

Attachment 1–Letters of Community Support/Partnership



The Public Education Foundation

Because young minds matter

July 11, 2019

To Whom It May Concern

The Public Education Foundation is pleased to write a letter of support for the approval of Nevada Strong Academy's application to open a public, tuition free charter school. For nearly three decades, we have brought transformational change in teaching, learning, and education leadership to Nevada's public schools. We envision working hand in hand with Nevada Strong Academy as a partner in developing solutions that will execute our shared mission of continuing to improve public education in our city and state in impactful and measurable ways.

Soner Tarim, Ms. Dawson Owens and The Public Education Foundation all share the mission and vision of providing the very best, high quality education to all students. We look forward to partnering with Nevada Strong Academy, in sharing best practices and teacher training, utilizing what has been successful across the country, and in collaborating to increase the impact across all our local schools and leaders.

Nevada Strong Academy is positioned with a strong board, a committed and knowledgeable local leader, who has just completed our Executive Leadership Academy, as well as with a partner who has a proven, successful track record founding over fifty schools. There is no doubt that this team, working together, will be able to impact educational outcomes here in our community.

The Public Education Foundation looks forward to the approval of Nevada Strong Academy's Charter application and the opportunity to engage together as community partners in improving and championing public education throughout our combined, continuous innovative endeavors.

If you have any questions or need additional information, please do not hesitate to contact me.

Sincerely,

Judi Steele
President and CEO

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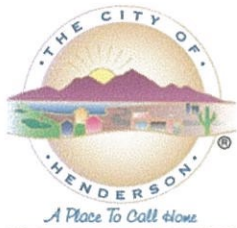
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4350 South Maryland Parkway
Las Vegas, NV 89119

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theped.org



CITY OF HENDERSON

240 Water Street
P.O. Box 95050
Henderson, NV 89009

July 8, 2019

Subject: Recommendation for Nevada Strong Academy Charter School

To Whom It May Concern,

As the Mayor of Henderson, and as a parent, I have a firsthand appreciation of the long-term benefits associated with children receiving a high-quality education. Our city's government is focused on creating equitable schools, bridging opportunity gaps where they may still exist, and improving the quality of education in every school in Henderson. I am very pleased to provide my support for Nevada Strong Academy's charter application to operate a high-performing public school. Nevada Strong Academy's mission to prepare students to be college and career ready will be achieved by transforming the educational experience of students in the heart of Las Vegas.

Nevada Strong's lead founder, Ms. Annette Dawson Owens, brings the expertise, energy, innovation and inspiration needed to raise the bar in school achievement while maintaining a joyful learning environment. Ms. Dawson Owens' work experience, her recent Public Education Foundation Executive Leadership Academy training, a Masters in Curriculum and Instruction, and a Masters in Administration, as well as her devotion to education over the last 25 years, provide an extremely strong foundation for successfully addressing the challenge of educational reform in Las Vegas.

I have personally witnessed Annette's devotion and commitment to education over the past years in our public schools as well as in her capacity as a member of Henderson's Community Education Advisory Board (CEAB). Because of her long-term commitment and service to students and our community, I personally nominated her for one of two available seats on our CEAB.

If approved, I have no doubt that as an organization Nevada Strong Academy will demonstrate this same level of commitment and a willingness to become deeply engaged in their host community to fully appreciate the unique characteristics and needs of its students and families. I am confident that Nevada Strong Academy, under the guidance of its Board and Ms. Dawson Owens, will be successful in creating a high quality public education option that prepares students to be successful in college and their careers.

Please don't hesitate to contact me via e-mail at debra.march@cityofhenderson.com or by phone at 702-267-2085 should you require additional information.

Sincerely,

Debra March
Mayor

JIM GIBSON
Commissioner



Board of County Commissioners

CLARK COUNTY GOVERNMENT CENTER
500 S GRAND CENTRAL PKY
BOX 551601
LAS VEGAS NV 89155-1601
(702) 455-3500 FAX: (702) 383-6041

June 12, 2019

RE: Nevada Strong Academy Charter School

To Whom It May Concern:

This letter serves to summarize my support of proposed Nevada Strong Academy Charter School, Annette Dawson Owens, Soner Tarim, and their proposed board of directors, as they apply to open Nevada Strong Academy, a public charter school.

As a long-time Las Vegas Valley resident and public servant, I have witnessed, firsthand, the benefits of students receiving a high-quality education. Creating educational equity for all is not only our responsibility, but benefits our community as a whole. Students need access to a good school, a quality education and a supportive community. Nevada Strong's mission is to educate every student to be prepared for college, career and a life of opportunity.

Ms. Dawson Owens has advocated and been actively involved in education endeavors over the last twenty years. She has access to a vast network of connections in the community. Her work ethic, passion for student achievement and commitment to serve an underserved population is well documented. In addition, Dr. Tarim has a similar history, plus a proven track record of success in leading over 50 schools, has received numerous national recognitions, and is well known for pioneering STEM education in his schools.

These, among many other factors, position this team for success in our valley and will serve to strengthen our work force development. I look forward to Nevada Strong Academy moving education forward, working together collaborating with the community and for the educational opportunities they will bring to our students.

Sincerely,

JAMES B. GIBSON
Clark County Commissioner
District G

KEITH F. PICKARD

SENATOR
District No. 20



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Member

Education
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Legislative Operations and Elections

State of Nevada Senate

Eightieth Session

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Henderson, Nevada 89052-3953
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(702) 910-4303 Fax
E-mail: keith@pickard4nevada.com

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Carson City, Nevada 89701-4747
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(775) 684-1400
Fax No.: (775) 684-6522
Email: Keith.Pickard@sen.state.nv.us
www.leg.state.nv.us

July 9, 2019

RE: Nevada Strong Academy
Letter of Support

TO WHOM IT MAY CONCERN:

As a sitting member of the Nevada Senate, I remain committed to find ways to improve the quality of educational opportunities for all Nevadans. It is axiomatic that children do best in educational settings that best match their learning styles and circumstances, and that's what I believe the Legislature should support. I've been asked to provide this letter in support of Nevada Strong Academy, which I gladly do.

I've known Annette Owens for many years and have always been impressed with her abilities, knowledge, and initiative concerning educational improvement. She has been engaged at both the ground and legislative levels, supporting different methods of providing better educational opportunities and experiences for Nevada's children. This endeavor is but another in that effort.

Nevada's children are in desperate need of better educational outcomes. I believe this is best achieved in an "all-of-the-above" strategy, including encouraging establishment of private and charter schools to meet the needs of Nevada's children - especially in areas of the state where the need is greatest. This is exactly what Ms. Owens and her team is attempting to do with Nevada Strong Academy. And I fully endorse the effort.

So, to the extent I can lend my voice to the many who support the establishment of Nevada Strong Academy, I'm happy to do so. If you have any particular questions, please feel free to reach out to me at my district office.

A blue ink signature of Keith Pickard, consisting of a stylized 'K' followed by a long, horizontal, wavy line.

Keith Pickard, Esq.
Nevada Senate District 20

Howard & Howard

law for business®

Ann Arbor

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direct dial: 702.667.4842

Mark J. Gardberg
Attorney

email: mg@h2law.com

July 12, 2019

Nevada State Public Charter School Authority (“SPCSA”)
Attention: Mark Modrcin
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

re: Letter of Support for Nevada Strong Academy (“NSA”)

Dear Mark:

As you know, Howard & Howard and I are extremely proud to represent over half a dozen charter schools in the State of Nevada, virtually all of whom are among the State’s top performing schools. It is an enriching practice area, in no small part due to the opportunity to cooperatively work with you and the SPCSA’s Executive Director, Board, legal counsel, Mr. Herrick, and extended team.

The purpose of this letter is to lend my full support to a charter school application being submitted by NSA, under the direction of its projected Executive Director (and educational and administrative dynamo), Ms. Annette Dawson Owens.

As you know from our dealings last autumn, I am already on record describing (i) Ms. Dawson Owens, (ii) her distinguished (and diverse) board, and (iii) their partner and collaborator, Dr. Soner Tarim, the founder and former superintendent of the Texas-based Harmony Public Schools group, as simply a “*dream team*.” With a Board including Dr. Carrie Buck and Mayor Andy Hafen, both of whom are well known to you, the breadth and depth of their collective experience is virtually unparalleled. In my dealings with Ms. Dawson Owens and the Board over the past year, I have been extremely impressed with their professionalism, experience, and flat-out drive to make this one of the most successful charters in Nevada history—while serving some of the most needy student populations in Nevada. If there is one charter applicant that best exemplifies the SPCSA’s current shift towards (i) academic excellence and (ii) serving economically disadvantaged, racially- and ethnically-diverse communities, it is this one. I am, in short, honored to recommend them for approval.

As you know, I have been assisting NSA with its legal affairs for approximately a year now. Upon its application being approved, I hope to continue representing the school, thereby reassuring the SPCSA that NSA will (i) follow good governance practices and (ii) understand and comply with (among other things) its Charter and Bylaws, NRS Chapter 388A and its regulations, the Open Meeting and Public Records Acts, local government public procurement rules, and so forth.

If you have any questions or comments about this letter or NSA generally, please do not hesitate to contact me. Thank you so much for your time and efforts.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Mark J. Gardberg', written in a cursive style.

Mark J. Gardberg



June 14, 2019

To Whom It May Concern:

I have witnessed Annette Dawson Owen's devotion to education over the past 25 years in our public schools. I know firsthand the benefit of children receiving a high-quality education, and I am pleased to write in support of Nevada Strong Academy Charter School. Creating educational equity starts with a mission and vision for all learners. Nevada Strong Academy's mission of preparing students to be college and career ready is much needed, especially in the heart of Las Vegas.

Nevada Strong's Lead Founder, Annette Dawson Owens, brings inspiration, energy and knowledge needed to raise the bar for expectations in school achievement while providing joyful learning. Ms. Dawson Owen's work experience and training, including a Masters in Curriculum and Instruction, a Masters in Administration, as well as her devotion to students, makes her well prepared for the hard work of educational reform in Las Vegas, Nevada. Moreover, her partnerships within the STEM fields have provided innovation and will only help to bridge the gap in the vital areas of science, technology, engineering, and mathematics.

If approved, there is no doubt that Nevada Strong Academy will demonstrate commitment and willingness to become even more immersed in a community to fully comprehend its students and family needs. I am more than confident Nevada Strong Academy can provide a high-quality education to the families in Las Vegas, Nevada and that the board, together with Ms. Dawson Owens will do whatever it takes to provide a high quality option for students.

If you have any questions, please feel free to contact me; I can be reached at (702) 651-3598.

Sincerely,

Patricia Charlton
Vice President / Provost

PAC:jfk

June 18, 2019

To Whom It May Concern,

The purpose for this letter is to convey my support for the Nevada Strong Academy Charter School as it works to establish itself as a public charter school in Nevada. I write this letter from the perspective of a relative newcomer; I recently completed my fourth year of living in Nevada. I am a citizen who cares deeply about schools and children. I am in my 40th year of working in public education; included in this are a significant number years spent working in both K-12 schools and institutions of higher education. My current professional position has me serving as Dean of the School of Education at Nevada State College. In the remainder of this letter, I will share four key reasons why I am supportive of Nevada Strong Academy.

First, I have a very deep commitment to public education. I celebrate the central role that public education has played in our nation's commitment to maintaining a democratic government and society. Thomas Jefferson was among the first Americans that recognized the need for educating all citizens in a democracy. A strong system of universal education is a cornerstone for a successful democratic society.

Second, my commitment to public education is predicated upon a passionate desire to model and to also teach core democratic values within our educational systems. The Nevada Strong Academy has declared a goal of providing "all students" with an excellent public education. "All" is an exceptionally daunting concept but is also a key indicator of alignment with democratic theory. An effective education system in a democracy must aspire to realize the final phrase of the Pledge of Allegiance: "With liberty and justice for all." Providing families with education choices that allow them to find the best fit for their child is one example of how a democratic society might model the core democratic value of freedom.

Third, the four pillars of success for the Nevada Strong Academy align comfortably with key components of my philosophy regarding schools. I believe that great schools are positive, success-oriented places that are deeply embedded and also interwoven with the larger community. I also believe that teachers are difference makers and that students will rise to the level of expectations. The four declared pillars of success for the Nevada Strong Academy are as follows:

- High quality instruction
- Rigorous curriculum
- A fiercely positive school culture
- Community involvement

Fourth, I have had the opportunity to work with the proposed Executive Director for Nevada Strong, Annette Dawson Owens. We both are currently serving on the City of Henderson Community Education Advisory Board (CEAB). Ms. Owens is an experienced educator who has also devoted a significant amount of time pursuing advanced educational opportunities – including two Master’s degrees. Her training also includes training that is specifically focused upon preparing to lead a successful urban charter school. Beyond this, Annette is a vibrant individual who will bring great passion and enthusiasm to the work. I suspect that strength of leadership will be a key success factor.

Fifth, I have recently become more aware of the accomplishments of the co-founder of this particular charter school effort, Soner Tarim. Tarim is a pioneer of STEM education and also has a history of leading schools in Texas who are devoted to serving the most underserved student populations. I am confident that the focus of Tarim’s work is a great fit with what is most needed in southern Nevada.

In conclusion, I support the Nevada Strong Academy Charter School initiative. I believe in the vital importance of educating everyone in a democratic society. I believe that key premises of the Nevada Strong approach model core democratic values. I recognize that the four pillars for Nevada Strong are consistent with key beliefs I hold relative to effective schools. I appreciate the quality of individual that is playing a key role in the initial planning for the Nevada Strong Academy Charter School. Please do not hesitate to contact me if you desire additional information.

Sincerely,

A handwritten signature in dark ink, appearing to read "Dennis Potthoff", written over a horizontal line.

Dennis Potthoff
30 Stunning Summit Avenue
Henderson, NV 89002
Dennispotthoff75@gmail.com
(308) 224. 0160



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June 10, 2019

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James P.C. Silvestri

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

Dear Nevada State Charter Authority Board Members,

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

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

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

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

Thank you for your consideration of their application.

Respectfully,

Michael R. Marchese
Scout Executive/CEO

7220 S. Paradise Road
Las Vegas, Nevada 89119
Phone: 702.736.4366
Fax: 702.736.0641
www.lvacbsa.org

Prepared. For Life.™



One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

7/10/2019

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

Executive Director Feiden,

I am writing to support Nevada Strong Academy and its application to launch a new school, beginning in 2020. In community spaces over the last few years, we have had the privilege of working alongside Annette Dawson Owens and have seen her leadership in action and believe she has the capacity to continue as a phenomenal leader for children in our community in the capacity of school leader. Few people have the experience, connections, and belief in kids that Annette exemplifies.

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.

From conversations with Annette Dawson Owens, I am excited about their mission to prepare *all* students for high school, college, and life. Given the mission of the school and depending on the population of students served, Nevada Strong could be a strong fit as a potential placement school for TFA corps members, or as a school that TFA alumni may choose to be a part of, in upcoming years.

We look forward to working alongside Nevada Strong Academy in purpose of our shared purpose to provide excellent education for Las Vegas students.

Sincerely,



Sean Parker
Executive Director
Teach For America Las Vegas



AN AMERICORPS PROGRAM

315 West 36th Street, 6th Floor, New York, NY 10018 PHONE 212 279-2080 FAX 212 279-2081 www.teachforamerica.org
701 Bridger Avenue, Suite 750, Las Vegas, NV 89101 P 702-696-9059 F 702-696-0907 www.teachforamerica.org

To Whom It May Concern:

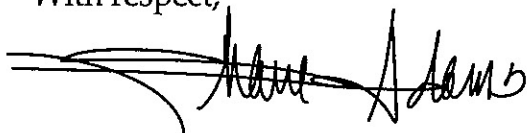
I am thrilled to recommend and offer my enthusiastic support for Annette Dawson Owens, particularly regarding Nevada Strong Academy Charter School. I have known Ms. Owens personally for over 40 years and have happily been corresponding professionally for the last 3 or 4. I can vouch for her character, brains, organizational acumen, and peerless work ethic. Her sheer gumption to bring the highest quality education to those lucky enough to be in the gravitational pull of her solar system cannot be overstated.

By way of introduction, I am a Nevada raised educator (Berklee College of Music, 15+ years) and have created award winning and nationally recognized music curriculums for entities including the Country Music Hall of Fame and Museum, RLegacy Productions, the NCAA, Nashville Arts Council, and the Nashville Classical Charter School. Over 250,000 students of all ages have participated and excelled in my courses. Ms. Owens and I have been developing a custom platform for use in her education adventures.

Nevada needs Annette's insightful, enthusiastic, forward thinking leadership to kickstart its rise from the doldrums of last place rankings of educational statehood.

It is easy to fill a page with glowing adjectives for Annette Dawson Owens, she is truly the real deal. I heartily advise you to strap yourself on to her rocket.

With respect,

A handwritten signature in black ink, appearing to read 'Shane Adams', with a long horizontal line extending to the left.

Shane Adams
President, Artist Accelerator
Berklee Online Founding Instructor
Twice Grammy Nominated Music Educator

Contact:
615-925-0232
shane@artistaccelerator.com

To Whom It May Concern:

It is a great pleasure for me to present you with my complete recommendation of Ms. Annette Dawson Owens' new proposed charter school of Nevada Strong Academy.

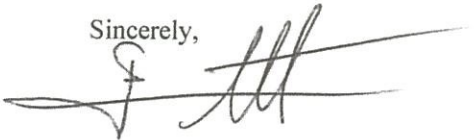
Ms. Owens is an exceptional educator and administrator with an experience from Kindergarten to twelfth grade. Without hesitation, Ms. Owens is a natural leader who leads by example.

Ms. Owens is also a dedicated educator. She can understand the core reasons of individual student failures; she can also motivate and deploy the faculty to improve underachieving students through various academic and social programs.

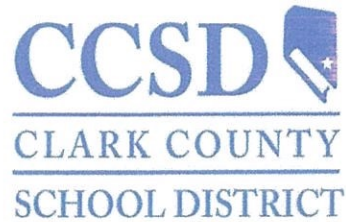
Ms. Owens is also very eager to engage with the greater educational community. Part of her fellowship program she started to establish a productive and mutually beneficial relationship with the local school district staff, various charter school leaders, and charter school associations like CSAN staff and administrators. Her diligent work of public relationships brought a brighter recognition of her proposed Nevada Strong Academy Charter School. This also helped her to form a strong and working school Board. Ms. Owens has an expansive potential for professional growth.

It is only fair to support her in a move that will undoubtedly bring many brighter opportunities for this talented teacher and administrator. In my final words, I would like to iterate that I recommend Ms. Owen's proposed college prep Nevada Strong Academy. Please do not hesitate to contact me if further information is needed.

Sincerely,

A handwritten signature in black ink, appearing to read 'E. Aydogdu', with a long horizontal flourish extending to the left.

Ercan Aydogdu
Executive Director and CEO
Coral Academy of Science Las Vegas
Eaydogdu@coralacademylv.org



To Whom It May Concern:

I am proud to say that I am a native from Las Vegas. I started kindergarten in 1969 at Robert E. Lake Elementary. I currently work as a Gifted Education Program Specialist for the Clark County School District. Annette and I have worked together on many projects in the classroom and outside of the classroom. Annette also taught with my daughter who teaches at a STEM charter school in Henderson. Needless to say I know Annette very well and Nevada Strong Academy has been her vision for many years. She is a very strong teacher and a good person.

We need Nevada Strong Academy because Annette Dawson Owens is involved with the school and she knows what our diverse community requires. Nevada Strong Academy would fill a void in our education system in meeting the needs of our English language learners and underserved gifted population in providing a quality education for kids in urban areas. Many of these students are not served well in our large public schools. The smaller school environment that would be provided by Nevada Strong Academy would help our most at-risk kids. All kids should have the opportunity to a free quality education that prepares them for the real world.

Annette is a strong leader who is caring, intelligent and resourceful. She is an active member of our community who has a passion for working with children. She is also very good at her job. I remember how she worked to set up a community garden and found about 75 volunteers to help build it over a weekend. Imagine how surprised the kids at the school were when they returned on Monday. I also remember her working at fundraisers to help one of her schools with budget deficits buy needed materials. My favorite memory of Annette is probably when she would help me with a student in kindergarten who had a severe learning disability. She would calm him and sometimes bring him over to her classroom. I worked with Annette on several projects and the time I've known her, she has worked with kids from preschool through high school in some capacity. She has worked with kids of all learning styles and abilities. One of my ELL and highly gifted students (IQ above 145) would tell me how he felt challenged in her 5th grade classroom and had fun learning. Annette would help her students use their academic knowledge and critical thinking skills to address community needs. I always loved how she would wear a different college shirt every week to get the kids excited about college.

I would like to recommend Nevada Strong Academy as a high quality school that will offer a diverse range of program options for our kids. Annette is a very experienced educator and administrator who knows the best indicators for student success. If needed, I will certainly offer any support that I can provide as a specialist in bilingual education and gifted/highly gifted education. Nevada Strong Academy will make Nevada's education system stronger!

Kind regards,

A handwritten signature in black ink, appearing to read "Jacqueline Ayala", is written over the printed name.

Jackeline Ayala

Bilingual Education Specialist

Gifted Education Program Specialist

Clark County School District

ALEX BYBEE

Dear Charter Authorizing Authority,

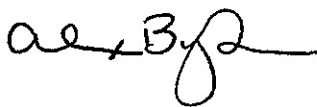
Please accept this letter of support for the authorization of Nevada Strong Academy (NSA). With a strong leader at its helm, the belief that great teachers are at the heart of great schools and a focus on character development for students, NSA is positioned to deliver on its mission to educate scholars to graduate from college and lead in their world.

I have come to know Annette Dawson Owens through shared professional networks in my various roles working to improve public education in Nevada. While at The Public Education Foundation, Annette and I collaborated on an initiative with the UNLV School of Medicine and The Center for Mind Body Medicine to bring a workshop to the community titled, 'Community Resilience: Tools for Moving Through and Beyond Trauma.' Annette demonstrated a passion and understanding for the importance of bringing education stakeholders to the table to understand how trauma informs the student learning experience. We need more leaders with a sensitivity to this work.

As more research continues to emerge on the importance of strong leadership in schools, Annette shines as an example. Her vision for Nevada Strong Academy will provide an environment where teachers will lead and students will thrive.

Thank you for your consideration of this letter.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Alex Bybee', with a stylized flourish at the end.

Alex Bybee





Glen Taylor Elementary School

"Home of the Titans"

"ALL ROADS LEAD TO KNOWLEDGE;
KNOWLEDGE LEADS TO SUCCESS"

Principal – Tara Doetch

Asst. Principal- Nicole Bryan

2655 Siena Heights Dr.

Henderson, Nevada 89052 (702) 799-6892

FAX 799-2276

To Whom It May Concern,

I have had the great pleasure to work alongside Annette Dawson Owens since 2009 in many different capacities. In all the experiences we have shared together in education, she has exemplified her passion for student success through a positive productive school. She has both been an educator and volunteer with the focus on making the educational process the best we can for kids to prepare them to be college and career ready.

In our first meeting, I worked alongside Mrs. Dawson Owens when she was a fourth grade teacher at Lamping Elementary. She entered into the position with such excitement to teach a new grade level, experience new curriculum, and new students. Years later I had the opportunity to hire Mrs. Dawson Owens as a fifth grade teacher specializing in math. She again accepted the challenge and was a welcome addition to the fifth grade team. As her supervisor, it was very evident, she was focused on reflective teaching practices and continued professional development. Mrs. Dawson Owens' focused on differentiated instruction to ensure students received engaging curriculum.

Mrs. Dawson Owens was dedicated to making positive relationships with both students and families to ensure consistency and student success, as a 5th grade teacher at Glen Taylor. She volunteered to chair internal school committees such as expanding the school garden to improve the school STEM curriculum and worked collaboratively with her 5th grade team. Mrs. Dawson Owens accomplished tasks with initiative and a optimism and I enjoyed having her for the short time she was on the Glen Taylor Staff.

As an active member of the Glen Taylor parent community, Mrs. Dawson Owens has volunteered in many capacities over the last 6 years I have known her. She is vested in making Glen Taylor successful for all students. She was part of the initiation of the School Organizational Team at Glen Taylor and has assisted in advising Administration on many items such as school planning. She was integral piece of the committee in choosing new administration and continuing to consult on the changes needed to continue Glen Taylor's Excellence.

I am confident about recommending Annette Dawson Owens to lead the Nevada Strong Academy. With her expertise, dedication, and the board's guidance, Nevada Strong Academy will be a success. If you have any further questions with regards to her background or qualification, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Tara Doetch". The signature is fluid and cursive, with the first name "Tara" and last name "Doetch" clearly distinguishable.

Tara Doetch

Principal

Glen Taylor Elementary

To Whom It May Concern;

Being extremely involved parents in the school community, I am glad to give a strong recommendation for Ms. Annette Dawson-Owens in her potential new role in your organization. At a school with many excellent educators, Ms. Dawson-Owens stood out.

In the year that she was our sons' teacher for Mathematics, I have observed the following work habits:

Since Kaden and Ethan, our sons, have entered school (8 years ago), Ms. Dawson-Owens has been one of the most responsive teachers we have had the privilege of working with. Regardless of the form of communication: emails, phone calls, or parent-teacher meetings, Ms. Dawson-Owens answered all of our questions quickly, with no delay.

Above all, Ms. Dawson-Owens demonstrated a willingness to modify her teaching methods based on her class's needs and personalities, with no "ego" on her part about preferred teaching methods. As a mother of a child with an I.E.P. and 504 plan in place, it was a wonderful change of pace in comparison to other educators we have had previously. Her methods of teaching vary from class to class, but always the absolute best for each student.

The last point, in my opinion, is what sets Ms. Dawson-Owens above many of her contemporaries. Ms. Dawson-Owens truly makes a commitment to every child and every family she has in her classroom. She works with each child independently and communicates with families to see that the student's reach their full potential. This love and passion for the students is evident in every task she undertakes. She is a phenomenal educator and a compassionate person who will only better any organization she is a part of.

Again, I recommend with no reservations, Ms. Dawson-Owens and founding Nevada Strong. Thank you very much.

Thank you,

A handwritten signature in cursive script that reads "Jenelle English".

Jenelle English

Jenelle.c.english@gmail.com

To Whom It May Concern,

I am writing this letter in support of Annette Dawson Owens as an educator and leader and in support of Nevada Strong Academy. The mission of Nevada Strong Academy is to educate students to graduate from college and lead in their world. There is no better leader to do this work than Annette.

I have known Annette over the past several years and identified her to coworkers as a rare find, an exemplary leader, and one individuals want to emulate. Having taught for over 41 years, 18 of which were in the district, and having been an award winning teacher for students' math scores, Ms. Dawson Owens and I share the same passion for learning.

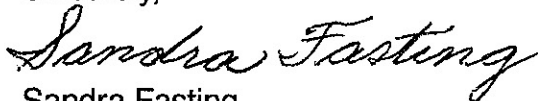
I observed Annette take the most difficult class of students and make the year one of academic success despite the struggles she was presented with when teaching students with so many various challenges. She was able to deliver academic achievement and scores that were exemplary and which few would have been able to attain.

Annette is a bridge builder, an individual teachers respect and desire to work with and for in this wonderful field of education. She was an asset to every school she taught at and was greatly missed when she left by both staff, students and families.

I have no doubt Ms. Dawson Owens will take the same enthusiasm and success she brought to her classroom and transform it to the entire school. She is a resourceful, hard worker and knows how to deliver results for students.

It is without hesitation that I recommend and endorse Nevada Strong Academy as an excellent education option for students in our valley.

Sincerely,

A handwritten signature in cursive script that reads "Sandra Fasting". The signature is written in black ink and is positioned above the printed name and title.

Sandra Fasting
Retired Educator

Michael Johnston



To Whom It May Concern:

It is my pleasure and without hesitation to share my support for Nevada Strong Charter. The children in this community should and must be provided a quality education, for we know, their success in life depends on it.

There is a real concern that a large number of our students are being left behind, through no fault of their own or their parents.

Nevada Strong Charter's mission and vision is clearly stated and outlined in their professional and substantive proposal. A carefully selected board has been assembled to ensure that the school's goals, as they relate specifically to student achievement, parental involvement and regulatory compliance are met.

Nevada Strong Charter is committed to maintaining smaller classes, for the purpose of meeting the individual needs (i.e., students with disabilities, second languages, social/emotional) of its students.

The leadership is eager to form many partnerships in the community in order to create a lasting and positive impact for our students.

Please do not hesitate to call for any additional information.

Cordially,

A handwritten signature in dark ink, appearing to read "Michael Johnston".

Michael G. Johnston

Chapter Chair

SCORE Las Vegas

To Whom It May Concern,

When we relocated to Henderson, Nevada four years ago the education system was one of our main concerns for our four kids. We researched and looked at the different schooling options and ultimately ended up being in a school that lead to Annette teaching my son math and being his coach in run club during his 5th grade year.

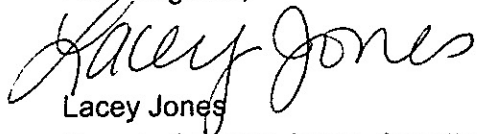
That year I saw as my son's confidence grew and his attitude towards math improved. He once told me that even in Ms. Dawson-Owens taught English he would have liked it. To understand the magnitude of that comment you need to know that English has always been his lowest scoring subject and his biggest struggle. For him to say Annette was such a good teacher he would even like English was a big compliment. He enjoyed her class because she encouraged him and listened to him. Everything Annette does in her classroom is about what is best for her students, individually. This individual aspect is one of the many magical talents of Annette.

In talking with Annette and watching her interact with students you can tell that individual education is a passion of hers. She has researched and put her heart and soul into finding a way to have each and every child be successful. As a parent I am so grateful for educators that put this much effort and love into helping our children.

When I saw that Nevada Strong Academy was turning into a reality I couldn't have been more excited. I know that this will provide a high quality education with a diverse range of programs so each student will find their place and have options for what fits them best.

My son and I both have the highest of respect for the time, energy, effort and heart that Annette has put into Nevada Strong Academy and I am willing to provide any support that I can as a parent. Nevada needs an option like this to make the education system stronger than ever before. M

Kind Regards,

A handwritten signature in cursive script that reads "Lacey Jones".

Lacey Jones

Parent of James Jones, Annette's Student

Re: Nevada Strong Academy, Letter of Support

To Whom It May Concern:

I am the founder of Education Elements, a nationally recognized education consulting company serving over 600 schools globally. In my current position, I am able to visit with the leadership teams of hundreds of schools a year. Based upon this experience, I've been incredibly impressed by the vision and energy of Annette Owens, the founder of Nevada Strong Academy.

In getting to know Ms. Owens over the course of the past year, I've been impressed by her ability to see the vision for the future of education. This vision includes a new operating model for how educators work and a refined understanding how students need to be prepared for the future. I think it is critical that Nevada Strong Academy has an opportunity to offering education opportunities in the communities they serve. I anticipate that they will be a lighthouse for other schools to learn from.

I support the approval of Nevada Strong Academy. As an expert in personalized learning and school models, I'm confident that the leadership team will create an education environment that is cherished by the community. I can be reached at [REDACTED] if you have further questions.

Sincerely,



Anthony Kim
CEO
Education Elements
999 Skyway Road, Suite 325
San Carlos, CA 94070



To Whom it May Concern,

As a founding board member of a charter school opening in less than 3 weeks, I have seen how difficult and exciting it is to open a new school. There are constant challenges when building something from scratch. I can safely say that after seeing Annette Dawson Owens and her founding Board members in action over the past 12 months, they have the skills, background and tenacity to create something amazing where once there was nothing.

Nevada Strong Academy will be a wonderful addition to the Las Vegas educational ecosystem. The mission to help students who are most in need is admirable, ambitious, and also necessary. So many Las Vegas students are under-prepared for high school and any type of continuing education. Anette and her team want to change that, and I am confident that Nevada Strong Academy will become a source of pride, inspiration and growth for the students who are lucky enough to attend. Nevada Strong Academy will absolutely change lives for the better!

I am always looking for new ways to help push the envelope of education and give students additional choices to pursue and reach their dreams. As an executive in an advanced technology company focused on Artificial Intelligence, one of the most difficult things to do is build amazing human intelligence through education. I travel around the country and hire new graduates from the finest universities in the country (Stanford, MIT, Carnegie Mello, Cornell, Berkeley etc.) and I am always surprised at how unprepared students are for life and continued learning even when graduating from the best schools. One of the things I find so refreshing and exciting about Nevada Strong Academy is the focus on not just learning facts and figures, but more importantly on giving kids the tools to learn how to learn.

As a society, one of the best things we can ever give our children is to teach them to enjoy learning, be good at it and embrace a lifelong journey where they never stop reaching and never stop growing. Nevada Strong Academy will give students a better chance to dream bigger and be bolder than they ever thought was possible. I am excited to eventually meet some of these students. I won't be surprised to hear Nevada Strong was where they started.

I wholeheartedly endorse Annette Dawson, the founding Board, and Nevada Strong Academy!

Please don't hesitate to contact me by email at m@aifoundation.com or by phone at 213-440-4700 for any additional information.

Sincerely,

Rob Mallery
Vice President of Talent
Artificial Intelligence Foundation



To Whom It May Concern,

We met Annette Dawson Owens 24 years ago when we moved to Las Vegas and our oldest daughter was registered in Ms. Dawson Owen's Nate Mack kindergarten class. Annette is a beautiful person with expert skills and abilities as a teacher of young children; we had a terrific year. That was the beginning of a great formal education journey with our six children. We attended great schools, were taught by many talented and caring teachers, and were able to succeed and excel opening doors of opportunity for the future.

As a physician in the Las Vegas Area I see people struggling to help their families succeed. I see parents striving in the workplace to provide for their children, many times working all night getting home just in time to get kids to school. They need the support of caring teachers and strong schools to teach their children reading and language and science and math and art and music—an education that will open to them all of the opportunities that are available and help them accomplish their dreams.

Establishing Nevada Strong is an unselfish endeavor to meet this great need in our city, to serve under-privileged students and families so that all can be connected and find their potential. Annette Dawson Owens is truly special in her desire to help children of all socio-economic demographics. She doesn't just say, "I'm fine. My family is fine. Whatever might be lacking elsewhere is not my problem." No, she feels so strongly about the success of all children that she is willing to take on this monumental task to open Nevada Strong.

Our son James passed away in May of this year. He was an excellent student, a lover of literature and poetry, and a creative genius in music and art. Through the experiences of his life he developed a deep compassion for people who struggle, wanting very much to help them succeed. We would be thrilled for an opportunity to make a memorial at Nevada Strong honoring our son and his devotion to education. James loved kids and valued their potential. He inspired them, in his engaging way, to explore and value themselves and their true goals especially in the areas of art, literature, and music where he had so much passion.

James would want all kids, especially those who struggle, to know their value and realize their ability to impact the world. He would say, "Anyone can do it, YOU can do it! This is about YOU and your creativity."

By collaborating with Annette Dawson Owens and Nevada Strong we could accomplish this and design an incredible, rich library which would also house James' original children's books. We might create a maker space, a student centered area for connecting with others and exploring talents. We are excited to partner with Nevada Strong and honor James' memory.

Thank you for your consideration.


Mike and Deanna Messina

EDUCATORS UNLIMITED

Dr. Larry R. Moses



Subject: Recommendation for Nevada Strong Academy Charter School

To whom it may concern:

In the interest of equity in educational opportunities in Clark County, Mrs. Annette Dawson Owens is presenting an application to establish a charter school as part of the Nevada Achievement School District. The mission of the school is to present students with an opportunity to attend a high performing K- 12 public school whose goal is to educate students whom upon completion are college or career ready.

Mrs. Annette Dawson Owens is a highly qualified experience educator. I first met Mrs. Annette Dawson Owens while serving on the Technical Advisory Committee for the Reorganization of the Clark County School District and on a sub Committee on the reorganization. I was highly impressed by the educational knowledge and expertise she displayed during her testimony before of these committees. Mrs. Annette Dawson Owen has a Master's Degree in Educational Administration, and a Master's Degree in Curriculum and Instruction. I believe she is well qualified by experience and education to create a successful educational setting for all children fortunate enough to become students at the Nevada Strong Academy Charter School.

I believe any association that includes a school designed and maintained by Mrs. Annette Dawson and the administrators and teachers she selects will find it to be a benefit to that organization. I can recommend the approval of this charter school through the Nevada Achievement School District without reservation.

If you have any other questions, feel free to contact me at 702.540.7191.

Sincerely,

Larry R. Moses
Dr. Larry R. Moses

Isabel Pichon
Parent



To whom it may concern:

I am writing to recommend Mrs. Annette Dawson Owens, whom I have had the privileged of knowing for three years, and it is my honor to provide this letter on her behalf. Mrs. Owens was my daughter Isabella Pichon 8th grade teacher. Mrs. Owens hands on approach as an educator was apparent though my daughter enthusiasm and sheer desire to learn, which I contributed directly Mrs Owens passion for her students. I'm grateful that my daughter had the opportunity to see what an eminent teacher looks like.

Mrs. Owens is an exceptionally outstanding teacher. She gives 100 percent to all she does. When my daughter had her as a teacher she was amazing! She gave her time to the children, and always had new things to teach them. My daughter would come home with a fervent passion for learning the topic at hand. It was manifest to me, as a parent that Mrs. Owens was truly an impeccable teacher.

I have no doubt Annette Dawson Owens would be a valuable asset to your school and I give my highest recommendation. If I can provide any further assistance, do not hesitate to contact me at 702-847-9950 or pichonisabel7@gmail.com

Sincerely,

Isabel Pichon

Electronic signature: Isabel Picho



910 17th St NW Suite 1100 Washington, DC 20006

May 14, 2019

Nevada State Public Charter School Authority
9890 S Maryland Pkwy Suite 200B
Las Vegas, NV 89183

To Whom It May Concern:

Building Hope is proud to submit this letter of support for Nevada STRONG, a proposed public charter school with the mission to educate scholars in Kindergarten through 12th grade to graduate from college and lead in their world! Nevada STRONG, if approved will open its doors to serve all students, including special needs, English language learners, and gifted and talented students.

As a nationwide non-profit, we've partnered with public charter schools over the past 15 years to deliver the necessary support around facility financing, turnkey development and free technical assistance in a school's start-up years when support is so vital to the organization's success. Since 2003, we have invested over \$281 million dollars, supported over 273 projects- impacting 133,300 students nationwide.

We look forward to continuing our relationship with Nevada STRONG and the founding group throughout the school's development and growth. Building Hope strongly supports their application for a charter school and ask that you approve the application. Please feel free to reach out to us with any questions or feedback!

Sincerely,

Tom Porter
Vice President
Building Hope
(202) 457-1990



Colin E. Seale, Esq.

3651 South Lindell Road Suite D692
Las Vegas, Nevada 89103
Telephone (646)346-9258

To Whom It May Concern,

It is my pleasure to enthusiastically issue my support and excitement in support of the application for Nevada Strong Academy because this school is the right model at the right time being led by the right person to give our students an option that currently does not exist.

Nevada Strong's model is undoubtedly a model our families and students are craving, and there could not be a better time for this type of school to exist. We hear too often about the gaps in our educational system that are limiting our students and their ability to be competitive in the rapidly changing 21st century workforce. This is why Nevada Strong's focus on rigor for all students, and unique desire to push students toward financial literacy and a strong commitment to positively impacting their own communities not only excites me for what options Nevada Strong students will have today, but what incredible work they will be able to develop and sustain in their communities in the future.

Powerful ideas mean little without the right leaders in place to execute these ideas. And Annette Owens is uniquely qualified to make Nevada Strong's vision a reality. And it's not just because Annette completed the rigorous selection process and program of the Building Excellent Schools Fellowship or because Annette is credentialed as a Nevada administrator and has been an amazing classroom educator. She also has a unique knowledge of what the full scope of student learning looks like inside and outside of the building through her experience as a leader in youth sports and youth outdoor learning and service programs. When we think about what 21st century success truly requires, Annette's leadership of Nevada Strong is going to provide a unique opportunity for students from all walks of life to experience a rigorous educational program while also growing the social-emotional, communication, collaboration, and critical thinking skills that will be in high demand in our future workforce.

And I am not alone in my enthusiasm. Annette has done an amazing job spreading their word to get powerful community allies who can help spread the word of Nevada Strong's model. So I wholeheartedly support the Nevada Strong Academy's application and look forward to working with them as community partners if their application is successful.

Sincerely,

Colin E. Seale

To Whom It May Concern,

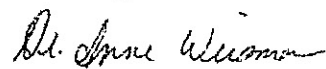
As a native Las Vegas, I have witnessed the struggles of our school district throughout my lifetime. I know the opportunities and benefits education brings to our youth. I am pleased to write this letter of support for Nevada Strong Academy Charter School. Educational equity is a mission and vision for the state and Nevada Strong Academy's mission is aligned with this and in critical need at this time.

Nevada Strong's Lead Founder, Annette Dawson Owens, brings a wealth of knowledge and commitment as well as connections to the community. She takes the time to listen and understand problems and is a bridge builder coming up with solutions. I have been able to work with her discussing and implementing training for dealing with trauma here in Las Vegas. We know most individuals will have experienced trauma, with varying degrees of severity, over the course of their lifetime. Ms. Dawson Owens is sensitive to this and acutely aware of the need to address the whole child for learning to occur most effectively.

Ms. Dawson Owens' has a wealth of local educational experience from kindergarten through twelfth grade, a Masters in Education from UNLV, a Masters in Administration from Sierra Nevada College and teaching experience in both district and charter schools. This, in addition to her fellowship, allows her to study high performing schools nationwide and creates a strong positioning for her to lead a school. I know that she has thoughtfully assembled a board that will help Nevada Strong deliver on the mission to prepare all students for college and career and that every decision she makes is based on how to best serve students. For all of the above reasons, I am recommending Nevada Strong without hesitation.

Feel free to contact me for any further information.

Sincerely,

A handwritten signature in cursive script that reads "Dr. Anne Weisman".

Dr. Anne Weisman

Attachment 2–Leadership team job descriptions

Job Description: Academic Dean

Our Academic Deans are experts in their subject areas and grade levels. They, along with our school leader, are responsible for ensuring that the academic needs of our students are being met. Academic Deans are mentors for teachers and assist the school leader with the overall operations of the school.

Qualifications and Competencies

- Bachelor's degree required; graduate degree preferred
- Demonstrated leadership in urban education.
- Strong communicator with adults and children.
- Able to coach teachers in use of data, lesson planning, curriculum building, action planning, and execution.
- Knowledge of elementary curriculum with particular knowledge of literacy development.
- Deep knowledge and understanding of curricular resources and programs, including the Common Core.
- Ability to work collaboratively and problem solve proactively.

Responsibilities

- Represent the mission and vision of Nevada Strong
- Mentor teachers on creating course scope and sequences, lesson plans, delivery of instruction, data analysis, and student engagement.
- Maintain positive parent and community relationships.
- Promote implementation of character development curriculum.
- Conduct weekly observations and coaching meetings with teachers.
- Use restorative practices to redirect students if/when necessary.
- Participate in additional activities including field trips, intensive academic support sessions, and other required programs as needed throughout year to best serve our children and community.
- Other duties as required to assist the School Leader with the overall responsibility of running Nevada Strong

Compensation: We offer a competitive salary and compensation package including comprehensive health benefits.

Job Description: Director of Operations

The Director of Operations is charged with managing the operational side of the school, from financial management to vendor relationships to facility operations, as well as managing and maximizing the impact of the office managers and operational staff.

Qualifications and Competencies

- Bachelor's degree required; graduate degree preferred.
- 2 to 5 years of work experience, preferably in education and/or business or operations management.
- Demonstrated management and leadership skills
- Strong project and time management skills; ability to effectively backwards plan, multi-task with great attention to detail, and deliver consistent and timely result.
- Highly organized and efficient.
- Financial background; ability to manage the school finances and report out on school finances to the school leader on daily, weekly, monthly basis. This will be done in concert with a third party vendor.
- Ability to research and select the most competitive and efficient outside vendors to support the school.
- Ability to establish and implement operational best practices at start-up school.
- Ability to coordinate facilities upkeep.
- Ability to problem solve and think creatively about establishing systems and structures for a new school.

Responsibilities

- Represent the mission and vision of Nevada Strong
- Ensure that the school is prepared for emergencies by conducting all drills and training staff on emergency plans.
- Secure supplies for school, including furniture, curricular orders.
- Financial monitoring and reporting.
- Establish and monitor vendor relationships.
- Establish and monitor systems within the school for supplies, finances, vendors, etc.
- Manage and ensure safe and timely transportation of students.
- Oversee facilities issues, including maintenance, managing staff/vendors, aesthetics, shared space agreements, and campus safety.
- Establish and maintain communication with food service vendor.
- Up to date financial statements and record keeping in compliance with GAAP.
- Regular reporting to Governing Board on school financial status.
- Other duties as required to assist the School Leader with the overall responsibility of running Nevada Strong

Compensation: We offer a competitive salary and compensation package including comprehensive health benefits.

Job Description: School Leader

The School Leader is charged with managing all aspects of Nevada Strong and is tasked with the overall success of the organization. The School Leader is responsible for all academic, fiscal, and operational aspects of Nevada Strong, in addition to other areas identified by the Governing Board. The School Leader is responsible for all school-based decisions. He/she is responsible for inspiring staff and students and is charged with implementing the mission and vision established by Nevada Strong.

Qualifications and Competencies

- Bachelor's degree required; graduate degree preferred.
- 2 to 5 years of work experience, preferably in education and/or business or operations management.
- Demonstrated management and leadership skills of both students and adults
- Exceptional communication skills
- Visionary. Leader. Ability to inspire others and build a culture of success.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

Responsibilities

- Represent the mission and vision of Nevada Strong
- Ultimately responsible for all performance results at Nevada Strong
- Manage relationship and communication with the Board
- Final decision maker on campus level decisions
- Create and foster a school culture that is inclusive for all staff and families.
- Draft and provide evaluations for all staff members.
- Develop and adapt educational program, including the school's curriculum.
- Lead professional development sessions for all staff members.
- Present the Board with contractual options for operational decisions in consult with the Head of Operations

Compensation: We offer a competitive salary and compensation package including comprehensive health benefits.

Attachment 3–Resumes and student achievement data for school leader

Soner Tarim, Ph.D.
Founder
Harmony Public Schools and Royal Public Schools

Summary of Qualifications

- Established first Harmony with 200 students in 2000. Currently, serving 36,000 students in 17 cities throughout Texas and one in Washington, DC.
- Established a central administration structure to serve and provide logistical services to all 54 Harmony campuses and 15 non-Harmony charters.
- Completed 8 different bonds financing totaling more than \$540 Million.
- Established largest annual international science fair event (I-SWEEEP).

Education

August 2002

Ph.D., Texas A&M University, College Station, Texas, USA.

Leadership Experience

March 2019 – Present

May 2017 – Present

February 2012 – October 2013

The Broad Academy

Pahara-Aspen Institute Fellowship

American Leadership Forum-Houston Chapter

Work Experience

October 2018 – Present

October 2018 – Present

October 2017 – October 2018

July 2000 – October 2017

Founder and CEO of Royal Public Schools

CEO of Unity School Services

Chief Advocate of Harmony Public Schools

Founder and CEO of Harmony Public Schools. HPS is a high performing K-12 public charter school network with 54 locations throughout Texas.

Teaching Assistant Coordinator. Organize, coordinate and oversee activities of Fundamentals of Ecology lab and teach graduate assistant how to conduct/teach science at the Department of Renewable Natural Resources, Texas A&M University. Graduate Assistant, **Research and Teaching**, Texas A&M University.

September 1997 – May 2000

January 1994 – August 1997

Professional Services

Certified Trainer

Certified by Texas Education Agency to train school board members, superintendents, school business officers, and school administrators.

Grant Reviewer

Nominated by the State Board of Educators to review competitive grants that are submitted to the Texas Education Agency

Professional Services

January 2019 – Present

September 2012– 2019

June 2013 – 2017

June 2005 – May 2012

July 1999 – July 2000

Board Member, International Leadership of Texas Charter School

Board Member (Treasurer), Texas Charter School Association.

Board Member, Family Services of Greater Houston.

Board Member representing charter schools, Region 4 ESC Houston, TX.

President and CEO, Cosmos Foundation Inc. Houston, TX.

Grants and Proposals Funded

Teacher Incentive Grant, 2016

\$26.7M grant to promote effective teaching through the development of human capital management systems and the use of performance-based compensation.

Race-to-the-Top District Grant, 2013

\$30M grant from U.S. Department of Education was received to fund significant effort to personalize learning for all students at the secondary school level.

T-STEM Grant

Over \$10M received to implement Texas-Science Technology Engineering and Mathematics (T-STEM) program in 14 Harmony Schools. The T-STEM initiative is sponsored by Texas Education Agency along with Gates, DELL, and the Communities Foundation of Texas foundations.

Publications

2015: Equity in STEM & STEM for All.
O. U. Celepcikay and S. Tarim

A book chapter in "A Practice-Based Model of STEM Teaching."

Non-print Educational Materials

Personnel and Student Handbooks

Prepared guidelines, rules and regulations for faculty/staff and students. The Personnel Handbook covers topics including but not limited to the code of ethics, hiring standards, job descriptions, pay and compensation, discipline, and termination.

BE/ESL Handbook

Prepared a Guideline (141 pages) regarding policies and procedure of the BE/ESL program.

Bio Soner Tarim

Dr. Soner Tarim is the founder of Harmony Public Schools and he has been an educational advocate for nearly 30 years, encouraging students in underserved communities to pursue learning in science, technology, engineering, and mathematics (STEM) fields. He is a driving force for STEM education throughout Texas and the United States. He brings decades of experience developing innovative educational programs for K-12 schools to Harmony, which has garnered state and national recognition for its high academic standards.

Dr. Tarim established first Harmony in August 2000 in Houston Texas and he was the first principal/CEO at Houston campus while serving 200 students. By 2017, Harmony has grown to 54 campuses and 34,000 students throughout Texas. During his 17 years of service as a CEO, Harmony has earned the reputation as one of the best charter schools in the country with many of its campuses recognized on prestigious high school rankings, such as U.S. News & World Report and Children-at-Risk. These successes have only increased demand for Harmony with nearly 24,000 students on its waitlist annually.

In 2017, under Dr. Tarim's leadership, Harmony was a finalist for the Broad Prize for Urban Education. The Broad Prize for Urban Education recognizes school districts and charters in urban areas for closing the achievement gap by improving academic performance of low-income and minority students. Dr. Tarim was also the recipient of the 2017 charter school Leader of the Year recognized by the Texas Charter School Association. TCSA recognizes charter leaders that advocate for charters at the state and national level, have successfully replicated high performing charters that are innovative in their approaches to educating all students, and serve as a mentor to other charter leaders.

Currently, Dr. Tarim is a Pahara-Aspen Institute Education Fellow. He has also been selected to attend a year-long fellowship program at the Broad Foundation Academy starting in 2019. Dr. Tarim holds a Ph.D. from Texas A&M University and is a trained biologist and ecologist. He taught courses in biology, ecology, general science, and physical education at the high school, college and graduate-school levels, and spearheaded scientific symposiums and international science Olympiads.

Recently, Dr. Tarim formed, The Royal School System, an independent and non-profit charter management organization to replicate his STREAMS-360 model nationally similar to what he has done in Texas. Dr. Tarim continuously works toward building meaningful partnerships, maintaining effective communications and positive relationships with high-level corporate and civic leaders to advance high-quality, rigorous education throughout the state and nation.

ANNETTE DAWSON OWENS

Education

B.S. | Brigham Young University/Zoology Degree

M Ed. | University of Nevada Las Vegas/Curriculum and Instruction

M. Ed. | Sierra Nevada College/Masters in Administration M Ed. |

Graduate Certificate Georgetown University/Ed Leadership Admin.

Experience

Studied high performing schools across the US | 2017-2019

Pinecrest Inspirada Middle School

Middle School Math / 2017-2018

- Established School Garden with Grant Funding
- Obtained Nike Run Club Grant/Cross Country

Discovery Charter School

Middle School Advisor and Student Council Advisor / 2015-2016

- Obtained Nike Run Club Grant
- Secured Whole Foods Garden Grant

Glen Taylor Elementary School

5th Grade Departmentalized Math Teacher / 2014-2015

- Implemented free after-school math tutoring program

Silvestri Junior High School

6th Grade Math Teacher / 2013-2014

- Coached Intramural Volleyball / Instructed students in SAVE Program

Lamping Elementary School

4th Grade Teacher / 2012-2013

Kindergarten Teacher

- Implemented gardening program
- Educated students in the JAWS program

Clark County School District

Long Term Substitute / 2011-2012

Nate Mack Elementary School 1994-2000

Volunteer Work

Title 1 Education Committee / 2017-Present

Boy Scouts of America Family Coordinator/Volunteer 2011-Present

Henderson CEAB (Community Education Advisory Board) 2016-Present

Legislative Interim Study School Organizational Teams/ 2016-2017

School Organizational Teams / 2016-Present

Service

Break Free CCSD / Founding Member / 2015 - Present

- Established a grassroots parent/educator group focused on the reorganization of the Clark County School District
- Lobbied policymakers and elected officials on behalf of parents and educators in the state-mandated decentralization of CCSD.

Coronado Seminary / Teacher and Advisor / 2006- 2011

- Taught high school students on a daily basis, focusing on character development and moral integrity.
- Led student advisory body in implementing student-led policies and programs and putting on events for entire student body.

Attachment 4–Competencies for School Leader



Admin Competency Training

1 Hour	Systems of the overall charter organization – Mission Vision
½ Hour to 1 Hour	Getting to Know each other Activity (Yes. I hour is necessary if this is the first time this group is working together.)
2 Hours	<p>Leadership Effectiveness</p> <p>Moving Beyond Luck</p> <p>Leadership Styles... 'working with not working for.'</p> <p>Overview of Critical Success Factors</p> <p>The leadership for the school must cultivate talent to create a collective vision while guiding curriculum, monitoring instruction, maintaining safety, and building leadership capacity at the school. Therefore, careful attention must be given to implementing systems and procedures that ensure that the mission of the school is fulfilled with regard to student learning and success.</p> <p>Implementation steps: What are the steps they must take to be successful and begin with these steps.</p> <p>Reflection Time on where their strengths and weaknesses fall in order to explore how to address them before they surface in the school setting</p> <p>They will need some working time here -</p>
2 Hours	<p>School Vision</p> <p>Developing and Communicating a Shared Vision</p> <p>Implementing the Shared Vision</p> <p>Monitoring and Revisiting the Shared Vision</p>
2 Hours	School Climate and Culture includes Classroom Standardization. Campus administration supporting classroom routines and management.
4 Hour	Creating a plan for implementation of Teach Like a Champion and Fundamental 5
1 Hour	Benefits of distributed/spaced practice
4 Hours	<p>Instructional Expectations for Reading</p> <p>Balanced Literacy</p> <p>Alignment of Comprehension Objectives</p> <p>Fluency Programs</p> <p>Writing Expectations</p> <p>Principal/Asst. Principal/Instructional Team Engagement Roles</p>
2 Hours	Instructional Expectations for Math
2 Hours	Instructional Expectations for Science
2 Hours	Students Monitoring Systems - Using relevant, quality data to inform instruction
2 Hours	<p>Efficient Learning Time – Protecting Instructional Minutes</p> <p>Daily, Weekly, Monthly, Annual School Schedules</p>
4 Hours	Teacher Observations and Providing Teachers with Support and Effective Feedback
1 Hour	Overview of State Accountability System
	Arrival, Dismissal, Student Handbooks, Safety – Fire Drill, etc.

Attachment 5-Teacher Evaluation Tool

Danielson 2013 Rubric

Framework for Teaching



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Introduction

The Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

The 1996 Edition

First published by ASCD in 1996, *Enhancing Professional Practice: A Framework for Teaching* was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of Praxis III: Classroom Performance Assessments, an observation-based evaluation of first-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance—unsatisfactory, basic, proficient, and distinguished—for each of its 22 components.

The 2007 Edition

The 2007 edition of the Framework, also published by ASCD as *Enhancing Professional Practice: A Framework for Teaching*, incorporated several important enhancements. Most importantly, it reflected educational research that had been conducted since 1996; this was fully described in its Appendix, "The Research Foundation." Moreover, the 2007 edition included frameworks for non-classroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reflect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of the Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of the Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further define the component. A few of the components were renamed:

- 1c: "Selecting Instructional Goals" was changed to "Setting Instructional Outcomes."
- 1f: "Assessing Student Learning" was revised to "Designing Student Assessments."
- 3a: "Communicating Clearly and Accurately" was revised to "Communicating with Students."
- 3d: "Providing Feedback to Students" was altered to "Using Assessment in Instruction."
- 4d: "Contributing to the School and District" was changed to "Participating in a Professional Community."

Most of these revisions were simple clarifications to the language. In the case of 4d, for example, the original name implied to some people that "Contributing to the School and District" was an additional responsibility, not integral to the work of teaching; whereas the new name, "Participating in a Professional Community," suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1: Planning and Preparation, and 3d: Using Assessment in Instruction to Domain 3: Instruction. These distinctions were not as apparent in the 1996 edition.

The 2011 Edition

In 2009, the Bill and Melinda Gates Foundation embarked on the large research project, Measures of Effective Teaching (MET), which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols, with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher's practice were most highly correlated with high levels of student progress.

The Framework for Teaching was one of the models selected for this large-scale study, which involved the (online) training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons. In order to fulfill this obligation, it became necessary to supply additional tools to aid in the training of observers, so that they could make accurate and consistent judgments about teaching practice as demonstrated in the large numbers of videotaped lessons. The following additional tools included:

Rubric language tighter even than that of the 2007 edition of the Framework for Teaching. Furthermore, the levels of performance in the 2011 revision are written at the component, rather than the element, level.

While providing less detail, the component-level rubrics capture all the essential information from those at the element level and are far easier to use in evaluation than are those at the element level.

"Critical attributes" for each level of performance for each component. These critical attributes provide essential guidance for observers in distinguishing between practice at adjacent levels of performance.

They are of enormous value in training and in the actual work of observation and evaluation.

Possible examples for each level of performance for each component. These examples serve to illustrate the meanings of the rubric language. However, they should be regarded for what they are: possible examples. They are not intended to describe **all** the possible ways in which a certain level of performance might be demonstrated in the classroom; those are, of necessity, particular to each grade and subject. The possible examples simply serve to illustrate what practice might look like in a range of settings.

These enhancements to the Framework for Teaching, while created in response to the demands of the MET study, turned out to be valuable additions to the instrument in all its applications.

Practitioners found that the enhancements not only made it easier to determine the level of performance reflected in a classroom for each component of the Framework, but also contributed to judgments that are more accurate and more worthy of confidence. As the stakes in teacher evaluation become higher, this increased accuracy is absolutely essential.

As with the 2007 edition, there were absolutely no changes to the architecture of the 2011 edition. Therefore, those educators who invested resources in learning the language of the 2007 edition simply gained additional tools to help them in the challenging work of applying the Framework to actual classroom teaching.

The 2013 Edition

The principal reason for releasing the 2013 edition of The Framework for Teaching Evaluation Instrument was to respond to the instructional implications of the Common Core State Standards

(CCSS). Since the CCSS have been adopted in the vast majority of states, it seemed to make sense to explore what these would mean in the classroom.

The CCSS, when fully implemented, will have a profound effect on education in America. They envision, for literacy and mathematics initially, deep engagement by students with important concepts, skills, and perspectives. They emphasize active, rather than passive, learning by students. In all areas, they place a premium on deep conceptual understanding, thinking and reasoning, and the skill of argumentation (students taking a position and supporting it with logic and evidence).

In particular, the CCSS advocate specific recommendations in different curricular areas:

In ELA and literacy in all fields, a close reading of text and a greater emphasis on nonfiction works in addition to fiction

In mathematics, a focus on the principal topics in each grade level, with growing fluency and skill in the application of mathematical concepts

To the extent that the CCSS deal with what students should learn in school so they will be prepared for college and careers, the biggest implications are in the areas of curriculum and assessment.

Educators and policymakers must revise their curricula and their classroom and district assessments, and must locate instructional materials to support the new learning.

But teachers will also have to acquire new instructional skills in order to bring the CCSS to life for their students. Teaching for deep conceptual understanding, for argumentation, and for logical reasoning have not, after all, been high priorities in most school districts or preparation programs. In most classrooms, students don't take an active role in their own learning, nor do they (respectfully) challenge the thinking of their classmates. All of this will represent a major departure, and therefore a major challenge, for many teachers.

But educators who are familiar with the Framework for Teaching will recognize much in the philosophy of the CCSS that is similar to the underlying concepts of the Framework. After all, the centerpiece of the Framework is student engagement, which is defined not as "busy" or "on task," but as "intellectually active." Learning activities for students may be "hands-on," but they should always be "minds-on." Furthermore, the hallmark of distinguished-level practice in the Framework is that teachers have been able to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.

However, despite a deep shared philosophy of teaching and learning between the CCSS and the Framework, there are some specific additions that can be made to the rubric language to bring it into complete alignment; those have been added, particularly in the following domains:

Domain 1—1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, and 1f: Designing Student Assessments

Domain 3—3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction

But because the Framework is a generic instrument, applying to all disciplines, and the CCSS are discipline specific, many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Attentive readers who are deeply familiar with the Framework may notice some slight modifications to the language of the rubrics themselves; this has been done, as in previous revisions, in the interests of clarity. Teaching is highly complex work, and describing it is also challenging; as we receive feedback on confusing words and phrases, we try to improve the wording to minimize ambiguity. But educators who have become familiar with the 2011 version of the Framework, who "speak that

language” and may have completed the online training and assessment program produced by Teachscape, should know that none of the revisions would alter the assessments of teaching represented in the videotaped lessons.

The Focused 2013 Edition

From the beginning, the Framework for Teaching has been valued as a means of capturing a holistic picture of teaching practice, both inside the classroom (Domains 2 and 3) and outside the classroom (Domains 1 and 4). At the same time, some districts and local education agencies (LEAs) prioritize, for evaluation purposes, those aspects of practice that are observable in the classroom, while placing less emphasis on teaching responsibilities that occur outside the classroom.

To help such organizations focus their assessments on the components of classroom teaching in Domains 2 and 3, the Framework for Teaching Focused Evaluation Instrument, 2013 Edition, was developed. As with the 2011 and 2013 editions of the instrument, this instrument does not alter the architecture of the Framework in any way but vastly simplifies the rubrics for Domain 1 (Planning and Preparation) and Domain 4 (Professional Responsibilities). The 12 individual components for these two domains have been removed so that observers need only determine one score for each domain. The rubrics for Domains 2 and 3 in the Focused 2013 Edition are identical to those of the original 2013 edition of the Evaluation Instrument.

There are two primary reasons this instrument allows for more straightforward evaluations that emphasize classroom evidence:

As a complete instrument, the Framework for Teaching has been validated by research; however, the specific components in Domains 1 and 4 were not included in these studies and therefore not validated, so attaining accuracy in assessing these areas of teaching may be more challenging.

With 12 components in Domains 1 and 4 (compared to 10 components in Domains 2 and 3), observers may spend a disproportionate amount of time scoring Domains 1 and 4 when Domains 2 and 3 may be a larger part of the overall evaluation score.

The Framework for Teaching Evaluation Instrument, 2013 Edition, continues to be a practical tool for districts and LEAs that wish to assess all aspects of planning and professional responsibilities along with classroom teaching. The Framework for Teaching Focused Evaluation Instrument, 2013 Edition, provides an additional option for streamlined observations that focus on classroom practice.

The Four Domains

Descriptions of the four domains are presented in the table below.

Domain	Description
1. Planning & Preparation	Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.
2. Classroom Environment	Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.
3. Instruction	In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.
4. Professional Responsibilities	Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.

Domain 1: Planning and Preparation

Component 1a:	Demonstrating Knowledge of Content and Pedagogy
	<p>In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.</p> <p>The elements of component 1a are:</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline <i>Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.</i> • Knowledge of prerequisite relationships <i>Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.</i> • Knowledge of content-related pedagogy <i>Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lesson and unit plans that reflect important concepts in the discipline • Lesson and unit plans that accommodate prerequisite relationships among concepts and skills • Clear and accurate classroom explanations • Accurate answers to students’ questions • Feedback to students that furthers learning • Interdisciplinary connections in plans and practice

	Ineffective	Developing	Effective	Highly Effective
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
Critical Attributes	<ul style="list-style-type: none"> The teacher makes content errors. The teacher does not consider prerequisite relationships when planning. The teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> The teacher's understanding of the discipline is rudimentary. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some are not suitable to the content. 	<ul style="list-style-type: none"> The teacher can identify important concepts of the discipline and their relationships to one another. The teacher provides clear explanations of the content. The teacher answers students' questions accurately and provides feedback that furthers their learning. Instructional strategies in unit and lesson plans are entirely suitable to the content. 	<ul style="list-style-type: none"> The teacher cites intra- and interdisciplinary content relationships. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. The teacher's plans reflect recent developments in content-related pedagogy.
Possible Examples	<ul style="list-style-type: none"> The teacher says, "The official language of Brazil is Spanish, just like other South American countries." The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words. And others... 	<ul style="list-style-type: none"> The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday. And others... 	<ul style="list-style-type: none"> The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. The teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurement. The teacher plans to expand a unit on civics by having students simulate a court trial. And others... 	<ul style="list-style-type: none"> In a unit on 19th-century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter. And others...

Component 1b:	Demonstrating Knowledge of Students
	<p>Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.</p> <p>The elements of component 1b are:</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • <i>Children learn differently at different stages of their lives.</i> • Knowledge of the learning process • <i>Learning requires active intellectual engagement.</i> • Knowledge of students' skills, knowledge, and language proficiency • <i>What students are able to learn at any given time is influenced by their level of knowledge and skill.</i> • Knowledge of students' interests and cultural heritage • <i>Children's backgrounds influence their learning.</i> • Knowledge of students' special needs • <i>Children do not all develop in a typical fashion.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Formal and informal information about students gathered by the teacher for use in planning instruction • Student interests and needs learned by the teacher for use in planning • Teacher participation in community cultural events • Teacher-designed opportunities for families to share their heritages • Database of students with special needs

1b: <i>Demonstrating Knowledge of Students</i>	Ineffective	Developing	Effective	Highly Effective
	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
Critical Attributes	<ul style="list-style-type: none"> • The teacher does not understand child development characteristics and has unrealistic expectations for students. • The teacher does not try to ascertain varied ability levels among students in the class. • The teacher is not aware of students' interests or cultural heritages. • The teacher takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> • The teacher cites developmental theory but does not seek to integrate it into lesson planning. • The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." • The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class. 	<ul style="list-style-type: none"> • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information from all students about their cultural heritages. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
Possible Examples	<ul style="list-style-type: none"> • The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. • The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. • The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. • And others... 	<ul style="list-style-type: none"> • The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students. • In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. • Lesson plans make only peripheral reference to students' interests. • The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet. • And others... 	<ul style="list-style-type: none"> • The teacher creates an assessment of students' levels of cognitive development. • The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class. • The teacher administers a student interest survey at the beginning of the school year. • The teacher plans activities using his knowledge of students' interests. • The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. • The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December. • The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America. • And others... 	<ul style="list-style-type: none"> • The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning. • The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult. • The teacher attends the local Mexican heritage day, meeting several of his students' extended family members. • The teacher regularly creates adapted assessment materials for several students with learning disabilities. • And others...

Component 1c:	Setting Instructional Outcomes
	<p>Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will <i>do</i>, but what they will <i>learn</i>. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.</p> <p>Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will <i>like</i> to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.</p> <p>The elements of component 1c are:</p> <ul style="list-style-type: none"> • Value, sequence, and alignment <i>Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.</i> • Clarity <i>Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.</i> • Balance <i>Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.</i> • Suitability for diverse students <i>Outcomes must be appropriate for all students in the class.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Outcomes permitting assessment of student attainment • <i>Outcomes differentiated for students of varied ability</i>

	Ineffective	Developing	Effective	Highly Effective
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
Critical Attributes	<ul style="list-style-type: none"> Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> Outcomes represent high expectations and rigor. Outcomes are related to "big ideas" of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. Outcomes, differentiated where necessary, are suitable to groups of students in the class. 	<ul style="list-style-type: none"> The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. The teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.
Possible Examples	<ul style="list-style-type: none"> A learning outcome for a fourth-grade class is to make a poster illustrating a poem. All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge. The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. None of the science outcomes deals with the students' reading, understanding, or interpretation of the text. And others... 	<ul style="list-style-type: none"> Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling. Most of the English Language Arts outcomes are based on narrative. And others... 	<ul style="list-style-type: none"> One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry." The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. The learning outcomes include students defending their interpretation of the story with citations from the text. And others... 	<ul style="list-style-type: none"> The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them. Students will develop a concept map that links previous learning goals to those they are currently working on. Some students identify additional learning. The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives. One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency. And others...

Component 1d:	Demonstrating Knowledge of Resources
	<p>Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide no instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.</p> <p>The elements of component 1d are:</p> <ul style="list-style-type: none"> Resources for classroom use <ul style="list-style-type: none"> <i>Materials must align with learning outcomes.</i> Resources to extend content knowledge and pedagogy <i>Materials that can further teachers' professional knowledge must be available.</i> Resources for students <i>Materials must be appropriately challenging.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> Materials provided by the district Materials provided by professional organizations A range of texts Internet resources Community resources Ongoing participation by the teacher in professional education courses or professional groups Guest speakers

Id: Demonstrating Knowledge of Resources	Ineffective	Developing	Effective	Highly Effective
	<p>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.</p>	<p>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p>	<p>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p>	<p>The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>
Critical Attributes	<ul style="list-style-type: none"> • The teacher uses only district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand her own skill. • Although the teacher is aware of some student needs, he does not inquire about possible resources. 	<ul style="list-style-type: none"> • The teacher uses materials in the school library but does not search beyond the school for resources. • The teacher participates in content-area workshops offered by the school but does not pursue other professional development. • The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. 	<ul style="list-style-type: none"> • Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • The teacher facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher expands her knowledge through professional learning groups and organizations. • The teacher pursues options offered by universities. • The teacher provides lists of resources outside the classroom for students to draw on. 	<ul style="list-style-type: none"> • Texts are matched to student skill level. • The teacher has ongoing relationships with colleges and universities that support student learning. • The teacher maintains a log of resources for student reference. • The teacher pursues apprenticeships to increase discipline knowledge. • The teacher facilitates student contact with resources outside the classroom.
Possible Examples	<ul style="list-style-type: none"> • For their unit on China, the students find all of their information in the district-supplied textbook. • The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself. • A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment." • In the literacy classroom, the teacher has provided only narrative works. • And others... 	<ul style="list-style-type: none"> • For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library. • The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year. • The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. • In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers. • And others... 	<ul style="list-style-type: none"> • The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts. • The teacher takes an online course on literature to expand her knowledge of great American writers. • The ELA lesson includes a wide range of narrative and informational reading materials. • The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school. • And others... 	<ul style="list-style-type: none"> • The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies. • The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry. • The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job. • And others...

Component 1e:	Designing Coherent Instruction
	<p>Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> • Learning activities <i>Instruction is designed to engage students and advance them through the content</i> • Instructional materials and resources <i>Aids to instruction are appropriate to the learning needs of the students.</i> • Instructional groups <i>Teachers intentionally organize instructional groups to support student learning.</i> • Lesson and unit structure <i>Teachers produce clear and sequenced lesson and unit structures to advance student learning.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans

	Ineffective	Developing	Effective	Highly Effective
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure, but the progression of activities is uneven, with only some reasonable time allocations	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice
Critical Attributes	<ul style="list-style-type: none"> Learning activities are boring and/or not well aligned to the instructional goals. Materials are not engaging or do not meet instructional outcomes Instructional groups do not support learning Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random, or they only partially support objectives. Lesson structure is uneven or may be unrealistic about time expectations. 	<ul style="list-style-type: none"> Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. The teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. The plan for the lesson or unit is well structured, with reasonable time allocations. 	<ul style="list-style-type: none"> Activities permit student choice. Learning experiences connect to other disciplines. The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs.
Possible Examples	<ul style="list-style-type: none"> After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet. The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism. The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting. The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or text, along with page numbers in the text. And others... 	<ul style="list-style-type: none"> After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. The teacher finds an atlas to use as a supplemental resource during the geography unit. The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with. The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story. And others... 	<ul style="list-style-type: none"> The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level. The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style. The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated. The fourth-grade math unit plan focuses on the key concepts for that level. And others... 	<ul style="list-style-type: none"> The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning. While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections. After the cooperative group lesson, the students will reflect on their participation and make suggestions. The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned. The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum. And others...

Component 1f:	Designing Student Assessments
	<p>Good teaching requires both assessment <i>of</i> learning and assessment <i>for</i> learning. Assessments <i>of</i> learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment <i>for</i> learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.</p> <p>The elements of component 1f are:</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes <i>Assessments must match learning expectations.</i> • Criteria and standards <i>Expectations must be clearly defined.</i> • Design of formative assessments <i>Assessments for learning must be planned as part of the instructional process.</i> • Use for planning <i>Results of assessment guide future planning.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lesson plans indicating correspondence between assessments and instructional outcomes • Assessment types suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

	Ineffective	Developing	Effective	Highly Effective
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Critical Attributes	<ul style="list-style-type: none"> Assessments do not match instructional outcomes. Assessments lack criteria. No formative assessments have been designed. Assessment results do not affect future plans. 	<ul style="list-style-type: none"> Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments when they are necessary for some students. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data. 	<ul style="list-style-type: none"> Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic, with real-world application as appropriate. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.
Possible Examples	<ul style="list-style-type: none"> The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving." And others... 	<ul style="list-style-type: none"> The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers. The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal. A student asks, "If half the class passed the test, why are we all reviewing the material again?" And others... 	<ul style="list-style-type: none"> The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined. The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities. Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept. And others... 	<ul style="list-style-type: none"> To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class. The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time. And others...

Domain 2: The Classroom Environment

Component 2a:	Creating an Environment of Respect and Rapport
	<p>An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.</p> <p>“Respect” shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).</p> <p>The elements of component 2a are:</p> <ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions <i>A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.</i> • Student interactions with other students, including both words and actions <i>As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Respectful talk, active listening, and turn-taking • Acknowledgment of students’ backgrounds and lives outside the classroom • Body language indicative of warmth and caring shown by teacher and students • Physical proximity • Politeness and encouragement • Fairness

	Ineffective	Developing	Effective	Highly Effective
<p>2a: Creating an Environment of Respect and Rapport</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Students' body language indicates feelings of hurt, discomfort, or insecurity. • The teacher displays no familiarity with, or caring about, individual students. • The teacher disregards disrespectful interactions among students. 	<ul style="list-style-type: none"> • The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. 	<ul style="list-style-type: none"> • Talk between the teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher. 	<ul style="list-style-type: none"> • The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • A student slumps in his chair following a comment by the teacher. • Students roll their eyes at a classmate's idea; the teacher does not respond. • Many students talk when the teacher and other students are talking; the teacher does not correct them. • Some students refuse to work with other students. • The teacher does not call students by their names. • And others... 	<ul style="list-style-type: none"> • Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud halfheartedly following a classmate's presentation to the class. • The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders. • And others... 	<ul style="list-style-type: none"> • The teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class. • Students help each other and accept help from each other. • The teacher and students use courtesies such as "please," "thank you," and "excuse me." • The teacher says, "Don't talk that way to your classmates," and the insults stop. • And others... 	<ul style="list-style-type: none"> • The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). • Students say "Shh" to classmates who are talking while the teacher or another student is speaking. • Students clap enthusiastically for one another's presentations for a job well done. • The teacher says, "That's an interesting idea, Josh, but you're forgetting . . ." • A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!" • And others...

Component 2b:	Establishing a Culture for Learning
	<p>A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.</p> <p>Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.</p> <p>Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.</p> <p>The elements of component 2b are:</p> <ul style="list-style-type: none"> • Importance of the content and of learning <i>In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.</i> • Expectations for learning and achievement <i>In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.</i> • Student pride in work <i>When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Belief in the value of what is being learned • High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation • Expectation of high-quality work on the part of students • Expectation and recognition of effort and persistence on the part of students • High expectations for expression and work products

2b: Establishing a Culture for Learning	Ineffective	Developing	Effective	Highly Effective
	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>
Critical Attributes	<ul style="list-style-type: none"> • The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. • The teacher conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • Students use language incorrectly; the teacher does not correct them. 	<ul style="list-style-type: none"> • The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. • The teacher conveys high expectations for only some students. • Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." • The teacher's primary concern appears to be to complete the task at hand. • The teacher urges, but does not insist, that students use precise language. 	<ul style="list-style-type: none"> • The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. • The teacher demonstrates a high regard for students' abilities. • The teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. • The teacher insists on precise use of language by students. 	<ul style="list-style-type: none"> • The teacher communicates passion for the subject. • The teacher conveys the satisfaction that accompanies a deep understanding of complex content. • Students indicate through their questions and comments a desire to understand the content. • Students assist their classmates in understanding the content. • Students take initiative in improving the quality of their work. • Students correct one another in their use of language.
Possible Examples	<ul style="list-style-type: none"> • The teacher tells students that they're doing a lesson because it's in the book or is district-mandated. • The teacher says to a student, "Why don't you try this easier problem?" • Students turn in sloppy or incomplete work. • Many students don't engage in an assigned task, and yet the teacher ignores their behavior. • Students have not completed their homework; the teacher does not respond. • And others... 	<ul style="list-style-type: none"> • The teacher says, "Let's get through this." • The teacher says, "I think most of you will be able to do this." • Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking. • The teacher does not encourage students who are struggling. • Only some students get right to work after an assignment is given or after entering the room. • And others... 	<ul style="list-style-type: none"> • The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job." • The teacher says, "This idea is really important! It's central to our understanding of history." • The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well." • The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint. • Students get to work right away when an assignment is given or after entering the room. • And others... 	<ul style="list-style-type: none"> • The teacher says, "It's really fun to find the patterns for factoring polynomials." • A student says, "I don't really understand why it's better to solve this problem that way." • A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation. • Students question one another on answers. • A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened. • And others...

Component 2c:	Managing Classroom Procedures
	<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."</p> <p>The elements of component 2c are:</p> <ul style="list-style-type: none"> • Management of instructional groups <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.</i> • Management of transitions <i>Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.</i> • Management of materials and supplies <i>Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.</i> • Performance of classroom routines <i>Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.</i> • Supervision of volunteers and paraprofessionals <i>Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Smooth functioning of all routines • Little or no loss of instructional time • Students playing an important role in carrying out the routines • Students knowing what to do, where to move

Component 2d:	Managing Student Behavior
	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p> <p>The elements of component 2d are:</p> <p>Expectations <i>It is clear, either from what the teacher says or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.</i></p> <p>Monitoring of student behavior <i>Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.</i></p> <p>Response to student misbehavior <i>Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.</i></p> <p>Indicators include:</p> <ul style="list-style-type: none"> Clear standards of conduct, possibly posted, and possibly referred to during a lesson Absence of acrimony between teacher and students concerning behavior Teacher awareness of student conduct Preventive action when needed by the teacher Absence of misbehavior Reinforcement of positive behavior

	Ineffective	Developing	Effective	Highly Effective
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	<ul style="list-style-type: none"> • The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. 	<ul style="list-style-type: none"> • The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher frequently monitors student behavior. • The teacher's response to student misbehavior is effective. 	<ul style="list-style-type: none"> • Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. • The teacher silently and subtly monitors student behavior. • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
Possible Examples	<ul style="list-style-type: none"> • Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air, apparently without the teacher's notice. • Students are running around the room, resulting in chaos. • Students use their phones and other electronic devices; the teacher doesn't attempt to stop them. • And others... 	<ul style="list-style-type: none"> • Classroom rules are posted, but neither the teacher nor the students refer to them. • The teacher repeatedly asks students to take their seats; some ignore her. • To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." • And others... 	<ul style="list-style-type: none"> • Upon a nonverbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom, keeping a close eye on student behavior. • The teacher gives a student a "hard look," and the student stops talking to his neighbor. • And others... 	<ul style="list-style-type: none"> • A student suggests a revision to one of the classroom rules. • The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops. • The teacher speaks privately to a student about misbehavior. • A student reminds her classmates of the class rule about chewing gum. • And others...

Component 2e:	Organizing Physical Space
	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.</p> <p>The elements of component 2e are:</p> <ul style="list-style-type: none"> • Safety and accessibility <i>Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.</i> • Arrangement of furniture and use of physical resources <i>Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Pleasant, inviting atmosphere • Safe environment • Accessibility for all students • Furniture arrangement suitable for the learning activities • Effective use of physical resources, including computer technology, by both teacher and students

	Ineffective	Developing	Effective	Highly Effective
2c: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	<ul style="list-style-type: none"> There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or see the board. Available technology is not being used even if it is available and its use would enhance the lesson. 	<ul style="list-style-type: none"> The physical environment is safe, and most students can see and hear the teacher or see the board. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources. 	<ul style="list-style-type: none"> The classroom is safe, and all students are able to see and hear the teacher or see the board. The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. 	<ul style="list-style-type: none"> Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the learning activities and the physical environment. Students take the initiative to adjust the physical environment. The teacher and students make extensive and imaginative use of available technology.
Possible Examples	<ul style="list-style-type: none"> There are electrical cords running around the classroom. There is a pole in the middle of the room; some students can't see the board. A whiteboard is in the classroom, but it is facing the wall. And others... 	<ul style="list-style-type: none"> The teacher ensures that dangerous chemicals are stored safely. The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work. The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work. And others... 	<ul style="list-style-type: none"> There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion. The use of an Internet connection extends the lesson. And others... 	<ul style="list-style-type: none"> Students ask if they can shift the furniture to better suit small-group work or discussion. A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes. A student suggests an application of the whiteboard for an activity. And others...

Domain 3: Instruction

Component 3a:	Communicating with Students
	<p>Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.</p> <p>The elements of component 3a are:</p> <ul style="list-style-type: none"> • Expectations for learning <i>The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.</i> • Directions for activities <i>Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.</i> • Explanations of content <i>Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.</i> • Use of oral and written language <i>For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Clarity of lesson purpose • Clear directions and procedures specific to the lesson activities • Absence of content errors and clear explanations of concepts and strategies • Correct and imaginative use of language

	Ineffective	Developing	Effective	Highly Effective
<p>3a: Communicating with Students</p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through their questions that they are confused about the learning task. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. The teacher's vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> The teacher provides little elaboration or explanation about what the students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher makes no serious content errors but may make minor ones. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. The teacher must clarify the learning task so students can complete it. The teacher's vocabulary and usage are correct but unimaginative. When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher's vocabulary is too advanced, or too juvenile, for students. 	<ul style="list-style-type: none"> The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. Students engage with the learning task, indicating that they understand what they are to do. If appropriate, the teacher models the process to be followed in the task. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including where appropriate, explanations of academic vocabulary. The teacher's vocabulary is appropriate to students' ages and levels of development. 	<ul style="list-style-type: none"> If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher points out possible areas for misunderstanding. The teacher invites students to explain the content to their classmates. Students suggest other strategies they might use in approaching a challenge or analysis. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. Students use academic language correctly.

	Ineffective	Developing	Effective	Highly Effective
Possible Examples	<ul style="list-style-type: none"> • A student asks, "What are we supposed to be doing?" but the teacher ignores the question. • The teacher states that to add fractions they must have the same numerator. • Students have a quizzical look on their faces; some may withdraw from the lesson. • Students become disruptive or talk among themselves in an effort to follow the lesson. • The teacher uses technical terms without explaining their meanings. • The teacher says "ain't." • And others... 	<ul style="list-style-type: none"> • The teacher mispronounces "_____." • The teacher says, "And oh, by the way, today we're going to factor polynomials." • A student asks, "What are we supposed to be doing?" and the teacher clarifies the task. • A student asks, "What do I write here?" in order to complete a task. • The teacher says, "Watch me while I show you how to _____," asking students only to listen. • A number of students do not seem to be following the explanation. • Students are inattentive during the teacher's explanation of content. • Students' use of academic vocabulary is imprecise. • And others... 	<ul style="list-style-type: none"> • The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials." • In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?" • The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention. • The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work." • The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun. • The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy. • And others... 	<ul style="list-style-type: none"> • The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully." • The teacher asks a student to explain the task to other students. • When clarification about the learning task is needed, a student offers it to classmates. • The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples. • The teacher asks, "Who would like to explain this idea to us?" • A student asks, "Is this another way we could think about analogies?" • A student explains an academic term to classmates. • The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means "not" and that the prefix un- also means the same thing. • A student says to a classmate, "I think that side of the triangle is called the hypotenuse." • And others...

Component 3b:	Using Questioning and Discussion Techniques
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Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

The elements of component 3b are:

- *Quality of questions/prompts*
When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.
- *Discussion techniques*
Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content, as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.
- *Student participation*
In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Component 3b:	Using Questioning and Discussion Techniques
	<p>Indicators include:</p> <ul style="list-style-type: none"> • Questions of high cognitive challenge, formulated by both students and teacher • Questions with multiple correct answers or multiple approaches, even when there is a single correct response • Effective use of student responses and ideas • Discussion, with the teacher stepping out of the central, mediating role • Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates • High levels of student participation in discussion

	Ineffective	Developing	Effective	Highly Effective
3b. Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	<ul style="list-style-type: none"> Questions are rapid-fire and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between the teacher and students; students are not invited to speak directly to one another. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion. 	<ul style="list-style-type: none"> The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number actually participate in the discussion. The teacher asks students to explain their reasoning, but only some students attempt to do so. 	<ul style="list-style-type: none"> The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. Discussions enable students to talk to one another without ongoing mediation by teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. The teacher asks students to justify their reasoning, and most attempt to do so. 	<ul style="list-style-type: none"> Students initiate higher-order questions. The teacher builds on and uses student responses to questions in order to deepen student understanding. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion and challenge one another's thinking. Virtually all students are engaged in the discussion.
Possible Examples	<ul style="list-style-type: none"> All questions are of the "recitation" type, such as "What is 3 x 4?" The teacher asks a question for which the answer is on the board; students respond by reading it. The teacher calls only on students who have their hands up. A student responds to a question with wrong information, and the teacher doesn't follow up. And others... 	<ul style="list-style-type: none"> Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" The teacher asks, "Who has an idea about this?" The usual three students offer comments. The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher. The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters. And others... 	<ul style="list-style-type: none"> The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?" The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to ___?" The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian. The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class. The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did ___?" to find the reason in the text and to explain their thinking to a neighbor. And others... 	<ul style="list-style-type: none"> A student asks, "How many ways are there to get this answer?" A student says to a classmate, "I don't think I agree with you on this, because..." A student asks of other students, "Does anyone have another idea how we might figure this out?" A student asks, "What if...?" And others...

Component 3c:	Engaging Students in Learning
	<p>Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be “minds-on.”</p> <p>The elements of component 3c are:</p> <ul style="list-style-type: none"> • Activities and assignments <i>The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.</i> • Grouping of students <i>How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.</i> • Instructional materials and resources <i>The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. Though some teachers are obliged to use a school’s or district’s officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.</i> • Structure and pacing <i>No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.</i>

Component 3c:	Engaging Students in Learning
	<p>Indicators include:</p> <ul style="list-style-type: none"> • Student enthusiasm, interest, thinking, problem solving, etc. • Learning tasks that require high-level student thinking and invite students to explain their thinking • Students highly motivated to work on all tasks and persistent even when the tasks are challenging • Students actively "working," rather than watching while their teacher "works" • Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

	Ineffective	Developing	Effective	Highly Effective
3c: Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities. 	<ul style="list-style-type: none"> • Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Possible Examples	<ul style="list-style-type: none"> • Most students disregard the assignment given by the teacher; it appears to be much too difficult for them. • Students fill out the lesson worksheet by copying words from the board. • Students are using math 	<ul style="list-style-type: none"> • Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed. • Students are asked to fill in a worksheet, following an established procedure. 	<ul style="list-style-type: none"> • Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity. • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents 	<ul style="list-style-type: none"> • Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated. • Students determine which of several tools—e.g., a protractor, spreadsheet, or

	Ineffective	Developing	Effective	Highly Effective
	<p><i>manipulative materials in a rote activity.</i></p> <ul style="list-style-type: none"> • The teacher lectures for 45 minutes. • Most students don't have time to complete the assignment; the teacher moves on in the lesson. • And others... 	<ul style="list-style-type: none"> • There is a recognizable beginning, middle, and end to the lesson. • The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it. • And others... 	<p><i>and to explain their reasoning.</i></p> <ul style="list-style-type: none"> • Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table. • Students are asked to create different representations of a large number using a variety of manipulative materials. • The lesson is neither rushed nor does it drag. • And others... 	<p><i>graphing calculator—would be most suitable to solve a math problem.</i></p> <ul style="list-style-type: none"> • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson. • And others...

Component 3d:	Using Assessment in Instruction
	<p>Assessment of student learning plays an important new role in teaching: no longer signaling the <i>end</i> of instruction, it is now recognized to be an integral <i>part</i> of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment <i>for</i> learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.</p> <p>A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.</p> <p>Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.</p> <p>But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.</p> <p>The elements of component 3d are:</p> <ul style="list-style-type: none"> • <i>Assessment criteria</i> <i>It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).</i> • <i>Monitoring of student learning</i> <i>A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.</i> • <i>Feedback to students</i> <i>Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.</i> • <i>Student self-assessment and monitoring of progress</i> <i>The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • The teacher paying close attention to evidence of student understanding • The teacher posing specifically created questions to elicit evidence of student understanding • The teacher circulating to monitor student learning and to offer feedback • Students assessing their own work against established criteria

	Ineffective	Developing	Effective	Highly Effective
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self- assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning.
Critical Attributes	<ul style="list-style-type: none"> • The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment. 	<ul style="list-style-type: none"> • The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students. 	<p><i>students' misunderstandings</i></p> <ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
Possible Examples	<ul style="list-style-type: none"> • A student asks, "How is this assignment going to be graded?" • A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher. • The teacher forges ahead with a presentation without checking for understanding. • After the students present their research on globalization, the teacher tells them their letter grade: when 	<ul style="list-style-type: none"> • The teacher asks, "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher says, "Good job, everyone." • The teacher, after receiving a correct response from one student, continues without 	<ul style="list-style-type: none"> • The teacher circulates during small-group or independent work, offering suggestions to students. • The teacher uses specifically formulated questions to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors; most of them engage in this task. • And others... 	<ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them. • While students are working, the teacher circulates, providing specific feedback to individual students. • The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.

	Ineffective	Developing	Effective	Highly Effective
	<p>students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."</p> <ul style="list-style-type: none"> • And others... 	<p>ascertaining whether other students understand the concept.</p> <ul style="list-style-type: none"> • The students receive their tests back; each one is simply marked with a letter grade at the top. • And others... 		<ul style="list-style-type: none"> • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved. • And others...

Component 3e:	Demonstrating Flexibility and Responsiveness
	<p>"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p> <p>The elements of component 3e are:</p> <ul style="list-style-type: none"> • Lesson adjustment <i>Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.</i> • Response to students <i>Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.</i> • Persistence <i>Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Incorporation of students' interests and daily events into a lesson • The teacher adjusting instruction in response to evidence of student understanding (or lack of it) • The teacher seizing on a teachable moment

	Ineffective	Developing	Effective	Highly Effective
3e: Demonstrating Flexibility and Responsiveness	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>
Critical Attributes	<ul style="list-style-type: none"> • The teacher ignores indications of student boredom or lack of understanding. • The teacher brushes aside students' questions. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. • The teacher makes no attempt to adjust the lesson in response to student confusion. 	<ul style="list-style-type: none"> • The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. • The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> • The teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the teacher makes adjustments to the lesson. 	<ul style="list-style-type: none"> • The teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. • The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
Possible Examples	<ul style="list-style-type: none"> • The teacher says, "We don't have time for that today." • The teacher says, "If you'd just pay attention, you could understand this." • When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then." • And others... 	<ul style="list-style-type: none"> • The teacher says, "I'll try to think of another way to come at this and get back to you." • The teacher says, "I realize not everyone understands this, but we can't spend any more time on it." • The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful. • And others... 	<ul style="list-style-type: none"> • The teacher says, "That's an interesting idea; let's see how it fits." • The teacher illustrates a principle of good writing to a student, using his interest in basketball as context. • The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach. • And others... 	<ul style="list-style-type: none"> • The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it." • The teacher incorporates the school's upcoming championship game into an explanation of averages. • The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it." • And others...

Domain 4: Professional Responsibilities

Component 4a:	Reflecting on Teaching
	<p>Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.</p> <p>The elements of component 4a are:</p> <ul style="list-style-type: none">• Accuracy <i>As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.</i>• Use in future teaching <i>If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments..</i> <p>Indicators include:</p> <ul style="list-style-type: none">• Accurate reflections on a lesson• Citation of adjustments to practice that draw on a repertoire of strategies

	Ineffective	Developing	Effective	Highly Effective
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	<ul style="list-style-type: none"> The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved. 	<ul style="list-style-type: none"> The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher's suggestions for improvement draw on an extensive repertoire.
Possible Examples	<ul style="list-style-type: none"> Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" The teacher says, "That was awful; I wish I knew what to do!" And others... 	<ul style="list-style-type: none"> At the end of the lesson, the teacher says, "I guess that went okay." The teacher says, "I guess I'll try <u> </u> next time." And others... 	<ul style="list-style-type: none"> The teacher says, "I wasn't pleased with the level of engagement of the students." The teacher's journal indicates several possible lesson improvements. And others... 	<ul style="list-style-type: none"> The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson. And others...

Component 4b:	Maintaining Accurate Records
	<p>An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</p> <p>The elements of component 4b are:</p> <ul style="list-style-type: none"> • Student completion of assignments <i>Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.</i> • Student progress in learning <i>In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.</i> • Noninstructional records <i>Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes • Processes of maintaining accurate noninstructional records

	Ineffective	Developing	Effective	Highly Effective
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	<ul style="list-style-type: none"> There is no system for either instructional or noninstructional records. Record-keeping systems are in disarray and provide incorrect or confusing information. 	<ul style="list-style-type: none"> The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors. 	<ul style="list-style-type: none"> The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording noninstructional information is both efficient and effective. 	<ul style="list-style-type: none"> Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining noninstructional records for the class.
Possible Examples	<ul style="list-style-type: none"> A student says, "I'm sure I turned in that assignment, but the teacher lost it!" The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored." On the morning of the field trip, the teacher discovers that five students never turned in their permission slips. And others... 	<ul style="list-style-type: none"> A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time." On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. And others... 	<ul style="list-style-type: none"> On the class website, the teacher creates a link that students can access to check on any missing assignments. The teacher's gradebook records student progress toward learning goals. The teacher creates a spreadsheet for tracking which students have paid for their school pictures. And others... 	<ul style="list-style-type: none"> A student from each team maintains the database of current and missing assignments for the team. When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals. When they bring in their permission slips for a field trip, students add their own information to the database. And others...

Component 4c:	Communicating with Families
	<p>Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.</p> <p>The elements of component 4c are:</p> <ul style="list-style-type: none"> • Information about the instructional program <i>The teacher frequently provides information to families about the instructional program.</i> • Information about individual students <i>The teacher frequently provides information to families about students' individual progress.</i> • Engagement of families in the instructional program <i>The teacher frequently offers engagement opportunities to families so that they can participate in the learning activities.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Frequent and culturally appropriate information sent home regarding the instructional program and student progress • Two-way communication between the teacher and families • Frequent opportunities for families to engage in the learning process

	Ineffective	Developing	Effective	Highly Effective
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	<ul style="list-style-type: none"> • Little or no information regarding the instructional program is available to parents. • Families are unaware of their children's progress. • Family engagement activities are lacking. • There is some culturally inappropriate communication. 	<ul style="list-style-type: none"> • School- or district-created materials about the instructional program are sent home. • The teacher sends home infrequent or incomplete information about the instructional program. • The teacher maintains a school-required gradebook but does little else to inform families about student progress. • Some of the teacher's communications are inappropriate to families' cultural norms. 	<ul style="list-style-type: none"> • The teacher regularly makes information about the instructional program available. • The teacher regularly sends home information about student progress. • The teacher develops activities designed to engage families successfully and appropriately in their children's learning. • Most of the teacher's communications are appropriate to families' cultural norms. 	<ul style="list-style-type: none"> • Students regularly develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process. • All of the teacher's communications are highly sensitive to families' cultural norms.
Possible Examples	<ul style="list-style-type: none"> • A parent says, "I'd like to know what my kid is working on at school." • A parent says, "I wish I could know something about my child's progress before the report card comes out." • A parent says, "I wonder why we never see any schoolwork come home." • And others... 	<ul style="list-style-type: none"> • A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class." • A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine." • The teacher sends home weekly quizzes for parent or guardian signature. • And others... 	<ul style="list-style-type: none"> • The teacher sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc. • The teacher creates a monthly progress report, which is sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1950s. • And others... 	<ul style="list-style-type: none"> • Students create materials for Back-to-School Night that outline the approach for learning science. • Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian. • Students design a project on charting their family's use of plastics. • And others...

Component 4d:	Participating in the Professional Community
	<p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school.</p> <p>Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent- teacher organization. With experience, teachers assume leadership roles in these activities.</p> <p>The elements of component 4d are:</p> <ul style="list-style-type: none"> • Relationships with colleagues <i>Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.</i> • Involvement in a culture of professional inquiry <i>Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.</i> • Service to the school <i>Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.</i> • Participation in school and district projects <i>Teachers contribute to and support larger school and district projects designed to improve the professional community.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Regular teacher participation with colleagues to share and plan for student success • Regular teacher participation in professional courses or communities that emphasize improving practice • Regular teacher participation in school initiatives • Regular teacher participation in and support of community initiatives

4d: <i>Participating in the Professional Community</i>	Ineffective	Developing	Effective	Highly Effective
	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
Critical Attributes	<ul style="list-style-type: none"> • The teacher's relationships with colleagues are characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and district and community projects. 	<ul style="list-style-type: none"> • The teacher has cordial relationships with colleagues. • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, as well as district and community projects. 	<ul style="list-style-type: none"> • The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school events and school district and community projects. 	<ul style="list-style-type: none"> • The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and leads events that positively impact school life. • The teacher regularly contributes to and leads significant district and community projects.
Possible Examples	<ul style="list-style-type: none"> • The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good. • The teacher does not attend PLC meetings. • The teacher does not attend any school functions after the dismissal bell. • The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class." • And others... 	<ul style="list-style-type: none"> • The teacher is polite but seldom shares any instructional materials with his grade partners. • The teacher attends PLC meetings only when reminded by her supervisor. • The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance." • The teacher contributes to the district literacy committee only when requested to do so by the principal. • And others... 	<ul style="list-style-type: none"> • The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings. • The teacher has decided to take some free MIT courses online and to share his learning with colleagues. • The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there. • The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team. • And others... 	<ul style="list-style-type: none"> • The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching. • The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. • The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events. • The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community. • And others...

Component 4e:	Growing and Developing Professionally
	<p>As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p> <p>The elements of component 4e are:</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill <i>Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.</i> • Receptivity to feedback from colleagues <i>Teachers actively pursue networks that provide collegial support and feedback.</i> • Service to the profession <i>Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Frequent teacher attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; freely shared insights • Participation in professional organizations supporting academic inquiry

	Ineffective	Developing	Effective	Highly Effective
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
Critical Attributes	<ul style="list-style-type: none"> • The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attend conferences. 	<ul style="list-style-type: none"> • The teacher participates in professional activities when they are required or provided by the district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to professional organizations. 	<ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. • The teacher actively participates in organizations designed to contribute to the profession. 	<ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the profession.
Possible Examples	<ul style="list-style-type: none"> • The teacher never takes continuing education courses, even though the credits would increase his salary. • The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form. • Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time. • And others... 	<ul style="list-style-type: none"> • The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received. • The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation. • The teacher joins the local chapter of the American Library Association because she might benefit from the free books — but otherwise doesn't feel it's worth much of her time. • And others... 	<ul style="list-style-type: none"> • The teacher eagerly attends the school district optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year. • The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day. • The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students. • And others... 	<ul style="list-style-type: none"> • The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. • The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. • The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects. • And others...

Component 4f:	Showing Professionalism
	<p>Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.</p> <p>The elements of component 4f are:</p> <ul style="list-style-type: none"> • Integrity and ethical conduct <i>Teachers act with integrity and honesty.</i> • Service to students <i>Teachers put students first in all considerations of their practice.</i> • Advocacy <i>Teachers support their students' best interests, even in the face of traditional practice or beliefs.</i> • Decision making <i>Teachers solve problems with students' needs as a priority.</i> • Compliance with school and district regulations <i>Teachers adhere to policies and established procedures.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • The teacher having a reputation as being trustworthy and often sought as a sounding board • The teacher frequently reminding participants during committee or planning work that students are the highest priority • The teacher supporting students, even in the face of difficult situations or conflicting policies • The teacher challenging existing practice in order to put students first • The teacher consistently fulfilling district mandates regarding policies and procedures

4f. Showing Professionalism	Ineffective	Developing	Effective	Highly Effective
	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
Critical Attributes	<ul style="list-style-type: none"> • The teacher is dishonest. • The teacher does not notice the needs of students. • The teacher engages in practices that are self-serving. • The teacher willfully rejects district regulations. 	<ul style="list-style-type: none"> • The teacher is honest. • The teacher notices the needs of students but is inconsistent in addressing them. • The teacher does not notice that some school practices result in poor conditions for students. • The teacher makes decisions professionally but on a limited basis. • The teacher complies with district regulations. 	<ul style="list-style-type: none"> • The teacher is honest and known for having high standards of integrity. • The teacher actively addresses student needs. • The teacher actively works to provide opportunities for student success. • The teacher willingly participates in team and departmental decision making. • The teacher complies completely with district regulations. 	<ul style="list-style-type: none"> • The teacher is considered a leader in terms of honesty, integrity, and confidentiality. • The teacher is highly proactive in serving students. • The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. • The teacher takes a leadership role in team and departmental decision making. • The teacher takes a leadership role regarding district regulations.
Possible Examples	<ul style="list-style-type: none"> • The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues. • The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare. • The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. 	<ul style="list-style-type: none"> • The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her." • The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it. • The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of. • When the teacher's grade partner goes out on maternity leave, the 	<ul style="list-style-type: none"> • The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately. • Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons. • The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. • The English department chair says, "I appreciate when 	<ul style="list-style-type: none"> • When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion. • After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions. • The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students. • The math department looks forward to

<ul style="list-style-type: none"> • When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities. • The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break. • And others... 	<p>teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.</p> <ul style="list-style-type: none"> • The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair. • And others... 	<p>attends our after-school meetings; he always contributes something meaningful to the discussion."</p> <ul style="list-style-type: none"> • The teacher learns the district's new online curriculum mapping system and writes in all of her courses. • And others... 	<p>their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.</p> <ul style="list-style-type: none"> • When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation. • And others...
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Attachment 6–School Leader Evaluation

Admin Evaluation

[illegible]

[illegible]

START-UP SCHOOL PROPOSED BOARD MEMBER ROSTER

[illegible]

Attachment 8–Board Member Information Sheets

One board member working abroad information to be provided upon return.

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

Nevada Strong

2. Full name

Carrie A. Buck

Home Address

Business Name and Address

Phone Number

E-mail address

3. Brief educational and employment history of this charter school.

Attached

- 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 make a difference at a governance level for at-risk children.

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

Governance - big picture academics, finance -

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

Attached.

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.

Carrie Buck Carrie Buck

Signature of Certifying Charter School Official Name Printed

Board Member 7/9/19

Title

Date

State of Nevada

County of Clark

Subscribed and sworn to before me on

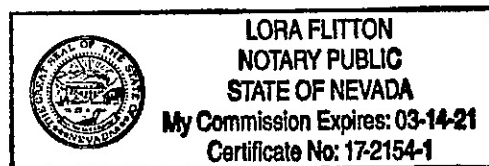
This 9th day of JULY, 2019, by Carrie Buck

date

month

year

(Notary Public Seal)



[Signature]
(Signature of notarial officer)

Start-Up Charter School Board Member Information

or entity is transacting or will be transacting with the school.

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

*possibly Sonar -
but only met him
twice*

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

*Sonar?
only met him twice*

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

Dr. Carrie A. Buck

Candidate for Superintendent

Education:

Nova Southeastern University: Ft. Lauderdale, FL. October 2006

EDD in Educational Leadership emphasis in organizational leadership, public administration, school finance, adult learning theory, and technology

Dissertation: "The Comprehensive Evaluation of a Homeschool-Parent Training Program"

University of Phoenix: Las Vegas, NV. July 1998

M.A. in Administration and Supervision emphasis in strategy formation and improvement, budgeting and finance, and staff development and evaluation

Master's Thesis: "English as a Second Language: A Historical Qualitative Study of ESL"

Montana State University: Bozeman, MT. December 1995

B.S. in Elementary Education emphasis on learning theory, technology education, and child development

Experience:

President; The Pinecrest Foundation; Henderson, NV.

November 2018 - Present

- Partnered with multiple businesses, donors, and community partners to support charter school initiatives
- Advocated and raised funds for college scholarship dollars for graduating seniors
- Created Master Teacher Process/Gala to recognize, celebrate, and retain top teachers from Pinecrest campuses; 24 teachers have been recognized since 2018
- Coordinated the STEMeffect enterprise to provide free, standards-based STEM curriculum to all public schools; as well as produced videos to support STEM home connections
- Encouraged the Edutainment initiative to create opportunities for primary source guest speakers to interact with and teach students through video conferencing; such as: historians, war veterans, STEM careers, journalists, and doctors
- Supported the 6-12th grade eSports network to increase student engagement across multiple campuses

Executive Director; Pinecrest Academy of Nevada, K-12; Henderson, NV.

February 2014 - November 2018

- Developed and implemented a comprehensive needs assessment and an extensive marketing campaign, rebranding the network in STEM education: 2014
- Coordinated turnaround efforts with a collaborative strategic plan, rigorous instructional model, high quality curriculum, personalized learning, professional development, policies/procedures, data analysis, reflective practice, and performance-based pay evaluation metrics: 2014
- Led and managed a comprehensive human capital plan, recruiting, hiring, mentoring, evaluating, and retaining team members: 2014

Assistant Principal; Clark County School District; Henderson, NV.

November 2004 – January 2006

- Led and evaluated human capital by supervising, observing, providing quality feedback, and evaluating staff
- Wrote and disseminated information to stakeholders
- Coordinated and accomplished a multitude of projects
- Developed a school-wide writing curriculum and professional development
- Implemented positive behavior supports to decrease student discipline

Adjunct Professor, Area Chair, Curriculum Writer; University of Phoenix, Las Vegas, NV.

August 2001 – March 2019

- Supervised, mentored, and evaluated education professors, administration interns, and student teachers
- Conducted action research and analyzed outcomes
- Developed marketing programs and promoted enrollment campaigns
- Created content and curriculum for theory of language acquisition and methods courses for Teaching English as a Second Language (TESL): 2013-2016
- Participated in "I am a Phoenix" University of Phoenix National Advertising Campaign: 2008
- University of Phoenix Faculty of the Month: September 2002 & 2003, March 2006

Adjunct Professor & TESL Curriculum Writer; Sierra Nevada University, Henderson, NV.

August 2001 – August 2006

- Created TESL methods courses and curriculum
- Taught TESL content for Nevada's TESL endorsement and Master's Degree in TESL

Adjunct Professor & TESL Curriculum Writer; Nevada State University, Henderson, NV.

August 2000 – August 2004

- Created TESL methods courses and curriculum
- Taught TESL content online for Nevada's TESL endorsement

Adult Education ESL Teacher; Nevada Association of Latin Americans; Las Vegas, NV.

August 1998 – January 2000

- Engaged adult ESL learners in competency-based language acquisition to promote the learning of the English language and conversational speech

English Language Learner (ELL) Classroom Teacher, ELL Strategist & Professional Development Cadre, Clark County School District; Las Vegas, NV.

August 1996 – November 2004

- Mentored K-12 teachers and provided professional development in ELL strategies of sheltered instruction, multicultural competency, and language acquisition
- "Most Outstanding Educator" Commendation from the Mayor of Henderson: 1999

Dr. Carrie A. Buck

I spent over 18 years serving children in the Clark County School District and the past 5 years growing a charter network. I served in the role of classroom teacher, English Language Learner (ELL) Teacher, K-12 ELL Specialist and ELL Professional Development Trainer, Adult ESL Teacher, Assistant Principal, Principal, Lead Principal, Executive Director, and, presently, President of The Pinecrest Foundation. These positions afforded me the opportunity to have direct interaction with diverse populations and multiple perspectives, ensuring high quality education and equity for all students.

As the Principal of C.T. Sewell from 2006 to 2014, many positive education reform efforts resulted in an increase in student achievement from 35% to 83% proficiency in reading and 36% to 90% proficiency in math. During that time, Sewell had the highest growth in the special education subgroup in the entire state under one leader for four years. Due to the elimination of opportunity gaps in all subgroups, the school was designated a Nevada and National Model School, High Achieving School, and a National Distinguished Title I School. I presented at each of these national conferences about important aspects in the Sewell Instructional Model. In 2008, I won the Milken award enabling me to access national network connections and a platform to ensure educational success for all students. I worked with various district departments to implement Sewell initiatives as well as the Clark County Education Association (CCEA), creating a stakeholder advisory council through the Empowerment School initiative. I wrote and received many federal grants; in fact, the Community Block Development Grant (CBDG) allowed us to move a mobile office building to the Sewell campus as a Parent Resource Cottage, providing training and workforce development skills for our at-risk parent population, in areas such as: resume writing, interviewing, computer/technology, as well as English language and literacy classes. I testified about the success of full-day kindergarten at the legislature and worked with stakeholders in the business community and many nonprofit efforts to further their incredible missions of supporting not only Sewell children but all of Nevada's children and their families. Some examples include: Public Education Foundation, Nevada Women's Philanthropy, Three Square Food Bank, Henderson Hopelink, the Basic Health Center, After School All-Stars, Communities in Schools, CirKish from the Kish Foundation, the Kasner Foundation, and Spread the Word Nevada.

As the Lead Principal/Executive Director of Pinecrest Academy of Nevada, Pinecrest increased enrollment and student achievement from one struggling school in 2014 with 700 students and a 3-star state rating (Nevada CRT) to 4 sites/8 schools earning all 5-stars (SBAC) in 2018, serving nearly 5000 students. We rebranded the institution in STEAM excellence and created a marketing campaign to attract students

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 Nevada Strong Academy
2. Full name Monty Coon
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.
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?
7. What is your understanding of the appropriate role of a public charter school board member?
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

Charter School Informational Questions:

6. Why do you wish to serve on the board?

I am committed to providing an excellent school for ALL students, and want to make a difference in a community that I cherish so deeply. I grew up here in the Las Vegas valley and appreciate everything it has to offer. It saddens me to see that our school district ranks so low throughout the country, and not only am I determined to convince the rest of the United States that this valley is full of very capable, and intelligent people, I want to convince each student to believe in themselves and strive for greatness. They are all more than capable, without question.

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

To advise and ensure that the school is academically, financially, emotionally responsible to meet goals set in order to provide the best possible outcomes for our students and community.

8 & 9. Describe previous experience and knowledge.

My experience with small businesses and startups in the technology field will be useful to Nevada Strong as it initiates and formalizes its operations from the ground up. From lean operating practices, to building teams, to choosing the right tech, I will be able to lend his thoughts and make suggestions that will positively impact the school and its students.

School Mission and Program

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

Our mission is to ensure that all students are college and career ready. We incorporate high quality instruction, rigorous curriculum, character development, and commitment to community.

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

We will have double blocks of instruction in literacy and math, STEM focused - STREAMS 360 incorporates in Science, Technology, Reading, Engineering, Arts, Math and Social Emotional Learning.

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

Characteristics of a successful school are as follows: leadership, safe, accountable, high expectations, relationship based, rigorous curriculum, adaptable, proud, reflective, and agile.

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

Regular evaluation, parent surveys, teacher student satisfaction, high retention rates, climate and culture in the building - by actually going to the school and seeing for myself.

Governance

1. Role the board will play in the school's operation?

Monthly meetings to assess progress of school, advising, help on committees in areas of expertise as needed, hands-on assistance and support, and making regular visits to the campus.

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

Will be able to evaluate whether or not the school is successful based on annual evaluations, student retention, parent and teacher evaluations, and overall culture of the school. Frankly we should know well in advance if our school is going to be successful, and if it isn't we will need to come up with the correct strategy and pivot immediately. We shouldn't know if they school is successful at the end of the year, we should know if it's successful everyday, measured against annual goals.

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

We will know if it is successful if the school is continuing to close gaps for students, academic gains continue, the community support involvement continues, we are financial stable, The wait list is growing, and whether or not we are able to look into opportunities for expansion. Again, however, this starts with the correct strategy and execution, while also going through regular evaluation and retrospectives to find opportunities for improvement. Then, with solutions in mind, being able to pivot the strategy if needed.

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

Advise and support the school's mission and values right from the start. Then closely monitor enrollment targets, monitor progress towards goals (academic and financial), monitor satisfaction surveys, school climate, monthly meetings. We will constantly be reviewing the progress of the school, and with input from everyone (board, staff, community, students) the board will guide accordingly.

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 interest of the school?

I would bring my concerns to the Chair and request that it be addressed immediately. If the Chair was the culprit, I would go to the Co-Chair. Then, to ensure it was addressed, I would follow-up.

Start-Up Charter School Board Member Information

Why you have the capability to be an effective board member.

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

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed educational program?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding (or not) in its mission?

Governance

1. Describe the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of three years of the school is successful?
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
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?

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

Start-Up Charter School Board Member Information

or entity is transacting or will be transacting with the school.

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

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

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

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

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

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

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

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

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

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

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

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

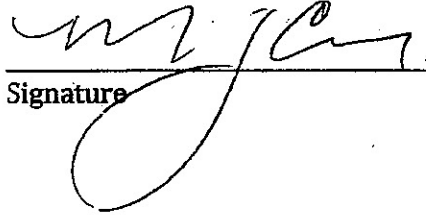
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Monty Coon, 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 Nunda Strong 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, Nevada Strong,
(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.

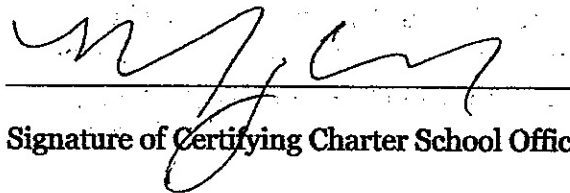
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school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

Monty Coon

Name Printed

Board Member

Title

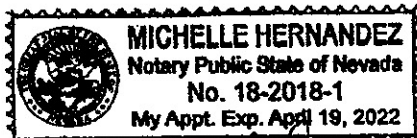
7-11-19

Date

Subscribed and sworn to before me

This 11th day of July 2019
date month year

(Notary Public Seal)



Start-Up Charter School Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve

Nevada Strong

2. Full name

Ronald Lindsey Dalley

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.

Educated K-12 & College in Nevada. Graduated Dental School in 1986 from the University of the Pacific in San Francisco. Practiced cosmetic dentistry in Las Vegas from 1988 till present. Active in education for over 20 years and chaired Moapa Valley Community Educational Advisory Board for several years, and currently serve as an elected board member of our community's water District. Founding member of the Moapa Valley Education Foundation, a 501c3 non-profit.

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

Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?
Contribute to education and serve the at-large community through innovative public schools.
7. What is your understanding of the appropriate role of a public charter school board member?
Oversight and assist goal achievement in both education and finances.
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.
Publicly Elected member of Moapa Valley Water Board, chaired our Community Educational Advisory Board, and serve currently on the Mack Lyon School Organizational Team.
9. Describe the specific knowledge and experience that you would bring to the board.
Familiar with Nevada open meeting law, worked with legislator committee on large school educational reform, and founding member of several non-profits.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Prepare students for college and/or careers through equitable and quality instruction that developed character and commitment to community.
2. What is your understanding of the school's proposed educational program?
Incorporate Science, Technology, Reading, Engineering, Arts, Math and Social Emotional Learning to benefit the entire child with double blocks of instruction in literacy and math with a STEM focus.
3. What do you believe to be the characteristics of a successful school?
High expectations within a positive concerned setting that connects the student with their community through staff and teacher relationships.
4. How will you know that the school is succeeding (or not) in its mission?
Results shown by grade level testing and improvement for all subjects. A full student application list and high teacher satisfaction which speaks to good school culture & climate.

Governance

1. Describe the role that the board will play in the school's operation.
advisory, accountability, monthly meetings to assess progress of school, help on committees in areas of expertise as needed, all hands on deck willing to help with what is needed
2. How will you know if the school is successful at the end of the first year of operation?
Financial and academic goals are met. Students & teachers retention.
3. How will you know at the end of three years of the school is successful?
Continued community support combined with academic improvements and gap closure.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Satisfaction surveys of parents, students, and teachers to monitor school climate. Monthly meetings to hold administration accountable for academic & financial 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?
Make the Board Chair aware and if it was the chair notify the vice-chair.

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, R. Lindsey Dalley, 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 Nevada Strong Charter School is true and correct in every respect.

Signature



Date

7/10/19

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, **NEVADA STRONG**,
(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]

Signature of Certifying Charter School Official

Lindsay Dellay

Name Printed

Board Member

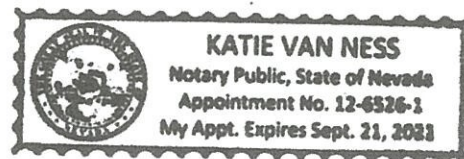
Title

7/10/19

Date

Subscribed and sworn to before me

This 10th day of July 2019
date month year



(Notary Public Seal)

x [Signature]

R. Lindsey Dalley Biography

Lindsey Dalley's roots are buried deep within southern Nevada. Literally born in Overton, Nevada, sixty miles east of Las Vegas, his Nevada roots extend back to his grandfather who mined in Pioche, Nevada and later used his mining skills on constructing Hoover Dam.

Lindsey Dalley's K-12 education took place entirely within the close knit Logandale/Overton community now called Moapa Valley. He had a diverse college experience beginning at BYU, extending to Southern Utah University, and finally UNLV before attending University of the Pacific Dental School in San Francisco. After graduating with honors, he returned to Las Vegas and set up cosmetic dental practice. As a dental professional, he enjoys meeting diverse individuals from CEO's of major casinos to retired Nevada Test Site workers who worked on top secret projects.

While he and his wife of thirty-five years raised their 4 successful children, he founded 2 non-profits to help the community engage in natural resource conservation by acting as a conduit between government and communities so individuals can participate in wise public land use. His most recent non-profit, making this his third, devotes it's efforts to funding local education in his rural community. His interest in building up the Southern Nevada community remains high because he currently has 7 grandchildren living here and wants to ensure they'll have sufficient opportunity.

He enjoys working with the youth and Southern Nevada's rich history and spearheaded a two day historical trek of over 300 youth for fifteen miles that culminated at the previously submerged town of St. Thomas where the community celebrated their historical heritage.

He chaired the Moapa Valley Community Educational Advisory Board for several years and then chaired their task force to reorganize CCSD to provide input to the State Legislative Committee as they held their advisory committee meetings. Currently he holds several community positions. He serves as the Community Member of the Mack Lyon Middle School Organizational Team and as an publicly elected Board member of the Moapa Valley Water District where he oversees their natural resource development.

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).

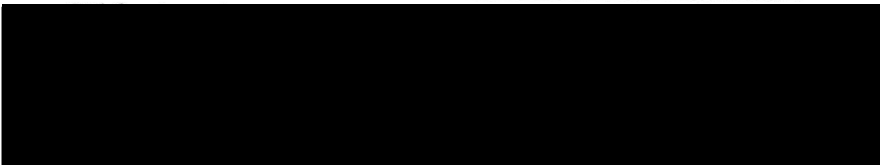
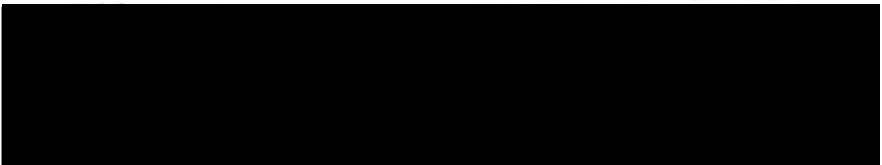
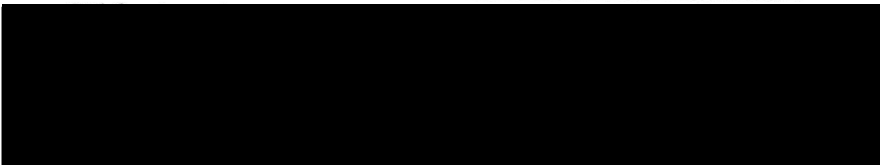
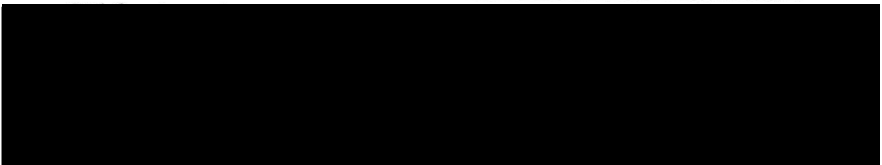
All forms must be signed by hand.

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 NEVADA STRONG
2. Full name ARTHUR ANDREW HAFEN
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. SEE ATTACHED
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? SEE ATTACHED
7. What is your understanding of the appropriate role of a public charter school board member? SEE ATTACHED
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 SEE ATTACHED

Start-Up Charter School Board Member Information

why you have the capability to be an effective board member.

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

SEE ATTACHED

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? SEE ATTACHED
2. What is your understanding of the school's proposed educational program? SEE ATTACHED
3. What do you believe to be the characteristics of a successful school? SEE ATTACHED
4. How will you know that the school is succeeding (or not) in its mission? SEE ATTACHED

Governance

1. Describe the role that the board will play in the school's operation. SEE ATTACHED
2. How will you know if the school is successful at the end of the first year of operation? SEE ATTACHED
3. How will you know at the end of three years of the school is successful? SEE ATTACHED
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? SEE ATTACHED
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? SEE ATTACHED

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

Start-Up Charter School Board Member Information

or entity is transacting or will be transacting with the school.

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

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

Start-Up Charter School Board Member Information

Certification

I, ARTHUR ANDREW HAFED, 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 NEVADA STRONG ACAD Charter School is true and correct in every respect.

Arthur A. Hafed
Signature

7/12/2019
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, NEVADA STRONG ACADEMY,
(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.

Arthur A. Hafen

Signature of Certifying Charter School Official

ARTHUR A. HAFEN

Name Printed

CHAIRMAN

Title

July 12, 2019

Date

Subscribed and sworn to before me

M. Lawrence

This 12 day of July 2019
date month year

(Notary Public Seal)

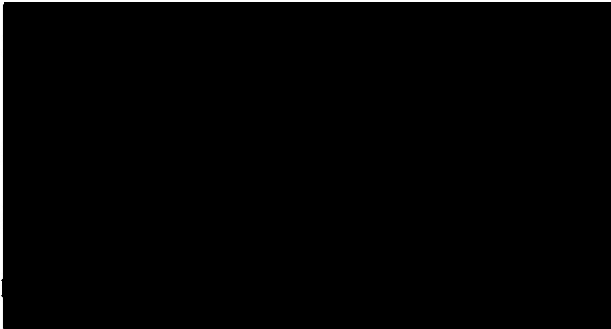


Background

1. Name of charter school on whose Board of Directors you intend to serve

Nevada Strong Academy

2. Full name: Arthur Andrew Hafen



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

FBI Clerk 1973-1978
BS Bus. Admin majoring in Accounting 1976
Sunrise Hospital 1977-1978
LVMPD License Investigator 1978-2002
Henderson City Council 1987-2017

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.

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

As Mayor of the City of Henderson one of my priorities was Education. After being term limited I wanted to find a way to continue my commitment to Education. Serving on this Charter School Board helps me to fulfill that personal commitment.

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

It would be Board members responsibility to advise and give oversight to see that school is meeting it's goals-financially and academically, make sound decisions that improve outcomes for students, and over see the Charter School's Executive Director.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service).

I believe my 30 years on the Henderson City Council will give great insight serving as a Board member of this Charter School.

Also my tenure on the Valley Hospital System Board of Governors will be beneficial.

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

My knowledge of government, budgeting and the contacts I have made through out the State of Nevada.

School Mission and Program

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

The School Mission is to educate all students to be college and/or career ready. Make sure every student succeeds, and has access to high quality instruction and a rigorous curriculum.

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

It will have double blocks of instruction in literacy and math, a STEM focus. It will use a STREAMS 360 approach which incorporates Science, Technology, Reading, Engineering, Arts, Math and Social Emotional Learning-

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

A Sound School design, exceptional Leadership, insuring Accountability and a Joyful, Safe, Warm Caring Environment. It will include high expectations of staff. We'll expect the staff to know their students, and adjust instruction to see that students are learning what they need.

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

Outcomes, are the students showing growth on grade level for all subjects. Does the school have a robust wait list, do surveys show parent, teacher student satisfaction and are retention rates high.

Governance

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

We'll act in an advisory capacity, insuring accountability, holding monthly meetings to assess progress of the school.

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

If we are meeting academic goals and are the school financials sound.
Parents, students and teachers survey results are positive and plan to return following year.

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

School is continuing to close gaps for students, academic gains continue, community support involvement continues. We are financially stabilized. If we continue to have a wait list. Does expansion make sense.

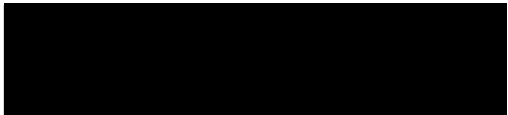
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Closely monitor enrollment targets, monitor progress towards goals- academic and financial, monitor satisfaction surveys and school climate.

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

I would share my concerns with board chair. If the board chair was involved I'd bring it to the co-chair, then follow up to see issue is addressed.

ANDY A. HAFEN



Skills Summary

Community leader with three decades of experience in local government, most recently leading the City of Henderson as its Mayor for two terms.

Education

Degree / Date of Graduation

University of Nevada Las Vegas

Bachelor's Degree, Business Administration

Experience

City of Henderson

Mayor, 2009-2017

As Mayor, I oversaw the continued expansion and development of the City of Henderson through the Great Recession. This included significant development in West Henderson. As Mayor, Henderson continually was ranked as one of the Nation's safest communities.

As Mayor, created the first municipally-formed Community Education Advisory Board (CEAB) and led the City Council in allocating over a million dollars to Henderson schools through the CEAB. I also served on county-wide committees implementing the state mandated reorganization of the Clark County School District.

City of Henderson

City Councilman, 1987-2009

Served as a member of the legislative body of the City of Henderson, voting on proposed ordinances and development plans.

Las Vegas Metropolitan Police Department

Special divisions' department.

Federal Bureau of Investigations

Clerk

Sunrise Hospital

ANDY A. HAFEN



While serving the Henderson residents as mayor for I have seen our community grow into the second-largest city in Nevada and excel into being one of the top safest cities in the U.S. Students at the Nevada Strong Charter will experience those same qualities of safety and security. I also have a strong belief in excellence in education as well as in serving those around you.

I graduated from University of Las Vegas with a bachelor's degree in business administration. I was a member of the Las Vegas MPD special divisions department for 10 years, former clerk for the FBI, accountant for Sunrise Hospital and long-standing City Council member for five years, and operating in Henderson overall for more than 30 years. Currently I am a board member for Nevada Strong Charter School.

Andy A. Hafen

Start-Up Charter School Board Member Information

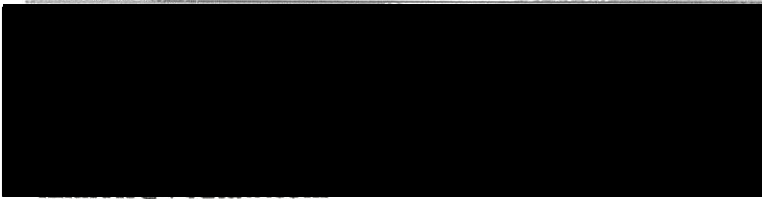
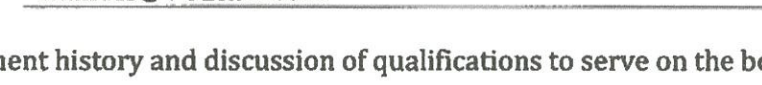


**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.**

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 Nevada Strong
2. Full name Kurt Harris
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.
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school? I have a firm belief in the power of an education and believe that much can be accomplished when an education is available.
7. What is your understanding of the appropriate role of a public charter school board member? Manage and monitor the goals and objectives of the School. Review the key objectives and

Start-Up Charter School Board Member Information

document results. Seek accountability with regard to meeting the educational objectives of the school.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have run a law firm and currently own and operate a private firm. I additionally own and manage a small business in North Las Vegas.
9. Describe the specific knowledge and experience that you would bring to the board. I am an attorney and have knowledge and experience in the legal arena.

School Mission and Program

1. **What is your understanding of the school's mission and guiding beliefs?** To educate all students and to promote potential college and career objectives in students. To promote the success of every student and provide high quality instruction promoted by a rigorous curriculum. Additionally, the promotion of character development of students and the commitment to the community.
2. **What is your understanding of the school's proposed educational program?** My understanding is that there will be twin blocks of instruction, literacy and math. There will be a STEMP focus. My understanding is that STREAMS 360 incorporates Science, Technology, Reading, Engineering, Arts, Math and Social Emotional Learning which will benefit children and promote development.
3. **What do you believe to be the characteristics of a successful school?** A sound structure and design of leadership, accountability, safe, caring, commitment environment with high expectations. Ideally, the staff will know the students and will have educational relationships which will promote the adjustment of instruction to meet and exceed the Students' needs with ongoing assessments.
4. **How will you know that the school is succeeding in its mission?** Student Outcomes will be measured to see growth at each respective grade level, for all subjects. If the school has a long waiting list that would be an additional measure, parent surveys, parent-teacher surveys and high retention rates may be additional measures.

Governance

1. Describe the role that the board will play in the school's operation.
It is anticipated that the Board will provide advisory, accountability, monthly meetings to assess progress of school, help on committees in areas of expertise as needed, with suggestions, recommendations and participation to aid and assist what is needed
2. How will you know if the school is successful at the end of the first year of operation?
It is anticipated that if academic goals and criteria are met and the School achieves financial independence or is near, and there is a list of students and positive reenrollment, there would be a plan to return the following year.
3. How will you know at the end of three years of the school is successful?
It is anticipated that if the School continues to close gaps for students and that students are making academic gains, with community support and involvement, financial stability will follow. Most private

Start-Up Charter School Board Member Information

organizations desire to donate and contribute to other private educational ventures if progress and commitment can be demonstrated.

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

Progress will need to be closely monitored. Enrollment targets will need to be monitored and student/Parent satisfaction will need to be measured. Financial objectives need to be closely watched and serious discussion and concern should be devoted to these items at monthly meetings to hold all responsible parties responsible.

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?

Report conduct to board chair if the board chair was involved bring it to co-chair, follow up to see issue is addressed and do not let up until addressed satisfactorily.

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.

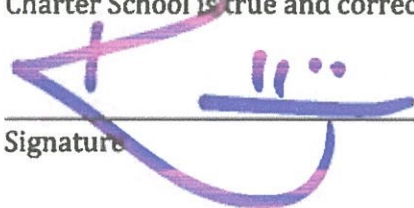
Start-Up Charter School Board Member Information

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

Certification

I, Kurt Harris, 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 Nevada Strong Charter School is true and correct in every respect.

Signature



Date

7-8-17

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Nevada Strong,
(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]
Signature of Certifying Charter School Official

KURT HARRIS
Name Printed

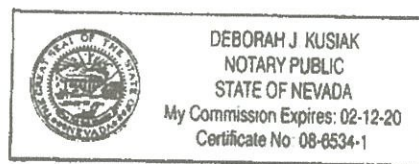
Board Member
Title

7/8/19
Date

Subscribed and sworn to before me

This 10th 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).

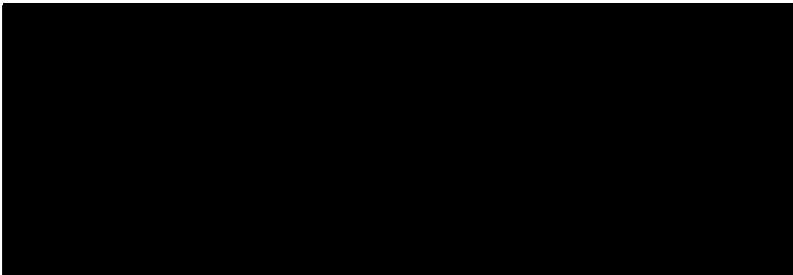
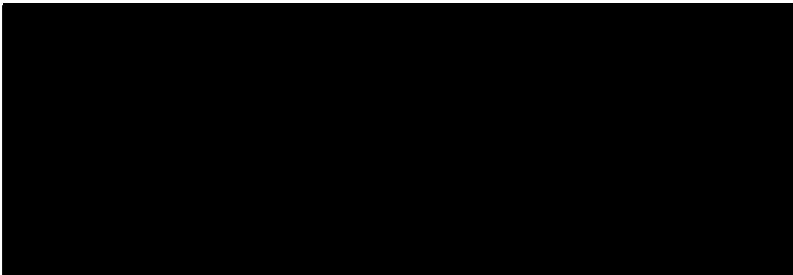
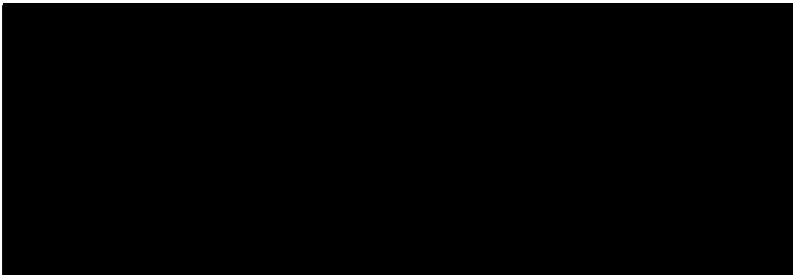
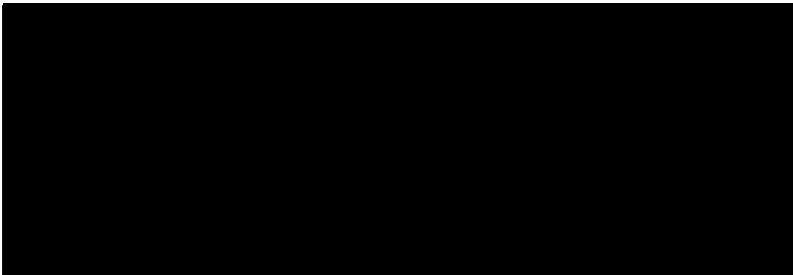
All forms must be signed by hand.

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 NEVADA STRONG ACADEMY
2. Full name David Alan Jones
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. **See attached Resume**
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

Start-Up Charter School Board Member Information

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

I want to continue making a difference in young people's lives through education and opportunity. I have the background and skills to continue doing this.

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

To guide, advise, counsel, and oversee school Management to accomplish its/our/the student's educational and financial goals.

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 volunteered in educating young people through Boy Scouts, UNLV, and NAIOP for many years. Further, I have a strong financial and banking background that will provide needed oversight and audit skills to the Board.

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

See #8 above

School Mission and Program

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

Excellence in a quality education; focus student's goals and education on college and/or careers; developing personal integrity and character; strong course curriculum.

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

Double blocks of instruction in literacy and math, focus on STEM, fluency in math and reading.

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

Part of the local neighborhood/community; strong Leadership; knowledgeable, caring staff and educators; meeting each student's learning needs.

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

Student performance and advancement; student and parent satisfaction

Governance

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

High-level governance, advisement, oversight, and ensuring accountability.

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

Student academic goals are met and financial solvency.

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

Continued enrollment demand and growth in enrollment; continued student academic success; parent and student satisfaction.

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?

Oversee financial management; oversee enrollment targets; oversee academic success of students.

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?

Confidentially engage the Chairman of the School Board (or co-chair); ensure action is taken to investigate, and resolve or mitigate.

Disclosures

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

I / we do not know any such trustees. **X Yes, my wife and I have known Annette Owens for many years through Church and the neighborhood. My wife and I have known Kurt Harris for many years through Church and the neighborhood. I have known of, Andy Hafen, as Mayor of the City of Henderson, but I have not had a personal or professionally relationship with him.**

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

X - No I / we do not know any such employees. Yes

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

X - No I / we do not know any such persons. Yes

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

X - No I / we do not anticipate conducting any such business. Yes

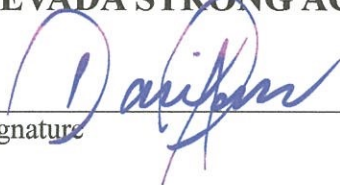
Start-Up Charter School Board Member Information

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

Certification

I, **DAVID ALAN JONES**, 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 **NEVADA STRONG ACADEMY** Charter School is true and correct in every respect.

Signature



Date

07/11/2019

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, **NEVADA STRONG ACADEMY**,
(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

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

David A. Jones
Name Printed

Treasurer
Title

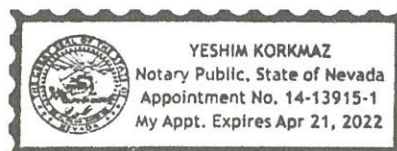
07/11/2019
Date

Subscribed and sworn to before me

This 11th day of July 2019
date month year



(Notary Public Seal)



David A. Jones – Brief Bio

David Jones works as a Wealth Management Banking Advisor for The Northern Trust Company providing banking & financing advice and services to wealthy individuals and families. David has been a banker in Las Vegas for over 25 years, with over 11 years at Bank of America. He is experienced in commercial banking, equipment finance, SBA lending, commercial real estate, construction finance, and jet aircraft financing.

In August 2008, David graduated from the Pacific Coast Banking School held at the University of Washington in Seattle. He distinguished himself by being selected as “the best of the best” and was asked to join the faculty and return as an Alumni Associate Director. David has lived and been educated in Mexico, Israel, and England. He holds a B.A. degree in English Literature and an M.B.A. degree from Brigham Young University, where he also served as a Student Body Officer (Vice President of Athletics) overseeing the finances and activities of the BYU Cheerleaders.

Throughout his banking career David has managed his own commercial, small business, and real estate portfolios as well as successfully managed other bank employees. As the Real Estate Division Manager at Nevada First Bank, he oversaw and managed the growth of the Bank’s commercial real estate portfolio during the dramatic 2003-2006 real estate boom immediately prior to the Bank being sold to Bank of Nevada. He also helped open a de novo bank: as a founder and shareholder of Service1st Bank of Nevada, which was capitalized with \$50 million in 2006 and opened in Jan 2007.

David was born and raised in Las Vegas, NV. A graduate of the original Las Vegas High School, he boasts of being a 3rd generation southern Nevadan. David has been married to his wife, Sandi Taylor (also a native Las Vegan) for over 22 years. Together David and Sandi have three (3) children: Sara, Johanna, and Taylor.

David has spent much of his career giving back to the community in which he grew up. David has been an active member of the NAIOP Education Committee. He served three years as the Southern Nevada NAIOP Chapter’s Education Committee Chair. Through NAIOP David provided weekly mentoring to college students as a UNLV Student Mentor. David has also contributed his time to the UNLV Lied Institute of Real Estate Studies as a Real Estate Finance Instructor. Prior to accepting the position of Associate Director of the Lied Institute for Real Estate Studies, David served on the UNLV Lied Institute Executive Committee. For 2-consecutive years David has been the Construction Finance Instructor for NAIOP’s Developing Leaders Institute. David also worked as the Associate Director of the Lied Institute for Real Estate Studies, College of Business, at UNLV working with professors, students, and community leaders for the betterment and improvement of the real estate profession. David also enjoyed teaching the Real Estate 334 Investment class (formerly Finance 434) in the College of Business.

David continues to play an active role in the Boy Scouts of America, Las Vegas Area Council. He served as an Assistant District Commissioner overseeing the activities and programs of other Scout Troops. For over 5 years he served as the Boy Scouts of America “Banking & Finance Explorer Post” Advisor providing high school young women and men first-hand exposure to behind-the-scenes looks into many Las Vegas businesses. He’s also served twice as a Varsity Scout Coach. Currently he serves as the Scoutmaster for Boy Scout Troop 463.

David’s community involvement extends to other areas as well: for 6 years he served as a volunteer teacher providing early-morning religious education for local high school students. He also volunteered for the Prison Ministry at both the men’s and women’s Nevada State Correctional Facility/Prison in Jean, Nevada.

David Jones looks forward to working to improve the business, banking, professional, and educational communities in the Las Vegas valley.

DAVID A. JONES



EDUCATION:

PACIFIC COAST BANKING SCHOOL, Graduated: September 2008

- Selected by Faculty & Administration to return as an Alumni Associate
 - Director M.B.A., Brigham Young University, Provo, Utah (April 1988)
 - B.A. English Literature, Brigham Young University, Provo, UT (April 1986)
 - STUDY ABROAD, Mexico 1979, Mexico 1980, Israel 1980

WORK:

NORTHERN TRUST BANK (November 2014 – Present)

- Wealth Management Banking Relationship Manager
 - Work with high net worth families, individuals, and their companies.
 - Develop comprehensive banking and financing solutions to meet each client's unique goals and objectives.
 - Work as part of an integrated team of professionals who are focused on providing clients with dynamic financial strategies, unique to their individual and family needs.
 - Collaborate with Northern Trust's investment, trust, and banking professionals in the wealth management industry to provide knowledge and expertise needed for innovative wealth management strategies.

MUTUAL OF OMAHA BANK (August 2011 – November 2014)

- Commercial / Real Estate / Corporate Lending
 - Developed new business with clients, underwrites loan approvals, and manages a loan portfolio.
 - Performed accurate portfolio monitoring, maintenance, and financial reporting.

UNLV College of Business (Aug 2010 – May 2011)

- Associate Director, Lied Institute for Real Estate Studies
 - Oversaw continuing education for business professionals, student/business internship development, student-to-industry mentoring activities, and community outreach.
 - Initiated "The Lied Research Report," providing analysis and commentary of current economic and real estate issues to the public.

UNLV College of Business (Aug 2010 – Dec 2010)

- Real Estate 334 Investment Decision Analysis Full-time Instructor (3-credit hour course)
 - Instructed, tested, and graded approximately 40 UNLV upper-division (Junior/Senior) college students during the Fall 2010 semester.
 - Many student evaluations indicated: "One of the best [classes/professors] I've ever had at UNLV."

NEVADA REALTY CAPITAL (Feb 2010 – Aug 2010)

- Principal
 - Provided real estate consulting services, property identification, selection, and financial analysis for a Private Equity Group (Del Mar Partnership, San Diego, CA) investing in Bank-Owned Commercial Real Estate.
 - Provided development assistance and in-depth due-diligence in planning specific use for raw land to be purchased by Private Equity Group.
 - Provided consulting services in the purchase of a discounted bank note secured by Commercial Real Estate.

NEVADA STATE BANK (May 2007 – Feb 2010)

- Senior Vice President and Real Estate Team Leader
 - Generated new business prior to the Las Vegas real estate decline.
 - Personally managed a real estate portfolio, including Troubled Debt Restructures, accurate disbursement of construction loans, negotiating short-sales, and providing timely Bank reporting requirements.
 - Managed a team of (5) personnel and their lending/work-out activities.

SERVICE1st BANK (Sep 2006 – May 2007)

- Chief Lending Officer, Executive Vice President
 - Founder & Shareholder of Service1st Bank of Nevada.
 - Raised capital, participated in strategic planning and Board of Director meetings.
 - Set-up the Lending Division of Bank: loan committee approval authority, hired staff, implemented processes and systems, including developing multi-user software for deposit and loan pipelines.

BANK OF NEVADA (formerly NEVADA FIRST BANK) (Oct 2003 – Sep 2006)

- Manager Commercial Real Estate Division, Senior Vice President
 - Managed the day-to-day operations of a Real Estate Department of 10 associates.
 - Worked as an approval-authority member of Senior Loan Committee.
 - Provided annual strategic planning and implementation of process improvement.
 - Managed growth during Las Vegas real estate boom.

COMMUNITY BANK OF NEVADA (Feb 2001 – Oct 2003)

- Real Estate Loan Officer, Senior Vice President
 - Assisted in managing the operations of a Real Estate team of 12 associates.
 - Personally underwrote and managed a portfolio of construction, term, and participations loans for Real Estate including Industrial, Office, Retail Centers, Apartments, & Land.

BANK OF AMERICA (Las Vegas, NV - Jan 1990 – Feb 2001)

- Real Estate Construction Loan Officer, Vice President
 - Managed and underwrote the construction of Apartment Complexes, Office & Industrial buildings, and Anchored Retail Centers.
- SBA Real Estate Team Leader, Vice President
 - Managed a team of thirteen (13) Real Estate Specialty Associates.
 - Managed an SBA Real Estate Team Portfolio of over \$175 million and 120 individual borrowers:
 - § Oversaw approximately \$110+ million in SBA loans under construction.
- Home Builder Division Account Officer, Vice President
 - Underwrote and funded the construction of For-Sale Residential Homes/Condominiums.
- Relationship Manager, Commercial Business Banking Division, Vice President
 - Managed and underwrote Revolving Lines of Credit, Real Estate Term Loans, Construction Loans, Equipment Financing, Trade Financing, and Standby, Commercial, and International Letters of Credit.
- Senior Equipment Leasing Credit Officer (Credit Analyst/Underwriter)

SECURITY PACIFIC BANK (Las Vegas, NV - Apr 1989 – Jan 1990)

- Commercial Loan Associate (Credit Analyst)

DURHAM & COMPANY (Phoenix, AZ - Apr 1988 – Apr 1989)

- Account Executive
 - Created, managed, and administered worker productivity and incentive plans and consulting for clients.

EAGLE MARKETING (Provo, UT - Apr 1984 – Aug 1984)

- Sales Representative
 - Sold educational books door-to-door in Houston, Texas
 - Awarded Hawaii Trip for Top 5 Salesmen

PROFESSIONAL TRAINING COURSES:

- Managing Inclusion
- Management, Industry & Business Evaluation
- Commercial Real Estate Lending Seminar
- Home Builder Division Training
- Multiple Real Estate Entity Cash Flow Analysis
- Individual Tax Analysis
- Real Estate Enterprise Cash Flow Analysis
- Cash Flow Analysis & Forecasting

CIVIC & COMMUNITY:

IMPACT NEVADA (Nevada's Sustainability Alliance)

- Board of Director, Sept 2013 – June 2018

LEADERSHIP HENDERSON GRADUATE, Class of 2006 (Henderson Chamber of Commerce)

- Voted Class President
- Class Graduation Speaker

NAIOP of SOUTHERN NEVADA, Education Committee Member, 10/05 - Present

- Committee Chairman, 2008 & 2009
- Co-Sponsored Navigating the Municipalities Workshop Series, 2006
- Organized the Municipal Water & Power Workshop, 2007

UNLV Lied Institute of Real Estate Studies

- Executive and Advisory Committee Member, Jan 2010 – May 2011
- Homebuilder Finance Instructor, May 2001 – May 2006
- Student Mentor, 2006 – 2009

BOY SCOUTS OF AMERICA

- Eagle Scout Service Project Reviewer / Approver, LVAC BSA Black Mountain District - Present
- Advancement Chair, LVAC BSA Silverado District - Present
- Boy Scout Scoutmaster, Troop 463, Nov 2015 – Jan 2018
- Varsity Scout Coach, Team 6463, Aug 2012 - Nov 2015
- Assistant Scoutmaster, Troop 463, Apr 2009 – Aug 2012
- Assistant District Commissioner, LVAC BSA Silverado District, 2007 – 2008
- Unit Commissioner, Troop 463, Jan 2006 – Dec 2007
- Explorer Post Advisor (Banking & Finance), Bank of America, Oct 1995- Feb 2001
- Varsity Scout Coach, Troop 152, 1998-1999
- Woodbadge, June 1998
- Assistant Scoutmaster, Troop 64, 1988-89

TOASTMASTERS INTERNATIONAL, Las Vegas 1989-2000

- Distinguished Toastmaster (DTM)
- District 33 Treasurer (Southern Nevada & Central California)
- Club President

CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

- Jean Nevada Prison Ministry (Male and Female Correctional Facilities), 2007 – 2008
- Volunteer Seminary Teacher, Coronado High School, Henderson, NV Aug 1999 – June 2005
- Missionary, England Manchester Mission, Northern England, Mar 1981 – Mar 1983

STUDENT BODY OFFICER, Vice President of Athletics, Brigham Young University, Aug 1985 – Apr 1986

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

Nevada Strong Academy

2. Full name

Beatrice T. Soares

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. Educational history, employment, and qualifications are attached.

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 would like to serve on the proposed charter mainly because there's a growing need in our community to provide our students with a quality education. I'm committed to working toward that goal.

Start-Up Charter School Board Member Information

7. What is your understanding of the appropriate role of a public charter school board member?
I feel very strongly that my role would be to provide guidance and oversight to ensure the goals, (i.e. academics, financial, community outreach, etc) are met. Make sure the charter is following all the state, local and federal laws as written.
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. See my attachment. I have been involved in education for over 40 years. I've been on committees at my son's preschool, providing expertise on curriculum, parental involvement, staff training, etc.
9. Describe the specific knowledge and experience that you would bring to the board. As a teacher, elementary counselor, assistant principal, principal I feel I possess the knowledge, experience and background is needed to ensure the charter is a successful one. I've conducted workshops for teachers, parents and the community for many years.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? The mission of Nevada Strong Academy is to educate all our students so they will be prepared to attend college, and be able lead in the world in which they live.
2. What is your understanding of the school's proposed educational program? The school's proposed program is to meet the individual needs of our students which would include their academics, emotional and social needs. A program that will address students' with disabilities as well as our second language population.
3. What do you believe to be the characteristics of a successful school? A successful school is one where a culture and environment is created and maintain that will promote high standards and a positive feeling of all those involved. A place where students, teachers and parents want to be everyday. A successful school must have strong leadership. If the academic goals of our student are achieved.
4. How will you know that the school is succeeding (or not) in its mission? I will know the school is succeeding by the results of assessments administered to our students.. If students are on track and made enough growth to move on to the next grade level. If the school finances are in order and through positive feedback from students, parents and the community.

Governance

1. Describe the role that the board will play in the school's operation. The board's role is critical. They are there to communicate and interact with all the charter's

Start-Up Charter School Board Member Information

stakeholders to ensure that school is ran professionally, orderly and productively. They are there to advise, conduct regular meetings with various committees to determine progress, needs and or/concerns.

2. How will you know if the school is successful at the end of the first year of operation? We will know if the school is successful at the end of the first year by analyzing student data, whether growth was achieved, fiscal responsibility and positive input from students, parents and staff.
3. How will you know at the end of three years of the school is successful? We will know if the school is successful after three years if we show continued academic growth, if we show increase student enrollment, stability in staff and positive feedback from parents and the community.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The steps we need to take to ensure that the charter is successful is to closely monitor (maybe monthly reports) progress in all aspects/goals outlined. If we find concerns, the board must address and offer solutions. Also, listening to the concerns of all stakeholders.
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 a board member was acting unethically, it should be immediately given to the board chair and if the concern involved the chair him or herself, the entire board should be made aware. The board should follow the guidelines outlined in our charter.

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.

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

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Nevada Strong Academy,
(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

Start-Up Charter School Board Member Information

Certification

I, Beatrice T. Soares 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 Nevada Strong Charter School is true and correct in every respect.

Beatrice T. Soares
Signature

7-11-19
Date

Start-Up Charter School Board Member Information

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

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

Notarized Statement

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

Beatrice T. Soares
Beatrice T. Soares

Signature of Certifying Charter School Official

Name Printed

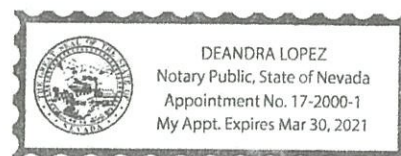
Vice Chair

Title

Date 7-11-19

Subscribed and sworn to before me

This 11th day of July 2019
date month year



State of Nevada
County of Clark

Start-Up Charter School Board Member Information

(Notary Public Seal)

Beatrice T. Soares—Resume

Residence: [REDACTED]

Telephone: [REDACTED]

Education: B.S. in Elementary Ed. 1974 University Nevada Las Vegas

Master's Guidance and Counseling. 1978 University Nevada Las Vegas

Post Education Administration. 1984 University Nevada Las Vegas

Work Experience:

Elementary School Teacher: 1974-80

Elementary School Counselor: 1981-1987

Assistant Principal: 1988-1992

Principal: 1993-2007

SCORE of Las Vegas (Resource for the Small Business Administration) 2007-Present

Educational Membership and Office Held:

Former Treasurer: Clark County School Administrators Association

Former Member of the Clark County Counselors Association

Former Member and school representative the for Clark County Education Association

Lifelong Membership in the Parent Teacher Association

Former member of the CCSD's Superintendents' Advisory Committee focusing on-Low Achieving Schools

Former member of the CCSD's Contract Negotiations for Support Staff

Community Involvement:

Former Vice President of HACA (Present name Hope Link of Henderson) Assist families with low income housing, employment, clothing, children needs, etc)

Presently a member of the Les Femmes Douze Organization: A 55 year old community program preparing high school girls for post graduation decisions (i.e. college, vocation, etc)

Actively involved in my parish(St. James the Apostle Catholic Church)former member of the parish counsel.

Served on the following committees:

Curriculum Development

Testing Analysis

Interventions to improve instruction

Teacher Coaching

Teacher/Suport Staff Evaluation

Parent/Community Involvement

UNLV Student teacher supervisor

Start-Up Charter School Board Member Information

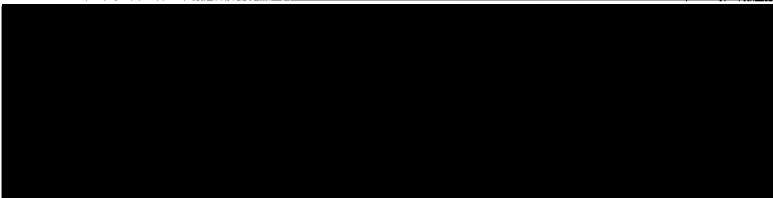
To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.

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 Nevada Strong Academy
2. Full name Amy Trombetti
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. Please see attached resume for employment history and qualifications. Qualifications also discussed in question 8 and 9.
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 believe in the mission and vision of the school. I also feel that the founding group is strong and this will be a strong school, as stated in the name.

Start-Up Charter School Board Member Information

7. What is your understanding of the appropriate role of a public charter school board member?
To govern and oversee policy and finances. Also hold the school director accountable.
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 served on a charter school board in Utah and currently serve as the board chair on a non-profit Arts Council board in Park City Utah. I have also been a Principal responsible for reporting to a board. I believe I bring experience to this board from both perspectives being a board member and being a school director.
9. Describe the specific knowledge and experience that you would bring to the board.
I have worked in charter schools for 13 years. I have worked with different states and with the National Center for Special Education. I have attended charter trainings, conferences and read charters for approval. I have also been a charter monitor in Utah. I have 23 years' experience in special education and started my career in Nevada and am a UNLV graduate. I am very familiar with the challenges that charter schools face with special education and feel I can support a proactive approach to systems and policy that will help the school excel with their special education program.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To teach all students as they prepare and transition to college and how they can make an economic impact.
2. What is your understanding of the school's proposed educational program?
The educational program will have high expectations to educate the whole child recognizing emotional learning while teaching core subjects. The education will also focus on STEM and double blocks in literacy and math.
3. What do you believe to be the characteristics of a successful school?
Leadership, accountability, retention and safe environment. Building relationships between staff and student and instructional safety, which provides individual needs as well as staff awareness of learning styles and how to best support students for success. Also recognizing and embracing the community connection and teaching core values.
4. How will you know that the school is succeeding (or not) in its mission?
Student success and data outcomes. Also, retention of staff and students.

Governance

1. Describe the role that the board will play in the school's operation.
Governance role focusing on policy and budget.
2. How will you know if the school is successful at the end of the first year of operation?
Finances are sound, enrollment and report on student success from the Director.

Start-Up Charter School Board Member Information

3. How will you know at the end of three years of the school is successful?
If the data shows we have made a difference for students. Graduation rate, retention of staff and students, waitlist and school climate and culture.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Good Governance and let the school director DIRECT.
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?
Follow policy and procedure. Also make sure our policies include systems for ethics.

Disclosures

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

Start-Up Charter School Board Member Information

relationship.

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

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

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

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

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

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

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

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

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

☒ None. ☐ Yes

Certification

I, Amy Trombetti, 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 Nevada Strong Academy Charter School is true and correct in every respect.



Signature

07/12/2019

Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, *Nevada Strong Academy*,
(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.

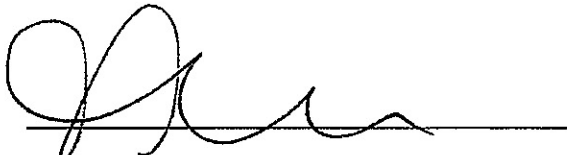
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school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


Amy Trombetti
Name Printed

board Member
Title

07-12-19
Date

Subscribed and sworn to before me

This 12th day of July 2019
date month year


(Notary Public Seal)



Amy E. Trombetti

Employment

Special Education Consulting Services (SPEDCO) **CEO/Special Education Director**

Park City, UT
2010 to present

Special Education Consulting Services (SPEDCO) was established to assist Charter Schools who were having concerns with compliance, inappropriate identification of students with disabilities, difficult parents, team meetings and retaining Special Education Directors and Teachers. SPEDCO is able to offer the following services to schools at a substantial savings.

- LEA Special Education Director
- Compliance and monitoring to meet all federal regulations, services and funding
- Hiring Special Education Staff
- Training.
- Leadership team for at risk schools
- Due Process and Mediation.
- RTI Training and Implementation
- State Reporting
- Program and Curriculum Analysis and Training
- Attend complex IEP meetings
- Oversee budget and purchasing
- Assist teachers and Para-professionals with resources and materials
- Trainings

Utah State Board of Education (USBE) **IEDA Compliance Monitor/Mentor/Coach**

Salt Lake City, UT
2010 to present

The Utah Special Education Program Improvement Planning System (UPIPS) is the USBE Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B, conduct a continuous improvement monitoring process. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USBE-SES, the Utah Personnel Development Center, parents, and advocates.

The UPIPS team analyzes data and assess' the school in five areas to ensure compliance. General supervision, parent involvement, free and appropriate public education in the least restrictive environment, transition and disproportionality.

As part of the team I provide assistance to the Compliance Monitor at the Utah State Board of Education in mentoring and coaching. I have worked as a team leader on Strong Start, a mentoring program for first year Charter schools. I have also working with the Compliance Monitor as part of the Results Driven Accountability plan, Improvement plans for LEA's, Self Assessment and Tiered Monitoring Support.

Utah State Office of Education (USOE) **Charter School Monitor**

Salt Lake City, UT
2012 to 2016

The Utah Charter School monitoring is an accountability process conducted by the USOE to ensure that approved charter schools are following the goals, mission and vision that they established when they were approved and open.

- Pre-read the Charter Agreement applicable performance report(s), and any additional available data provided by the Utah State Office of Education (USOE).
- Create draft reports using available charter school data

- Create visit schedules
- Attend all on-site monitoring team meetings and scheduled activities
- Accurately review selected data for compliance with the Charter Agreement and Utah State Board of Education Administrative Rules.
- Accurately conduct interviews, as assigned, with governing board members, school staff, and parents
- Summarize concisely and accurately data collected from data reviews and interviews

George Washington Academy
Director

Saint George, UT
2007 to 2010

Strategic Planning and Budget

- Create annual budget
- Provide appropriate accommodations for faculty and staff
- Long range planning regarding the number of students for future years, space and personnel requirements
- Track classroom achievement and test scores for comparison with District, State and National results
- Maintain current knowledge of State and National Educational Requirements and track legislation proposing changes

Staff

- Hiring and development of teaching staff
- Hiring and overseeing the Office Manager and other related staff
- Creation and maintenance of Employee Manual

Curriculum

- Ensuring curriculum continues to meet all local, state and national standards
- Responsible for ensuring all Special Education students receive proper instruction
- Evaluate how effectively IEP goals and objectives are communicated to teacher, aides and parents

Communication

- Regular contact with teachers, support staff, students and parents regarding all pertinent information, including policy, facilities and any and all areas of school operation
- Serving as an Ex-Officio Member of the Board of Directors. Responsible for updating the Board on school accomplishments/shortfalls and recommending needed policy changes
- Providing accurate and timely information to the PTO to assist in facilitating the achievement of the PTO goals

George Washington Academy
Assistant Director

St. George, UT
2006 to 2007

Assist the Director in the following areas; Implementation of Strategic Plan • Achieve AYP through teacher training • Curriculum • Assist the Business Administrator with annual budget • Maintain current knowledge of State and National Education Requirements • Teacher development • Oversee Special Education Department • Attend trainings and board meetings • Hiring and firing of staff • Communication • PTO Board Member • School supervision • Discipline.

George Washington Academy
Special Education Director

St. George, UT
2006 to 2007

Ensure that all children with special needs are being assisted appropriately throughout the entire Special Education process, including but not limited to, referral, intervention, testing, diagnosis and development and maintenance of the IEP. Provide parents and teachers with support training. Keep GWA in compliance with the Utah State Office of Education through the UPIPS and monitoring process.

Foothill High School
Special Education Teacher Facilitator

Henderson, NV
2004

- Assured students with disabilities received a free and appropriate education (FAPE) in the least restrictive environment (LRE).
- Assisted parents in problem solving and acquiring the necessary knowledge/skills to support the development and implementation of their child's IEP.
- Provided technical information to school personnel regarding federal, state and local mandates pertaining to disciplinary procedures.
- Prepared IEP's and paperwork related to referrals to alternative settings for behavior.
- Monitored confidential folders and IEP's for compliance and completeness.
- Assist IEP Teams in the development of transition plans.

Education

Master of Arts in Education Administration & Supervision

University of Phoenix, Las Vegas

May 1998

Bachelors Degree of Science in Special Education

University of Nevada, Las Vegas

May 1996

Certifications

Certificate in Medication/Conflict Resolution

Professional Educator License Utah, Level 2

Core Knowledge Leadership Institute

High Functioning Autism and Asperger Syndrome Trainer

Eye Mentor Certification

Professional Affiliations

USOE – Mentor for New Special Education Directors

CCBD - Council for Children with Behavioral Disorders, Executive Board Member, Vice President

CSPED – Charter Special Education Directors, Member

CEC – Council for Exceptional Children, Member

CASE – Council of Administrators of Special Education, Member

UAPCS – Utah Association of Public Charter Schools, Former Member

CHART Right -Legislative Dissemination Project 2010, Team Member

Western Regional Middle Level Consortium, Former Member

Served on Senator Steve Urquhart's Legislative Education Cabinet, 2008 – 2010

NASAA – National Association of Student Activity Advisors – Former Member

Special Recognition

Utah Charter Network, Charter Association's Charter Champion of the Year, 2017

Clark County School District "New Teacher of the Year" nominee, 1997

New Teacher of the Year Award, Mack Lyon Middle School, 1997

Grants & Funding

2018-2023, Award, \$420,000

State Personnel Development Grant (SPDG)

Multi-Tier System of Support (MTSS) grant for multiple charter school

2018-2019, Award, \$55,000

State Systemic Improvement Plan (SSIP)

This is an I-9 grant written for math improvement in Middle School and High School

2018-2019, Award, \$108,000

Aggressive Behavior Grant

Multi-school grant to train and supervise Registered Behavior Technicians (RBT) with a Board-Certified Behavior Analyst (BCBA)

2017-2018, Award \$45,000

State Systemic Improvement Plan (SSIP)

This is an I-9 grant written for math improvement in Middle School and High School

Special Projects

Nevada, National Center for Special Education in Charter School(NCSECS)

SPEDCO was selected by NCSECS to lead the State of Nevada Department of Education grant with the charter school authorizer department to provide monthly professional development and a special education summer bootcamp.

Memphis, Tennessee Achievement School District Program Evaluation and Technical Support

SPEDCO was selected by the Fraser area charter schools to conduct an evaluation of the specials education programs and services, and to follow up with professional development and coaching for teachers based on the resulting program improvement plan.

Attachment 9 – Board Bylaws, Code of Ethics and Conflict of Interest Policies

The Nevada Strong Academy Board is patterning bylaws, code of ethics, conflict of interest and other governing policies after Coral Academy of Science, whose website is listed below and other school resources.

<http://www.caslv.org/governing-board/>

Attachment 10–Incubation Year Planning Table

Attachment-10: Incubation Year Planning Table

The following table below outlines 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.

2019-2020 Planning Year Milestones	Activity	Key Personnel	Milestone Date(s)
INSTRUCTION			
	Curriculum Development: Curriculum Development Team (CDT) members will be identified.	CMO team members and School Leadership and one board member	CDT by Jan. 2020
	Phase-1: Under the supervision of EMO's CAO, the CDT will review 9 core elements.		Phase-1: 1/2020 – 2/2020
	Phase-2: Royal Teaching and Learning Framework will be developed.		Phase-2: 2/2020 – 6/2020
	Phase-3: STREAMS-360 integration will be aligned to the core subjects.		Phase-3: 2/2020 – 7/2020
TALENT			
	Phase-1: Training the School board members regarding HR policies and procedure and approval of Staff Handbook.	CMO team members and the proposed school leader	Phase-1: 1/2020
	Phase-2: Identifying high quality leadership team and training		Phase-2: 2/2020 – 3/2020
	Phase-3: Posting and interviewing teacher and support personnel		Phase-3: 3/2020 – 5/2020
	Phase-4: Mission and vision driven PDs.		Phase-4: 7/2020 – 8/2020
OPERATIONS			
	NSA board will engage the CMO to oversee the operation of the schools starting with the followings. Phase-1: Advertisement, recruitment, and application	The CMO and the school leader.	Phase-1: 11/2019 – 3/2020
	Phase-2: Acquisition of facility, furniture, and non-instructional services (food, custodial, etc.)		Phase-2: 1/2020 – 6/2020
TECHNOLOGY			

	Creating technology need assessment and school/building safety measures	Board members, the school leader and the CMO	3/2020 - 6/2010
FINANCE			
	Forming a finance committee and fundraising team and developing giving guidelines	The School Board Finance Committee, the CMO, and the school leader	11/2019
PARENT & COMMUNITY ENGAGEMENT			
	<p>Phase-1: Forming a Parent and Community Engagement committee</p> <p>Phase-2: Developing a mission-driven Parent and Community Engagement plan</p> <p>Phase-3: Creating a communication plan</p> <p>Phase-4: Building a social media platform</p>	School Leadership team with the support of CMO	<p>Phase-1: 1/1/2020</p> <p>Phase-2: 2/1/2020</p> <p>Phase-3: 2/1/2020</p> <p>Phase-4: 2/1/2020</p>
SCHOOL SYSTEMS & CULTURE			
	<p>Phase-1: Development of School Protocols and procedures.</p> <p>Phase-2: Creating an institutional language.</p>	CMO team members and School Leadership and one board member	<p>Phase-1: 1/2020 – 2/2020</p> <p>Phase-2: 2/2020 – 6/2020</p>

Attachment 11-College University/Dual Credit

This is not applicable to Nevada Strong Academy

Attachment 12-Operational Execution Plan

Attachment-12: An Operational Execution Plan

The timeline table listed below indicates calendar of activities for successful school start-up and ongoing operation:

TIME TABLE AND TASKS FOR IMPLEMENTATION			2019				2020							
AREA	CATEGORY	TASK												
Charter Application and Contract			S	O	N	D	J	B	M	A	M	J	J	A
	Application Process													
		Possible interview												
		Prepare for public Meetings												
	Oversight													
		Finalize terms of charter												
		Set up reopening system												
		Obtain certifications												
		Complete all opening requirements												
Governance			S	O	N	D	J	B	M	A	M	J	J	A
	Establish Legal Board Entity													
		Revise by-laws, if needed												
		Form Board Committees												
	Develop Procedures													
		Develop Board manual												
		Develop Board calendar												
		Define communication methods												
		Develop evaluation plan												
		Develop transition plan												
Educational Program			S	O	N	D	J	B	M	A	M	J	J	A
	Curriculum Planning													
		Identify curriculum planning team												
		Refine target grade level												

Financial			S	O	N	D	J	B	M	A	M	J	J	A
	Set-Up													
		Open bank account												
		Secure accountant												
		Create budget												
		Create controls and fiscal policies												
		Set up financial system												
		Establish/ modify payroll system												
	Refine budget													
		Input specific costs as known												
		Refine pre-opening budget												
		Refine operating budget												
		Refine 6-years rolling plan												
Operations			S	O	N	D	J	B	M	A	M	J	J	A
	Obtain Insurance													
		Investigate options												
		Obtain quotes												
		Select vendors												
	Set up food services													
		Investigate options												
		Obtain quotes												
		Select vendors												
	Contracted Services													
		Trash removal												
		Custodial services												
	Purchasing													
		Develop procedures												
		Investigate donated options												
		Furniture												
		Technology												
		Instructional materials												
		Office materials												
	Administration													
		Procure school management system												
		Create/modify master database												
	Communications													

[illegible]

	Safety Plan												
	Identify all safety needs												
	Fire safety inspection												
	Fire drill policy												
	Drinking water												
	Drinking water test												
	Cafeteria Health Inspection												
	Traffic management												
	Traffic signs												
	Site Set-Up												
	Technology installation												
	Move in furnishing												
	Set up classrooms												
Personnel		S	O	N	D	J	B	M	A	M	J	J	A
	Personnel Policies												
	Determine exact benefits package												
	Modify salary schedule												
	Modify performance assess. sys.												
	Develop / modify contracts												
	Develop / modify staff handbook												
	School Leader Search (Done)												
	Begin search in the system												
	Develop criteria												
	Develop process details												
	Advertise position												
	Screen resumes												
	Interview candidates												
	Offer position												
	Teacher and Other Staff Search												
	Begin word-of-mouth search												
	Develop criteria												
	Develop Process Details												
	Advertise position												
	Screen Resumes												
	Interview candidates												
	Observe in classroom												
	Hiring Process												

		Develop employment policies												
	Orientations													
		Hold summer orientation												
		Hold fall orientation												
	Parent Involvement													
		Define volunteering roles												
		Refine parent buddy details												
		Draft PTO Organization bylaws												
Fundraising			S	O	N	D	J	B	M	A	M	J	J	A
	Create Materials													
		Re-define logo												
		Create sch. website, reserve the name												
		Format explanatory materials												
		Revise and Develop website												
	Set up fundraisings													
		Develop fundraising strategy												
		Research individuals												
		Talk to individuals												
		Research foundations												
		Write grant proposals												
		Hold large fundraising event												

Attachment 13-Proof of Facility Commitment or Attestation

Nevada Strong Academy has secured a facility in an area of need that will work with our budget and serve our students.

Letter of Intent
Between ELV 1 Associates, LP AND Nevada Strong Academy

July 14, 2019

Nevada Strong Academy
Telephone: (702) 336-5159
[REDACTED]

Attn: Annette Dawson Owens

Dear Annette,

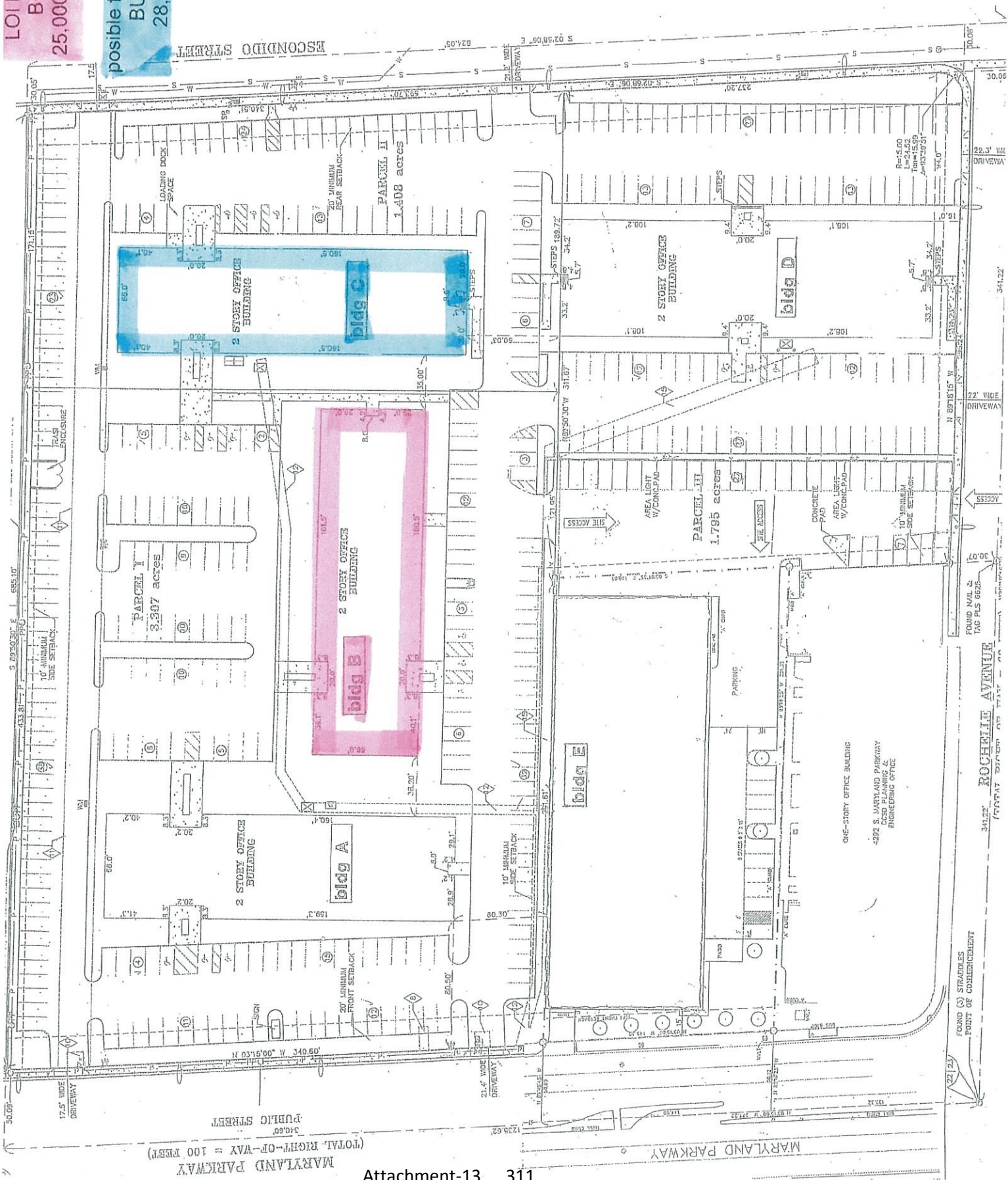
ELV-1 Associates, LLC is pleased to submit the following Revised Letter of Intent for your Academy to lease space at La Plaza Business Center. Please initial below to exhibit Nevada Strong's intent.

Thank you.

Lease Premises	4220 South Maryland Parkway Las Vegas, Nevada 89119 <u>Building-B</u> , first and second floor, excluding Suite 300 and the first floor common space
Rentable Square Feet:	Approximately 25,000
3) Term:	One hundred eighty two (182) months commencing June 01, 2020, and expiring July 31, 2035
4) Occupancy	Available 6/01/2020
5) Base Rent:	6/01/20- 05/31/21; \$1.20 per Rentable sq.ft per Month; or \$14.40 per Rentable sq.ft per annum, Increasing \$.05 per Rentable sq.ft per Month; or \$.60 per Rentable sq.ft per annum on the June 01 Anniversary year two thru year nine, remaining at \$1.60 per Rentable sq.ft per Month; or \$19.20 per Rentable sq.ft per annum for year ten; Increasing 3.5% years eleven, thirteen, and fifteen. Exterior land use \$0.55 per useable sq.ft.
5) Rent Escalations	3.5% every two years commencing 06/01/30 - 7/31/35

LOI lease premise
 BUILDING B
 25,000-26,000 SQ FT

possible future expansion
 BUILDING C
 28,000 SQ FT



MARYLAND PARKWAY
 (TOTAL RIGHT-OF-WAY = 100 FEET)
 340.60'

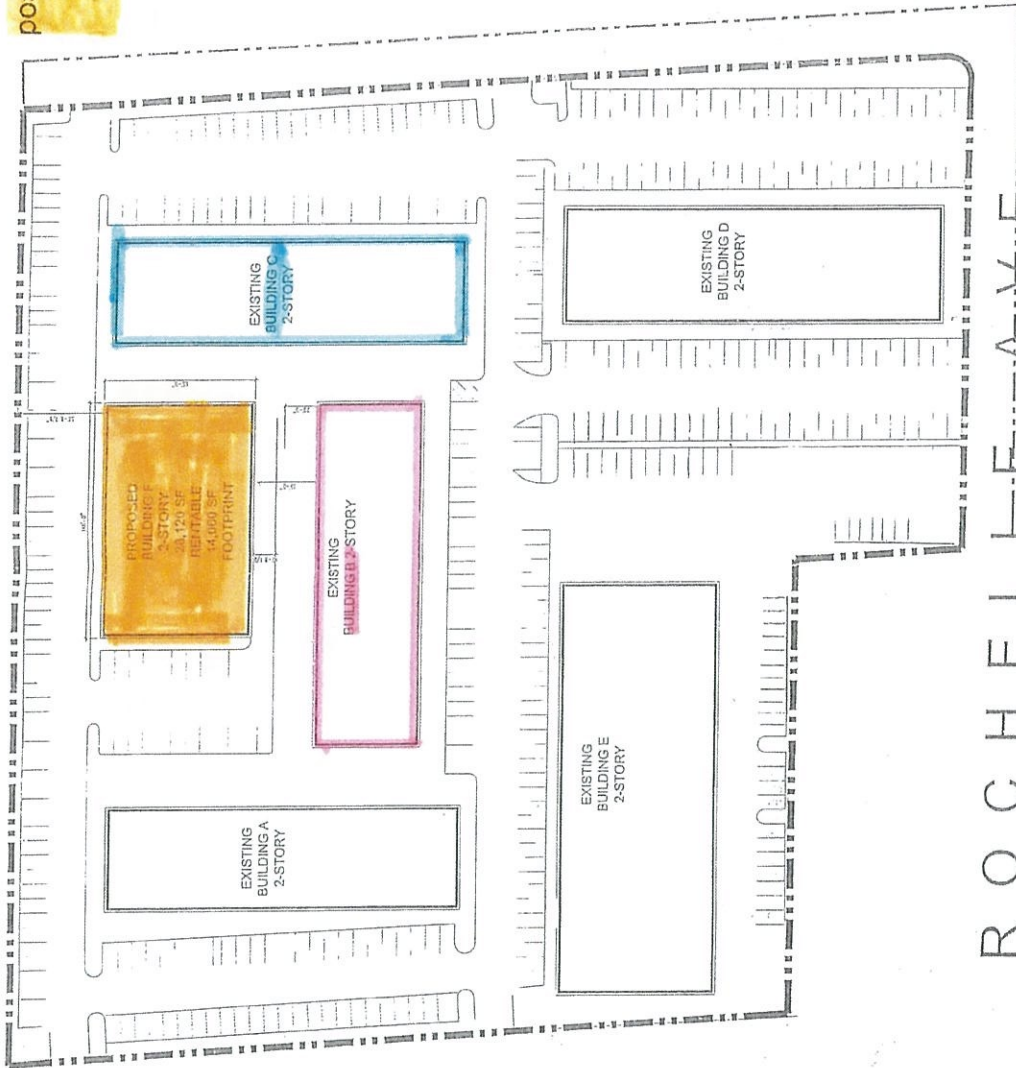
ROCHELLE AVENUE
 341.22'

FOUND (3) STRAPLES
 PORT OF COMMERCE

ONE-STORY OFFICE BUILDING
 4222 S. MARYLAND PARKWAY
 CSD PLANNING &
 ENGINEERING OFFICE

MARYLAND PARKWAY

ROCHELLE AVE



Attachment 14–Insurance Coverage

Attachment 14 – Insurance Coverage

As recommended by A and H Insurance

- **Liability** – Liability coverage for premises you rent or own.
 - Recommendation: \$1M Limit
- **Property** – Coverage for building or personal property you own.
 - Recommendation: Dependent on building value, ownership structure, and personal property included within
- **Professional Liability** – Coverage for teachers and professional educators
 - Recommendation: \$1M Limit
- **Workers Compensation** – Coverage for injury or accident for employees.
 - Recommendation: \$1M Limit
- **Automobile** – Coverage for any owned automobiles by the school.
 - Recommendation: \$1M Limit
- **Directors and Officers** – Coverage for any director or officers of the school.
 - Recommendation: \$1M Limit
- **Employment Practices Liability** – Coverage for school for losses due to discrimination, termination, harassment.
 - Recommendation: \$1M Limit
- **CyberLiability** – Coverage due to loss if computer systems hacked.
 - Recommendation: \$1M Limit
- **Accident Insurance** – Coverage for volunteers or students due to an accident while at school.
 - Recommendation: \$250k Limit
- **Umbrella** – Coverage due to claim that has exhausted your Liability limits.
 - Recommendation: \$3M Limit

Attachment 15-Budget Narrative

Attachment 15 – Budget Narrative

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

- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

We have used funding figures as provided.

DSA funding has been auto populated based on our selection of Clark County and our projections of our Special Education population. Title I, Title II, IDEA, and NSLP funding sources are not considered, and we believe those federal funding sources of revenue will provide a significant increase in our revenue each year.

- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

Projected Revenue outside of DSA funding and Special Education Weighted Funding:

- Private fundraising (Foundations, corporate)
 - Year 0 - \$10K; Given their rich ties to the community, the Nevada Strong team is confident that this is an achievable goal. (anticipated)
 - Years 2-6; As noted above, this is an adjustment to more accurately capture the projected EMO Management fee. (secured per EMO terms sheet)
- Private fundraising (individuals)
 - Year 0 - \$100K, Years 1-6 - \$200K; Given their rich ties to the community, the Nevada Strong team is confident that this is an achievable goal. (anticipated)
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

Staffing levels have been built out specific to the number of projected sections of students. PE and Elective teachers have been identified according to enrollment; Special Education teachers and ELL teachers have been identified according to the projected student population. Projected salaries were determined by examining the salary schedule of the Clark County School District. Line item expenditures are well defined in the budget; anticipated expenses are based off of experience that the School Leaders has in shadowing new charter schools during the past two years and based on the decades of experience Royal SS has in operating high quality charter schools.

Hard quotes have been received for the management fee and facilities lease rate. Other expenses are projections based on actual expenditures at other charter schools.

- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

Subsections e and f contemplate scenarios where revenue projections are missed in year 0.

Subsection "e" is not directly applicable to Nevada Strong as we do not anticipate any state revenue or local revenue in advance of opening. Should the 5B Charter Startup grant be available, we will be apply with the intention of offering a more robust year 0 staffing plan. The response below addresses scenario "e" should state and local revenue projections not be met during year 1.

- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

Once in operation, under enrollment is the greatest budget risk, but we believe that risk is mitigated given the combined skillset of our Founding Team and Governing Board. Additionally, Royal SS brings an established track record of improving education, building a stable community, demonstrating success, and achieving enrollment targets.

In the unlikely event that we do significantly miss our enrollment target, we would first look to increase revenue via philanthropy, grants, and other efforts. If those efforts are insufficient, we would reduce our contingency budget and available cash reserves. From there, reducing staff is often an option because an under enrolled school will have fewer sections of students. Budget cuts can be made to many line items to minimize impact in any one area. To further reduce payroll, one of the Academic Dean positions could next be eliminated. We will monitor our enrollment goals along the way and ensure our hiring is aligned with met enrollment targets.

A reduction in the per-pupil state funding is a budget risk that is beyond our control. In that event, we anticipate increasing class size proportional to the amount of funding that was reduced.

Scenario 1: Missed enrollment by one full section (7%; 28 students)

Projected surplus (deficit) decreases from +\$31,979 to (\$109,876)

Possible Actions

1. Reduction in teaching staff by one teacher
 - Annual Net surplus (deficit) = (-47,046)
2. Cut field trip budget by 60% (\$10,800), decorum budget by 75% (\$7500), gifts/awards by 75% (\$9,150), two sports (\$10,600), and increase class size on Saturday school by 50% (\$10,000)
 - Annual Net surplus (deficit) = +\$1,004

Scenario 2: Missed enrollment by two full sections (13%; 56 students)

Projected surplus (deficit) changes from +\$31,979 to (\$233,713)

Possible Actions

1. Reduction in teaching staff by two teachers
 - Annual Net surplus (deficit) = (-108,071)

2. Cut field trip budget by 60% (\$10,800), decorum budget by 75% (\$7500), gifts/awards by 75% (\$9,150), two sports (\$10,600), and increase class size on Saturday school by 50% (\$10,000)
 - Annual Net surplus (deficit) = (-\$60,021)
3. Reduction in management staff by one Academic Dean
 - Annual Net surplus (deficit) = +\$21,864

These action plans don't account for the initial efforts to increase revenue. This includes considering the likely receipt of Federal funds (> \$200,000 in each scenario) or an increase in philanthropy.

- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Year 0

Subsection "P" anticipates missing our philanthropic projections, which are the sole source of funding, available in year 0. In this scenario, Year 0 expenses would need to be almost completely eliminated, unless another revenue source was secured (such as the startup grant). In this unlikely event, the School Director would need to enroll students and staff the campus without any outside budget or support until State funding is available in July.

Year 1

If Philanthropic projections are not met in year 1, we will first compare this deficit with any increase in revenues due to federal funding (Title I, Title II, IDEA, NSLP) and 5B charter startup grant funds. If this increased revenue does not offset the lower than projected philanthropy, then we would first reduce our contingency budget and available cash reserves. Our next consideration will be to temporarily increase class sizes to 29 in order to cover this shortfall. Once we are no longer operating at a deficit, we would reduce max class size back to 28; this would have no impact on students who were enrolled during the increased class size window. Should we not have the capacity to increase class size, then we will reduce expenses per the same considerations as scenario "e".

Scenario 1: Missed philanthropic projections by 75% in year 1

Projected surplus (deficit) changes from +\$31,979 to (\$118,021)

Possible Actions

1. Increase class size to 29
 - Annual Net surplus (deficit) = (-42,032)
2. Increase class size to 30
 - Annual Net surplus (deficit) = +\$33,957

This action plan doesn't account for the initial efforts to identify any increase in revenue. This includes the likely receipt of Federal funds.

In addition to the specific questions posed and answered above, the following notes, organized by each worksheet, further explain our assumptions.

School Inputs

- Rows 19 and 20 (9th and 10th grade enrollment)

- While 9th grade is often a natural breakpoint for enrollment changes, the experience of the Royal SS team has been that students in their model commit for 9th grade, but a small number of students transfer back to traditional public schools for 10th grade. That is accounted for by adding an additional section of 9th grade students and then anticipating that a section of students transfers out before 10th grade.
- Rows 33-37 (various Federal funding sources)
 - Nevada Strong has every expectation that our campus will be eligible for these sources of Federal funds. Excluding these revenue sources has underestimated revenue across all years. As a reference point, we would anticipate the following revenue sources:
 - Title IA - \$380/FRL student
 - $380 * .85 = \$323/\text{student}$
 - Title IIA - \$73/FRL student
 - $73 * .85 = \$62/\text{student}$
 - Title III - \$80/ELL student
 - $80 * .4 = \$32/\text{student}$
 - IDEA - \$1600/Special Education student
 - $1600 * .12 = \$192$
 - Total projected student revenue = \$609/student; \$255K given our year 1 projected enrollment
- Row 40 (5B startup grant)
 - As directed, Nevada Strong has not anticipated the Federal Startup grant. We expect this to be a viable funding source to further support our budget during planning and implementation (Years 0-2).
- Row 43; Columns J-N (Private fundraising - corporate)
 - Projected Management fees (row 1274) are calculated as a percentage of revenue that also includes Special Education Weighted Funding (row 32). The management fee decreases as a percentage as student enrollment increases.

Because the expense in row 1274 is hard coded as a singular set percentage of only DSA funding, Row 43 is used to adjust Row 1274 to reflect both the inclusion of the Special Education funding and the decreasing fee percentage.

- Cell E62 (Payroll expense)
 - As shown in Column F, this is recorded as a yearly expense. The "Instructions" tab asked that this be entered as a monthly expense.
- Rows 116-120
 - Elective teachers were added here as there was insufficient room at the bottom of the staffing list.
- Rows 1309-1314 (Food Program)
 - Column D is locked and there is no mechanism to indicate that Nevada Strong will qualify for NSLP reimbursements. As such, we've set the projected cost to "\$0.00" because we are confident that our NSLP reimbursements will be sufficient to cover the cost of food given our student population. This solution allows for a more accurate analysis of overall revenue and expenses.

- We expect breakfast to cost ~\$1.75; lunch to cost ~\$3.00; snacks to cost ~\$.50, and our reimbursements to exceed those figures.
- Rows 1444-1452; Column E (Active Program)
 - The “Active Program” input appears to be mistakenly locked, so we cannot account for the projected expenses for two of the extra-curriculars. The impact on the overall school budget is minimal.

Facility and Technology Inputs

- Row 9 (Square Feet Leased)
 - Projected at 60sf/student beginning in year 2.
- Row 13 (Capital Outlay)
 - This row was used to adjust for expenses that required calculations more specific than the hard coded formulas allow
 - Column F (Planning)
The General Liability insurance will be significantly lower in the Planning year as we don’t yet have staff, students, or a building. This is used to adjust that line item from \$25K to a projected \$5K.
 - Column G (Year 1)
We expect our landlord to offer at least 3 months of free or deferred rent on the front end of our lease to help with cash flow for a new school. This accounts for that \$90,000 credit in year 1.
 - Columns H-L (Years 2-6)
Our draft terms sheet anticipates a \$.60/year escalator in lease rate per square foot. The budget locks the lease rate at \$14.40/sf per year; these cells adjust for the projected rate escalation.
- Row 67; column D (Cost of Capital)
 - Classroom technology is recorded as the average expense per classroom over 5 years. The campus would not need to purchase new technology each year for the classroom. The budget impact is that this expense will be incurred in earlier years as the expenses will be realized at once for each “new” classroom. The overall impact is minimal.

Budget Summary

- Row 37 (Total Expenses)
 - In the out years, we expect these expense to be significantly higher as inflation is not considered in the future year calculations.

Sandbox-Expense Cashflow inputs

- This tab was created by Nevada Strong to further define cashflow projections for all components of the rolled up operating, facilities, and technology line items. These monthly projections allowed for more accurate entries in the Cashflow tab.

Attachment 17– EMO/CMO/Replication School Financial

This is not applicable to Nevada Strong Academy

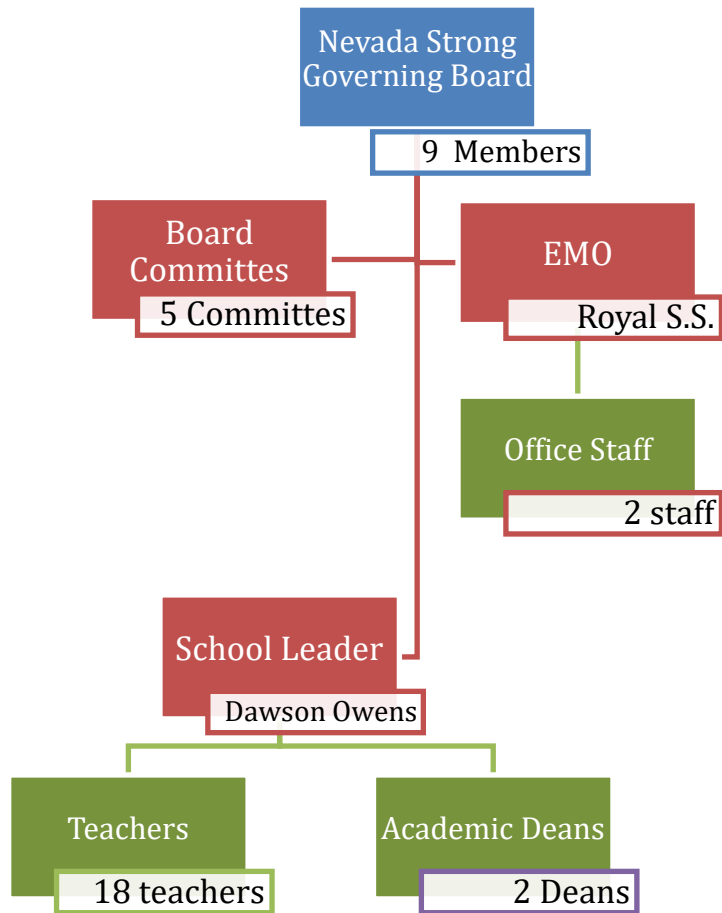
Attachment 18– EMO/CMO/Replication School Achievement

This is not applicable to Nevada Strong Academy

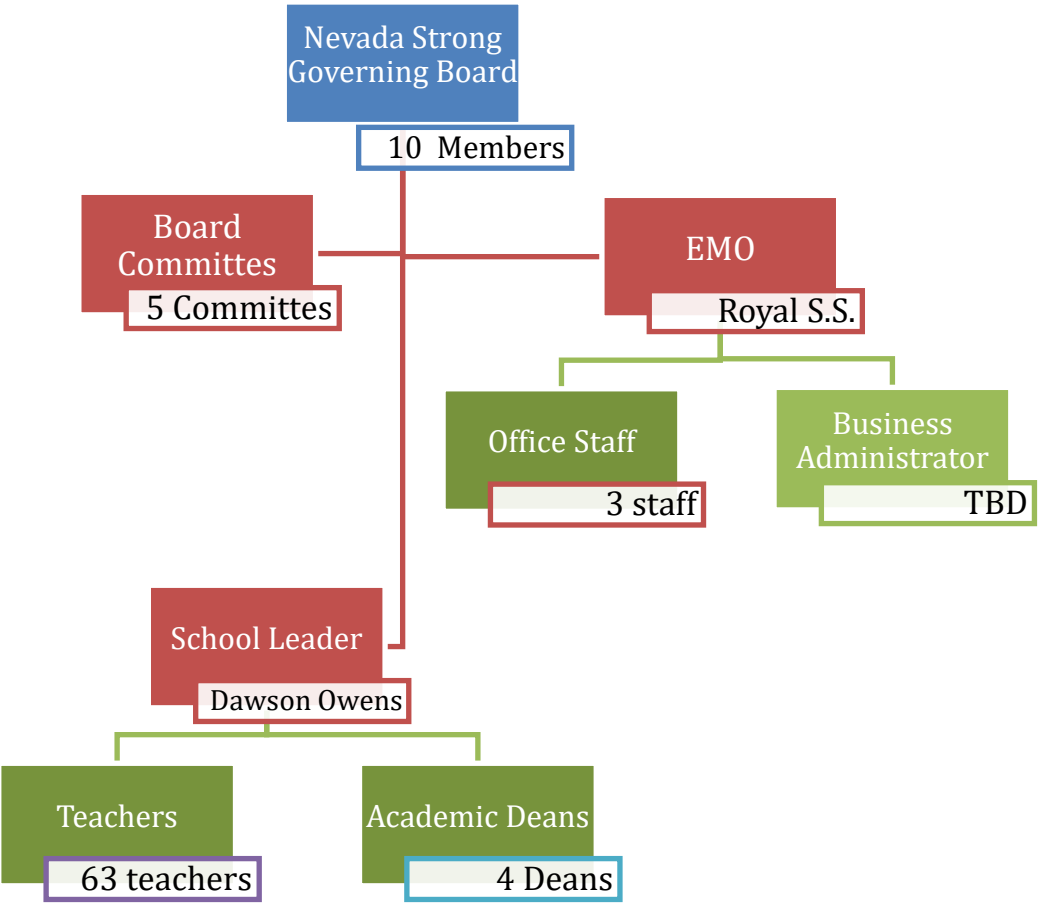
Attachment 19-Regional Job Director

This is not applicable to Nevada Strong Academy

Organizational Chart Year 1



Organizational Chart At Capacity



Attachment 21-Budget for Operator at Regional Level

This is not applicable to Nevada Strong Academy

Attachment 22-EMO Audits and Historical Financial Documents

This is not applicable to Nevada Strong Academy

Attachment 23-EMO Services Contract

MANAGEMENT AGREEMENT
Between
Nevada Strong Academy and The Royal School System

This Management Agreement (the "Agreement") is made and entered into as of the _____ day of _____, 2019, by and between **The Royal School System ("RSS")**, and the **Nevada Strong Academy (the "NSA")**, an Nevada non-profit corporation and its public charter schools organized under the Nevada Charter School Law.

RECITALS

WHEREAS, the NSA has been granted a charter (the "Charter") from the Nevada Public Charter School Commission (the "Authorizing Body") to organize and operate a public school(s), as defined in the Act;

WHEREAS, RSS was established, among other things, to manage schools and to provide assistance and expertise, including regulatory, financial, facilities, and other advice, in connection with the organization and operation of schools;

WHEREAS the NSA desires to develop educational excellence based on RSS's school design, comprehensive educational program and management principles;

WHEREAS, subject to the terms of this Agreement, the NSA agrees that it is in its best interests to enter into this Agreement with the RSS; and

WHEREAS, the NSA 's Board of Directors (the "Board") desires to engage the RSS to perform certain services related to its all campuses as set forth below.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.
RELATIONSHIP OF THE PARTIES

- 1.1 **Status of the Parties.** The Authorizing Body has granted a charter to the NSA to organize and operate a public charter school(s), together with the powers necessary or desirable for carrying out the Educational Program set forth therein. The NSA is authorized to contract with RSS to provide the Educational and Administrative Services provided for herein. RSS is not a division or any part of the NSA. The NSA is a body corporate and governmental entity authorized under the law and is not a division or a part of RSS. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the parties. Nothing herein will be construed to create a partnership or joint venture by or between the NSA and RSS or, except as provided in Section 3.2.i.(4) C., below, to make one the agent of the other. Neither the NSA nor RSS will otherwise hold itself out as a partner or agent of the other or state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither the NSA nor RSS has, and neither will represent that it has, the power to bind or legally obligate the other. No employee of RSS will be considered an employee of the NSA by either party for any purpose whatsoever.
- 1.2 **RSS Attendance at Board Meetings.** RSS shall receive notice from the Board of any regular, special, or executive session meeting of the Board and shall have the right to have its designee present at any such meeting, provided, however, that the RSS representative shall have no right to attend a

properly constituted executive session except upon invitation by NSA Board chair or one of its members, it being understood that the parties intend to work together as transparently as possible, subject to this Agreement, the Charter and the Charter School Law, and consistent with preserving their legal rights.

- 1.3 Other Schools. The parties acknowledge that this arrangement is not exclusive and that RSS will have the right to render similar services to other persons or entities including other public or private schools or institutions ("Other Schools"). RSS will maintain separate accounts for reimbursable expenses incurred on behalf of the NSA and Other Schools and only charge the NSA for expenses incurred or consideration earned on behalf of the NSA.

ARTICLE II.

TERM

- 2.1 Term. Subject to ARTICLE VI below and Section 2.2 below, this Agreement will become effective as of the date hereof (the "Effective Date"), cover six academic years and end on at the end of sixth academic year (the "Termination Date").
- 2.2 Renewal. Upon the expiration of the Term defined in Section 2.01 above or a Renewal Term defined in this Section 2.2, this Agreement will automatically renew for a period of six years, each renewal term to run from July 1 to June 30 of the fifth succeeding year (a "Renewal Term") unless (i) written notice of an intent to terminate or renegotiate is given by either party not less than 180 days prior to the Termination Date or the end of a Renewal Term, or (ii) this Agreement is terminated pursuant to ARTICLE VI below.

ARTICLE III.

EDUCATIONAL, ADMINISTRATIVE, AND OPERATIONAL SERVICES

- 3.1 Educational Services.
- a. For the Term (as defined in ARTICLE II above), RSS shall implement the educational goals and programs set forth in the Charter and established by the Board, including but not limited to methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade classifications of pupils to be enrolled, and methods to be used to monitor performance towards targeted educational outcomes (collectively the "Educational Program"). In the event that RSS determines that it is advisable to modify the Educational Program set forth in the Charter, RSS will provide written notification to the Board specifying the changes it recommends and the reasons for the proposed changes. No changes in the Educational Program shall be implemented without the prior approval of the Board and the Authorizing Body. RSS shall provide the Board with periodic written reports specifying the level of achievement of each of the campus' educational goals set forth in the Charter and detailing its plan for meeting any educational goals that are not being attained. These reports will be submitted to the Board on a quarterly basis, and at such other times as mutually agreed time period as the same may be changed from time to time. The Educational Program shall be in compliance with applicable state and federal laws, rules and regulations.

Under the policy direction of the Board, RSS shall be responsible for the aforesaid educational services (the "Educational Services") to be provided to the NSA and its students, such Educational Services include, but are not limited to:

- (i) Curriculum Development.
- (A) Monitoring and reviewing; evaluation of assessments accountability systems
- (B) Coordination of standardize testing;

- (C) Update and revise policies and procedures in accordance with amendments to
 - (D) laws, regulations and/or policies,
 - (E) Monitor develop of gifted education, special education, and ESL plans
 - (ii) Instruction. Oversight and coordination of the services to be provided by instructional and administrative personnel, including the Principal (and/or executive director), the building principals, if any, and the rest of the leadership team, the teachers and support staff;
 - (iii) Special Education. Oversight of special education services by the school to its students in conformity with the requirements of state and federal laws and applicable regulations and policies;
 - (iv) Instructional Tools. Oversee the selection of instructional tools, equipment and supplies, including textbooks, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education;
 - (v) Extra-Curricular and Co-Curricular Programs. Oversee the development and monitoring of appropriate extra-curricular and co-curricular activities and programs; and
 - (vi) Additional Educational Services. At the request of the Board, oversee and monitor such other services as are necessary or expedient for the provision of teaching and learning at the campuses as may be agreed to in writing between the parties.
- b. RSS will be responsible and accountable to the Board for the management and oversight of the Educational Services, provided that such obligations, duties and responsibilities are limited by the NSA's annual Budget, and RSS will not be required to expend funds on such services in excess of the amounts set forth in such NSA Budget unless approved by the Board and RSS.

3.2 Administrative and Operational Services.

- a. For the Term (as defined in ARTICLE II above), RSS will provide to the NSA and its campuses the following administrative and operational services (the "Administrative Services"):
- b. Human Resources/Personnel Management. Make recommendations to the NSA Board regarding staffing levels and selection and hiring of all campus personnel, including the building principals and administrators, make recommendations to the Board regarding the selection and hiring of all other campus personnel; prepare job descriptions and employment contracts for approval by the Board; direct and guide the supervision and evaluation of staff.
 - i. Update and revise position descriptions,
 - ii. Prepare employment contracts
 - iii. Interviewing all employees and providing list to the board hiring and firing of employee roster for approval;
 - iv. Maintaining all such teaching permits, licenses, approvals and authorizations in full force and effect and following local, state, and federal, laws.
- c. Professional Development for School Administrators and Teachers.
In collaboration with campus administration, oversee all mandated training for campus employees, orientation and training for new campus employees prior to the commencement of each academic year and as needed, and professional development programs for campus employees on staff development days in accordance with the charter.
 - i. Coordination of staff development and teacher certification,
 - ii. Coordination of establishment of new teacher mentoring plan,
 - iii. Coordination teacher training with respect to technology,
 - iv. Training of employees, including the principal, administrators, and teachers,
 - v. Training non-instructional personnel
- d. Technology Support and Database Management.
 - i. Integration of technology into the school program,
 - ii. Overseeing selection of Web design and hosting,

- iii. Overseeing selection of student information system
- e. Marketing and Advertisement Materials
 - i. Drafting of operations manuals, forms (including teacher contracts, applications, enrollment, and similar forms) to be printed by the school.
 - ii. Oversee drafting and designing marketing and advertisement materials (brochures and fliers).
- f. Grant Writing.
 - i. RSS will assistance in identifying and applying for grants;
 - ii. In coordination with school administrators, RSS from time to time hereafter, may apply for available grants in the name of the School, which will (A) provide additional funding to the school, (B) aid the school in fulfilling the terms of the contract and/or (C) provide additional services and programs to the students;
 - iii. Prior to the application for any grant funds, the NSA shall review and approve any grant application in timely manner including any fees to be paid to the RSS
- g. Facility Operation and Maintenance. Coordinate and oversee the operation and maintenance of the NSA's campus facilities (the "Facilities") to the extent consistent with any and all leases or other documents pertaining to the Facilities, including oversight and management of any repairs and renovations undertaken by the NSA with respect to the Facilities.
- h. Food Service. Recommend to the NSA Board a qualified food service management provider and appropriate terms of a food service management contract; supervise administrative services on foodservice program to be in compliance with federal and state regulations.
- i. Business Administration.

RSS will interview and select an individual (subject to the NSA Board approval) appropriately qualified and certified to serve as the campus Business Administrator, who shall perform, or oversee the performance of, all services necessary and appropriate for the proper performance of the School's business functions, including budget and accounting operations, general ledger management and financial reporting in accordance with this Agreement and applicable statutes and regulations.

 - (1) Payroll. RSS will oversee the selection of the payroll and account payable system or such other suitable alternative payroll provider as RSS may select from time to time with final approval of the Board. NSA employees, including administrative employees will be responsible for all data input. The NSA will be responsible for establishing appropriate banking arrangements to enable accounting system to make direct charges of payroll against the campus payroll account each pay period.
 - (2) Public Relations. Coordination and assistance with any and all advertising, media and public relations efforts, including community outreach programs. All public relations will be subject to the mutual approval of both parties.
 - A. Coordinating development of newspaper and radio advertisement with school administrators.
 - B. Coordinating and Drafting press releases in coordination with school administrators and the NSA board of directors.
 - (3) Budgeting and Financial Reporting.
 - A. The Board is responsible for approving the final budget in accordance with the provisions of the state public charter rule and regulations. RSS will oversee the preparation of annual school budget by the principal and present to the Board a proposed annual budget (the "NSA Budget"). Future annual budgets will be prepared by RSS in the same general manner as the first year's annual budget (unless a different format is required by the law) and will be subject to the approval of the Board, consistent with this Agreement, the Charter and the Act. The projected annual budget

will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement and may be amended from time to time as deemed necessary by the Board.

- B. The preparation of other financial statements as required by and in compliance with the Charter, the Act and other applicable laws and regulations, including such documentation as may be required by the independent certified public accountants retained by the Board to perform annual audits of the NSA's financial statements. The cost for preparation of the financial statements will be the responsibility of the RSS. The cost of the audit will be the responsibility of the NSA and will be provided for in the NSA Budget.

(4) Maintenance of Financial and Student Records.

- A. RSS will maintain accurate financial records pertaining to its operation of the NSA together with all NSA financial records prepared by RSS, and retain these records as required by the Records Retention and Disposal Schedule for Nevada state laws and other applicable laws and regulations. All the NSA financial records retained by RSS pertaining to the NSA will be available to the NSA, the Authorizing Body, and to all other appropriate regulatory authorities for inspection and copying at the NSA's facilities upon request, it being understood that in most cases such copies will be made available within thirty (30) business days.
- B. RSS will maintain accurate student records pertaining to students enrolled in the NSA campuses as is required and in the manner provided by the Charter, the Act and applicable laws and regulations, together with all additional student records prepared by or in the possession of RSS. RSS shall retain such records permanently at the campus on behalf of the NSA, until this Agreement is terminated, at which time such records will be delivered to the NSA, which shall thereafter be solely responsible for the retention and maintenance of such records (it being understood that such student records are and shall be at all times the property of the NSA).
- C. During the term of this Agreement, the NSA may disclose confidential data and information to RSS and its respective officers, directors, employees and designated agents to the extent permitted by applicable law, including without limitation, the Individuals with Disabilities Education Act ("IDEA"), 20 USC §1401 *et seq.*, 34 CFR 300.610 - 300.626; Section 504 of the Rehabilitation Act of 1973, 29 USC §794a, 34 CFR 104.36; the Americans with Disabilities Act, 42 USC §12101 *et seq.*; the Health Insurance Portability and Accountability Act ("HIPAA"), 42 USC 1320d - 13200d-8; 45 CFR 160, 162 and 164; and social security numbers, as protected by the federal Privacy Act of 1974, 5 USC §552a. RSS and the NSA will maintain the proper confidentiality of such records as required by law and the Charter, including the provisions of the Family Educational Rights and Privacy Act (20 USC Section 1232g *et seq.*) ("FERPA"). RSS, and its respective officers, directors, employees and designated agents are hereby authorized to serve as agents of the NSA, having a legitimate educational interest in the Program and its students for purposes of the FERPA such that they are jointly and severally entitled to access the educational records of the Program for all purposes related to FERPA.
- D. RSS will maintain accurate employment, business and other records pertaining to the operation of the NSA as is required and in the manner provided by the Charter, the Act and applicable laws and regulations. RSS shall retain such records permanently on behalf of the NSA until this Agreement or its successor agreement (if any) is terminated, at which time such records will be delivered to the NSA, which shall thereafter be solely responsible for the retention and maintenance of such records (it

being understood that such employment, business, and other records are and shall be at all times the property of the NSA). RSS and the NSA will maintain the proper confidentiality of such records as required by the Charter and applicable law. This Agreement shall not be construed to restrict the Authorizing Body's or the public's access to these records under the Freedom of Information Act or the Charter, except to the extent permitted by law.

- E. The Board shall be entitled at any time upon reasonable notice to RSS to audit the books and records of the school pertaining to its operation of the NSA pursuant to this Agreement.
 - j. Admissions. In its first year, RSS will conduct the campus admissions and enrollment process, including recruitment, lottery process, student registration, and for maintaining and administering the campus waiting list in accordance with the Charter School Law. Following years, RSS will oversee implementation of the NSA campus admission and student enrollment policy in accordance with the Charter and applicable laws and regulations.
 - k. Purchasing.
 - i. RSS will coordinate and monitors purchase or lease of furniture, computers, software, equipment, and other properties by the NSA necessary for the operation of the School;
 - ii. RSS provide access to the School to obtain centralized purchasing discounts where applicable and available.
 - l. Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the NSA campuses as agreed to in writing from time to time by RSS and the Board. The Administrative Services will be provided in accordance with the Educational Program, the Act, and the Charter.
 - m. Subject to this Agreement, the Charter, the Act, other applicable laws and regulations, RSS may modify the methods, means and manner by which such Administrative Services are provided at any time, provided that RSS supplies the Board with written notice of such modifications.
- 3.3 Place of Performance: Provision of Offices.
The NSA Board is responsible for the acquisition by purchase or lease of Facilities that comply with all of the requirements of the Charter and will provide RSS with necessary and reasonable classroom and office space at the Facilities to perform all services described in this Agreement. RSS will provide management services at the Facilities. RSS may provide other services elsewhere, unless prohibited by the Charter and applicable laws.
- 3.4 Authority.
By this Agreement, the Board provides RSS all authority and power necessary and proper for RSS to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated under the provisions of the Act, any other applicable laws and regulations, or the Charter, provided further that no provision of this Agreement shall prohibit the Board from acting as an independent, self-governing public body, permit public decisions to be made other than in compliance with the Open Meetings Act or interfere with the Board's obligations to exercise its statutory, contractual and fiduciary responsibilities in governing the operation of its campuses.

ARTICLE IV. COMPENSATION

- 4.1 **Compensation for Services.** Commencing July 1, 2019, for the term of this Agreement, including each and every Renewal Term, and subject to subsections below, the NSA will pay to RSS on an annual fee calculated as follows:

i. **School Year-1 (2020-2021):** The annual fee to be paid for services performed between July 1, 2020 through June 30, 2021 shall be the sum of fifteen percent (15%) of all gross revenue (federal, state, and local) received during the school year.

ii. **School Year-2 (2021-2022):** The annual fee to be paid for services performed between July 1, 2021 through June 30, 2022 shall be the sum of fifteen percent (15%) of all gross revenue (federal, state, and local) received during the school year.

iii. **School Year-3 (2022-2023):** The annual fee to be paid for services performed between July 1, 2022 through June 30, 2023 shall be the sum of fourteen percent (14%) of all gross revenue (federal, state, and local) received during the school year.

iv. **School Year-4 (2023-2024):** The annual fee to be paid for services performed between July 1, 2023 through June 30, 2024 shall be the sum of thirteen percent (13%) of all gross revenue (federal, state, and local) received during the school year.

v. **School Year-5 (2024-2025):** The annual fee to be paid for services performed between July 1, 2024 through June 30, 2025 shall be the sum of thirteen percent (13%) of all gross revenue (federal, state, and local) received during the school year.

vi. **School Year-6 (2025-2026):** The annual fee to be paid for services performed between July 1, 2025 through June 30, 2026 shall be the sum of twelve percent (12%) of all gross revenue (federal, state, and local) received during the school year.

The annual fee shall initially be calculated based on budgeted numbers and shall subsequently be adjusted based on realized actual enrollment counts submitted to the state. The annual management fee shall be paid to RSS in twelve (12) equal monthly installments beginning in July of each school year. The exact day of the month that each monthly installment payment may be adjusted according to the state aid payment from the State of Nevada. In months where no state school payments are to be received, the day of the month when that monthly installment will be due will be mutually agreed upon by the parties after taking into consideration available year-end funds and the timing of funds to be made available from state aid anticipation notes or other sources.

4.2 **Other Revenue Sources.**

- a. The NSA and RSS may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission and the NSA's Charter, in the name of either RSS or the NSA; provided, however, that any solicitation of such grants by RSS in the name of the NSA or which identifies the NSA shall be subject to the prior approval of the Board.
- b. All funds received by RSS or the NSA for the benefit of the NSA from such other revenue sources and programs pursuant to this Section 4.2 shall be deemed NSA funds.
- c. Nothing in this Section 4.2 will be construed to prohibit RSS from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for its such purposes.

ARTICLE V. SUPPLEMENTAL PROGRAMS

- 5.1 **Supplemental Programs.** In addition to the Educational Services and Administrative Services provided by RSS to the NSA, RSS may, subject to Board approval (which approval shall not be unreasonably withheld), provide additional services, including, but not limited to, pre- kindergarten, summer school, academic camps, before and after school programs, and vocational training, to students and non-students of the NSA (the "Supplemental Programs"), provided that nothing herein shall require RSS to provide any such Supplemental Program. RSS may retain the full amount of any and all revenues collected from

or for such Supplemental Programs, and RSS will be responsible for the full cost of providing such Supplemental Programs. The Board will permit RSS to operate such Supplemental Programs at the Facilities without charge to RSS; provided, however, that RSS shall provide to the NSA a fee equal to 15% of the profits (if any) derived by RSS from such Supplemental Programs.

ARTICLE VI. TERMINATION OF AGREEMENT

6.1 Termination.

- a. By the NSA. The NSA may terminate this Agreement prior to the end of the term specified in ARTICLE II in the event that RSS fails to remedy a material breach of this Agreement within 60 days after written notice from the Board. A material breach by RSS includes, but is not limited to: (i) a material failure to account for its expenditures of NSA funds or for other expenses incurred by the NSA at RSS's direction, (ii) RSS's failure to substantially follow policies, procedures, rules, regulations or curriculum duly adopted by the Board which are not in violation of or conflict with the Charter, this Agreement, the Act, and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the Charter such that the Charter will be terminated or revoked, (iv) the employment of teachers in violation of the Act or this Agreement, (v) any act or omission that causes the NSA to materially breach the Charter or any of the NSA's other material contractual obligations in any way, or (vi) filing of bankruptcy by RSS. Termination by the NSA will not relieve the NSA of any obligations for payments outstanding to RSS as of the date of the termination.
- b. By RSS. RSS may terminate this Agreement prior to the end of the term specified in ARTICLE II in the event that the Board fails to remedy a material breach within a period reasonable under the circumstances, which in no event shall be longer than sixty (60) days after written notice from RSS. A material breach includes, but is not limited to (i) the NSA's failure to pay any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by the NSA of an Educational Program in substantial variance from the Curriculum or the material recommendations of RSS, or (iii) an act or omission that causes RSS to be unable to perform its material obligations under this Agreement. Termination by RSS will not relieve the NSA of any obligations for payments outstanding to RSS as of the date of termination or liability for financial damages suffered by RSS as a consequence of the NSA's breach (or of RSS's termination as a result thereof) of this Agreement.
- c. By the NSA Without Cause. Notwithstanding the provisions of the foregoing subparagraph (b), the Board shall have the right (assuming that RSS otherwise has no continuing liability, contingent or otherwise, to third parties under contracts entered into by Charter School) to terminate this Agreement without cause, provided, however, that upon such termination, RSS shall be entitled to Winding Down Clause, an award of damages suffered on account of such early termination.
- d. Termination of the Charter. This Agreement will terminate upon the NSA's ceasing to be a party to a valid and binding charter. If the Charter is suspended, revoked or terminated, or a new charter contract is not issued by the Authorizing Body after expiration of the Charter, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Charter is suspended, revoked, terminated or expires without further action by the parties provided, however, that this Agreement will continue to remain in effect until the Termination Date or the end of a Renewal Term (as applicable) if the Board has entered into a subsequent charter. Termination pursuant to this paragraph will not relieve the NSA of any

obligations for payments outstanding to RSS as of the date of termination.

ARTICLE VII. INTELLECTUAL PROPERTY; PROPRIETARY INFORMATION AND OWNERSHIP

- 7.1 Intellectual Property and ownership. The parties hereby agree that for the duration of this Agreement, each party is permitted to use the other's intellectual property, but each shall maintain ownership of its own intellectual property.
- a. Curriculum or other educational materials created by RSS by using the NSA's funds pursuant to this Agreement will be the property of the NSA.
 - b. The NSA acknowledges that RSS has created materials, programs and methods and has a proprietary interest in the training materials, policies, processes, programs, and methodologies developed by RSS (collectively, "RSS Proprietary Information"), and that the above RSS Proprietary Information is core to RSS's business, and as such, is of significant value. RSS owns and shall own all existing, and hereafter created, copyrights, trademarks, and patents, and other intellectual property rights with respect to all training materials, policies, process, programs, and methodologies that are developed by RSS, its employees, agents or subcontractors. RSS shall have the sole and exclusive right to license any of its Proprietary Information to third parties. The NSA shall take all measures reasonably necessary to protect the RSS Proprietary Information from being disclosed to or used by any third party without RSS's prior written approval, which may be withheld in its sole and absolute discretion. Nothing contained herein shall be construed in a manner that would cause the NSA to act or fail to act in a manner that would cause the NSA to be in violation of any State open records law.
 - c. Subsequent to the termination of this Agreement, the NSA may continue to make use of RSS Proprietary Information developed or put in place at the School during the term of this Agreement, without any payment or penalty, but shall continue to be subject to the above requirements regarding non-disclosure, provided this Agreement is not terminated prior to its natural expiration, including all renewal terms.

ARTICLE VIII. INDEMNIFICATION

- 8.1 Indemnification of RSS. To the extent permitted by law, the NSA will indemnify, defend and save and hold RSS and its affiliates and all of their respective employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorneys' fees and costs) that may arise out of, or by reason of, any noncompliance by the NSA with any agreements, covenants, warranties or undertakings of the NSA contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the NSA contained in or made pursuant to this Agreement. In addition, the NSA will reimburse RSS for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.1 may be met by the purchase of insurance pursuant to ARTICLE IX below.
- 8.2 Indemnification of the NSA. RSS will indemnify, defend and save and hold the NSA and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorneys' fees and costs) that may arise out of, or by reason of, any noncompliance by RSS with any agreements, covenants, warranties or undertakings of RSS contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the RSS contained in or

made pursuant to this Agreement. In addition, RSS will reimburse the NSA for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.2 may be met by the purchase of insurance pursuant to ARTICLE IX below.

ARTICLE IX. INSURANCE

- 9.1 Insurance Coverage. The NSA will maintain general liability insurance and umbrella insurance coverage in the amounts required by the Charter. Such policies shall name RSS and its affiliates and their respective directors, officers, employees, subcontractors, and agents as additional insureds under such policies. The NSA will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance.
- 9.2 RSS Coverage. RSS will maintain general liability insurance and umbrella insurance coverage. RSS will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance.
- 9.3 Cooperation. Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this ARTICLE IX. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

ARTICLE X. DISPUTE RESOLUTION

- 10.1 Dispute Resolution Procedure. The parties hereto will endeavor to resolve in good faith any controversy, disagreement or claim arising between them, whether as to the interpretation, performance or operation of this Agreement or any rights or obligations hereunder. Any and all other disputes which cannot be resolved informally shall be settled by final and binding arbitration in accordance with the Expedited Rules of the Commercial Arbitration Rules of the American Arbitration Association, except as otherwise expressly provided herein or agreed to in writing by the parties, or to the extent inconsistent with the requirements of Nevada law. If parties are unable to do so, any such controversy, disagreement or claim will be submitted, for final resolution to a court of competent jurisdiction in the Clark County in the State of Nevada. Pending the resolution of the dispute, all other obligations of the parties hereto will continue as stipulated herein, and all monies not directly involved in such dispute or difference will be paid when due. The court will make its decision in accordance with the laws of the State of Nevada and the United States.

ARTICLE XI. MISCELLANEOUS

- 11.1 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the NSA and RSS.
- 11.2 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.

- 11.3 **Governing Law.** The laws of the State of Nevada will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.
- 11.4 **Agreement in Entirety.** This Agreement constitutes the entire agreement of the parties.
- 11.5 **Counterparts.** This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.
- 11.6 **Official Notices.** All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mails, postage prepaid, return receipt requested, or (ii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day). The addresses of the parties are:

To:
Nevada Strong Academy
Attn: Annette Dawson-Owens,

1234 School St.
Las Vegas, NV XXXXX
Ph.: 702-336-5149
annette@nevadastrongacademy.org

To:
The Royal School System
Attn: Soner Tarim, Ph.D.

2245 Texas Drive Suite 300
Sugar Land, TX 77479
Ph.: 832-641-5588
starim@royaltx.org

- 11.7 **Assignment.** This Agreement will not be assigned by RSS without the prior consent in writing of the NSA (which consent will not be unreasonably withheld) or by the NSA without the prior consent in writing of RSS (which consent will not be unreasonably withheld). It is anticipated that RSS may utilize subcontracts to provide some of the services it is required to provide to the NSA. RSS shall not subcontract the management, oversight or operation of the teaching and instructional program without the prior approval of the Board.
- 11.8 **Amendment.** This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by both the President or other authorized officer of the NSA and an authorized officer of RSS. Any amendment to this Agreement shall be presented to the Authorizing Body and shall not be effective unless it has been approved by the Authorizing Body or has been reviewed and not disapproved as provided for in the Act.
- 11.9 **Waiver.** No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.
- 11.10 **Severability.** The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. To the extent that any of the services to be provided by RSS are found to be overbroad or an invalid delegation of authority by the NSA, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.
- 11.11 **Successors and Assigns.** Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

- 11.12 No Third Party Rights. This Agreement is made for the sole benefit of the NSA and RSS. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.
- 11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.
- 11.14 Confidentiality. The parties shall treat all of the terms of this Agreement confidentially and shall not disclose the terms hereof to any third party other than as required by federal and State law, or by the Chartering Authority.

IN WITNESS WHEREOF, THE UNDERSIGNED HAVE EXECUTED THIS AGREEMENT AS OF THE DATE AND YEAR FIRST ABOVE WRITTEN.

Nevada Strong Academy

The Royal School System

By: _____

By: _____

Its: _____

Its: _____

Date: _____ / ____ / 2019

Date: _____ / ____ / 2019

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

NOV 30 2017

Employer Identification Number:

82-3357176

THE ROYAL SCHOOL SYSTEM
109 NORTH POST OAK OAK LANE STE 410
HOUSTON, TX 77024-0000

Required:

on:

y:

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

THE ROYAL SCHOOL SYSTEM

Sincerely,

Stephen a. martin

Director, Exempt Organizations
Rulings and Agreements

Letter 947