers	ED	Oct-Mar

	Practice lottery protocol	ED	Feb
	Conduct lottery	ED	3/24/20
	Notify families of status & collect acceptances/declines of admissions	ED	3/27/20
	Establish waitlist and process for lottery refresh	ED	3/27/20
	Establish communication schedule with families for late spring and summer	ED/DO	Apr-May
	Schedule home visits with all families	ED/DO	Apr-June
	Conduct home visits with all families	ED/DO	June
	Request and file student records from sending schools	ED/DO	June
Facility (co-location requested but unlikely; process focused on private facility actions)			
	Finalize co-location agreement with Boys & Girls Club of LV	ED	Oct
	Accept or appeal co-location decision	ED	Oct
	(if applicable) Respond to appeal	ED	Oct
	Negotiate lease	DO	Nov
	Lease review by legal counsel	ED	Nov
	Lease review by full board	Board	Nov
	Lease signed	ED	June
	Arrange for any necessary renovations	ED/DO	June
	Arrange purchase of furniture for classrooms, offices	ED/DO	June
	Inspection & certificate of occupancy	ED/DO	June
Governance by Board of Directors			
	Transition to Governing Board		
	Approve by-laws, code of ethics & conflict of interest policy	ED	Oct
	Define governing board member role & relationship between board members and Executive Director	ED	Oct
	Define communication protocols between Board and Executive Director	ED	Oct
	Draft board policies & financial handbook	ED	Oct
	Purchase D&O insurance for board	ED	May
	Develop and file articles of incorporation	ED	Oct
	Apply for tax exemption	ED/DO	Oct
	Develop board calendar	ED/DO	Oct
	Recruit additional board members	ED/DO	Oct-May
	Board Meeting Design & Implementation		
	Set consistent monthly meeting time & post publicly per OML	ED	Oct

	Define governing board member role & relationship between board members and Executive Director	Board	Oct
	Develop board meeting agenda format	Board	Oct
	Develop board meeting preparation packet format	Board	Oct
	Develop post-meeting evaluation format	Board	Oct
	Review meeting minutes requirements & best practices, develop format for meeting minutes	Board	Oct
	Create trackers for attendance at all committee meetings and board meetings	Board	Oct
	Develop board calendar with critical tasks mapped	Board	Oct
	Develop record-keeping protocol and central policy repository	Board	Oct
	Finalize list of policies to be created by school opening & develop schedule for board approval	Board	Oct
	Develop board orientation protocol for new members	Board	Oct
	Host board retreat for governing board	Board	Oct
	<i>Hiring of Executive Director</i>		
	Approve job description and determine annual performance measures for Executive Director	Board	Oct
	Set annual process for evaluation of the Executive Director	Board	Oct
	Review and set compensation for the Executive Director	Board	Oct
	Hire Executive Director	Board	Oct
	<i>Development & Grants Plan</i>		
	Establish 501(c)(3)	ED	Oct
	Create a fundraising plan for the fiscal year with initiatives, owners, and targets	ED/Board	Oct
	Create plan for periodic review of available grants and authoring of proposals to grant organizations	ED/Board DO	Oct-Apr Apr-Jun
	<i>Curriculum and Instruction</i>		
	<i>Curriculum Development</i>		
	Review curriculum plan from charter and make any changes necessary based on school study or residency experience	ED	Oct-Dec
	Hire any necessary curriculum consultants for areas of need	ED	Oct-Dec
	Develop EOY assessments for all subjects using standards and released assessments	ED	Oct-Dec

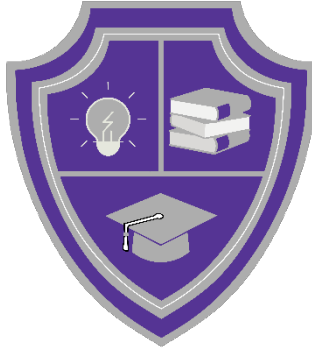
	Develop scope and sequence for all courses	ED	Oct-Dec
	Arrange for purchase of textbooks, workbooks, etc.	ED	Oct-Dec
	Assessment Development		
	Review assessment plan from charter and make any changes necessary based on school study or residency experience	ED	Oct-Dec
	Reach out to NWEA, STEP, iReady and ANet for contract	ED	Oct-Dec
	Purchase state testing materials	ED	Oct-Dec
	Define diagnostic assessment timeline	ED	Oct-Dec
	Create diagnostic assessments for all incoming scholars	ED	Oct-Dec
	Conduct all diagnostic testing	ED	Oct-Dec
	Analyze data of diagnostic assessments & use for grouping and planning	ED	Oct-Dec
	Academic Program Development		
	Develop classroom model and classroom setup procedure	ED	Oct-Dec
	Develop physical space audit procedure	ED	Oct-Dec
	Special Education Program Development		
	Recruit and hire Certified Special Education Teacher	ED	May
	Identify special education population	ED	Oct
	Request IEP records	ED	Mar-Apr
	Review existing IEPs	ED	Apr
	Define and plan all required supports for all IEP scholars	ED	May
	Consult with contracted related service providers	ED	Apr
	School Culture Development		
	Finalize student handbook, discipline policy	ED	Nov
	Approve student handbook, discipline policy	Board	Nov
	Finalize and approve school calendar	ED/Board	Nov
	Finalize daily schedule	ED	Nov
	Develop Family Meeting (assembly) schedule	ED	Nov
	Develop family event and conference schedule and plan	ED	Nov
	Financial Management		
	Approve the fiscal controls and financial policies the school will employ for tracking of daily operational finances	Board	Dec

	Approve check signers	Board	Dec
	Approve check writers	Board	Dec
	Define signature, approval, filing policies for POs, checks, receipts	Board/ED	Jan
	Develop and approve financial reporting templates (budget vs. actual) and policy	Board/ED	Jan
	Design all processing forms (POs, expenses)	ED/DO	Feb
	Develop and approve segregation of funds policy (public/private)	ED/Board	Jan
	Establish payroll provider and process	ED/DO	Apr
	Develop board financial reporting structures and processes	ED/Board	Feb
	Approve fiscal policy manual	Board	Jan
	Develop chart of accounts for tracking of income, expenses, assets, liabilities, cash flows	ED/DO	Feb
	Set up bank accounts	ED/DO	Dec
	Define investment/savings strategy	Board	Jan
	Finalize cash flow plan and make adjustments if necessary	ED/DO	Jan
Personnel			
	Approve organizational chart and job descriptions	Board	Apr
	Develop staff handbook	ED/DO	Mar
	Approve staff handbook	Board	Apr
	Develop all recruitment marketing materials	ED/DO	Dec
	Arrange benefits providers	ED/DO	Apr
	Finalize all comp & benefits packages	ED/DO	Apr
	Recruit and Hire Director of Operations	ED	Mar
	Block time for interview days for staff	ED	Nov
	Develop recruiting and hiring plan (marketing, pipelines, events, etc.) for all other staff	ED	Nov
	Develop interview guide for all steps of all positions	ED	Nov
	Negotiate and sign contracts for contracted services	ED/DO	Apr
	Define policy and procedure for staff evaluation	ED	Apr
	Develop PD plan and schedule of development and/or procurement of PD materials	ED/DO	Apr
	Perform background checks on all employees	ED/DO	Apr
	Create form letters for application steps (app receipt, decline note,	ED/DO	Dec

	memo of understanding, salary/benefits info sheet/)		
	Finalize staff handbook	ED	Mar
	Approve staff handbook	Board	Apr
	Create forms for employee information / record keeping	ED/DO	Apr
	Have staff complete employee information forms	ED/DO	Apr
	Hold summer professional development	ED/DO	Jul/Aug
Food Service			
	Reach out to vendors and Three Square for information and quotes; issue RFP	DO	Apr
	Define requirement, incl if specific needs of scholars	DO	Apr
	ID FRL scholars	DO	Apr
	Select vendor and draft contract	DO	Apr
	Approve and sign contract	ED/Board	Apr
	Develop plans for food service, including delivery, menu, time, logistics, disposal, etc.	DO	Apr
	Complete FRL forms and develop process for FRL reporting	DO	Apr
	Purchase POS system for lunch #s & documentation	DO	Apr
Health and Safety			
	Scope and complete state reporting requirements	DO	Apr
	Identify first aid resources and plan	DO	Apr
	Develop student health record keeping process and forms, ensuring HIPA compliance	DO	Apr
	Collect medical forms from families	DO	Apr
	Plan staff first aid training	DO	Apr
	Deliver staff first aid training	DO	Jul/Aug
	Create health & safety procedures and postings	DO	Apr
	Purchase first aid resources	DO	Apr
	Establish relationship with local LVMPD and LVFR (Station 106)	DO	Apr
	Undergo fire inspection	DO	Apr
	Undergo building inspection	DO	Apr
	Contact Board of Health	DO	Apr
	Develop fire drill policy	DO	Apr
Community Partnerships			
	Attend community events	ED/DO	Oct-Aug
	Reach out to all potential community partners again and identify new potential partners	ED/DO	Oct-Aug
	Hold exploratory discussions post-authorizations	ED/DO	Oct-Aug

	Determine partners most likely to provide scholar benefit	ED/DO	Oct-Aug
	Devise measures of partnership effectiveness	ED/DO	Oct-Aug
	Agree to partnerships when previous steps fulfilled	ED/DO	Oct-Aug
Family and Community Engagement			
	Family Handbook		
	Contract for translation services (Spanish)	DO	Apr
	Compare and select printer	DO	Apr
	Submit copy of approved handbook to printer	DO	Feb
	Distribute handbook to families	DO	Aug
	Family Communication		
	Set up nonprofit mailing status with post office	DO	Oct
	Define information flow in school for family contacts (office mgr -> ... for which types of contacts, etc)	DO	Apr
	Define visitor procedure including tracking	DO	Apr
	Uniforms		
	Contract student uniform services	DO	Apr
	Contract student PE uniforms	DO	Apr
	Create uniform 1-pagers and order instructions for distribution to families	DO	Apr
Operations			
	Technology		
	Consider and select tech vendors	DO	Apr
	Consider and select Internet providers	DO	Apr
	Consider and select phone providers	DO	Apr
	Set up phone systems and answering systems	DO	Apr
	Set up internet	DO	Apr
	Scope and purchase staff technology	DO	Apr
	Scope and purchase classroom technology	DO	Apr
	Purchase postage meter	DO	Apr
	Lease copier	DO	Apr
	Information Management		
	Create a filing system (paper and digital) for all school-related information	DO	Apr
	Secure Student Information System for warehousing of student data and production of weekly reports	DO	Apr
	Develop student attendance reporting system	DO	Apr

	Purchase supplies and materials for the program	DO	Apr
	<i>Supply Purchasing</i>		
	Create a comprehensive list of all items to be purchased through Dec. of Y1	DO	Apr
	Purchase restroom supplies, cleaning products	DO	Apr
	Purchase PE equipment	DO	Apr
	Purchase office supplies	DO	Apr
	Secure janitorial services	DO	Apr



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 11

**College/University Dual Credit
Agreement Documentation or
Attestation**

ATTACHMENT 11: College/University Dual Credit Agreement Documentation or Assertion

Attachment 11 is not applicable to this proposal. As a proposed K-5 charter school, Las Vegas Collegiate will not operate a program where students may earn college credits.



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 12

Operational Execution Plan

ATTACHMENT 12: Operational Execution Plan

Overview

Operational efficiencies are critical to the success of a school and directly impact the ability of the staff to deliver on the mission. We believe in (a) creating clear systems, tools, and calendars to assure such efficiencies, (b) aligning systems to the requirements of the federal, state, and local government as needed and the requirements of our authorizer, (c) establishing clear roles and responsibilities across jobs and functions, and the communication and accountability systems that tie those together, and (d) ensuring the training and the partnerships needed to execute all operational systems in alignment with external parameters and in support of our staff, students, and families as we work together towards our ambitious mission.

Plan

Instructional Manual

1. Create Table of Contents needs for Draft Instructional Manual¹ by Sept 1, 2019
2. Conduct all research and access all trainings needed to inform Manual by Oct 1, 2019
3. Draft Instructional Manual aligned to all school needs by Nov 1, 2019
4. Vet Draft Instructional Manual with local NV charter leader(s) and Building Excellent Schools by Dec 1, 2019.
5. Finalize Instructional Manual by Jan 1, 2019
6. Review Instructional Manual monthly during remainder of planning and first operational year for refinement.
7. Update Instructional Manual at mid-point of first year and annually thereafter²

Culture Manual

1. Create Table of Contents needs for Draft Culture Manual³ by Sept 1, 2019
2. Conduct all research and access all trainings needed to inform Manual by Oct 1, 2019
3. Draft Culture Manual aligned to all school needs by Nov 1, 2019
4. Vet Draft Culture Manual with local NV charter leader(s) and Building Excellent Schools by Dec 1, 2019.
5. Finalize Culture Manual by Jan 1, 2019
6. Review Culture Manual monthly during remainder of planning and first operational year for refinement.
7. Update Culture Manual at mid-point of first year and annually thereafter⁴

Operations Manual

1. Create Table of Contents needs for Draft Operations Manual⁵ by Sept 1, 2019
2. Conduct all research and access all trainings needed to inform Manual by Oct 1, 2019
3. Draft operational manual aligned to all school needs by Nov 1, 2019

¹ Details will include, but not be limited to, curriculum, assessment, data analysis, classroom management, instructional taxonomies, classroom details, homework, daily schedules, intervention protocols including RTI, and communication with families.

² Do this more frequently as updates on compliance requirements from authorizer may require.

³ Details will include, but not be limited to, values, discipline, rituals, language, and systems for referrals.

⁴ Do this more frequently as updates on compliance requirements from authorizer may require.

⁵ Details will include, but not be limited to, technology, transportation, food service, facilities maintenance, school health and nursing, purchasing processes, safety and security, and human resources

4. Vet Draft Manual with local NV charter leader(s) and Building Excellent Schools by Dec 1, 2019.
5. Finalize Manual by Jan 1, 2019
6. Review Manual monthly during remainder of planning and first operational year for refinement.
7. Update Manual at mid-point of first year and annually thereafter⁶

Board Oversight

1. Finalize reporting templates from committees to full Board by Oct 1, 2019
2. Finalize academic dashboard by Nov 1, 2019
3. Train Board on use of academic dashboard for accountability by Dec 1, 2019
4. Access state trainings on accountability tools, processes, and requirements throughout year as needed
5. Finalize board calendar details aligned to regulatory reporting and accountability requirements by Nov 1, 2019
6. Finalize financial dashboard by Nov 1 as part of Back-Office Provider relationship (see below) by Dec 1, 2019
7. Provide Board training on fiscal oversight by Jan 1, 2020

Back-Office Financial Provider

1. Create contract requirements and expectations for Back-Office Provider by Sept 1, 2019
2. Interview Back-Office Providers by Oct 1, 2019
3. Approve contract details (Board) and select Back-Office Provider by Nov 1, 2019
4. Work with Back-Office Provider to set up all financial tracking, reporting, and accountability systems by Dec 1, 2019

Hire and Onboard Dean of Operations

1. Recruit and hire Dean of Operations by April 1, 2020
2. Train Dean on Operations Manual by May 1, 2020
3. Provide full access for Dean and Executive Director to state and other trainings throughout year
4. Establish meeting, communication, and accountability protocols between Dean, Back-Office Provider and Executive Director by May 1, 2019

⁶ Do this more frequently as updates on compliance requirements from authorizer may require.



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 13

Proof of Facility Commitment or Attestation



July 12, 2019

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

Dear Nevada State Authority Board Members,

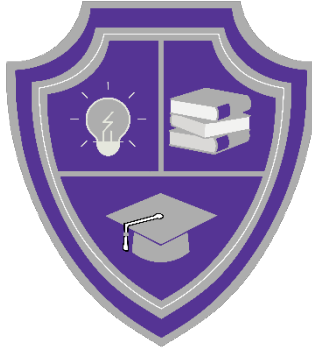
We are pleased to partner with Las Vegas Collegiate Charter School by providing facility space to serve their needs in the planning year one, and year two. We have been working for several months with the Founding Team and Lead Founder Biante Gainous and have successfully reviewed the school's needs, our own facility capacity, and have found there to be a powerful match between our two organizations. We look forward upon authorization to finalizing this commitment and signing all lease details which we have discussed and upon which we have agreed.

Post year two of operation, our current space will not fully accommodate the needs of the growing enrollment of Las Vegas Collegiate, however, we are in early plans to expand space availability through additional construction and/or modules and we have committed to working successfully with the Board and School Leadership to find a solution that works for both parties.

Please feel free to contact me for further discussion.

Sincerely,

Andy Bischel
President/CEO
Boys and Girls Club of Southern Nevada



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 14

Insurance Coverage

ATTACHMENT 14: Insurance Coverage

The following documents reflect insurance quotes for Las Vegas Collegiate and samples from similar schools. Las Vegas Collegiate intends to work with Distinctive Insurance to fulfill insurance needs. Distinctive Insurance provides comparable policy details at this stage of a school's development by sharing comparable plans (as provided here) for similar schools, and will write up an exact insurance quote, package, and binder for the school 120 days from school opening.

Included in this attachment you will find:

- (1) A quote drawn for Las Vegas Collegiate by Distinctive Insurance with estimated cost for year 1 enrollment and staffing.
- (2) An insurance proposal from similar model, Nevada Prep, the reflects similar insurance types and amounts of coverage that Las Vegas Collegiate will acquire. The sample includes quotes for the following types of insurance:
 - a. General Liability
 - b. Abuse and Molestation
 - c. Employee Benefits
 - d. Commercial Auto
 - e. Property
 - f. Educators Legal Liability
 - g. Directors and Officers
 - h. Cyber Security Liability
 - i. Workers Compensation
 - j. Umbrella Liability
 - k. Student Accident Insurance
- (3) Sample Certificate of Liability Insurance
- (4) Indemnity Insurance
- (5) Details of General Liability Coverage

Insurance Proposal for
***Las Vegas Collegiate
Charter School***

Presented By
Vance Jolley



A Division Of:





8375 W. Flamingo Rd. #102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.charterschoolsinsurance.com

2020 Premium Summary

Customer: Las Vegas Collegiate Charter School

<u>Coverage</u>	<u>Premium</u>
General Liability	\$3,750.00
Abuse	included
Employee Benefits Liability	\$350.00
Professional Educators Legal Liability	\$1,200.00
Auto	\$350.00
Property	\$2,000.00
Equipment Breakdown	included
Crime	included
Excess Liability	\$3,500.00
Directors & Officers / Employment Practices Liability	\$2,500.00
Student Accident Insurance	\$600.00
Workers Compensation	\$4,500.00
Risk Management Fee	\$500.00
TOTAL 2020 ANNUAL PREMIUM	\$19,250.00

The proposal of coverage herein is only illustrative and is not intended as a policy of insurance, binder or statement of coverage or as an amendment, modification, or waiver of the terms and conditions of any policy of insurance. In every instance the policy is the only accepted statement of coverage.

Insurance Proposal for
Las Vegas Preparatory
dba: Nevada Preparatory
Academy

*2525 Emerson Avenue
Las Vegas, NV 89121*

*Presented By
Vance Jolley*



A Division Of:



Introduction to the Charter School Insurance Alliance

The Charter School Insurance Alliance is a subsidiary of Distinctive Insurance, an independent insurance agency located in Las Vegas, Nevada. We are licensed in property, casualty, health, and life insurance. The Charter School Insurance Alliance was founded on the growing need for charter schools to partner with an agency that understands the arduous process most charter schools face in creating their insurance program.

We are committed to providing our charter school clients with:

- The best insurance quotes available in the market.
- Outstanding customer service.
- Knowledge and expertise in the charter school arena unprecedented by any other insurance agency.

While we are centrally located in Nevada, our office is able to work with charter schools anywhere throughout the nation. It is our hope that you will partner with us to satisfy your charter school's insurance needs. If you have any questions, please feel free to give us a call at anytime.

Introduction to Your Team

Vance Jolley

Principal

vance@distinctive.net

Gerlie Ryan, CIC, CISR

Senior Account Manager

gerlie@distinctive.net



8375 W Flamingo Rd. Suite 102

Las Vegas, NV 89147

Phone: 702-396-4844

Fax: (702) 396-4832

www.distinctive.net

Our Commitment to You

We truly value our clients business and we strongly believe an integral part of your charter school's insurance program is the professional service provided to you by your agency.

As such, we actually enter into an agreement with all our charter school clients to establish the minimum level of customer service you can expect from us. Below you will find a copy of the commitment we make with each one of our charter schools.

Customer Service Item	Frequency
Certificates of Insurance	Same Business Day
Phone Calls Returned	Same Business Day
Staff Availability	Mon.-Fri. 9:00 a.m. to 4:00 p.m.
Agent Availability	Anytime
Risk Management Review	Quarterly
Workers Compensation Safety Program Review	Annually
Auto Liability Safety Program Review	Annually
Claims Review Meetings	Quarterly
Annual Claims Review	90 Days Prior to Renewal
Delivery of Renewal Information	90 Days Prior to Renewal
Renewal Proposal	15 to 30 Days Prior to Renewal
Select Insurance Carrier(s)	15 to 30 Days Prior to Renewal
Release Renewal Insurance Certificates	24 Hours After the Receipt of Policy Number(s)
Bound Policy Delivery	Within 60 Days After Renewal



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

General Liability

Customer: Las Vegas Preparatory dba: Nevada Preparatory Academy

Policy Period: July 1, 2019 to July 1, 2020

Carrier: Great American Insurance Company

A.M. Best Rating: A+ (Superior)

Coverages

Limits

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	\$1,000,000
Medical Payments	\$20,000

Deductible

Bodily Injury, Property Damage, Each Occurrence	none
---	------

Description of Premium	Basis	Premium
School - K-8- Number of Students	140	Included
School - K-8- Number of Teachers	9	Included
Signature Education Broadening Endorsement		Included

TOTAL GENERAL LIABILITY PREMIUM

\$2,488.00



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Las Vegas, NV 89147
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www.distinctive.net

Abuse & Molestation

Customer: Las Vegas Preparatory dba: Nevada Preparatory Academy
Policy Period: July 1, 2019 to July 1, 2020
Carrier: Great American Insurance Company
A.M. Best Rating: A+ (Superior)

Coverages - Occurrence Form

Limits

Each Occurrence Limit	\$1,000,000
Aggregate Limit	\$2,000,000

TOTAL ABUSE & MOLESTATION PREMIUM \$338.00



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Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Employee Benefits Liability

Customer: Las Vegas Preparatory dba: Nevada Preparatory Academy

Policy Period: July 1, 2019 to July 1, 2020

Carrier: Great American Insurance Company

A.M. Best Rating: A+ (Superior)

Coverages - Claims Made

Limits

Occurrence Limit	\$1,000,000
Aggregate Limit	\$2,000,000
Deductible Each Claim	\$1,000

Retroactive Date

Inception

TOTAL EMPLOYEE BENEFITS LIABILITY PREMIUM \$257.00



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Commercial Auto

Customer: Las Vegas Preparatory dba: Nevada Preparatory Academy

Policy Period: July 1, 2019 to July 1, 2020

Carrier: Great American Insurance Company

A.M. Best Rating: A+ (Superior)

Commercial Auto Coverages:

Liability - Symbol 1	\$1,000,000
Uninsured Motorist	\$1,000,000
Medical Payments	\$5,000
Physical Damage Comprehensive & Physical Damage	ACV
Collision Deductible:	\$1,000
Collision Deductible:	\$1,000

Vehicle List:

1 2003 Thomas School Bus Vin #4397	\$1,445.00
2 2004 Thomas School Bus VIN #2196	\$1,445.00

Hired & Nonowned Auto:

Hired Auto Liability	\$1,000,000
Non-Owned Auto Liability	\$1,000,000
Hired Auto Physical Damage:	
Comprehensive Deductible:	\$100
Collision Deductible:	\$1,000
	\$449.00

TOTAL AUTO PREMIUM \$3,339.00



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Property

Customer: Las Vegas Preparatory dba: Nevada Preparatory Academy

Policy Period: July 1, 2019 to July 1, 2020

Carrier: Great American Insurance Company

A.M. Best Rating: A+ (Superior)

Location 1: 2525 Emerson Avenue; Las Vegas NV 89121

Limits

Business Personal Property	\$104,000
Business Income and Extra Expense	ALS
Deductible Each Occurrence	\$1,000

ALS = Actual Loss Sustained (up to 12 months)

Terms

Special Form including Theft
Replacement Cost Coverage
90% Co-Insurance

TOTAL PROPERTY PREMIUM \$562.00

Additional Property Coverages for
Las Vegas Preparatory dba: Nevada Preparatory Academy

The following Additional Coverage applies separately at each of your premises. In this proposal, any additional limits for this coverage that you have purchased are indicated at the described premises to which the increased limits apply. A policy level deductible applies to each of the Additional Coverage, unless otherwise indicated at the described premises.

[illegible]



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Educators Legal Liability

Customer: Las Vegas Preparatory dba: Nevada Preparatory Academy

Policy Period: July 1, 2019 to July 1, 2020

Carrier: Great American Insurance Company

A.M. Best Rating: A+ (Superior)

Coverages - Occurrence Form

Limits

Policy limit per claim	\$1,000,000
Aggregate Limit	\$2,000,000
IEP Claims- Due Process Hearings	Included
Rention each claim	None

Retroactive Date

Inception

TOTAL PREMIUM \$816.00



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Directors & Officers & Employment Practices Liability

Customer: Las Vegas Preparatory dba: Nevada Preparatory Academy

Policy Period: July 1, 2019 to July 1, 2020

Carrier: Great American Insurance Company

A.M. Best Rating: A+ (Superior)

Coverages - Occurrence Form

Limits

Policy limit per claim	\$1,000,000
Aggregate Limit	\$1,000,000
Rention each claim	\$15,000

Retroactive Date

Inception

Shared Limits

TOTAL PREMIUM \$3,551.59



8375 W. Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Cyber Security Liability

Customer: Las Vegas Preparatory dba: Nevada Preparatory Academy

Policy Period: July 1, 2019 to July 1, 2020

Carrier: Great American Alliance Insurance Company

A.M. Best Rating: A+ (Superior)

Coverages - Claims Made

Limits

Media Liability	\$1,000,000
Security Breach Liability	\$1,000,000
Replacement of Restoration of Electronic Data	\$1,000,000
Extortion Threats	\$1,000,000
Business Income and Extra Expense	\$1,000,000
Public Relations Expense	\$1,000,000
Security Breach Expense	\$1,000,000
Deductible each claim	\$5,000
Policy Aggregate	\$1,000,000

TOTAL CYBER LIABILITY ESTIMATED PREMIUM \$2,150.00

Terms: **Subject to:** Completed (in full), signed and dated Great American Cyber Application; no prior losses; remaining business placed with Great American. Quote is based on annual revenues.



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Workers Compensation

Customer: Las Vegas Preparatory dba: Nevada Preparatory Academy

Policy Period: July 1, 2019 to July 1, 2020

Carrier: Markel Insurance Co.

A.M. Best Rating: A (Excellent)

Coverages

Limits

Part One: Workers Compensation Insurance

Nevada Statutory Requirements

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

Premium

Class 8868 - School, Professional Employees and Clerical - Payroll \$360,000

\$ 1,836.00

Class 9101 - School, All Other Employees - Payroll IF ANY

\$ -

Increased Limits Premium

\$ 120.00

Experience Modification Factor (1.00)

\$ -

Nevada Schedule Rating

\$ (196.00)

Expense Constant

\$ 260.00

Terrorism

\$ 180.00

Catastrophe (other than Terrorism)

\$ 36.00

TOTAL WORKERS COMPENSATION PREMIUM

\$2,236.00



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Umbrella Liability

Customer: Las Vegas Preparatory dba: Nevada Preparatory Academy

Policy Period: July 1, 2019 to July 1, 2020

Carrier: Great American Insurance Company

A.M. Best Rating: A+ (Superior)

Coverages

Limits

Each Occurrence	\$3,000,000
Aggregate	\$3,000,000
Self-Insured Retention	\$10,000

Underlying Coverages

General Liability
Auto Liability
Abuse or Molestation
Employee Benefits Liability
Educators Legal Liability

TOTAL UMBRELLA LIABILITY PREMIUM	\$2,525.00
\$4,000,000 limit option	\$3,275.00

Forms: Abuse and Molestation following form; Directors and Officers Liability following form;
Professional Liability following form.

Exclusions: Watercraft; Fungi, Bacteria or Spores; Violent Event Response; Lead; Unmanned Aircraft;
Punitive Damages; Nuclear/Biological/Chemical/Radiological; Corporal Punishment; Silica or
Related Dust.



8375 West Flamingo Road Ste 102
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www.distinctive.net

Student Accident Insurance

Customer: Las Vegas Preparatory dba: Nevada Preparatory Academy

Policy Period: July 1, 2019 to July 1, 2020

Carrier: Philadelphia Insurance Companies

A.M. Best Rating: A+ (Superior) XV (\$2 Billion or Greater)

Location 1

Limits

Accidental Medical Expense (Excess) Limit	\$25,000
Accidental Dental Expense included	
No Deductible	
Benefit Amount - 100% of Usual and Customary	Full Excess
Accidental Death Limit	\$25,000
Accidental Dismemberment Limit	\$50,000
Accidental Paralysis Limit	\$50,000
AD&D and Paralysis Aggregate - Per Accident	\$500,000

TOTAL ACCIDENT PREMIUM \$391.86

Exclusions: Interscholastic Football

Minimum Earned Premium = \$300.00



8375 West Flamingo Road Ste 102
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2019 Premium Summary

Customer: Las Vegas Preparatory dba: Nevada Preparatory Academy

<u>Coverage</u>	<u>Premium</u>
General Liability	\$2,488.00
Abuse	\$338.00
Employee Benefits Liability	\$257.00
Auto	\$3,339.00
Property	\$562.00
Equipment Breakdown	\$32.00
Crime	\$399.00
Educators Legal Liability	\$816.00
Directors & Officers & Employment Practices Liability	\$3,551.59
Cyber Liability (<i>indication only</i>)	\$2,150.00
Workers' Compensation	\$2,236.00
Umbrella Liability	\$2,525.00
Student Accident Insurance	\$391.86
Broker Fee	\$1,000.00
TOTAL 2019 ANNUAL PREMIUM	\$20,085.45

The proposal of coverage herein is only illustrative and is not intended as a policy of insurance, binder or statement of coverage or as an amendment, modification, or waiver of the terms and conditions of any policy of insurance. In every instance the policy is the only accepted statement of coverage.



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
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2018 Premium Summary

Customer: Las Vegas Preparatory dba: Nevada Preparatory Academy

<u>Coverage</u>	<u>Premium</u>
General Liability	\$2,293.00
Abuse	\$342.00
Employee Benefits Liability	\$257.00
Auto	\$2,658.00
Property	\$506.00
Equipment Breakdown	\$27.00
Crime	\$399.00
Educators Legal Liability	\$728.00
Directors & Officers & Employment Practices Liability	\$3,223.00
Cyber Liability	\$2,146.00
Workers' Compensation	\$2,301.00
Umbrella Liability	\$4,025.00
Student Accident Insurance	\$363.00
Broker Fee	\$1,000.00
TOTAL 2018 ANNUAL PREMIUM	\$20,268.00

The proposal of coverage herein is only illustrative and is not intended as a policy of insurance, binder or statement of coverage or as an amendment, modification, or waiver of the terms and conditions of any policy of insurance. In every instance the policy is the only accepted statement of coverage.

Marketing Summary for Las Vegas Preparatory

Line of Business	Carrier	Response/Premium
General Liability, Auto, Property, Crime, ELL and Abuse	Great American	\$8,231.00
	Wright- Markel	\$8,500.00
	Philadelphia	Not Competitive
Umbrella Liability	Great American (\$3mm)	\$2,525.00
	Wright- Markel (\$4mm)	\$4,900.00
	Philadelphia	Not Competitive
Cyber Liability	Great American (indication)	\$2,150.00
	Wright- Markel	\$2,500.00
	Philadelphia	Not Competitive
D&O and Employment Practices	Great American	\$3,551.59
	Wright- Markel	\$4,800.00
	Philadelphia	Not Competitive
Workers' Compensation	Markel	\$2,236.00
	WCF	\$2,452.00
	Hartford	\$2,695.00
Student Accident	Philadelphia	\$391.86



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 Las Vegas, NV 89147
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Vegas Preparatory	dba: Nevada Preparatory Academy
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Coverage	I would like a quote	No thanks
Umbrella/ Excess Liability (higher limits)		
Employment Practices Liability		X
Employee Benefits Liability		X
Business & Personal Flood Insurance		
Business & Personal Life Insurance		
Business Income and Extra Expense		X
Property		X
Commercial Crime (higher limits)		
Builders Risk / Installation Floater		
Personal & Business Auto		
General Liability		X
Individual & Group Health Insurance		X
Workers Compensation		X
Individual & Group Disability		X
Bonds & Surety		
Professional Liability		X
Educators Legal, Directors & Officers & Employment Practices		X
Hired & Non-Owned Auto		X
Cyber Liability		X
Punitive Damages Liability		
Earthquake		
Student Accident		X
401K/Erisa		
Wrap-Up		

DISCLAIMER

I have been made aware the purpose of each of the above listed coverages. At this time, for all of the coverage that I have marked the “No Thanks” column, I have determined that my organization does not need or is willing to retain these risks.

Signature: _____

Title: _____

Date: _____



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Las Vegas Preparatory

dba: Nevada Preparatory Academy

This proposal is a brief summary of coverage as quoted by the company outlined. Actual policy limits, coverage, terms, limitations and exclusions are contained only in the actual policy and should be reviewed carefully upon receipt.

I have reviewed the proposal provided. Please make the following changes for issuance:

Effective date: _____

Options taken:

Signature & title: _____

Company: _____

Dated: _____

Producer's Signature: _____



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

7/1/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Distinctive Insurance, an Alera Group 8375 W Flamingo Rd Suite 102 Las Vegas NV 89147	CONTACT NAME: Gerlie Ryan PHONE (A/C, No, Ext): (702) 396-4844 E-MAIL ADDRESS: gerlie@distinctive.net FAX (A/C, No): (702) 396-4832														
INSURED Las Vegas Preparatory dba: Nevada Preparatory Charter School 2525 Emerson Avenue Las Vegas NV 89121	<table border="1"><thead><tr><th>INSURER(S) AFFORDING COVERAGE</th><th>NAIC #</th></tr></thead><tbody><tr><td>INSURER A: Great American Insurance Company</td><td>16691</td></tr><tr><td>INSURER B: Markel Insurance Company</td><td>38970</td></tr><tr><td>INSURER C:</td><td></td></tr><tr><td>INSURER D:</td><td></td></tr><tr><td>INSURER E:</td><td></td></tr><tr><td>INSURER F:</td><td></td></tr></tbody></table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: Great American Insurance Company	16691	INSURER B: Markel Insurance Company	38970	INSURER C:		INSURER D:		INSURER E:		INSURER F:	
INSURER(S) AFFORDING COVERAGE	NAIC #														
INSURER A: Great American Insurance Company	16691														
INSURER B: Markel Insurance Company	38970														
INSURER C:															
INSURER D:															
INSURER E:															
INSURER F:															

COVERAGES**CERTIFICATE NUMBER:** CL197106807**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS														
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	X		PAC262197601	7/1/2019	7/1/2020	<table border="1"><tr><td>EACH OCCURRENCE</td><td>\$ 1,000,000</td></tr><tr><td>DAMAGE TO RENTED PREMISES (Ea occurrence)</td><td>\$ 100,000</td></tr><tr><td>MED EXP (Any one person)</td><td>\$ 5,000</td></tr><tr><td>PERSONAL & ADV INJURY</td><td>\$ 1,000,000</td></tr><tr><td>GENERAL AGGREGATE</td><td>\$ 2,000,000</td></tr><tr><td>PRODUCTS - COMP/OP AGG</td><td>\$ 2,000,000</td></tr><tr><td>EBL, ELL, Abuse</td><td>\$ 1,000,000</td></tr></table>	EACH OCCURRENCE	\$ 1,000,000	DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 100,000	MED EXP (Any one person)	\$ 5,000	PERSONAL & ADV INJURY	\$ 1,000,000	GENERAL AGGREGATE	\$ 2,000,000	PRODUCTS - COMP/OP AGG	\$ 2,000,000	EBL, ELL, Abuse	\$ 1,000,000
EACH OCCURRENCE	\$ 1,000,000																				
DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 100,000																				
MED EXP (Any one person)	\$ 5,000																				
PERSONAL & ADV INJURY	\$ 1,000,000																				
GENERAL AGGREGATE	\$ 2,000,000																				
PRODUCTS - COMP/OP AGG	\$ 2,000,000																				
EBL, ELL, Abuse	\$ 1,000,000																				
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			CAP289798401	7/1/2019	7/1/2020	<table border="1"><tr><td>COMBINED SINGLE LIMIT (Ea accident)</td><td>\$ 1,000,000</td></tr><tr><td>BODILY INJURY (Per person)</td><td>\$</td></tr><tr><td>BODILY INJURY (Per accident)</td><td>\$</td></tr><tr><td>PROPERTY DAMAGE (Per accident)</td><td>\$</td></tr><tr><td></td><td>\$</td></tr></table>	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000	BODILY INJURY (Per person)	\$	BODILY INJURY (Per accident)	\$	PROPERTY DAMAGE (Per accident)	\$		\$				
COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000																				
BODILY INJURY (Per person)	\$																				
BODILY INJURY (Per accident)	\$																				
PROPERTY DAMAGE (Per accident)	\$																				
	\$																				
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			UMB262197801	7/1/2019	7/1/2020	<table border="1"><tr><td>EACH OCCURRENCE</td><td>\$ 3,000,000</td></tr><tr><td>AGGREGATE</td><td>\$ 3,000,000</td></tr><tr><td></td><td>\$</td></tr></table>	EACH OCCURRENCE	\$ 3,000,000	AGGREGATE	\$ 3,000,000		\$								
EACH OCCURRENCE	\$ 3,000,000																				
AGGREGATE	\$ 3,000,000																				
	\$																				
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/>	N/A	MWC0131653-02	7/1/2019	7/1/2020	<table border="1"><tr><td><input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER</td><td></td></tr><tr><td>E.L. EACH ACCIDENT</td><td>\$ 1,000,000</td></tr><tr><td>E.L. DISEASE - EA EMPLOYEE</td><td>\$ 1,000,000</td></tr><tr><td>E.L. DISEASE - POLICY LIMIT</td><td>\$ 1,000,000</td></tr></table>	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER		E.L. EACH ACCIDENT	\$ 1,000,000	E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000	E.L. DISEASE - POLICY LIMIT	\$ 1,000,000						
<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER																					
E.L. EACH ACCIDENT	\$ 1,000,000																				
E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000																				
E.L. DISEASE - POLICY LIMIT	\$ 1,000,000																				
A	Directors & Officers Liability Employment Practices Liability			SDO262197901 *Shared Limits policy*	7/1/2019	7/1/2020	<table border="1"><tr><td>Each Claim & Aggregate</td><td>\$1,000,000</td></tr><tr><td>Retention Each Claim</td><td>\$15,000</td></tr></table>	Each Claim & Aggregate	\$1,000,000	Retention Each Claim	\$15,000										
Each Claim & Aggregate	\$1,000,000																				
Retention Each Claim	\$15,000																				

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Re: Las Vegas Preparatory; Nevada Preparatory Charter School- 2525 Emerson Avenue; Las Vegas NV 89121.

Nevada Achievement School District is included as Additional Insured per written request as respects General Liability per form #CG8970 1114 attached.

CERTIFICATE HOLDER**CANCELLATION**

CERTIFICATE HOLDER Nevada Achievement School District 9890 South Maryland Parkway Suite 221 Las Vegas, NV 89183	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE Vance Jolley/GERLIE
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Philadelphia Indemnity Insurance Company

Administrative Office
One Bala Plaza, Suite 100, Bala Cynwyd, PA 19004
Tel: 800-873-4552

APPLICATION FOR BLANKET ACCIDENT INSURANCE Accidental Death and Accident Medical Benefits

Part I Proposed Policyholder

Full Legal Name of Proposed Policyholder: Las Vegas Preparatory DBA Nevada Preparatory Charter School
Address: 2525 Emerson Ave, Las Vegas, NV, 89121

Proposed Policyholder is: School

Requested Effective Date 7/1/2019 **Expiration Date** 7/1/2020

Who will be insured? All enrolled students of the Policyholder, grades Pre-K to 8

Part II Plan

a. Plan of Benefits

Accidental Death	\$25,000
Accidental Dismemberment	Up to \$50,000
Accidental Paralysis	\$50,000
Accident Medical Expense Benefits	
Maximum Benefit	\$50,000
Deductible Amount	\$ 0
Scope of Coverage:	Full Excess

b. Premium Calculation

Total Premium	\$391.86
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Part III Acknowledgements and Signatures

- a. **Fraud Warning** It is a crime to knowingly provide false, incomplete or misleading information to an insurance company for the purpose of defrauding the company. Penalties may include imprisonment, fines or a denial of insurance benefits.
- b. **Applicant's Acknowledgement** I, the applicant, declare, to the best of my knowledge and belief, that all statements and answers in this application are true and complete. I understand and agree that (a) this application will form part of any policy issued, (b) no information given to or acquired by any representative of Philadelphia Indemnity Insurance Company will bind it, unless it is in writing on this application, (c) no waiver or modification will bind the Company unless it is in writing and is signed by an executive officer of Philadelphia Indemnity Insurance Company, and (d) only those persons eligible under the terms of an issued policy will be insured.

Dated at _____ **on the** _____ **day of** _____, **20** _____

Signed for the Proposed Policyholder

Signed by Licensed Agent

| Title _____

Agent License Number _____

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

SIGNATURE GENERAL LIABILITY BROADENING ENDORSEMENT

This Endorsement modifies and is subject to the insurance provided under the following form:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

The following extension only applies in the event that no other specific coverage for the indicated loss exposure is provided under this Policy. If other specific coverage applies, the terms, conditions and limits of that Coverage are the exclusive coverage applicable under this Policy, unless otherwise noted in this Endorsement. This is a summary of the various additional coverages and coverage modifications provided by this Endorsement. For complete details on specific coverages, consult the actual policy wording.

Coverage Description	Limit of Insurance	Page
Non-Owned Aircraft	Included	2
Non-Owned Watercraft	Included	2
Bodily Injury - Mental Injury, Mental Anguish, Humiliation or Shock	Included	3
Medical Payments	\$ 20,000	3
Damage to Premises Rented to You	\$ 1,000,000	3
Supplementary Payments - Bail Bonds	\$ 3,000	4
Supplementary Payments - Loss of Earnings	\$ 1,000 per day	4
Newly Formed or Acquired Organizations	Included	4
Unintentional Failure to Disclose Hazards	Included	5
Knowledge of Occurrence, Claim or Suit	Included	5
Property Damage Liability - Elevators	Included	5
Property Damage Liability - Borrowed Equipment	Included	5
Liberalization Clause	Included	6
Amendment of Pollution Exclusion (Premises)	Included	6
Limited Property Damage to Property of Others	\$ 5,000	6
Additional Insured - Manager or Lessor of Premises	Included	7

Coverage Description	Limit of Insurance	Page
Additional Insured - Funding Sources	Included	7
Additional Insured - By Contract	Included	8
Primary and Non-Contributory Additional Insured Extension	Included	10
Additional Insureds - Protection of Your Limits	Included	10
Blanket Waiver of Transfer of Rights of Recovery Against Others to Us (Subrogation)	Included	11
Property Damage Extension With Voluntary Payments	\$ 1,000/\$ 5,000	11
Who Is An Insured - Fellow Employee Extension - Management Employees	Included	12
Broadened Personal and Advertising Injury	Included	12

A. Non-Owned Aircraft

Under paragraph **2. Exclusions** of **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability**, exclusion **g. Aircraft, Auto or Watercraft** does not apply to an aircraft provided:

1. it is not owned by any insured;
2. it is hired, chartered or loaned with a trained paid crew;
3. the pilot in command holds a currently effective certificate, issued by the duly constituted authority of the United States of America or Canada, designating him or her a commercial or airline pilot; and
4. it is not being used to carry persons or property for a charge.

However, the insurance afforded by this provision does not apply if there is available to the Insured other valid and collectible insurance, whether primary, excess (other than insurance written to apply specifically in excess of this Policy), contingent or on any other basis, that would also apply to the loss covered under this provision.

B. Non-Owned Watercraft

Under paragraph **2. Exclusions** of **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability**, subparagraph **(2)** of exclusion **g. Aircraft, Auto or Watercraft** is replaced by the following:

This exclusion does not apply to:

- (2)** A watercraft you do not own that is:
 - (a)** less than 60 feet long; and

(b) not being used to carry persons or property for a charge.

C. Bodily Injury - Mental Injury, Mental Anguish, Humiliation or Shock

Under **SECTION V - DEFINITIONS**, Definition 3. is replaced by the following:

3. **"Bodily Injury"** means physical injury, sickness, or disease, including death of a person. "Bodily Injury" also means mental injury, mental anguish, humiliation, or shock if directly resulting from physical injury, sickness, or disease to that person.

D. Medical Payments

If **Coverage C Medical Payments** is not otherwise excluded, the Medical Payments provided by this Policy are amended as follows:

The Medical Expense Limit in paragraph 7. of **SECTION III - LIMITS OF INSURANCE** is replaced by the following Medical expense Limit:

The Medical Expense Limit provided by this Policy shall be the greater of:

- a. \$ 20,000; or
- b. the amount shown in the Declarations for Medical Expense Limit

This provision 7. is subject to all the terms of **SECTION III - LIMITS OF INSURANCE**.

E. Damage to Premises Rented to You

If Damage to Premises Rented to You is not otherwise excluded from this Coverage Part:

1. Under paragraph 2. **Exclusions** of **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability**:

3. The last paragraph of paragraph 2. **Exclusions** is deleted in its entirety and replaced by the following:

Exclusions c. through n. do not apply to damage by fire, lightning, explosion, smoke, leakage from an automatic fire protection system or water to premises while rented to you or temporarily occupied by you with permission of the owner. A separate Limit of Insurance applies to this coverage as described in **SECTION III - LIMITS OF INSURANCE**.

However, this insurance does not apply to damage to premises while rented to you, or temporarily occupied by you with the permission of the owner, caused by:

- i. rupture, bursting, or operation of pressure relief devices;
- ii. rupture or bursting due to expansion or swelling of the contents of any building or structure, caused by or resulting from water;
- iii. explosion of steam boilers, steam pipes, steam engines, or steam turbines; or
- iv. flood

2. Paragraph 6. Under **SECTION III - LIMITS OF INSURANCE** is deleted in its entirety and replaced with the following:

6. Subject to paragraph 5. above, the most we will pay under **Coverage A** for damages because of "property damage" to any one premises, while rented to you, or in the case of damage caused by fire, lightning, explosion, smoke, leakage from automatic fire protection system or water while rented to you or temporarily occupied by you with the permission of the owner, for all such damage caused by fire, lightning, explosion, smoke, leakage from automatic fire protection systems or water proximately caused by the same event, whether such damage results from fire, lightning, explosion, smoke, leakage from automatic fire protection systems or water or any combination of the six, is the higher of \$ **1,000,000** or the amount shown in the Declarations for the Damage to Premises Rented to You Limit.
3. Under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS**, subsection 4. Other Insurance, paragraph b. Excess Insurance where the words "Fire insurance" appear they are changed to "insurance for fire, lightning, explosion, smoke, leakage from an automatic fire protection system or water."
4. As regards coverage provided by this provision **I. Damage to Premises Rented to You** - paragraph 9.a. of **Definitions** is replaced with the following:
 9. a. a contract for a lease of premises. However, that portion of the contract for a lease of premises that indemnifies any person or organization for damage by fire, lightning, explosion, smoke, leakage from automatic fire protection systems or water to premises while rented to you or temporarily occupied by you with the permission of the owner is not an "insured contract";

F. Supplementary Payments

1. In the **Supplementary Payments - Coverages A and B** provision, paragraph 1.b. is replaced with:
 - b. Up to \$ **3,000** for the cost of bail bonds required because of accidents or traffic law violations arising out of the use of any vehicle to which the Bodily Injury Liability Coverage applies. We do not have to furnish these bonds.
2. Paragraph 1.d. is replaced by the following:
 - d. All reasonable expenses incurred by the Insured at our request to assist us in the investigation or defense of the claim or "suit," including actual loss of earnings up to \$ **1,000** a day because of time off work.

G. Newly Formed or Acquired Organizations

Paragraph 3. of **SECTION II - WHO IS AN INSURED** is replaced by the following:

3. Any organization you newly acquire or form and over which you maintain ownership or majority interest, will qualify as a named insured if there is no other similar insurance available to that organization. However:
 - a. coverage under this provision is afforded only until the expiration of the policy period in which the entity was acquired or formed by you;
 - b. coverage **A** does not apply to "bodily injury" or property damage that occurred before you acquired or formed the organization; and
 - c. coverage **B** does not apply to "personal and advertising injury" arising out of an offense committed before you acquired or formed the organization.

- d. records and descriptions of operations must be maintained by the first named insured.

No person or organization is an insured with respect to the conduct of any current or past partnership, joint venture or limited liability company that is not shown as a named insured in the Declarations or qualifies as an insured under this provision.

H. Unintentional Failure to Disclose Hazards

Under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS**, the following is added to Condition **6. Representations**:

Failure of the Insured to disclose all hazards existing as of the inception date of this Policy shall not prejudice the insurance with respect to the coverage afforded by this Policy, provided such failure or omission is not intentional on the part of the Insured.

I. Knowledge of Occurrence, Claim or Suit

Under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS**, the following is added to Condition **2. Duties in the Event of Occurrence, Offense, Claim or Suit**:

Knowledge of any occurrence, claim, or suit by any agent, servant or employee of the Named Insured does not in itself constitute knowledge by the Insured unless notice of such injury, claim or suit shall have been received by:

- a. you, if you are an individual;
- b. a partner, if you are a partnership
- c. an executive officer or insurance manager, if you are a corporation.

J. Property Damage Liability - Elevators

1. Under paragraph **2. Exclusions** of **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability**, subparagraphs **(3), (4) and (6)** of exclusion **j. Damage to Property** do not apply if such property damage results from the use of elevators.
2. The following is added to **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS**, Condition **4. Other Insurance**, paragraph **b. Excess Insurance**:

The insurance afforded by this provision of this Endorsement is excess over any property insurance, whether primary, excess, contingent or on any other basis.

K. Property Damage Liability - Borrowed Equipment

1. Under paragraph **2. Exclusions** of **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability**, subparagraph **(4)** of exclusion **j. Damage to Property** does not apply to "property damage" to borrowed equipment while not being used to perform operations at a job site.
2. The following is added to **SECTION IV - COMMERCIAL GENERAL LIABILITY Conditions**, Condition **4. Other Insurance**, paragraph **b. Excess Insurance**:

The insurance afforded by this provision of this Endorsement is excess over any property insurance, whether primary, excess, contingent or on any other basis.

L. Liberalization Clause

If we revise this Signature General Liability Broadening Endorsement to provide more coverage without additional premium charge, your policy will automatically provide the coverage as of the date the revision is effective in your state.

M. Amendment of Pollution Exclusion (Premises)

1. The following is added to paragraph (1)(a) of Exclusion f. of **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability**:

- (iv) "Bodily injury" or "property damage" arising out of the actual discharge, dispersal, seepage, migration, release or escape of "pollutants."

As used in this Endorsement, the actual discharge, dispersal, seepage, migration, release or escape of pollutants must:

- (aa) commence on a clearly identifiable day during the policy period; and
 - (bb) end, in its entirety, within seventy-two (72) hours of the commencement of the discharge, dispersal, seepage, migration, release or escape of "pollutants"; and
 - (cc) be discovered and reported to us within fifteen (15) days of the clearly identifiable day that the discharge, dispersal, seepage, migration, release or escape of "pollutants" commences; and
 - (dd) be neither expected nor intended from the standpoint of any insured; and
 - (ee) be unrelated to any previous discharge, dispersal, seepage, migration, release or escape; and
 - (ff) not originate at or from a storage tank or other container, duct or piping which:
 - a. is below the surface of the ground or water; or
 - b. at any time has been buried under the surface of the ground or water and then is subsequently exposed.
2. For the purposes of this coverage, the following is added to the definition of "property damage" of **SECTION V - DEFINITIONS** and applies only as respects this coverage:

Land or water, whether below ground level or not, is not tangible property.
 3. Coverage provided hereunder does not apply to any discharge, dispersal, seepage, migration, release or escape that is merely threatened or alleged rather than shown to have actually occurred.

N. Limited Property Damage to Property of Others

The following is added under **SECTION I - SUPPLEMENTARY PAYMENTS - COVERAGES A and B**:

3. We will pay up to \$ 5,000 for loss to personal property of others while in the temporary care, custody or control of an insured caused by any person participating in your organized activities. For the purpose of this supplementary payment, loss shall mean damage or destruction but does not include mysterious disappearance or loss of use. In the event of a theft, a police report must be filed. This supplementary payment does not apply if:
 - a. coverage is otherwise provided by the Property Coverage part (if any) of this Policy; or

- b. the loss is covered by any other insurance you have or by any insurance of such person who causes such loss.

These payments will not reduce the Limits of Insurance.

O. Additional Insured - Manager or Lessor of Premises

1. **SECTION II - WHO IS AN INSURED** is amended to include as an additional insured any person or organization from whom you lease or rent property and which requires you to add such person or organization as an additional insured on this Policy under:

- (a) a written contract; or

- (b) an oral agreement or contract where a Certificate of Insurance showing that person or organization as an additional insured has been issued;

but the written or oral contract or agreement must be an "insured contract," and,

- (i) currently in effect or become effective during the term of this Policy; and

- (ii) executed prior to the "bodily injury," "property damage," "personal and advertising injury."

2. With respect to the insurance afforded to the Additional Insured identified in paragraph 1. above, the following additional provisions apply:

- (a) This insurance applies only with respect to the liability arising out of the ownership, maintenance or use of that part of the premises leased to you.

- (b) The Limits of Insurance applicable to the Additional Insured are the lesser of those specified in the written contract or agreement or in the Declarations for this Policy and subject to all the terms, conditions and exclusions for this Policy. The Limits of Insurance applicable to the Additional Insured are inclusive of and not in addition to the Limits of Insurance shown in the Declarations.

- (c) In no event shall the coverages or Limits of Insurance in this Coverage Form be increased by such contract.

- (d) Coverage provided herein is excess over any other valid and collectible insurance available to the Additional Insured whether the other insurance is primary, excess, contingent or on any other basis unless a written contractual arrangement specifically requires this insurance to be primary.

- (e) This insurance applies only to the extent permitted by law.

3. This insurance does not apply to:

- (a) Any "occurrence" or offense which takes place after you cease to be a tenant in that premises.

- (b) Structural alterations, new construction or demolition operations performed by or on behalf of the Additional Insured.

P. Additional Insured - Funding Sources

1. **SECTION II - WHO IS AN INSURED** is amended to include as an additional insured any Funding Source which requires you in a written contract to name the Funding Source as an additional insured but only with respect to liability arising out of:

- a. your premises; or
- b. "your work" for such additional insured; or
- c. acts or omissions of such additional insured in connection with the general supervision of "your work"

and only to the extent set forth as follows:

- a. The Limits of Insurance applicable to the Additional Insured are the lesser of those specified in the written contract or agreement or in the Declarations for this Policy and subject to all the terms, conditions and exclusions for this Policy. The Limits of Insurance applicable to the Additional Insured are inclusive of and not in addition to the Limits of Insurance shown in the Declarations.
- b. The insurance afforded to the Additional Insured only applies to the extent permitted by law
- c. If coverage provided to the Additional Insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.
- d. In no event shall the coverages or Limits of Insurance in this Coverage Form be increased by such contract.

Q. Additional Insureds - By Contract

1. **SECTION II - WHO IS AN INSURED** is amended to include as an insured any person or organization whom you have agreed to add as an additional insured in a written contract, written agreement or permit. Such person or organization is an additional insured but only with respect to liability for "bodily injury," "property damage" or "personal and advertising injury" arising out of:

- a. your acts or omissions, or the acts or omissions of those acting on your behalf, in the performance of your ongoing operations for the Additional Insured that are subject of the written contract or written agreement provided that the "bodily injury" or "property damage" occurs, or the "personal and advertising injury" is committed, subsequent to the signing of such written contract or written agreement; or
- b. the maintenance, operation or use by you of equipment rented or leased to you by such person or organization; or
- c. the Additional Insureds financial control of you; or
- d. operations performed by you or on your behalf for which the state or political subdivision has issued a permit

However:

1. the insurance afforded to such additional insured only applies to the extent permitted by law; and
2. if coverage provided to the Additional Insured is required by contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide such additional insured.

With respect to paragraph 1.a. above, a person's or organization's status as an additional insured under this Endorsement ends when:

- (1) all work, including materials, parts or equipment furnished in connection with such work, on the project (other than service, maintenance or repairs) to be performed for or on behalf of the Additional Insured(s) at the location of the covered operations has been completed; or
- (2) that portion of "your work" out of which the injury or damage arises has been put to its intended use by any person or organization other than another contractor or subcontractor engaged in performing operations for a principal as a part of the same project.

With respect to paragraph 1.b. above, this insurance does not apply to any "occurrence" which takes place after the equipment rental or lease agreement has expired or you have returned such equipment to the lessor.

The insurance provided by this Endorsement applies only if the written contract or written agreement is signed prior to the "bodily injury" or "property damage."

We have no duty to defend an additional insured under this Endorsement until we receive written notice of a "suit" by the Additional Insured as required in paragraph b. of Condition 2. **Duties in the Event of Occurrence, Offense, Claim or Suit under SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITION.**

2. With respect to the insurance provided by this Endorsement, the following are added to paragraph 2. **Exclusions** under **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability**:

This insurance does not apply to:

- a. "Bodily injury" or "property damage" that occurs prior to your commencing operations at the location where such "bodily injury" or "property damage" occurs.
- b. "Bodily injury," "property damage" or "personal and advertising injury" arising out of the rendering of, or failure to render, any professional architectural, engineering or surveying services, including:
 - (1) the preparing, approving, or failing to prepare or approve, maps, shop drawings, opinions, reports, surveys, field orders, change orders or drawings and specifications; or
 - (2) supervisory, inspection, architectural or engineering activities.

This exclusion applies even if the claims against any insured allege negligence or other wrongdoing in the supervision, hiring, employment, training or monitoring of others by that Insured, if the "occurrence" which caused the "bodily injury" or "property damage," or the offense which caused the "personal and advertising injury," involved the rendering of, or failure to render, any professional architectural, engineering or surveying services.

- c. "Bodily injury" or "property damage" occurring after:
 - (1) all work, including materials, parts or equipment furnished in connection with such work, on the project (other than service, maintenance or repairs) to be performed for or on behalf of the Additional Insured(s) at the location of the covered operations has been completed; or
 - (2) that portion of "your work" out of which the injury or damage arises has been put to its intended use by any person or organization other than another contractor or subcontractor engaged in performing operations for a principal as a part of the same project.

- d. Any person or organization specifically designated as an additional insured for ongoing operations by a separate additional insured endorsement issued by us and made part of this Policy.
3. With respect to the insurance afforded to these Additional Insureds, the following is added to **SECTION III - LIMITS OF INSURANCE:**

If coverage provided to the Additional Insured is required by a contract or agreement, the most we will pay on behalf of the Additional Insured is the amount of insurance:

- a. required by the contract or agreement; or
 - b. available under the applicable Limits of Insurance shown in the Declarations;
- whichever is less.

This Endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

R. Primary and Non-Contributory Additional Insured Extension

This provision applies to any person or organization who qualifies as an additional insured under any form or endorsement under this Policy.

Condition 4. Other Insurance of **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS** is amended as follows:

- a. The following is added to paragraph a. **Primary Insurance:**

This insurance is primary to and will not seek contribution from any other insurance available to an additional insured under your policy provided that:

- (1) the Additional Insured is a named insured under such other insurance; and
- (2) you have agreed in writing in a contract or agreement that this insurance would be primary and would not seek contribution from any other insurance available to the Additional Insured.

- b. The following is added to paragraph b. **Excess Insurance:**

When a written contract or written agreement, other than a premises lease, facilities rental contract or agreement, an equipment rental or lease contract or agreement or permit issued by a state or political subdivision between you and an additional insured does not require this insurance to be primary or primary and non-contributory, this insurance is excess over any other insurance for which the Additional Insured is designated as a named insured.

Regardless of the written agreement between you and an additional insured, this insurance is excess over any other insurance whether primary, excess, contingent or on any other basis for which the Additional Insured has been added as an additional insured on other policies.

S. Additional Insureds - Protection of Your Limits

This provision applies to any person or organization who qualifies as an additional insured under any form or endorsement under this Policy.

1. The following is added to Condition 2. **Duties in the Event of Occurrence, Offense, Claim or Suit:**

An additional insured under this Endorsement will as soon as practicable:

- a. give written notice of an "occurrence" or an offense that may result in a claim or "suit" under this insurance to us;
 - b. tender the defense and indemnity of any claim or "suit" to all insurers whom also have insurance available to the Additional Insured; and
 - c. agree to make available any other insurance which the Additional Insured has for a loss we cover under this Coverage Part.
 - d. we have no duty to defend or indemnify an additional insured under this Endorsement until we receive written notice of a "suit" by the Additional Insured.
2. The Limits of Insurance applicable to the Additional Insured are those specified in a written contract or written agreement or the Limits of Insurance stated in the Declarations of this Policy and defined in **SECTION III - LIMITS OF INSURANCE** of this Policy, whichever are less. These limits are inclusive of and not in addition to the Limits of Insurance available under this Policy.

T. Blanket Waiver of Transfer of Rights of Recovery Against Others to Us (Subrogation)

Under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS**, the following is added to Condition 8. **Transfer of Rights of Recovery Against Others to Us**:

If required by a written contract or written agreement, we waive any right of recovery we may have against a person or organization because of payment we make for injury or damage arising out of your ongoing operations or "your work" done under a contract for that person or organization and included in the "products-completed operations hazard" provided that the injury or damage occurs subsequent to the execution of the written contract or written agreement.

U. Property Damage Extension with Voluntary Payments

1. The following is added to paragraph 1. **Insuring Agreement** of **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability**:

At your request we will pay for "loss" to property of others caused by your business operations for which this Policy provides liability insurance. Such payment will be made without regard to your legal obligation to do so. The "loss" must occur during the policy period and must take place in the "coverage territory."

2. With respect to the coverage afforded under paragraph 1. above, paragraph 2. **Exclusions** of **SECTION I - COVERAGES A - Bodily Injury and Property Damage Liability** is amended as follows:

Exclusions j.(3), j.(4), j.(5) and j.(6) are deleted.

3. As respects coverage afforded by this coverage, **SECTION III - LIMITS OF INSURANCE** is replaced by the following:

Regardless of the number of insureds, claims made or "suits" brought or persons or organizations making claims or bring "suits":

- 1. Subject to 2. Below, the most we will pay for one or more "loss" arising out of any one "occurrence" is **\$ 1,000**.
- 2. The aggregate amount we will pay for the sum of all "loss" in an annual period is **\$ 5,000**. This aggregate amount is part of and not in addition to the General Aggregate Limit described in paragraph 2. of **SECTION III - LIMITS OF INSURANCE**.

V. Who Is an Insured - Fellow Employee Extension - Management Employees

1. The following is added to paragraph **2.a.(1)** of **SECTION II - WHO IS AN INSURED**:

Paragraph **(a)** and **(b)** above do not apply to "bodily injury" or "personal and advertising injury" caused by an "employee" who is acting in a supervisory capacity for you. Supervisory capacity as used herein means the "employee's" job responsibilities assigned by you, including the direct supervision of other "employee" of yours. However, none of these "employees" are insureds for "bodily injury" or "personal and advertising injury" arising out of their willful conduct, which is defined as the purposeful or willful intent to cause "bodily injury" or "personal and advertising injury," caused in whole or in part by their intoxication by liquor or controlled substances.

This coverage is excess over any other valid and collectable insurance available to your "employee."

W. Broadened Personal and Advertising Injury

1. Unless "Personal and Advertising Injury" is excluded from this Policy, the following is added to **SECTION V - DEFINITIONS** Item **14.**:
 - h. mental injury, mental anguish, humiliation, or shock, if directly resulting from Items **14.a.** through **14.e.**



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 15

Budget Narrative

ATTACHMENT 15: Las Vegas Collegiate Charter School Budget Narrative

The attached budget and cash flow projection are based on conservative estimates of actual costs to operate Las Vegas Collegiate Charter School. Assumptions used to create the budget model are based on rates provided by State of Nevada, historical financial data, and comparable school estimates in Las Vegas, NV. For future years, the budget factors in a 3% inflation rate for the primary state funding source, Title funds, and the majority of expenditures. In taking a conservative approach and as required by the Nevada State Public Charter School Authority (SPCSA) budget template, the budget does not include other possible funding and financing sources that will likely be available once the charter is approved, including:

- Charter School Revolving Loan from the Nevada State Public Charter School Authority
- Charter School Program (CSP) Grant
- Federal Title I, II and III funding
- Federal Special Education IDEA funds
- National School Lunch Program

REVENUES

- **Distributive School Account:** The largest source of revenue is the Distributive School Account based on enrollment. The budget reflects a slow growth model assuming an enrollment of 162 students in year 1. For Year 1, we assume both the Kindergarten and 1st grade will have 3 classes of 27 students. Each year, the school will backfill the Kindergarten grade with 81 new students, growing to full capacity of 486 by Year 5 (2024-25). Information on the Student Enrollment tab reflects projections for subgroups.
- **Federal and State Revenue:** Federal and state revenue assumptions are based on rates provided by the State of Nevada and comparable charter school actuals in Las Vegas, NV. Sources of revenue include Title funding, special education funding, and the National School Lunch Program. Percentages of students identified as eligible for free and reduced lunch, English language learners, and special education are based on the average demographics of the schools in our target community, reflecting our commitment to serving students attending under-performing schools. The budget assumes the school would not receive State Special Education during their first year in operation.
- **Start-Up Funding:** Upon authorization, the school will receive \$100,000 from Opportunity 180 to help with school start-up expenses. Between the time of authorization and August 2020, the school intends to engage in several fundraising initiatives to help fund start-up expenses. These funds will be used to support planning year, and, if granted, used with the Charter School Program (CSP) grant. We also assume our giving Board of Directors will help raise startup funds for the school.

EXPENSES

Salaries

- Salaries/Personnel

The head count included in the budget is below.

Year	2020-21	2021-22	2022-23	2023-24	2024-25
Administrative Positions					

Chief Executive Officer/ Principal	1.0	1.0	1.0	1.0	1.0
Deans, Directors	1.0	2.0	3.0	4.0	4.0
Chief Financial Officer (EdTec Service Provider)	0	0	0	0	0
Total Administrative FTEs	2.0	3.0	4.0	5.0	5.0
Office and SpEd Staff					
Office Manager	0	1.0	1.0	1.0	1.0
Alumni Coordinator	0	0	0	0	1.0
Classroom Teachers (Academic Core)	7.0	11.0	15.0	19.0	23.0
Support Staff	2.0	3.0	4.0	5.0	6.0
Special Education Teachers	1.0	2.0	3.0	4.0	5.0
Total Office & SpEd Staff	11.0	17.0	23.0	29.0	36.0
Total FTEs at School	13.0	20.0	27.0	34.0	41.0

- Expenses for benefits are based upon state requirements and current Clark County School District rates. The weighted average cost for medical benefits is estimated to be \$6,850. The school will also offer retirement benefits through PERS. Other benefit related costs include Medicare tax of 1.45%, and unemployment insurance at 3% of salaries up to the State cap per calendar year.
- The bulk of professional development will be done in-house but the budget also includes an additional \$200 per FTE in all budgeted years.

Instruction Related Expenses

- The budget includes library books at \$10 per student
- For recruiting and marketing, The Las Vegas Collegiate expects to spend \$7,000 in year 1 to recruit both students and teachers
- To ensure the school can service its projected special education population, in addition to the salaried special education personnel, the budget also includes \$650 per SpEd student in Special Education Contractor Costs. This cost is expected to increase as the student population grows.
- Other supplies to support student learning include office supplies at \$20 per student, assessment costs at \$200 per student, health supplies at \$5 per student, awards for teachers at \$25 per FTE, and awards for students at \$10 per student.

Operation Related Expenses

- Operational contracted expenses for the school include fees for an annual audit budgeted at \$5,000 per year and legal expenses budgeted at \$10,000 annually.
- Back office support services are based estimated annual contract with EdTec, which assisted us in the creation of this budget. Services include budgeting, accounting, payroll, financial reporting, and accounts payable.
- Nutrition: Daily breakfast and lunch rates (\$2.00 and \$3.00 per student, respectively), are based on benchmarked data from a number of charter schools throughout Las Vegas, Nevada.

Facilities

- The school plans to lease space in a local Boys and Girls Club and is in the process of negotiating a reduced lease cost. The budget currently assumes use of 6,500 square feet in Year 1 at \$5 per Square Foot, with space increasing proportionally each year with increase in enrollment
- Custodial costs are budgeted at \$1 per Square Foot
- Utilities are budgeted at \$1 per Square Foot

Technology and Equipment

- The budget includes assumed monthly rent of a copier at \$400/mo and usage fees of \$6 per student
- Faculty computers are budgeted at \$300 per FTE
- The school expects to incur start-up costs for internet (\$1,000), server (\$2,000) and other classroom technology (\$6,600 in Year 1).
- Student furniture is estimated at \$120 per new student while faculty furniture is estimated at \$150 per FTE.
- Software costs are estimated at \$100 per FTE and educational software is estimated at \$30 per student

BUDGET SUMMARY & CASH FLOW

- With meticulous efforts to budget conservatively while still providing resources to fulfill the school's mission, we were able to create a balanced budget with a surplus in each year. The growing fund balance would protect the school from contingencies such as reduced funding levels, change in enrollment, or other unforeseen events.
- The school's cash flow forecast in year 1 assumes that the primary DSA funding will be received quarterly, with first payment in August 2020. This assumes delaying certain purchases until funding is received.
- While these funds are not built into the budget, the school also expects to secure revenue from the Charter School Program (CSP) Grant. If the school did not receive the CSP grant and encountered cash flow issues during any year, the school would be able to secure receivables by means of receivables sales. Receivable sales are cash advances on future guaranteed monies (i.e. DSA funding). Such borrowing is typically at a rate of 10-12%.



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 16

Financial Plan Workbook

FINANCIAL PLAN WORKBOOK INSTRUCTIONS

expenditures during a five year time period. The workbook is designed to serve as a simplified guideline for recording your projected revenues and expenditures through both the 'School Inputs' and 'Technology & Equipment Inputs' tabs in this Microsoft Excel workbook. Please note that this is a protected workbook and data should only be entered into the unprotected cells (yellow cells). To maximize the usage of the Financial Plan Workbook, please familiarize yourself with the following general instructions prior to data entry.

School Inputs

The 'School Inputs' tab will be utilized as a place for data entry regarding your charter school's revenue assumptions along with any compensation, benefits and general expense assumptions. Data entry will begin in the revenue assumptions section. Note that FTE stands for Full-Time Equivalent. If this term is unfamiliar, please consult with an individual experienced in budgeting and pupil accounting. If your budget plans include staff less

Revenue Assumptions

1. Please enter a Base Year into cell F5.
2. Next, be sure to enter the number of classrooms by school year (H9-N9) in the enrollment section.
3. Enter your projected student enrollment in the enrollment section. This section captures the number of students by grade level (Rows 10-22) and by school year (Columns H-N).
4. In cells H25 through N25, please enter your school's percentage of Title 1 students. Similarly, in cells H26 through N26, enter your institution's percentage of special education students.
5. In cells D28, select the county district for which the students belong from the drop-down list. If the school will be multi-district (e.g. a virtual school), then select Multi-District.
6. At this time, the County DSA worksheet should be completed. The applicant must enter an estimated enrollment number of students per county in the County DSA tab to generate an appropriate figure.
7. The Distributive School Account (DSA) funding per student is automatically populated in cell D29 depending on the county where the school (cell D28) is located and the enrollment numbers entered into the County DSA
8. The Inflation Adjuster in cell D30 is designed to account for any increases in the cost of labor and expenses over time. Please be sure to enter a cost of inflation in this cell. An inflation rate of 1.03 is a good rule of thumb for
9. Special Education Funding (D32) is prepopulated based on the amount received from NDE.
10. Title I (D33) and IDEA (D34) funding is calculated annually and varies from year to year. Not every schools is entitled to receive funding for these programs and therefore the amounts are zero. If you believe you will be entitled to receive funding from these programs, then provide documentation for further consideration of populating this field. Each of these entries will automatically calculate the revenue line items for BEP, Title 1, IDEA
11. Enter "yes" or "no" for the Breakfast Program. The Breakfast Program (D36) funding is calculated annually and varies from year to year. Not every schools is entitled to receive funding for these programs and therefore the amounts are zero. If you believe you will be entitled to receive funding from this program, then provide documentation for further consideration of populating this field. This entry will automatically calculate the
12. The National Scholl Lunch Program (D37) funding is calculated annually and varies from year to year. Not every schools is entitled to receive funding for this program and therefore the amount is zero. If you believe you will be entitled to receive funding from this program, then provide documentation for further consideration of populating this field. This entry will automatically calculate the revenue line item for the Federal Lunch Program.
13. Any remaining revenue entries can be manually accounted for in the following subgroups:

Charter Start-Up Funds (H39-N39)

Other Start-Up Grant Funds (H40-N40)

Student Fees (H41-N41)

Investment Income (H42-N42)

Private fundraising (foundations, corporate) (H43-N43)

Private Fundraising (H44-N44)

Staffing and Compensation Assumptions

The staffing and compensation assumptions section will require input data on not only the charter school's staffing levels and average salaries, but it will also require the preparer to provide benefits data in order to provide the charter school with realistic financial projections. Please follow the instructions below:

1. Enter the average medical benefits for employees with both single and family coverage into cells 'E52' and 'E53'.
2. Second, enter the school's percentage of coverage in 'E54'.
3. In 'E55', enter the assumed percentage of employees choosing single for their health benefits.
4. In cells E57 through E60, enter the percentage of your employee's salaries that will be allocated to FICA, State Retirement for Certified Employees, State Retirement for Non-Certified Employees and Life Insurance.
5. Next, enter any per-employee expenses associated with GASB 45 and Unemployment Insurance in 'E61' and 'E62'.
6. Payroll services are accounted for as a dollar value on a per employee/per month basis in 'E63'.
7. Any bonuses should be accounted for in 'E64', which is calculated as a percentage of salaried employees.
8. The information requested in cells E65 through E68 serve as drivers for some of your charter school's general expenses. Therefore, be sure to enter your school's instructional days per year (required) as well as the Saturday schools per year, contractors required for Saturday school and price per contractor (if necessary).

administrators such as the School Director should be entered into the Administrator section. The positions, salaries and staffing levels in this section are marked for input, so feel free to adjust the position levels, salaries and staffing levels as your charter school finds necessary. Please note that each line represents one position,

10. Part-Time employees are considered in a less cumbersome fashion. Simply enter the average salary for each respective position and enter the number of employees per year.
11. Lastly, the salaries and staffing levels work in unison with the inputs you entered to get to the total salary and benefits for your charter school. Feel free to adjust any of the staffing and compensation inputs to either decrease or increase your school's total compensation.

General Operating Expense Assumptions

The general operating expense assumptions section houses the majority of the expenditures that are necessary to operate your charter school.

1. This section is extremely user-friendly in terms of data entry. Each general operating expense line item is tied to a driver, i.e. per year or per student. The driver is then multiplied by the dollar value that was entered, which results in the amount of that expense line item for the given year.
2. The Contracted Services section should be completed in the same manner. Here the driver is per year, therefore any annual audits or legal services need to be calculated on an annual basis.

Technology and Equipment Inputs

The technology and equipment assumptions section is used to record any expenses related to technology and equipment usage at your charter school.

1. Similar to the general operating expense assumptions, these expense line items are tied to a driver. Simply enter a value into the input cell and the driver is then multiplied by the dollar value that was entered, which results in the amount of that technology/equipment expense line item for the given year.

CHARTER SCHOOL BUDGET

Name of School

Las Vegas Collegiate Charter School

Base Year2019

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26

REVENUE ASSUMPTIONS

Number of grade levels

Number of classrooms

K

1st

2nd

3rd

4th

5th

6th

7th

8th

9th

10th

11th

12th

Total Student Enrollment

Title I (% of student body)

Special Education (% of student body)

2019	2020	2021	2022	2023	2024	2025
0	2	3	4	5	6	6
0	6	9	12	15	18	18
0	81	81	81	81	81	81
0	81	81	81	81	81	81
0	0	81	81	81	81	81
0	0	0	81	81	81	81
0	0	0	0	81	81	81
0	0	0	0	0	81	81
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	0	0	0	0	0	0
0	162	243	324	405	486	486
0%	94%	94%	94%	94%	94%	94%
0%	12%	12%	12%	12%	12%	12%

County where school is located

Total Distributive School Account (DSA) Funding

Inflation adjustor

DSA Sponsorship Fee

Special Education Weighted Funding

Title I

IDEA

Breakfast Program - Federal Reimbursement

School Breakfast Program

National School Lunch Program

School level fundraising

Charter start-up funds (Federal R&E already awarded to operator--not SEA grant)

Other start-up grant funds

Student fees

Investment Income

Private fundraising (foundations, corporate)

Private fundraising (individuals)

TOTAL REVENUE

Clark	
\$6,792	Base year per student
1.03	
1.5%	
\$3,225	Per student
\$0	Per student
\$0	Per SPED student
no	"yes" or "no"
\$0	Per student per day
\$0	Per student per day
\$0	Per student

\$0	\$1,100,229	\$1,699,855	\$2,334,467	\$3,005,626	\$3,714,954	\$3,826,403
\$0	-\$16,503	-\$25,498	-\$35,017	-\$45,084	-\$55,724	-\$57,396
\$0	\$0	\$94,041	\$125,388	\$156,735	\$188,082	\$188,082
\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$100,000						
\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
\$160,000	\$1,143,726	\$1,828,398	\$2,484,838	\$3,177,277	\$3,907,312	\$4,017,088

EXPENSE ASSUMPTIONS

STAFFING COSTS

Payroll Tax and Benefits

Medical

Single Coverage

Family Coverage

School's percentage of coverage

Assumed percentage of employees choosing single coverage

Weighted avg. cost for medical

FICA

State Retirement - Certified

\$5,700	Per year
\$8,000	Per year
70%	
50%	
\$6,850	Per employee per year
1.45%	Percentage of Salary
15.25%	Percentage of Salary

[INSERT School Name]

State Retirement - Non-certified	15.25%	Percentage of Salary
Life Insurance	0.00%	Percentage of Salary
GASB 45	\$0	Per employee per year
Unemployment Insurance	\$936	Per employee per year
Payroll Services	\$200	Per employee per year
Bonus Pool	0.00%	Percentage of Salary
Instructional days per year	185	
Saturday schools per year	0	
Contractors required for Saturday School	0	
Price per contractor	\$0	

FTE Count	Start Year	Base Salary
Administrators	(Input year or "NA")	
Executive Director	2020	\$63,000.00
Dean of Operations	2020	\$47,000.00
Dean of Scholar Support	2021	\$47,000.00
Dean of Curriculum and Instruction	2022	\$47,000.00
Dean of Culture	2023	\$47,000.00
Total Administrators		

Office Staff			
Office Manager		2021	\$34,000.00
Alumni Coordinator		2024	\$40,000.00
		NA	
		NA	
Total Office Staff			

Special Education and ELL Teachers			
SPED/ELL Specialist		2020	\$41,000.00
SPED/ELL Specialist		2021	\$41,000.00
SPED/ELL Specialist		2022	\$41,000.00
SPED/ELL Specialist		2023	\$41,000.00
SPED/ELL Specialist		2024	\$41,000.00
		NA	
		NA	
		NA	
		NA	
		NA	
		NA	
		NA	
		NA	
		NA	
		NA	
		NA	
		NA	
		NA	
		NA	
		NA	
		NA	
		NA	
		NA	
Total Special Education and ELL Teachers			

Teachers	Grade Level	Start Year (Input year or "NA")	Base Salary	Subject
Grade Level Teacher	K	2020	\$41,000.00	Gen Ed
Grade Level Teacher	K	2020	\$41,000.00	Gen Ed
Grade Level Teacher	K	2020	\$41,000.00	Gen Ed
Grade Level Teacher	1	2020	\$41,000.00	Gen Ed
Grade Level Teacher	1	2020	\$41,000.00	Gen Ed
Grade Level Assistant	K	2020	\$35,000.00	Gen Ed / Enrichment
Grade Level Assistant	1	2020	\$35,000.00	Gen Ed/Enrichment

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
2019	2020	2021	2022	2023	2024	2025
0.00	1.00	1.00	1.00	1.00	1.00	1.00
0.00	1.00	1.00	1.00	1.00	1.00	1.00
0.00	0.00	1.00	1.00	1.00	1.00	1.00
0.00	0.00	0.00	1.00	1.00	1.00	1.00
0.00	0.00	0.00	0.00	1.00	1.00	1.00
0.00	2.00	3.00	4.00	5.00	5.00	5.00

0.00	0.00	1.00	1.00	1.00	1.00	1.00
0.00	0.00	0.00	0.00	0.00	1.00	1.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	1.00	1.00	1.00	2.00	2.00

[illegible]

[INSERT School Name]

[illegible]

[INSERT School Name]

[illegible]

FTE - Total	0.00	12.00	20.00	27.00	34.00	41.00	41.00
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SALARIES

TOTAL SALARIES	\$0	\$508,000	\$853,870	\$1,183,964	\$1,533,096	\$1,894,231	\$1,951,058
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BENEFITS

TOTAL BENEFITS	\$0	\$155,334	\$263,057	\$364,464	\$471,343	\$582,620	\$598,947
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% of Salaries	30.6%	30.8%	30.8%	30.7%	30.8%	30.7%
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PART-TIME EMPLOYEES

Input part-time employees:

Annualized salary	\$36,750	\$36,750	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate	1.00							

Annualized salary	\$11,750	\$11,750	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate	1.00							

Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate							

Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate							

[INSERT School Name]

Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate								
PART TIME WAGES		\$48,500	\$0	\$0	\$0	\$0	\$0	\$0
PERFORMANCE BONUSES		\$0	\$0	\$0	\$0	\$0	\$0	\$0
PAYROLL SERVICES		\$0	\$2,400	\$4,000	\$5,400	\$6,800	\$8,200	\$8,200

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
GENERAL OPERATING EXPENSES		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Instruction	Assumptions	2019	2020	2021	2022	2023	2024	2025
Professional development	\$200	Per FTE	\$0	\$2,400	\$4,000	\$5,400	\$6,800	\$8,200
Staff recruitment	\$3,000	Per year	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Student recruitment and marketing	\$4,000	Per year	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Special Ed/Psychology Consultant	\$0	Per year	\$0	\$0	\$0	\$0	\$0	\$0
CMO Fee	\$0	Per student	\$0	\$0	\$0	\$0	\$0	\$0
Textbooks - initial costs	\$0	Per student	\$0	\$0	\$0	\$0	\$0	\$0
Textbooks - repurchase of new books	0	Number of years use	0	\$0	\$0	\$0	\$0	\$0
Library books	\$10	Per student	\$0	\$1,620	\$2,430	\$3,240	\$4,050	\$4,860
Food services	\$150	Per student	\$0	\$24,300	\$36,450	\$48,600	\$60,750	\$72,900
Music program	\$0	Per student	\$0	\$0	\$0	\$0	\$0	\$0
Management fees	0%	% of S&L Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Licensing fees	0%	% of S&L Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Charter application	\$0		\$0					
Office Supplies	\$20	Per student	\$0	\$3,240	\$4,860	\$6,480	\$8,100	\$9,720
Assessment costs	\$200	Per student	\$0	\$32,400	\$48,600	\$64,800	\$81,000	\$97,200
Supplies for students	\$0	Per student	\$0	\$0	\$0	\$0	\$0	\$0
Yearbook	\$0	Per student	\$0	\$0	\$0	\$0	\$0	\$0
School store	\$5	Per student	\$0	\$810	\$1,215	\$1,620	\$2,025	\$2,430
Contracted SPED	\$650	Per SPED student	\$0	\$12,636	\$18,954	\$25,272	\$31,590	\$37,908
Instuctional supplies - Teachers (just teaching faculty)	\$200	Per Instructional FTE	\$0	\$2,000	\$3,200	\$4,400	\$5,600	\$6,800
General office supplies	\$1,000	Per year	\$500	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
School uniforms	\$14	Per new student	\$0	\$2,268	\$1,134	\$1,134	\$1,134	\$0
School uniforms - returning students	\$14	Per returning student	\$0		\$3,402	\$4,536	\$5,670	\$6,804
General building decorum	\$500	Per year	\$500	\$500	\$500	\$500	\$500	\$500
Health supplies	\$5	Per student per year	\$0	\$810	\$1,215	\$1,620	\$2,025	\$2,430
Bank fees	\$1,000	Per year	\$500	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Athletic expenditures	\$0	Per student	\$0	\$0	\$0	\$0	\$0	\$0
Postage and shipping	\$3	Per student	\$1,500	\$486	\$729	\$972	\$1,215	\$1,458
Gifts & awards - students	\$10	Per student	\$0	\$1,620	\$2,430	\$3,240	\$4,050	\$4,860
Gifts & awards - faculty and staff	\$25	Per FTE	\$0	\$300	\$500	\$675	\$850	\$1,025
Dues and memberships	\$0	Per FTE	\$0	\$0	\$0	\$0	\$0	\$0
Travel and Meetings		Per FTE	\$0	\$0	\$0	\$0	\$0	\$0
Background checks	\$25	Per new FTE	\$50	\$300	\$200	\$175	\$175	\$175
Accounting services	\$35,000	Per year	\$2,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
Field trips	\$0	Per grade level	\$0	\$0	\$0	\$0	\$0	\$0
Field trips - out of state	\$0	Per grade level	\$0	\$0	\$0	\$0	\$0	\$0
Parent & staff meetings	\$500	Per year	\$0	\$500	\$500	\$500	\$500	\$500
Saturday School (contractors for instruction)	no	Input "yes" or "no"		\$0	\$0	\$0	\$0	\$0
Total Instructional Supplies		\$12,050	\$130,190	\$174,319	\$217,164	\$260,034	\$302,904	\$301,595
Per student			\$804	\$717	\$670	\$642	\$623	\$621

Contracted Services								
Annual audit	\$5,000	Per year		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Legal funds	\$10,000	Per year	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Total Contract Services		\$10,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000

Food Program		School Pays? (Input "yes" or "no")						
Breakfast	yes	\$1.85	Per student	\$55,445	\$83,167	\$110,889	\$138,611	\$166,334

[INSERT School Name]

Lunch program	yes	\$2.95	Per student (not covered by Title I)	\$88,412	\$132,617	\$176,823	\$221,029	\$265,235	\$265,235
Snacks	yes	\$1.00	Per student	\$29,970	\$44,955	\$59,940	\$74,925	\$89,910	\$89,910
Saturday food program	yes		Per student	\$0	\$0	\$0	\$0	\$0	\$0
Total Food Costs				\$0	\$173,826	\$260,739	\$347,652	\$434,565	\$521,478
TOTAL GENERAL OPERATING EXPENSES				\$22,050	\$319,016	\$450,058	\$579,816	\$709,599	\$839,382

TRANSPORTATION COSTS

ASSUMPTIONS

Percentage of students transported							
Students per bus							
Bus purchase price (used bus)							
Miles driven per bus per day							
Miles driven per bus per year	0						
Miles per gallon							
Gallons purchased per year	0.00						
Price per gallon							
Annual fuel costs per bus	\$0.00						
Maintenance costs per bus		per mile					
Annual maintenance costs per bus	\$0						
Bus Contracting Costs		annual					
Number of students participating		0	0	0	0	0	0
Number of buses required		0	0	0	0	0	0
Bus purchasing costs		\$0	\$0	\$0	\$0	\$0	\$0
Fuel costs		\$0	\$0	\$0	\$0	\$0	\$0
Maintenance costs		\$0	\$0	\$0	\$0	\$0	\$0
Bus Contracting Costs		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL TRANSPORTATION COSTS		\$0	\$0	\$0	\$0	\$0	\$0
<i>Per student</i>		<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>

Per student

ATHLETIC COSTS

Football		
Head coach		
Assistant Coach		
Equipment		
Uniforms		
Footballs		
Flags/Misc Equipment		
Transportation		Example: \$150 per away game for 8 games is \$1,200 for bus rental
Referees		Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Total Costs	\$0	
<hr/>		
Basketball		
Head coach		
Assistant Coach		
Equipment		
Uniforms		
Basketballs		
Misc Equipment		
Transportation		Example: \$150 per away game for 8 games is \$1,200 for bus rental
Referees		Example: \$100 for two referees (\$50 per ref) for twelve home games is \$1,200
Gym rental		Example: \$35/hour - could be up to \$6K
Total Costs	\$0	
<hr/>		
Soccer		
Head coach		
Assistant Coach		
Equipment		

Uniforms		
Basketballs		
Misc Equipment		
Transportation		Example: \$150 per away game for 8 away games is \$1,200 for bus rental
Referees		Example: \$100 for two referees (\$50 per ref) for twelve home games is \$1,200
Gym rental		Example: \$35 per hour for 120 hours of practice is \$4,200
Total Costs	\$0	
Head coach		
Assistant Coach		
Equipment		
Uniforms		
Soccer balls		
Shin guards, Misc Equipment		
Transportation		Example: \$150 per away game for 8 away games is \$1,200 for bus rental
Referees		Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Total Costs	\$0	
Head coach		
Assistant Coach		
Equipment		
Uniforms		
Soccer balls		
Shin guards, Misc Equipment		
Soccer goals		Example: \$1,000 per goal post is \$2,000 for a set of goals
Transportation		Example: \$150 per away game for 8 away games is \$1,200 for bus rental
Referees		Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Total Costs	\$0	
Head coach		
Assistant Coach		
Equipment		
Uniforms		
Other Equipment		
Transportation		Example: \$150 per away game for 8 away games is \$1,200 for bus rental
Referees		Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Total Costs	\$0	
Head coach		
Assistant Coach		
Equipment		
Uniforms		
Other Equipment		
Transportation		Example: \$150 per away game for 8 away games is \$1,200 for bus rental
Referees		Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Total Costs	\$0	
Head coach		
Assistant Coach		
Equipment		
Uniforms		
Other Equipment		
Transportation		Example: \$150 per away game for 8 away games is \$1,200 for bus rental
Referees		Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Total Costs	\$0	

Head coach									
Assistant Coach									
Equipment									
Uniforms									
Other Equipment									
Transportation			Example: \$150 per away game for 8 away games is \$1,200 for bus rental						
Referees			Example: \$100 for two referees (\$50 per ref) for eight home games is \$800						
Total Costs		\$0							
			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
			2019	2020	2021	2022	2023	2024	2025
	Start Year	Active program?							
	(Input year or "NA")	(Input "yes" or "no")							
0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	no		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	no		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL ATHLETIC COSTS			\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES			\$70,550	\$984,750	\$1,570,985	\$2,133,644	\$2,720,838	\$3,324,433	\$3,396,279

Las Vegas Collegiate Charter School

FACILITY & TECNOLOGY EXPENSES

FACILITIES	
INPUT "Purchase" or "Lease"	Lease

LEASE OPTION

Square feet leased			
Lease rate	\$5.00	Per sq ft	Annual lease cost
Custodial	\$1.00	Per sq ft	
Utilities	\$1.00	Per sq ft	
Capital Outlay (building renovations)		One-time cost	Capital Outlay

Total cost to lease

General liability insurance	\$20,000.00	Annual cost
-----------------------------	-------------	-------------

TOTAL FACILITIES COSTS

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
2019	2020	2021	2022	2023	2024	2025
0	6,500	11,000	15,000	19,000	23,000	23,000
\$0	\$32,500	\$55,000	\$75,000	\$95,000	\$115,000	\$115,000
\$0	\$6,500	\$11,000	\$15,000	\$19,000	\$23,000	\$23,000
\$0	\$6,500	\$11,000	\$15,000	\$19,000	\$23,000	\$23,000
\$0	\$45,500	\$77,000	\$105,000	\$133,000	\$161,000	\$161,000
\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
\$20,000	\$65,500	\$97,000	\$125,000	\$153,000	\$181,000	\$181,000

TECHNOLOGY & EQUIPMENT

ASSUMPTIONS

Copier (monthly lease rate)	\$400	Per month
	200	Students per copier
Desktop/laptop computer cost - Faculty	\$300	Per faculty member
Desktop/laptop computer cost - Students	\$0	Per student
Desktop/laptop computers - Students	6,000	Per grade level
Cart costs - Students	\$700	Per cart

Number of copiers needed		
Annual copier lease		
Copier - usage fee	\$6	Per student
New Desktop/laptop computer cost - Faculty	\$300	Per desktop/laptop
Desktop/laptop replacement cost - Faculty	3	Number of years use
New Desktop/laptop computer cost - Students	\$0	Per desktop/laptop
Desktop/laptop replacement cost - Students	3	Number of years use
Mobile laptop cart - students	1	Per grade level
Mobile Laptop cart replacement costs	4	Number of years use
FTE cell phone handset	\$0	Per handset
FTE Cell phones (monthly coverage)	\$0	Per month
Internet setup	\$1,000	Setup fee
Server	\$2,000	Per server
Classroom technology	\$1,100	Per classroom
Educational software	\$30	Per student
Technology Support Services	\$500	Per month
Internet and phone monthly service	\$300	Per month
Other Equipment (hardware costs, setup fees, security system)	\$1,000	Setup cost
Monthly equipment cost	\$50	Per month
Computer Hardware	\$0	Per FTE
Computer Software	\$100	Per FTE
Faculty furniture	\$150	Per FTE
Student furniture	\$120	Per new student

TOTAL TECHNOLOGY & EQUIPMENT COSTS

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
2019	2020	2021	2022	2023	2024	2025
	1	2	2	3	3	3
	\$4,800	\$9,600	\$9,600	\$14,400	\$14,400	\$14,400
	\$972	\$972	\$972	\$972	\$972	\$972
\$0	\$3,600	\$2,400	\$2,100	\$2,100	\$2,100	\$0
	\$0	\$0	\$0	\$3,600	\$2,400	\$2,100
	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0
	\$1,400	\$2,100	\$2,800	\$3,500	\$4,200	\$4,200
	\$0	\$0	\$0	\$0	\$1,400	\$2,100
\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$1,000					
	\$2,000					
	\$6,600	\$9,900	\$13,200	\$16,500	\$19,800	\$19,800
	\$4,860	\$7,290	\$9,720	\$12,150	\$14,580	\$14,580
	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
	\$1,000					
	\$600	\$600	\$600	\$600	\$600	\$600
	\$0	\$0	\$0	\$0	\$0	\$0
	\$1,200	\$2,000	\$2,700	\$3,400	\$4,100	\$4,100
\$0	\$1,800	\$1,200	\$1,050	\$1,050	\$1,050	\$0
	\$19,440	\$9,720	\$9,720	\$9,720	\$9,720	\$0
\$0	\$58,872	\$55,382	\$62,062	\$77,592	\$84,922	\$72,452

Las Vegas Collegiate Charter School

BUDGET SUMMARY

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	2019	2020	2021	2022	2023	2024	2025
Number of Students	0	162	243	324	405	486	486
Number of Employees	0	12	20	27	34	41	41
REVENUE							
DSA Funding	\$0	\$1,100,229	\$1,699,855	\$2,334,467	\$3,005,626	\$3,714,954	\$3,826,403
DSA Sponsorship Fee	0	(16,503)	(25,498)	(35,017)	(45,084)	(55,724)	(57,396)
State Special Education Funding	0	0	94,041	125,388	156,735	188,082	188,082
Title I	0	0	0	0	0	0	0
IDEA	0	0	0	0	0	0	0
Federal Breakfast Program	0	0	0	0	0	0	0
Federal Lunch Program	0	0	0	0	0	0	0
School level fundraising	0	0	0	0	0	0	0
R&E start-up funds	0	0	0	0	0	0	0
Other start-up funds	100,000	0	0	0	0	0	0
Student fees	0	0	0	0	0	0	0
Investment Income	0	0	0	0	0	0	0
Private fundraising (foundations, corporate)	0	0	0	0	0	0	0
Private fundraising (individuals)	60,000	60,000	60,000	60,000	60,000	60,000	60,000
TOTAL REVENUE	\$160,000	\$1,143,726	\$1,828,398	\$2,484,838	\$3,177,277	\$3,907,312	\$4,017,088
EXPENSES							
Salaries	\$0	\$508,000	\$853,870	\$1,183,964	\$1,533,096	\$1,894,231	\$1,951,058
Benefits	0	155,334	263,057	364,464	471,343	582,620	598,947
Part-Time Wages	48,500	0	0	0	0	0	0
Performance Bonuses	0	0	0	0	0	0	0
Payroll Services	0	2,400	4,000	5,400	6,800	8,200	8,200
General Operating Expenses	22,050	319,016	450,058	579,816	709,599	839,382	838,073
Transportation	0	0	0	0	0	0	0
Athletic Program	0	0	0	0	0	0	0
Facilities	20,000	65,500	97,000	125,000	153,000	181,000	181,000
Technology & Equipment	0	58,872	55,382	62,062	77,592	84,922	72,452
TOTAL EXPENSES	\$90,550	\$1,109,122	\$1,723,367	\$2,320,706	\$2,951,430	\$3,590,355	\$3,649,731

SURPLUS/(DEFICIT)	\$69,450	\$34,604	\$105,031	\$164,132	\$225,847	\$316,956	\$367,358
<i>Per student</i>		<i>\$214</i>	<i>\$432</i>	<i>\$507</i>	<i>\$558</i>	<i>\$652</i>	<i>\$756</i>
Ending Fund Balance	\$69,450	\$104,054	\$209,085	\$373,217	\$599,064	\$916,020	\$1,283,378

Projected Cash Flow Statement

2020-21

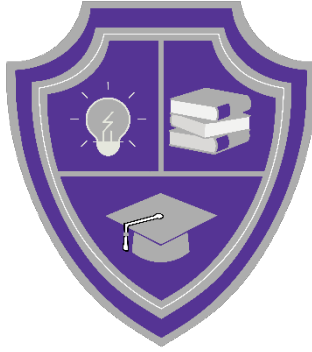
	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET	REVENUES PER BUDGET SUMMARY	VARIANCE
REVENUES															
DSA Funding		275,057			275,057			275,057			275,057		1,100,229	1,100,229	
DSA Sponsorship Fee		(4,126)			(4,126)			(4,126)			(4,126)		(16,503)	(16,503)	
State Special Education Funding															
Title I															
IDEA															
Federal Breakfast Program															
Federal Lunch Program															
School level fundraising															
R&E start-up funds															
Other start-up funds															
Student fees															
Investment Income															
Private fundraising (foundations, corporate)				6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	60,000	60,000	
Private fundraising (individuals)															
Total Revenues		270,932		6,667	277,598	6,667	6,667	277,598	6,667	6,667	277,598	6,667	1,143,726	1,143,726	
Total Revenues Y-T-D		270,932	270,932	277,598	555,196	561,863	568,530	846,128	852,795	859,461	1,137,059	1,143,726			
Percent of Revenues Y-T-D	.00 %	23.69 %	23.69 %	24.27 %	48.54 %	49.13 %	49.71 %	73.98 %	74.56 %	75.15 %	99.42 %	100.00 %			
													TOTAL PROJECTED BUDGET	EXPENSES PER BUDGET SUMMARY	VARIANCE
EXPENDITURES															
Salaries	21,167	42,333	42,333	42,333	42,333	42,333	42,333	42,333	42,333	42,333	42,333	63,500	508,000	508,000	
Benefits	6,472	12,945	12,945	12,945	12,945	12,945	12,945	12,945	12,945	12,945	12,945	19,417	155,334	155,334	
Part-Time Wages															
Performance Bonuses															
Payroll Services	100	200	200	200	200	200	200	200	200	200	200	300	2,400	2,400	
General Operating Expenses		15,951	15,951	31,902	31,902	31,902	31,902	31,902	31,902	31,902	31,902	31,902	319,016	319,016	
Transportation															
Athletic Program															
Facilities	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	5,458	65,500	65,500	
Technology & Equipment			11,774	11,774	4,415	4,415	4,415	4,415	4,415	4,415	4,415	4,415	58,872	58,872	
Total Expenditures	33,197	76,887	88,661	104,612	97,253	97,253	97,253	97,253	97,253	97,253	97,253	124,992	1,109,122	1,109,122	
Total Expenditures Y-T-D	33,197	110,084	198,746	303,358	400,611	497,864	595,117	692,371	789,624	886,877	984,130	1,109,122			
Percent of Expenditures Y-T-D	2.99 %	9.93 %	17.92 %	27.35 %	36.12 %	44.89 %	53.66 %	62.43 %	71.19 %	79.96 %	88.73 %	100.00 %			
Net Change	(33,197)	194,045	(88,661)	(97,946)	180,345	(90,587)	(90,587)	180,345	(90,587)	(90,587)	180,345	(118,325)	34,604	34,604	
Net Change Y-T-D	(33,197)	160,847	72,186	(25,760)	154,585	63,999	(26,588)	153,757	63,171	(27,416)	152,929	34,604			
Percent of Net Change Y-T-D	(95.94)%	464.82 %	208.61 %	(74.44)%	446.73 %	184.95 %	(76.83)%	444.34 %	182.55 %	(79.23)%	441.94 %	100.00 %			

Projected Cash Balance

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET	NET CHANGE PER BUDGET SUMMARY	VARIANCE
Net Change in Cash (F/B)	(33,197)	194,045	(88,661)	(97,946)	180,345	(90,587)	(90,587)	180,345	(90,587)	(90,587)	180,345	(118,325)	34,604	34,604	
Begin Cash Balance(F/B)	69,450	36,253	230,297	141,636	43,690	224,035	133,449	42,862	223,207	132,621	42,034	222,379	69,450	69,450	
End Cash Balance (F/B)	36,253	230,297	141,636	43,690	224,035	133,449	42,862	223,207	132,621	42,034	222,379	104,054	104,054	104,054	

WEIGHTED
Estimated 2018-19 Rates

		Outside				
County District	DSA	Revenue	Total	Enrollment	Subtotal	
Carson City	\$ 7,193	\$ 1,053	\$ 8,246		\$ -	
Churchill	\$ 7,202	\$ 1,173	\$ 8,375		\$ -	
Clark	\$ 5,779	\$ 1,013	\$ 6,792	432	\$ 2,933,945	
Douglas	\$ 6,334	\$ 2,723	\$ 9,057		\$ -	
Elko	\$ 8,129	\$ 1,310	\$ 9,439		\$ -	
Esmeralda	\$ 21,776	\$ 7,784	\$ 29,560		\$ -	
Eureka	\$ 14,487	\$ 21,820	\$ 36,307		\$ -	
Humboldt	\$ 7,379	\$ 1,977	\$ 9,356		\$ -	
Lander	\$ 4,904	\$ 4,529	\$ 9,433		\$ -	
Lincoln	\$ 10,907	\$ 1,329	\$ 12,236		\$ -	
Lyon	\$ 7,487	\$ 936	\$ 8,423		\$ -	
Mineral	\$ 9,725	\$ 1,475	\$ 11,200		\$ -	
Nye	\$ 8,278	\$ 1,469	\$ 9,747		\$ -	
Pershing	\$ 9,261	\$ 2,606	\$ 11,867		\$ -	
Storey	\$ 8,283	\$ 6,398	\$ 14,681		\$ -	
Washoe	\$ 5,737	\$ 1,245	\$ 6,982		\$ -	
White Pine	\$ 8,324	\$ 1,634	\$ 9,958		\$ -	
Multi-District	\$ 6,792			432.0	\$ 2,933,945	



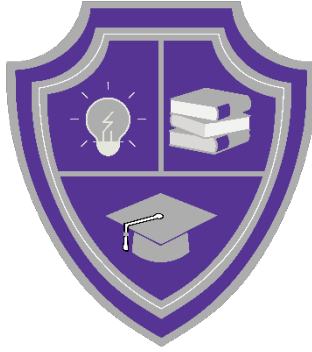
**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 17

**EMO/CMO/Replication School
Historical Financial Documents**

ATTACHMENT 17: Replication School Historical Financial Documents

Attachment 17 is not applicable to this proposal. As a proposed K-5 charter school, Las Vegas Collegiate is a Fresh Start charter school.



**LAS VEGAS COLLEGIATE
CHARTER SCHOOL**

ATTACHMENT 18

**EMO/CMO/Replication School
Achievement and Audit Data**

ATTACHMENT 18: Replication School Achievement and Audit Data

Attachment 18 is not applicable to this proposal. As a proposed K-5 charter school, Las Vegas Collegiate is a Fresh Start charter school.