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STATE PUBLIC CHARTER SCHOOL AUTHORITY



2020 CALL FOR QUALITY CHARTER SCHOOLS Updated April 10, 2020

Schools Opening Fall 2021 and Beyond

MS Word Application Template

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



- (b) Representatives of nonprofit organizations and businesses; or
(c) Representatives of a college or university within the Nevada System of Higher Education.

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

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

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

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

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

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

Full Name	Current Job Title and Employer	Position with Proposed School
Elysa Arroyo	Teacher – Clark County School District	Board Member
Jennifer Braster	Partner, Naylor & Braster- Attorneys at Law	Board Member
Tracy Gniewek	President & Chief People Strategist, TG HR Consulting	Board Member
Justin Long	Senior Vice President – Diazo Wealth Group at EK Riley Investments, LLC	Board Member
Sandra Kinne	Teacher – Clark County School District	Executive Director
Alejandro Rodriguez	Director – Leadership for Educational Equity	Board Member
Anthony Vu	Director of Operations – Coral Academy of Science Las Vegas	Board Member

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

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



Proposed School Name	City	State	Opening Date

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Sage Collegiate Public Charter School	Fall 2021	K-2	K-8

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

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	56	56	56	56	56	56
1	56	56	56	56	56	56
2	56	56	56	56	56	56
3	-	56	56	56	56	56
4	-	-	56	56	56	56
5	-	-	-	56	60	60
6	-	-	-	-	60	60
7	-	-	-	-	-	60
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
Total	168	224	280	336	400	460

Proposed Location

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

Campus Location	County	Zip Code(s) to be Served by School
TBD	Clark County	89107, 89108, 89146

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

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



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

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, identify the CMO and any affiliated NV non-profit:	

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

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

Applicant Certification:

<u>Sandra Kinne, Lead Founder & Proposed CD</u>	<u>14 July 2020</u>
Signature	Date
<u>Sandra Kinne</u>	
Printed Name	

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



2. MEETING THE NEED

MISSION AND VISION

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

(1) Provide the mission and vision for the proposed school and briefly describe how they serve as the foundation for the proposed school, including:

- (a) The key components of your educational model*
- (b) The outcomes you expect to achieve*
- (c) Key supporters, partners, or resources that will contribute to your school's success*

MISSION

Driven by excellence for all in a supportive, rigorous, and ambitious school community, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.

VISION

We believe that all children are entitled to a high-quality, rigorous, college-preparatory education regardless of their zip code, socio-economic status, home language, race, or ethnicity. We share the imperative call from Clark County School District Superintendent Jesus Jara: *"Right now the Clark County School District is serving about 320,000 students. Each one of these kids only has one shot at school."*¹ There is an urgency in Clark County right now to ensure that all of our students have an equitable opportunity to receive an education that prepares them to get to and through college, to be on a clear path for a life of opportunity, and to be able to compete in a global community.

To be full participants in our global society and effective learners in the 21st century, and to build lives of economic and social opportunities for themselves and their families, all of our children must have equitable access to educational attainment. This starts in Kindergarten, and includes mastering foundational academic skills, ensuring character development, and developing the hope and determination that will drive them to school and life success. Our proposal aligns with the vision outlined by Nevada Governor Steve Sisolak who has declared that education is a priority for his new administration: *"The budget and priorities that I will outline tonight are focused on this objective: making sure that Nevada's economic recovery reaches every family, that our schools prepare every child to reach their potential, that our health care system is there for every Nevadan that needs it. ... There is no issue more important to me than making sure every child in every classroom gets a great education."*²

Our vision is one framed first through literacy, with all students reading at or above grade level. In 2022, Kindergarteners will be able to read to siblings, cousins, parents, and grandparents by the end of their first year at Sage Collegiate; starting in 2023, third graders will demonstrate literacy skills that reach and exceed state expectations; starting in 2026, elementary students entering our middle school will be the pride of our city, county, and state with achievement scores that demonstrate their

¹ <https://ccsd.net/district/superintendent/>.

² Sisolak, State of the Union address, January 2019.
http://gov.nv.gov/uploadedFiles/govnewnv.gov/Content/News/Press/2019/Images/Sisolak_SOTS.pdf



readiness for middle school; and starting in 2028, our 8th grade students will be achieving PSAT 8/9 scores that put them on track for college-bound SAT scores and National Merit Scholarships in their high school career, positioning our graduates to successfully enroll in Honors and Advanced Placement courses in high schools throughout the region.

Our vision is also framed through mathematics. Our first graders will be able to understand place value, add and subtract through 20 and construct viable arguments and critique the reasoning of others. Our fourth graders will be able to generalize and analyze patterns; represent and interpret data; understand decimal notation for fractions; and compare decimal fractions. Our graduates will be able to define, evaluate, and compare functions; understand and apply the Pythagorean Theorem; and know that there are numbers that are not rational, and approximate them by rational numbers.

Our vision is fully fleshed out with a more robust view of education that envisions students partaking in Latin, Coding, and Speech and Debate and able to advocate for themselves and their community, develop a robust vocabulary, and build skills to participate in a 21st Century global workplace.

This vision includes a deeply supportive school community in which students grow deeply each year through their access to Mindfulness and Physical Education (PE), and a values-rich community built on high expectations, purpose, and integrity, which inspires our students' best selves, and which aligns with the deep dreams and values of our community.

Our vision is the manifestation of our listening to others, collaborating with our community, and studying what works. We have heard the imperatives of our state and local elected leaders; we have listened to the many voices of our community; we have studied the best practices of high-performing charter schools across the country; and we have analyzed current research on effective best practices to put students in low-income, low-performing communities on a clear, measurable, and unfaltering path to college.³ We have been particularly compelled by that research which holds that replication of best practices is most successful when school leaders adhere to the model while adjusting for community needs. *"The key is in capturing the essence of what made the original model successful, while still allowing for some local adaptation."*⁴

In response to significant need, we propose Sage Collegiate Public Charter School ("Sage Collegiate"), a high-expectations, achievement-oriented K-8 charter school for the children of Las Vegas that reflects the exemplary models of high-performing charter schools across the country and uses the autonomies of a charter to draw upon the most current research in response to the specific needs and desires of our local community.

PROPOSED MODEL AND TARGETED COMMUNITY

Sage Collegiate will open in August 2021 with 168 students: 56 each in Kindergarten, 1st, and 2nd grades. Using a slow growth model, we will add one grade level of 56 students each year in K-5. In Year 5, our first year of Middle School (6th – 8th grades), we will add 60 students in 6th grade and increase our 5th grade enrollment from 56 to 60 and will continue to add 60 students in 6th through 8th grades until we are at full enrollment in the 2027-28 school year with 520 students.

This strategy of slow growth allows us to strategically increase our impact through establishing our ambitious culture, academic program that supports high levels of achievement for all learners and all subgroups. It further allows us to build a strong internal professional development program for our

³ In completing the Building Excellent Schools (BES) Fellowship, Lead Founder and Proposed Executive Director Sandra Kinne studied more than 50 high-performing charter schools across the country, as discussed throughout this application.

⁴ Lake, Robin J. *Identifying and Replicating the 'DNA' of Successful Charter Schools*. Center on Reinventing Public Education, May 2007.



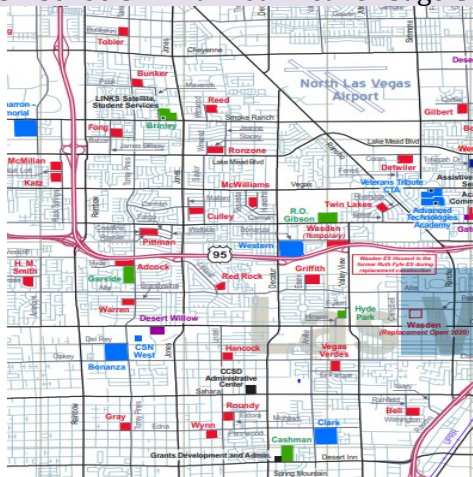
staff as well as to grow a standards-driven curriculum year-by-year and develop, implement, and sustain a strong assessment system to monitor student achievement against ambitious and measurable annual goals.

As research shows, the slow-growth model is far more effective and produces stronger academic achievement than a full-growth model: *"Schools that pursue a Slow Grow strategy to growth generally outperform schools that open with their full grade span enrolled. Fiscal considerations notwithstanding, staggered growth appears to be a preferable option from the standpoint of academic performance."*⁵ This enrollment strategy will allow students to experience a small school model and allows for a more supportive environment that targets the individual needs of students.

As additional research shows, the impact of an education goes beyond the immediate preparation of college readiness and economic stability; an education also impacts long-term health and well-being: *"People with at least some college education have mortality rates (deaths per 1,000 individuals per year) less than half of those without any college education, according to the Centers for Disease Control and Prevention....People who are more educated exhibit less anxiety and depression, have fewer functional limitations, and are less likely to have a serious health condition like diabetes, cardiovascular disease or asthma."*⁶ We know students' lives are impacted by the quality of an education; we want to ensure that all children in Las Vegas have a chance at a healthy, fulfilling life.

We have identified a critical need for schools of choice and high-quality, high-performing schools and where there are significant numbers of 1- and 2-star schools within a community in three specific zip codes: 89107, 89108, and 89146. In these identified areas of focus for establishing Sage Collegiate, there are just two school of choices: Odyssey Charter Schools, which is a predominantly online program and sponsored by Clark County School District⁷ and Somerset Academy – Lone Mountain, which is seven miles from the center point of our intended area.

Figure 1: CCSD Schools in Planned Area for Sage Collegiate PCS⁸



⁵ Peltason, Emily H., and Margaret E. Raymond. "Charter School Growth and Replication: Volume 1." Center for Research on Education Outcomes. January 30, 2013.

⁶ Frakt, Austin. "Does Education Your Education Level Affect Your Health?" *The New York Times*. 3 June 2019. <https://www.nytimes.com/2019/06/03/upshot/education-impact-health-longevity.html>.

⁷ Odyssey is a K-12 school that provides a "personalized technology-based instructional program" for K-5 and a blended model for 6-12, where students are on campus for 4 hours each week and the rest of their instruction is online. ⁷ <https://odysseyk12.org/>

⁸ <http://d3g.ccsd.net/wp-content/uploads/2020/01/2019-20-location-map-no-relief-1-13-2020.pdf>.

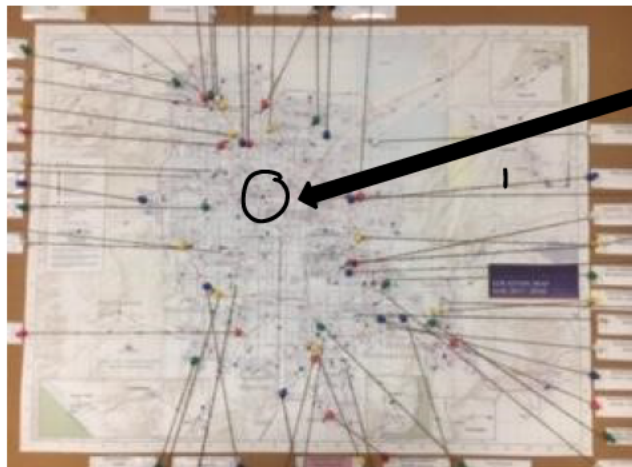


Our interest in serving this specific community is based on the demonstrated need. Specifically, within a six-mile radius of Red Rock Elementary, a chronically low-performing K-5 school, there are more than two dozen schools serving students in grades K-12 with a total of at least 24,752 students. Considering enrollment in these schools, 65% of students are in 1- or 2-star schools, with just 30% of students in 3-star schools and 5% of students in 4- or 5-star schools.

Within six miles of Red Rock Elementary there is a single traditional district school with more than a 3-star status - Mabel Hoggard, which is a 5-star school and a nationally recognized magnet school. Odyssey Charter School's elementary and middle school programs are 4-star schools, but they are a blended model with online learning. Odyssey is also a public charter school, not a traditional district school. Hoggard Elementary serves 477 students, and its student demographics include 100% FRL and 30% ELL, showing that it is possible for students in our zip codes to have high achievement, and there is a need for more options for high-performing, alternative schools of choice in this community.

Further, the mission of Sage Collegiate is aligned with the SPCSA's mission: *"The SPCSA sponsors, supports, and oversees dynamic and responsive public charter schools that prepare all students for academic, social, and economic success."*⁹ With this mission-driven aspiration, currently approximately 75% of schools in the SPCSA portfolio *do not* serve students in high-needs, low-income communities where the majority of schools are 1- and 2-star schools. The SPCSA's current portfolio fails to address the needs of those most at-risk that in Clark County: the schools' locations make a 'donut' – isolating the center of the community with not only a dearth of high-performing schools but a lack of schools of choice.

Figure 2: SPCSA Map of its Authorized and Operating Schools, June 2019



Our identified area for Sage Collegiate.

As then-candidate and now SPCSA Executive Director Rebecca Feiden outlined in her public interview before the SPCSA Board in March 2019, serving students in low-income communities and where the need is greatest is a priority: *"The charter authority and charter schools in general are poised to be an accelerator on the state's progress, but we've got to make sure that we serve the kids that need it the most as well as kids throughout the community. We need to reinforce...that we serve all kids. I think we all have an obligation that all students deserve access to great schools."*¹⁰

⁹ http://charterschools.nv.gov/About/Strategic_Plan/.

¹⁰ State Public Charter School Authority. <https://www.youtube.com/watch?v=jlB7I8Zlbhg&feature=youtu.be>.



Our proposed zip codes would put Sage Collegiate in the middle of SPCSA's 'donut' and aligns with the Authority's Strategic Plan to: (1) provide families with access to high-quality schools; (2) ensure that students from historically underserved groups succeed; and (3) increase the diversity of students served by SPCSA schools.¹¹ We propose to serve significant populations of FRL students and ELL students given the proposed community's needs and demographics, as well as the increasing population of these demographics within CCSD as a whole. We propose to serve students from low-income families; 93% of students at the identified in more than two dozen schools in the community in which we intend to locate. As the American Psychological Association reports, students from low-income households are five times more likely to drop out of high school than their peers from high-income families.¹² At Sage Collegiate, we know these facts and aim to address them to ensure all of our students have the K-8 education that prepares them to go to a strong high school, get to and through college, and have a life of opportunity.

Figure 3: Identified Community School Performance¹³

School	Zip Code	Star-Status	Grade Levels	Population (Students)	FRL %	ELL %
Red Rock ES	89107	1-star	K-5	798	100%	34%
EW Griffith ES	89107	1-star	K-5	574	100%	38%
Paul E Culley ES	89108	1-star	K-5	858	100%	41%
Doris M. Reed ES	89108	1-star	K-5	631	100%	29%
Doris Hancock ES	89146	1-star	K-5	650	100%	28%
Brinley MS	89108	1-star	6-8	1014	100%	23.37%
Ruth Frye ES	89017	2-star	K-5	468	100%	32%
Vegas Verdes ES	89102	2-star	K-5	618	100%	42%
Howard Wasden ES	89107	2-star	K-5	585	100%	23%
OK Adcock ES	89107	2-star	K-5	680	100%	35%
Rose Warren ES	89107	2-star	K-5	652	100%	50%
Garside JHS	89107	2-star	6-8	1208	83%	33%
JT McWilliams ES	89108	2-star	K-5	770	100%	48%

¹¹ http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA.pdf

¹² "Poverty and High School Dropouts." American Psychological Association. The SES Indicator. May 2013. [https://www.apa.org/pi/ses/resources/indicator/2013/05/poverty-dropouts#:~:text=Indicator%20%7C%20May%202013-Poverty%20and%20high%20school%20dropouts,poverty%20on%20high%20school%20dropouts.&text=Compared%20to%20high%20school%20graduates,outcomes%20\(Rumberger%2C%202011\).](https://www.apa.org/pi/ses/resources/indicator/2013/05/poverty-dropouts#:~:text=Indicator%20%7C%20May%202013-Poverty%20and%20high%20school%20dropouts,poverty%20on%20high%20school%20dropouts.&text=Compared%20to%20high%20school%20graduates,outcomes%20(Rumberger%2C%202011).)

¹³ <http://nevadareportcard.com/di/>



Bertha Ronzone ES	89108	2-star	K-5	894	100%	38%
Twin Lakes ES	89108	2-star	K-5	599	100%	58%
Roundy ES	89146	2-star	K-5	835	100%	42.51%
Wynn ES	89146	2-star	K-5	919	100%	48.2%
Gray ES	89146	2-star	K-5	472	100%	28.39%
Western HS	89107	2-star	9-12	2828	74%	30.09%
Tobler ES	89108	3-star	K-5	521	100%	19%
Bonanza HS	89146	3-star	9-12	2085	66%	17.79%
Hyde Park MS (Magnet school)	89107	3-star	6-8	1582	56%	17%
Pittman ES	89107	3-star	K-5	578	100%	37%
Gibson MS	89107	3-star	6-8	1234	84%	32%
Odyssey Charter School*	89146	ES: 4 stars MS: 4 stars HS: 3 stars	K-5 6-8 9-12	ES: 267 MS: 590 HS: 1365	ES: 84% MS: 77% HS: 87%	ES: 9% MS: 7% HS: 8%
Mabel Hoggard ES (Magnet school)	89106	5-star	K-5	477	100%	30%

*Authorized by CCSD

The need for high-quality school options in Las Vegas's most underserved communities is clear and compelling. The focus on the 89107, 89018, and 89146 zip codes is in response to (a) the absence of schools of choice and (b) the scarcity of high-performing traditional district schools. Because of the current realities for families and students in Las Vegas, we recognize the importance of providing students with a high-quality education that leads to academic achievement and a life of opportunity. Less than a quarter - 23% - of Las Vegas residents have received bachelor's degrees¹⁴ compared to 33% nationwide.¹⁵ Median income is \$53,000, which is lower than the national average of \$61,000, and 16% of residents live in poverty.¹⁶ We seek to provide a quality K-8 option for families so that their children have the fullest opportunities to build success in school and life

¹⁴ <https://www.census.gov/quickfacts/lasvegascitynevada>.

¹⁵ <https://www.census.gov/newsroom/press-releases/2017/cb17-51.html>.

¹⁶ <https://www.census.gov/newsroom/press-releases/2018/income-poverty.html>.



EXPECTED OUTCOMES

We detail our academic and organizational goals in depth below in our **Academic Plan**. We have included general goals here as follows:

- Goal 1: Students will achieve mastery in English Language Arts.
- Goal 2: Students will be proficient in Mathematics.
- Goal 3: Students will be proficient in Science.
- Goal 4: Students will be proficient in Social Studies.

KEY COMPONENTS

Sage Collegiate's school design is built on: (a) the relentless belief that all children can succeed; (b) high expectations and access to opportunity are fundamental for all children regardless of zip code, race, ethnicity, or socio-economic status; and (c) a warm and structured school community provides the most productive learning environment for all students. Our focus areas are literacy, college readiness, and character development. In a community where 25% of students are identified as English Learners,¹⁷ 64% of students qualify for free/reduced lunch¹⁸ (a proxy of poverty), and less than a quarter of residents have a college degree,¹⁹ literacy and college readiness are critical foundations for a life of opportunity.

Informed by current research²⁰ and practice-proven successes of the highest-achieving charter schools serving the highest-need communities, and to guarantee the success of all learners, Sage Collegiate is built upon seven guiding tenets:

- | | |
|---|---|
| 1. College starts in Kindergarten. | 5. Exemplary teachers, exemplary results. |
| 2. Literacy is everything. | 6. Data drives instruction. |
| 3. Structure + zest = All scholars learn. | 7. It takes a village. |
| 4. We lead with urgency. | |

At the root of our work, grounded in these beliefs, are our school's core values. We know that the development of strong character is critical for children, and that school-based character-building must be embraced and wanted by families, informed by research, and based upon practices shown to be effective with similar communities serving similar needs and towards ambitious academic and life goals. In *How Children Succeed*, educational researcher Paul Tough explains that what is most important to school and life success for students is whether we are able to help children develop non-cognitive skills such as persistence, self-control, curiosity, and grit.²¹ Grounded in this research, informed by our larger community, and with students' non-cognitive growth as a critical part of our school design, we will teach, honor, and collectively demonstrate seven core values we teach, honor, and demonstrate through our words, actions, and learning; as Sage Collegiate, we are Audacious, Brilliant, Curious, Determined, and we have Zest, Integrity, and Purpose.

¹⁷ <https://newsroom.ccsd.net/wp-content/uploads/2018/10/Fast-Facts-2018-19-Eng.pdf>

¹⁸ Ibid.

¹⁹ <https://www.census.gov/quickfacts/clarkcountynevada>.

²⁰ Specific research includes "The 90 90 90: A Case Study" (<http://www.tehamaschools.org/files/90.pdf>), The Character Lab (<https://characterlab.org/>), and Paul Tough's *How Children Succeed*.

²¹ Tough, Paul. *How Children Succeed*. NY: First Mariner Books, 2012.



KEY PARTNERSHIPS

Confirmed and planned key partners, based on existing relationships within the community include: Building Excellent Schools (BES), EdTec, Opportunity 180, Leaders in Training, Teach For America, Democracy Prep at the Agassi Campus, Futuro Academy, Nevada Rise Academy, Nevada Prep Academy, Puentes (Las Vegas), the Bill and Lillie Heinrich YMCA, and Stone Bridge Learning Academy. Additionally, upon authorization, we will pursue opportunities for collaboration with other organizations such as Communities in School, TNTP, Three Square, and Nevada Succeeds.

Through BES and Ms. Kinne's completion of the Fellowship and her continuation in its Follow On Support program and network, we have direct access to schools nationwide with whom we can partner and from which we intend to continuously learn, including Equitas Academy in Los Angeles, CA; Etoile Academy in Houston, TX; Circle City Prep in Indianapolis, IN; and Great Lakes Academy in Chicago, IL.

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

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

STATED PURPOSE

Our proposed school fulfills all six statutory purposes as evidenced below.

a. Improving the academic achievement of pupils. By committing to creating transformational change and setting a goal to be in the top performance quartile of schools within the state as measured by the Nevada Education Performance Framework and Charter School Performance Framework, Sage Collegiate represents an opportunity for students to dramatically raise their academic achievement and for families to have opportunities of choice and quality beyond current options within the identified zip codes. We focus on academic achievement and college success.

b. Encouraging the use of effective and innovative methods of teaching. Sage Collegiate offers teaching strategies and methods not found schoolwide within traditional district option, including but not limited to, blended learning opportunities daily in all classrooms and Cognitively Guided Instruction (CGI) to enhance conceptual understanding and rigorous problem-solving in math starting in the earliest grades and aligned with more rigorous national standards. Our education program includes strong, research-based curriculum and innovative teaching techniques that will allow all students to benefit from new and more effective ways of teaching and learning.

c. Providing an accurate measurement of the educational achievement of pupils. We will implement a data-driven model, founded on a robust and strategic assessment system with targeted timeframes for assessment, specified on our annual calendar, that effectively support action planning from the data these assessments provide. We will regularly use comparative, norm-referenced, and state-mandated assessments to actively monitor the progress of all students, including, but not



limited to: Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments in reading and math three times per year; Strategic Teaching and Evaluation of Progress (STEP) literacy assessments every six weeks; and SBAC assessments annually. Our mission, core tenets, and guiding principles require that we measure our results to: inform our instructional, student support, curricular, resource, staffing, and professional development decisions; measure our mission-attainment for all subgroups; and to compare our value-added results in relation to neighboring schools and in relationship to state expectations and as compared to a national bar of performance.

d. Establishing accountability and transparency of public schools. Sage Collegiate is focused on the academic and long-term life success of every student, and as informed by our college preparatory mission, Sage Collegiate has outlined our commitment to strong, absolute, growth, and comparative results in exchange for the autonomies of budget, hiring, and general academic program granted by an authorizer and as outlined in our response within the **Driving for Results** section. We will operate within all required open meeting laws and regularly present academic and operational updates available to the general public in an organized and easy-to-interpret manner, as well as comply with all state and SPCSA reporting requirements. Sage Collegiate believes excellent schools are open and transparent, share their results on the school's website and for public consumption, and collaborate with other educators and schools to share best practices and continuously grow.

e. Providing a method for public schools to measure achievement based upon the performance of the school. We welcome the opportunity to collaborate and benefit from the public sharing of performance data. As detailed, we will use nationally normed assessments, including the NWEA MAP and STEP. Given demographics of the community in which we plan to locate, we anticipate being a proof point of what is possible and showing through data that demographics do not determine destiny. This statutory responsibility is aligned with our mission of seeing students excel in K-8 and get to and through college for a life of opportunity.

f. Creating new professional opportunities for teachers. We provide whole school, grade level-specific, and individualized developmental opportunities for teachers through 21 annual professional development (PD) days plus weekly blocks of PD on Fridays. Teachers will be observed daily, will be supported daily through morning team huddles that address cultural and instructional priorities, and will receive regular video-based and live coaching to better instructional practices. Growing our staff, we will have an internal pipeline for the school's leadership needs over time.

TARGETED PLAN

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

Through first-hand work in the community as teachers and through intentional outreach to families and community members as a Founding Team, members of the Committee to Form have learned what families would like to see in schools. As such, Sage Collegiate is a school designed to meet the needs of our intended community using strategies and best practices of schools serving communities with similar demographics and needs. We have also reached out to community leaders and families through individual conversations and an online survey. From such relationships and outreach, Sage Collegiate is proposed to offer a choice that families in our planned area want but currently lack. Most specifically, our school design aligns with what we hear the community has stated that it wants: highly effective teachers, a quality K-8 option in their neighborhood, and a joyful structure with the focus on learning.



A sampling of feedback we have received from families with school-aged children in an online survey²² includes these comments in response to our questions about parent satisfaction and the challenges standing in the way of student success in neighborhood schools:

- *"School options tend to be available in the higher income areas which are also typically white. I think there is opportunity to provide better options for our students of color and low income."*
- *"CCSD is worse than mediocre."*
- *"I have 1 student in CCSD;(it's been a struggle this year). 1 student at Mater Academy. I'm thrilled with Mater."*
- *"We are 50/50 in the US, and our star system ranks schools against other NV schools. Therefore, a 5-star school is only so comparatively, which quite frankly isn't saying much. We need highly effective schools on an absolute scale. So many classrooms have subs or underqualified teachers, which makes me further dissatisfied with the current educational options for children in our community."*
- *"Seems lower income schools get no help"*
- *"Well, long-term systemic failure speaks for itself."*
- *"Across the community I think there is a big disparity between kids who have access to necessary resources (e.g. technology, mental health services, food services, extra educational supports, etc.) and those that don't. And we don't seem to be focused on closing those gaps."*
- *"Low expectations, underqualified/ineffective teachers and leaders, and a lack of accountability for school personnel."*

In response to our survey question that asked "Please check all of the things you'd like to see in a neighborhood school to best educate your child/children," the top responses were:

- Programs like art, music, technology, and PE (88.9%)
- Social-emotional support (i.e. mindfulness, counseling) (80%)
- Joyful, but structured, learning environment (75.6%)
- Blended learning (i.e. Technology used in instruction) (73.3%)
- Community involvement and civic engagement (71.1%)
- Higher expectations of students and staff (66.7%)
- College preparatory/college-bound track (64.4%)

These responses align with the educational program and fundamental design of Sage Collegiate: We offer programs like art, music, technology, and PE; we have embedded social-emotional supports; we offer a joyful and structured learning environment; and we provide a college preparatory focus.

Additionally, community leaders express that students in the area need more options and that families need to stop being satisfied with the status quo. City Councilman Brian Knudsen who represents portions of the 89107, 891098 and 89146 neighborhoods shared in conversation²³ that schools need to have high expectations for students, aligning with our model and what we have heard from families who bring strong hopes and dreams and want a school that supports all children to achieve their goals.

Additionally, the world-wide pandemic coupled with the national and regional economic challenges it created, 2020 has highlighted the need for students to be ready for any situation and to have a strong foundation of education that best positions them for the world ahead. Worldwide, more than

²² We have included feedback in [Attachment 13](#).

²³ Phone conversation with Lead Founder Sandra Kinne, June 9, 2020.



80% of students have been out of school,²⁴ further exacerbating the already unequal field of education. As we saw locally, public charter schools were able to better respond to and meet the needs of students in a time of crisis much more quickly. State public charter schools had a 98% attendance rate²⁵ through several months of distance learning, and school leaders at charter schools were able to have Chromebooks and technology in students' hands within a week, ensuring students continued to learn.^{26,27} Conversely, a full month into distance learning, elementary students in the district had not yet received the opportunity to collect a Chromebook from their school or have online instruction.²⁸ The CCSD Superintendent acknowledged the issue of existing inequities with remote learning during the pandemic; in response to a state-mandated request for an emergency program of distance education, he stated that "[t]he district couldn't mandate remote learning because of inequities that exist among students."²⁹ Public charter schools' flexibility, autonomy, and preparation allowed them to better address the unexpected need for remote learning: "We are small and nimble," said David Blodgett in a *Nevada Independent* article. Blodgett's school, Nevada Prep, with an enrollment of 210 students, had laptops and Chromebooks in every students' hands within two days of the Governor's directive to close schools, with 40 more getting to students within the week.³⁰ This quick response by public charters, and the opportunity and ability to continue with instruction ensuring minimal loss of teaching and learning time, demonstrates charter schools' ability to better meet the needs of their students regardless of socio-economic demographics.

This situation also led us to revisit our priorities around technology, and we have ensured that we will have a budget that allows for 1:1 technology, starting in year one and continuing in all years. We will use this technology in the classroom for blended learning, through programs such as IXL, and for extended learning opportunities during school breaks and in the event of an international/national/regional crisis that again moves learning out of schools. Students - especially those in high-need communities - should be able to have access to learning in times of crisis, and we heard that concern from families through conversations, our online survey, and in CTF members' capacities as teachers and parents over the last four months.

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

(a) Demographics: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the following student groups, each of which has been identified as

²⁴Saavedra, Jaime. "Educational challenges and opportunities of the Coronavirus (Covid-19) pandemic," (2020, March 30). World Bank Blog. <https://blogs.worldbank.org/education/educational-challenges-and-opportunities-covid-19-pandemic>.

²⁵ Nevada Ed Watch. 2020, April 24. State Public Charter School Board meeting. <https://opportunity180.org/nevada-ed-watch-4-24-20/>.

²⁶ Personal conversations by Lead Founder Sandra Kinne with four local public charter school leaders and leaders at local EMO, March 2020 through June 2020.

²⁷Valley, Jackie. (2020, March 30). "Class time from the kitchen: Teachers and students adjust to distance learning but inequities remain." *The Nevada Independent*. <https://thenevadaindependent.com/article/class-time-from-the-kitchen-teachers-and-students-adjust-to-distance-learning-but-inequities-remain>.

²⁸ Valley, Jackie (2020, April 17). "School Board vetoes resolution that would have extended Jara's emergency powers." *The Nevada Independent*. <https://thenevadaindependent.com/article/school-board-vetoes-resolution-that-would-have-extended-jaras-emergency-powers>.

²⁹ Valley, Jackie. (2020, March 30).

³⁰ Ibid.



persistently underperforming based on data provided by the Nevada Department of Education: Students qualifying for free or reduced-price lunch, English Learners, and students with IEPs. Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average.

(b) Academic Needs: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally provide access to 3, 4 and 5-Star schools in zip codes where students are attending a 1- or 2-Star school. A map and list of zip codes will be provided; SPCSA charter schools will be removed from the data set used to identify zip codes.

(c) Academic Need: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones.

Of the needs identified in the Assessment, we most strongly meet the needs of “Demographics” and “Academic Needs: Geographies with 1- and 2-Star Schools.” We have identified above, in Part 1 of the **Targeted Plan** the identified communities in which we have committed to locating. We have outlined current community demographics; given the known factors of our planned community and district, we anticipate that at least 80% of students will qualify for free/reduced lunch, at least 10% will have Special Education needs, and at least 30% will be categorized as English Learners. This is representative of the targeted community, per local district’s most recent, publicly available data; of CCSD’s student population, 64% qualify for free/reduced lunch, 25% identify as English Language Learners, and 12% are enrolled in Special Education services.³¹

As to the community’s Academic Needs, our planned area encompasses the zip codes 89107, 89108, and 81946 where 65% of students are in 1-or 2-star schools. We have detailed our identified area for location, the abundance of need, and the demographic composite of existing schools above in **Figure 3** and provided maps of our designated area of focus above in **Figure 1** and **Figure 2**.

Additionally, while our program and model do not directly meet the need of the other identified category of the Needs Assessment – Academic Need: Students at Risk of Dropping out of School – our program and model are designed to emphasize early literacy, attendance, and high school/college readiness - to ensure students of Sage Collegiate do not, ultimately, fall into that category and become at-risk of dropping out after they move from our school in 8th grade to high school.

PARENT AND COMMUNITY INVOLVEMENT

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

Sage Collegiate considers community involvement and input critical in ensuring the founding and long-term success of a high-achieving school that addresses the community’s needs. Given the community-based and community-rich roles of individuals on the Founding Team, organic feedback and authentic conversations with families have informed much of the planned school. In

³¹ CCSD Fast Facts, 2018-19. https://newsroom.ccsd.net/wp-content/uploads/2018/10/Fast-Facts-2018-19-Eng.pdf?source=post_page.



conversations and conferences with families held over the last 18 months, we have heard families discuss their desire for more school options for their children, lament the status quo of the local district, and, in the last few months, express concern over a widened gap because of a lack of access to technology and online instruction during unexpected distance learning. As one parent put it in our community survey in early May 2020, *"In the current state of COVID, there is no continued online learning for students at the schools in my community. Learning has stopped."*

We have taken parent/guardian³² input seriously in our planning for and development of Sage Collegiate. For example, coding as an extracurricular was suggested by families in multiple initial conversations about what they would like to see in a 21st Century school. Civic and community engagement was supported by families and community members, especially given the current national and international context of the last few months (global pandemic, civil unrest, election year), and we speak to this in **Targeted Plan** above. Families also have expressed interest in foreign language for elementary students; in 3rd grade we begin teaching Latin, the base for many languages, including Spanish, French, and English, and a strong tool to build a robust vocabulary.

As stated by one parent in our Community Survey, *"It would be nice to have a school like Doral but for kids in low- income communities....Kids deserve experiences like Doral but those kinds of schools are not in (p)laces accessible to low-income kids due to transportation issues."*

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

Over the past several months, Committee to Form members have spoken with dozens of families who have an interest in the proposed school and its program. Team members participated in Nevada School Choice's Las Vegas School Choice Fair in January 2020, garnering more than 50 signatures from families who have an interest in our proposed school. The proposed school leader will participate in an online information session with Nevada School Choice on Friday, July 24, which we anticipate will generate interest from families throughout the region. Additionally, and particularly through the health concerns and restrictions occasioned by the pandemic, we have engaged with families through our webpage and social media, and more than 75 individuals have completed our online survey, providing feedback about what they would like to see in a school in their community. We have also had more than a dozen inquiries through our webpage and Facebook page, asking about enrollment this fall.

The global pandemic and specifically its regional implications have understandably hindered some community outreach opportunities; in many instances such opportunities have been restricted by health recommendations, i.e. tabling has not been permitted at many community sites. Throughout these restrictions, however, our Team has remained in communication with potential partners who have agreed to let us table at their sites and/or events when the state moves into later re-opening phases. This includes Stone Bridge Learning Academy, the As They Grow quarterly consignment fair, and City of the World art gallery in the Meadows Mall. We have partnered with the Bill & Lillie Heinrich YMCA and Las Puentes for tabling opportunities through the summer and fall. All events

³² For clarification purposes, the words families and parents are used interchangeably at Sage Collegiate to represent individuals with the extended family of a student or persons with a legitimate interest in the student and who are the student's legal guardian(s).



will allow the Founding Team to share information with families about Sage Collegiate and hear from more parents about their hopes and dreams for their children's education.

Going forward, the proposed Board and Executive Director will actively engage in community building through multiple means to gather feedback, input, and additional supporters before the school opens. Planned outreach activities include, but are not limited to:

- Notification of enrollment opportunities at Sage Collegiate through publicity fliers and brochures, the Sage Collegiate website, and social media.
- Development of all marketing materials (including fliers, posters, brochures, and websites) in English and Spanish.
- Door-to-door outreach to families throughout the identified zip codes with an emphasis on the 2-mile radius of our future facility location.
- Information sessions and flier distribution at local community meetings and events and at organizations that work with youth, families, and adults, including local day cares and the CSN's Early Children Education Lab.
- Branches of the Las Vegas-Clark County Library District, including West Charleston Library.
- Information booths and flier distribution at local businesses, laundromats, grocery stores, WIC centers, libraries, restaurants, community events, fairs, carnivals, shopping centers, social services agencies, housing projects, faith-based organizations, medical centers, and apartment complexes.
- Local print and broadcast media, including the local radio stations, newscasts, and major newspapers, as well as through social media.
- Home Visits with families, post-lottery.
- Multiple informational sessions to allow families to apply to Sage Collegiate and learn more about our planned educational program.

Once school begins, we plan monthly Cafecitos and regular family events, to which the community at-large may be invited (i.e., Fall Festival). We detail a plan for family engagement during the life of the school. These efforts, including Home Visits and Family Orientation, begin weeks before the first day of school.

Sage Collegiate recognizes the crucial role that families play in students' success. One of our core beliefs is that it takes a village; therefore, for us, parents are our partners, and as a school we will be grounded in and by our community. Family participation in scholars' learning is fundamental to their success. We know that when families and teachers have high standards for children, then students generally exceed expectations.³³ We will communicate proactively and clearly with all families, engaging them in conversations about school policies and practices, including academic expectations, homework, uniform, attendance, and behavior. Families in the 89107, 89108, and 89146 have limited options for school choice and restricted access to high-performing schools, especially at the elementary level.

Toward our mission, we have developed a comprehensive, inclusive, ambitious plan for engaging students' families in Sage Collegiate. Parents have a choice in enrolling in Sage Collegiate, and we first make them aware of this choice and then involve them in the life of the school. Parents will be involved on an individual level and through organized parent groups. We will proactively and

³³ Benner, A. and R. Mistery. (2007) "Congruence of mother and teacher educational expectations and low-income youth's academic competence." *Journal of Educational Psychology*. Volume 99, No.1.



intentionally reach out to families to develop strong relationships, strengthen our connection with them through the year, and ensure a healthy partnership toward our mission.

We recognize our responsibility to facilitate and ensure the full participation of all families, including families with limited English proficiency, parents with and of students with disabilities, and parents of migratory children, and we will have the necessary conditions in place to ensure effective outreach practices and to provide clear, understandable information for all families. We understand and appreciate that an effective partnership between school and home sets students up for success. Our commitment to families in our shared village is demonstrated in several key ways: (1) Home Visits for all new families and annual Family Orientations for all families, (2) Cafecitos, (3) monthly Family Nights and tri-annual Conferences, (4) bi-annual College Campus tours, (5) daily, weekly, and monthly formal communication, (6) opportunities to provide feedback and inform school growth through semi-annual surveys, (7) Families for Sage Collegiate and opportunities to volunteer, and (8) monthly board meetings with public comment time at all meetings. We detail these events and critical family engagement pieces in our **Supplemental Appendix 5** and provide our Annual Academic Calendar in **Attachment 3**. All documents, including newsletters, report cards, and weekly reports, will be provided in English and Spanish, and translators and/or bilingual staff will be available at all events.

(3) Describe any expectations for parent volunteering.

Per state regulation, parents/family members will not be required to volunteer their time.³⁴ However, we welcome parents/family members to volunteer their time, should they choose to do so. Per Senate Bill 187,³⁵ volunteers will be required to complete a background check. When the budget permits, the school will cover the costs of background checks for parent volunteers of up to 10% of our student population (on a first-come, first-serve basis each year) to support families' engagement and participation in volunteering. We recognize the need to have a volunteer Board Member who is a parent of an enrolled child.³⁶ Given that we cannot enroll students until we are authorized, we have not identified a specific person that meets that criteria and plan to by July 31, 2021, prior to starting instruction. CTF member and proposed board member Alejandro Rodriguez meets the criteria with intent to enroll given the age of his oldest child, who will qualify for Kindergarten in Fall 2021.

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

³⁴ [https://www.leg.state.nv.us/Register/RegsReviewed/\\$R131-16A.pdf](https://www.leg.state.nv.us/Register/RegsReviewed/$R131-16A.pdf)

³⁵ https://www.leg.state.nv.us/Session/79th2017/Bills/SB/SB287_EN.pdf

³⁶ <https://www.leg.state.nv.us/NRS/NRS-388A.html#NRS388ASec320>



Figure 4: Identified Partners

Partner Name: BES (formerly Building Excellent Schools)	
Briefly describe this partnership.	Lead Founder and proposed Executive Director Sandra Kinne completed the Building Excellent Schools Fellowship, and BES remains a partner in this effort. BES will provide Follow On Support (FOS) to Sage Collegiate through its Start-Up year (Y0), and through, at least, the first two years of operation.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities.	Fees for the Follow On Support have been paid by local partner Opportunity 180 (see below). A detailed description of Follow-On Support is provided in Attachment 14 .
Partner Name: Opportunity 180	
Briefly describe this partnership.	Opportunity 180 is a Las Vegas non-profit founded in 2015 with a vision of providing 25,000 quality public school seats in Clark County within 10 years. As a harbormaster in Nevada, Opportunity 180 supports the founding and development of high-quality charter schools through provided support with facility and talent pipeline access, as well as individualized direct supports as needed to ensure students have access to high-performing schools.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities.	Opportunity 180 has allotted a grant of \$100,000 in start-up funding. Please see letter of support in Attachment 1 .
Partner Name: Ed Tec	
Briefly describe this partnership.	Headquartered in San Francisco and working nationally, EdTec is a back-office provider that specializes in working with charter schools. The organization currently works with 300 charter schools across nine states.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities.	EdTec has helped charter schools close the achievement gap and improve public education with its comprehensive support with accounting and bookkeeping services, payroll, budgeting, financial reporting, forecasting, grant writing support, and compliance and data management services. Ms. Kinne worked closely with a small team to build out and develop a five-year budget, and the VP of Client Management and Financial Compliance will be available to provide training to the school's Founding Board upon authorization. EdTec will likely be the



	school's back-office provider based on local school leaders' recommendations, availability of back-office providers in Las Vegas, and the costs. The final determination for back-office support will be made by the Board.
Partner Name: Teach For America – Las Vegas	
Briefly describe this partnership.	The national organization has local partnerships with traditional district and public charter schools. Ms. Kinne has already engaged in conversations about the proposal for Sage Collegiate and begun discussions on how to partner with and leverage the pipeline of teacher talent within each organization. Further discussions and likely partnership will be entered into upon authorization.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities.	Please see letter of support in Attachment 1 .
Partner Name: Leaders in Training	
Briefly describe this partnership	LIT and Sage Collegiate have partnered on community engagement activities, and Sage Collegiate will serve as a host for future LIT student-interns who seek to develop their skills and capacity.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities.	Please see letter of support in Attachment 1 .
Partner Name: Bill & Lillie Heinrich YMCA	
Briefly describe this partnership	We will work closely with the YMCA to partner with community engagement and recruitment, as well as to use their facilities for family activities. Should their facility become available (i.e., the private school currently there decides to vacate given pandemic and context of current enrollment), we have the possibility of locating there for 1-2 years.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community	Depending on our final location, we will be able to use the YMCA's facilities for PE. We will be able to recruit and share information with families in their preschool program, and we will be able to conduct tabling/recruitment events.



organizations or individuals that will enrich student-learning opportunities.	Please see letter of support in Attachment 1 .
Partner Name: Public Charter School Consortium	
Briefly describe this partnership	The Consortium is a collective of local school leaders who are in public charter schools in high-need areas, such as the community in which we intend to locate.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities.	<p>The group meets monthly on topics that provide opportunities to maximize results for students and discuss strategies and structures that can accelerate the pace of outcomes. School leaders serve as thought partners and potential partners in services for schools (i.e., partnering for lunch services).</p> <p>Please see letters of support from fellow school leaders in Attachment 1.</p>

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

All members of the Committee to Form and proposed school leadership/board are residents of Las Vegas. Experiences and length of residency vary, but all are committed to the community and the long-term success and sustainability of Sage Collegiate. The proposed Board and School Leadership have extensive knowledge and involvement in the community, be it as board members on other local non-profit boards, as former teachers and coaches in local schools, or as long-term, permanent residents of the community in which they were educated and which we propose to serve.

Our proposed Executive Director began working in the proposed community as an instructional coach with Teach For America – Las Vegas in 2012. As TFA Manager of Teacher Leadership Development, Ms. Kinne worked with 1st and 2nd year teachers for three years at Red Rock Elementary in 89107, for two years with teachers at Reed Elementary in 89108, and for one year each at Roundy ES, Vegas Verdes ES, Gibson MS, and Western HS in the targeted area. She currently works at a school in the identified area of location and hears the concerns and interests of families daily.

Proposed Board member Elysa Arroyo has worked in our designated area for six years. She has worked closely with families in various campus roles, and in the context of those roles has garnered feedback and ideas from families about their desire for options and changes in their children's schools. She has shared feedback and ideas from families with other CTF members. Board Member Anthony Vu is a homeowner in the 89107-zip code, also, and he understands the needs and hopes of the community first-hand.

The experiences of those doing the work on a daily basis, in the area identified for opening, informs the CTF's proposal. In addition to authentic, organic conversations that at least two members of the CTF have, on a regular basis, given the nature of their work in the planned community for Sage Collegiate, the Founding Team has distributed a community survey to better learn about families'



interests for children in their community. With additional openings within our state's phased reopening, the Team has plans through the summer to table and distribute literature at a community YMCA and Stone Bridge Learning Academy. The proposed Executive Director and a proposed board member will assist at a planned food distribution site at a church through July and August in the 89107-zip code. Again, once the state moves into a further phase given the current pandemic, the Team plans to table and distribute literature and engage with families in the Meadows Mall, a central spot for our intended location. The Team will host informational sessions as well at the school's site when the facility is secured. These events will allow the CTF and the proposed Board to engage with families, ensure ongoing input, secure initial enrollment, and continuously learn from and collaborate with the community.



3. ACADEMIC PLAN

TRANSFORMATIONAL CHANGE

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

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

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

Our model is designed with elements from proven, established, highly effective schools in high-need neighborhoods across the country. We use best practices, we function as continuous learners and provide extensive PD to our team so that we can correct shortcomings quickly, and we are driven by data to ensure student learning not only happens but happens at a pace that leads to our mission fulfillment and has all students performing at or above grade level. We set ambitious goals outlined throughout this **Academic Plan** and monitor our progress to those goals to make sure we meet them. We use NWEA MAP three times per year beginning in Kindergarten, assess students' progress every 6-8 weeks, and have Data Days throughout the year to analyze our progress to goals and action plan to ensure growth and achievement for all learners.

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

Sage Collegiate will drive growth among students at all achievement levels, accelerating the achievement of those who are most behind, as follows:

- **Structure for Supporting All Students.** As a data-driven school, we assess students' progress frequently through assessments, including the WIDA-APT assessments to establish language levels, STEP reading assessments, NWEA MAP, and unit assessments and other forms of formative data. Our small group literacy instruction and blended learning strategies provide individualized and targeted teaching and supports. Our Professional Development (PD) and Data Days provide dedicated opportunities for the Sage Collegiate team to analyze, interpret, and plan towards goals and in response to students' needs strategically using data.
- **Structures to Support ELL Students.** English Language Learners will be grouped heterogeneously with peers to practice language development and discourse through Kagan strategies and other techniques with peers at different ability levels. We will carefully track language acquisition data through Advanced English Language Development support, up to and including sub-separate supports as needed.
- **Structures to Support Students with Special Needs.** We will use best practices of inclusion to the greatest extent possible, and we will closely monitor and invest in the success and needs of all students through our data-driven approach. We will supplement this with the use of Response to Instruction and Intervention (RTI) education models, which will strategically support the achievement of all of our scholars.
- **Structures to Support Academically Deficient Students.** Academically deficient students will be homogeneously grouped during literacy and math instruction to better support their



development and provide Tier 2 and Tier 3 interventions, up to and including sub-separate supports as needed.

- **Structures to Support Academically High-Performing Students.** Students who demonstrate achievement and capacity above grade level and are consistently high performing will receive extension opportunities to ensure they have adequate opportunities to develop and are being academically challenged. Students will be homogeneously grouped during literacy and math instruction, ensuring consistent, systematic exposure to advanced material.

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

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

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

(We have incorporated these two questions together in our response.)

Sage Collegiate is a school whose proposal is designed upon the examples of the most successful urban charter schools throughout the country. Sage Collegiate is built upon the educational philosophy that all children can achieve if given the access, opportunities, and expectations to do so. We learn and emulate the best practices of proof point schools, and like them, Sage Collegiate is designed with the foundational belief that one's demographics or zip code does not need to determine one's destiny, and that equitable, excellent education should be available to all children regardless of their race, ethnicity, socio-economic background, or first language. This all starts in Year 1 through the programs and philosophies described throughout our application, ensuring that from Day 1, our students experience academic rigor.

We aim to be in the top 25 percent of schools throughout Nevada. We have put ambitious, attainable goals in place to ensure, first and foremost, that students have a high-quality education and access to opportunity in high school, college, and life, and that we meet our goal of being a top Nevada school as measured by students' academic achievement. We have outlined a detailed plan grounded in research and proven results from other schools. Our approach for Sage Collegiate, which will produce ambitious results and lead to transformational change, is supported by several key design elements.

Extended time. (Structure) We provide 184 days of learning. On average, our days are two hours longer than those of the local district. Research shows that extended learning has strong impact on low-income, minority student achievement.³⁷ We believe extended time benefits the achievement of all students and the professional development of and thus impact of all staff, while minimizing potential disruptions such as tardiness, sickness, and testing.

Character-Based Education. (Principle) Via our Core Beliefs and Core Values, students learn strong habits and traits that allow them to develop strong, positive character. Through our culture, incentive structure, community meetings, and character education lessons, students are motivated to succeed and develop life-long habits that will help them achieve in high school, college, and life.

³⁷ Hoxby, Caroline M., Sonali Murarka, and Jenny Kang. "How New York City's Charter Schools Affect Achievement," August 2009 Report. Second report in series. Cambridge, MA: New York City Charter Schools Evaluation Project, September 2009.



Structure + Zest = All scholars learn. (Principle, Programs) Research shows that students with behavior problems are more likely to have academic deficits and that school-wide structures and consistent routines and procedures can positively impact a multitude of factors that impact student achievement, including student attendance, instructional time on task, and academic engagement.³⁸ A structured culture with reliable routines, predictable practices, and constant enforcement ensures our school has an environment conducive to learning for all. Daily Morning Motivations, Community Closings, and Weekly Jubilees allow for celebration, zest, and recognition of students for their achievement, positive behavior, and academic growth. Recognitions like Scholar of the Week and peer Put Ups allow for a joyful, festive environment

Exemplary teachers, exemplary results. (Principle, Structure) The effect of teaching on learning is greater than ethnicity or family income, school attended, or class size. *"When it comes to student performance on reading and math tests, teachers are estimated to have two to three times the effect of any other school factor, including services, facilities, and even leadership."*³⁹ Ambitious, high capacity, and proficient adults thrive in a supportive, collaborative, and professional environment; we recruit, develop, and retain teachers whose actions are aligned with our academic priorities and goals; and we support our team through robust and targeted professional development geared to the academic needs of our students and the growth needs of our teaching staff.

In 2008, President Obama affirmed educators and acknowledged the influence teachers have on students: *"It begins with the understanding that from the moment our children step into a classroom, the single most important factor in determining their achievement is not the color of their skin or where they come from. It's not who their parents are or how much money they have. It's who their teacher is."*⁴⁰ The impact a single teacher has on a student's life trajectory is powerful. Research shows that the effect of teaching on learning is greater than ethnicity or family income, school attended, or class size. Ambitious, high capacity, and proficient adults thrive in supportive, collaborative, and professional schools, and we recruit, develop, and retain teachers and staff who live and breathe the mission, and whose actions are fully aligned with our school's purpose.

In Year 0, we budget \$7500 for student recruitment and \$5000 for staff recruitment so we can conduct exhaustive local and national searches to ensure only high-quality, high-capacity individuals with the appropriate credentials teach and work with our students. We are able to connect with potential teachers and staff through the far-reaching organizations of Teach For America, TNTTP (formerly The New Teacher Project), Opportunity 180, and UNLV, as well as drawing upon the national/regional/local network of educators of Lead Founder and Proposed Executive Director Sandra Kinne as a result of her work with Teach For America and Building Excellent Schools.

To develop all teachers and staff and ensure they are ready to lead high-quality instruction and create a structured, ambitious, and supportive school culture, our staff receives at least three weeks of purposeful professional development before the school year begins. We practice procedures and systems to ensure they are effective, efficient, and fine-tuned before presenting them to students and implementing them schoolwide, and we practice instructional lessons as a team, providing real-time feedback and re-practice sessions before the start of the school year. Throughout the year, we collaborate within and across grade levels and backward plan starting with the end-of-year

³⁸ Putnam, Robert et al. "Academic Achievement and the Implementation of Schoolwide Behavior Support." Positive Behavior Interventions and Supports: OSEP Technical Assistance Center. *PBIS Newsletter*. Volume 3, Issue 1.

<https://www.pbis.org/common/cms/files/Newsletter/Volume3%20Issue1.pdf>.

³⁹ RAND. Oppen, Isaac M. "Teachers Matter." 2019. https://www.rand.org/pubs/research_reports/RR4312.html.

⁴⁰ <http://www.denverpost.com/2008/05/28/full-text-of-obamas-education-speech/>.



assessments during three weeks of staff development days. We meet weekly as a professional learning community for two hours each Friday to allow for concentrated collaboration and professional development. Across the year, we have 21 full days for professional development and 36 abbreviated school days that allow for two hours each of professional development.

Throughout the year, teachers are observed weekly and receive immediate feedback to improve their practices and impact student achievement. As we believe that the *“purpose of instructional leadership is not to evaluate teachers but to develop them”*⁴¹, school leaders spend 60 minutes weekly with each teacher to provide targeted professional and instructional growth, knowing that when teachers feel supported, are strategically developed, and work in a professional culture, they enjoy their work, flourish, and want to contribute long-term.

To keep our highest-performing, most effective instructors and staff, we provide leadership and extension opportunities whenever possible. Research shows that teachers tend to stay in the profession and in schools when they work in collaborative, supportive settings that allow them to get consistent feedback and grow as educators. *“When schools do provide new teachers with meaningful leadership and partnership, the new teachers are significantly more likely to remain in the profession....The more support we provide, the more new teachers we tend to hang on to.”*⁴² When schedules permit, teachers may go observe at another BES school such as Futuro Academy, Nevada Prep, and Nevada Rise Academy in Las Vegas or Equitas Academy in Los Angeles during one of our school breaks. We work with other high-performing, high-expectations schools and with BES to design summer leadership residencies for our strongest teachers to continually advance skills and knowledge. Teachers are encouraged to seek external opportunities for development during breaks and summers, such as working at one of Teach For America’s Summer Institutes or coaching through TNTP’s summer intensive summer training programs for Teaching Fellows. For weekly professional development, teachers identify a strength and lead a portion of training in that area of expertise. Whenever possible, we promote staff to leadership positions from within.

Field Studies. (Program, Principle) In addition to our curriculum and courses, students engage in standards-aligned and instructional-based field studies.⁴³ At a minimum, scholars participate in 2-to-3 content-driven field studies each year and an end-of-year (EOY) field study that provides them with exposure to cultural, historical, and/or regional experiences they would otherwise not have and provide a better understanding of their world. We have a plethora of cultural and instructional resources at our fingertips here in Southern Nevada; our students need exposure and access to help support their academic achievement and prepare for college and a life of opportunity.

Research shows that field trips/studies positively impact students’ critical thinking skills, historical empathy, and tolerance, as well as increases their interests in museums and cultural experiences. Children from high-poverty schools, as well as students of color, typically benefit at two to three times the rates as the total sample in a recent study. Researchers also find the impact on younger students

⁴¹ Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Coaching New Teachers* San Francisco, CA: Jossey- Bass, 2016

⁴² Ibid.

⁴³ We use the phrase field studies in lieu of field trips to describe the intentionally planned experiences. Field studies complement the classroom experience and are designed with our vision and mission at the forefront. EL Education’s Ron Berger best explains the rationale for the terminology in a “Classroom Discussion Q & A” with *Education Week*: “At EL Education we use the term **fieldwork**, rather than **field trips**. This is not just a semantic difference. Fieldwork is not sitting on a miniature train looking at sites, and it is not just taking a tour of an historic home or walking through an aquarium. **Fieldwork is what adult professionals do: research in the world.** It may happen to take place in an historic home or an aquarium, but the students are not there as passive listeners. They are there to conduct research for their studies: taking notes, taking photos, interviewing experts.”
http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2016/12/response_leveraging_field_trips_to_deepen_learning.html.



to be greatest, as they *make “exceptionally large improvements in the observed outcomes.”*⁴⁴ These field studies are in addition to our semi-annual college campus tours, which provide scholars and their families a better understanding of the college experience, envisioned attending and graduating college, and provide exposure to college communities. Field studies include, but are not limited to, the Discovery Children’s Museum, The Smith Center, Valley of Fire State Park, the Hoover Dam, Springs Preserve, Gilcrease Orchard, and Great Basin National Park.

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

Through the BES Fellowship, Sandra Kinne visited and analyzed more than 40 schools. She also had residencies at Endeavor College Prep in Los Angeles, a 2012 California Distinguished School,⁴⁵ and Great Lakes Academy in Chicago, a high-performing exemplar school in Chicago’s South Side that earned a 1+ School Quality Rating Policy (SQRP) in 2016 from Chicago Public Schools, the highest possible rating.

Great Lakes Academy, in addition to Equitas Academy in Los Angeles, a 2016 CA Gold Ribbon school and 2013-14 CA Distinguished School⁴⁶, and Brooke Charter Schools, a 2019 Massachusetts School of Recognition for excellent achievement,⁴⁷ most influence the educational program and plans for Sage Collegiate. There are elements from many schools observed during the BES Fellowship, as well as best practices from other high-performing schools at which Ms. Kinne has observed during her 20 years of work in education, that are in the design blueprints of Sage Collegiate. Therefore, there is no one model on which Sage Collegiate is based, nor is Sage Collegiate a replication of any one school. Rather, from a variety of high-performing schools, Sage Collegiate incorporates elements of culture, structure, instructional best practices, community engagement, and learning environment all designed to positively impact student achievement and ensure the school’s mission is fulfilled.

CURRICULUM & INSTRUCTIONAL DESIGN

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

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

In accordance with NRS 388A.246,⁴⁸ we offer the following:

INSTRUCTIONAL DESIGN

Our curriculum is designed around and aligned to Nevada Academic Content Standards in every grade, providing a robust and rigorous educational foundation that prepares all scholars for college

⁴⁴ Greene, Jay P. et al. “The Educational Value of Field Trips.” *Education Next*, Winter 2014, Vol. 14, No. 1. <http://educationnext.org/the-educational-value-of-field-trips/>.

⁴⁵ <https://www.endeavorcollegeprep.org/results-achievements/>.

⁴⁶ https://www.equitasacademy.org/apps/pages/index.jsp?uREC_ID=174240&type=d&pREC_ID=578642.

⁴⁷ <https://www.ebrooke.org/philosophy/results-recognition/>.

⁴⁸ <https://www.leg.state.nv.us/nrs/NRS-388A.html#NRS388ASec246>.



and career. Our standards and curriculum are aligned vertically, from Kindergarten through 8th grade, to ensure continuous skill acquisition in preparation for the high schools and colleges of our students' choice. Standards and curriculum are aligned horizontally with each grade level, meaning, for example, that during a reading block, a 1st grader who needs to retell stories, including key details, will be able to also apply this strategy in Math to solve word problems. For Upper Academy students (grades 4-5), horizontal alignment looks like 5th graders converting like measurements in math and science and representing and analyzing data using those measurements. Horizontal alignment in middle School looks like 8th graders in Social Studies tracing the origins and development of slavery, per standard 8.7, and connecting the systemic implications of slavery to the experiences of individuals like John Howard Griffin through his auto-biography *Black Like Me*.

Our academic design is centered on mastery of foundational skills in core content areas of literacy, mathematics, science, and social studies, all based on the Nevada Academic Content Standards and new Next Generation Science Standards. We put additional attention and have a schoolwide focus on literacy to ensure all scholars have early literacy success that allows them to have higher levels of achievement throughout their academic learning experiences and in college and career. The literacy program is designed on the five components of a balanced literacy program: phonemic awareness/phonics, fluency, vocabulary, comprehension, and writing.

Our curriculum design and instructional strategies are rooted in scientifically-based research and follow the examples of the highest-performing schools across the nation.⁴⁹ These high-achieving, high-poverty charter schools' successful practices and instructional methodologies serve as models for Sage Collegiate. Teachers use research-based, standards-aligned scope and sequence developed specifically for our school and modeled on multiple research-based resources and include the nationally recognized resources from Brooke Charter Schools. Boston-based charter schools, namely Brooke Charter Schools, far outperform their traditional public-school counterparts.⁵⁰

ENGLISH LANGUAGE ARTS (ELA)

To ensure scholars are set up for success in high school and beyond, and aligned to our core tenet that **Literacy is Everything**, Sage Collegiate focuses on literacy and sets ambitious goals for all students reading at or above grade level by the end of second grade. Research shows that more than 74% of children who enter 1st grade at risk for reading failure will continue to struggle to read into adulthood.⁵¹ Students unable to decode or read beginning material fall further and further behind and are prevented from obtaining an education that would allow them a life of opportunity. *"Unfortunately, reading failure is disproportionately prevalent among children living in poverty. In many low-income urban school districts, the percentage of students in the fourth grade who cannot read at basic level approaches 70%. The educational and public health consequences of this level of reading failure are dire. Of the 10 to 15% of children who will eventually drop out of school, more than 75% will report difficulties learning to read."*⁵²

⁴⁹ Through the BES Fellowship, proposed Executive Director Sandra Kinne studied nationally recognized, high-achieving charter schools such as Brooke in MA, BES school South Bronx Classical in NY, and North Star- Valisburg Elementary in NJ. These schools have an average of 70% students who qualify for FRL and 94% are students of color. Classical outperforms the highest-performing district, Chappaqua, on the PARCC exam, Brooke are the highest performing schools in MA; North Star schools consistently outperform other schools in NJ.

⁵⁰ "Charter School Performance in Massachusetts." CREDO: Center for Research on Education Outcomes, Stanford University. February 28, 2013. https://credo.stanford.edu/documents/MAReportFinal_000.pdf.

⁵¹ Farr, Steven. *Teaching as Leadership*. San Francisco, CA: Jossey Bass, 2010.

⁵² Lyon, G. Reid. National Institute of Child Health & Human Development. "Reading Disabilities: Why Do Some Children Have Difficulty Learning to Read? What Can Be Done About It?" *The International Dyslexia Association's Quarterly Periodical, Perspectives*, Spring 2003, Volume 29, No. 2. <http://dyslexiaida.org/>.



In our Lower Academy (K-3), the focus in Kindergarten through 2nd grade is on developing the foundational literacy and writing skills all readers need. Students develop decoding skills, phonemic awareness, and reading fluency through 200 instructional minutes in literacy each day. In Blended Learning, Word Study, Guided Reading, Discourse, and Writing, students acquire the skills, knowledge, and habits needed to read at/above grade level and meet/exceed proficiency standards. In 3rd grade, we move away from direct phonics instruction (unless needed individually) and transition from “learning to read” to “reading to learn.” Students begin word study, through research-based programs such as Words Their Way, and apply their foundations to understand word parts, spelling patterns, and language construction. As a unique element of our academic program, 3rd graders begin Latin studies to better develop vocabulary. As reported in *Education Week*, Latin allows children to learn about morphology (a study of word forms) and word patterns, which greatly improves their ability to gain meaning from unfamiliar words, which helps with overall reading skills. “*This is one of the most promising ways for developing word knowledge*,” asserts Timothy Rasinski, a literacy education professor at Kent State.⁵³ As demonstrated at BES school South Bronx Classical, Latin increases students’ understanding of the meaning of words and provides for a more developed, deeper vocabulary, which leads to higher academic achievement in language arts.

In our Upper Academy (grades 4-5), students continue studying Latin to support their continued vocabulary and language development. Students also spend more time on the text, analyzing literature, and participating in discussion about their books. Guided reading, writing and grammar, reading comprehension, book club, and Read Aloud continue to be key literacy components.

In Middle School (grades 6-8), our focus on literacy shifts to a deeper analysis of literature, incorporation of social justice and civic engagement texts, and students’ global role in a 21st-century world as encouraged by textual themes and robust text-based analysis. Providing students with this level of engagement, through high-quality, rigorous, culturally relevant texts is the aim of our ELA program in middle school. **Appendix 1** breaks down literacy components for grades 6-8.

Mathematics (Math)

Our math instruction is designed entirely to align with Nevada Academic Content Standards and includes a multi-disciplinary approach to ensure we connect mathematics instruction to science learning. From Kindergarten through 3rd grade, students have daily math instruction focused on computation and a second daily math block that focuses on application and other critical math skills (calendar, money, number line, etc.). In Kindergarten, we introduce counting skills and the concepts of addition and subtraction. To create a foundation for place values, we expand students’ number knowledge to include 11-19. Teachers help students grasp a basic understanding of measurement by comparing “measurable characteristics.” They introduce problem-solving skills and other mathematical practices in age-appropriate ways.

For each subsequent grade, teachers use scaffolding techniques to build students’ math skills focusing on the following categories: (1) operations and algebraic thinking, (2) number and operations in base ten (and beginning in 3rd grade to include fractions), (3) measurement and data, and (4) geometry. In 4th grade, math classes include mathematics operations (focusing on computation) and mathematics problem solving (focusing on application). The math program also gives the school an opportunity to provide remedial instruction and individualized support, as needed, as well as provide advanced and expansive mathematics instruction.

⁵³ Heitin, Linda. “Can Latin Help Students Build Vocabulary?” *Education Week*. April 13, 2016.



In our increasingly global society, students need to compete with college graduates from across the world. Per researchers at Harvard University, just 6% of U.S. students are advanced in math. Compared to Taiwan (27%), Hong Kong (24%), and Finland (21%), our students are ill-prepared to compete for math careers.⁵⁴ We provide a comprehensive math program that develops students' strong foundational skills and appreciation for math, including procedural computation, and a deep conceptual understanding. We recognize the needs for students to be able to analyze math problems, explain how to solve them (not just find the answer), and complete high-level conceptual work.

In K-5, we use research-based curricula Engage NY. In grades K-2, we also use Everyday Counts Calendar Math to practice/review/discuss math concepts and meet performance goals. In middle school, students are required to enroll in a math course every trimester. All math courses will comply with required the Nevada Academic Content Standards for Mathematics. As a college preparatory school, 8th graders will take Algebra I, allowing an accelerated pathway for college-ready mathematics courses in high school. We provide the Scope and Sequence for 6th – 8th grades in **Appendix 1**.

Science

Across all grade levels, we implement rigorous instruction based on Next Generation Science Standards (NGSS) and Nevada Academic Content Standards so that students will be competitive scientists in a world community with high demand for skilled workers in science, technology, engineering, and mathematics. Using a research-based curriculum like the Full Options Science Systems (FOSS), teachers provide a hands-on, project-based instructional program that allows students to develop and master scientific knowledge and skills. Students develop an appreciation for science and its application through the study of multiple scientific fields, the scientific method, experiments, and presentation of discoveries. We integrate reading, writing, and math skills into our science coursework for additional practice and skill development.

In middle school (6-8), a strong understanding of scientific knowledge, concepts, and the scientific method is a critical component of a college preparatory education and allows students the opportunity to develop a strong foundation in an ever-changing 21st century and global community with technology moving at accelerated speeds. While we cannot predict all of the skills and proficiencies our 6th – 8th graders will need for their future in college and career, we provide content and curriculum aligned with the State Standards and provide the foundational skills and knowledge necessary for a college pathway. Additional details are provided in **Appendix 1**.

History/Social Studies

In our Lower (K-3) and Upper Academies (4-5), teachers ground their instruction in Nevada Integrated Social Studies Standards and use curriculum such as Scott Foresman Social Studies. Teachers will rely on primary and secondary sources to bring the past to life and engage students in thoughtful debate around critical questions related to community, state, and national history. We use social studies classes as an opportunity for cross-curriculum instruction and teach students how to decode and understand non-fiction texts, how to take clear notes, a required skill for student success in later grades and college. We explore expository writing skills through frequent short answer paragraphs, and participate in education field studies.

⁵⁴ Hanushek, E., P. and L. Woessman Petersen. "U.S. Math Performance in a Global Perspective." Harvard Kennedy School. 9 November 2010. Accessed Tuesday, October 4, 2016.
<http://hanushek.stanford.edu/sites/default/files/publications/Hanushek%2BPeterson%2BWoesmann%202010%20PEPG%20report.pdf>



In Middle School (grades 6-8), the study of History/Social Science provides opportunities for students to build investment and interest in the world around them, both on a local and global scale. History and social science promote learners' understanding and engagement with their world, helping them understand the complex connections and layers of different forces, especially as it relates to current events and systemic influences. We will use History/Social Science to motivate students to and provide a platform for providing a constructive and critical analysis of the world's history, as well as apply problem-solving skills on a micro- and macro- level to show them how to personally create change within their neighborhood, communities, state, and nation. Critical to becoming 21st-century learners and influencers, students will develop intellectual independence through the ability to analyze classroom texts as well as becoming informed community members, school leaders, and future voters. Analysis of our social media, news, and current events, and a solid understanding of our democratic government, capitalist economic system, and power of the people to create change will be at the heart of our standard-aligned content. Connections in History/Social Science will be made to our curriculum in the Enrichment course for Civic Engagement and Community and our ELA Elective Race, Gender, Class, and Culture. Students are required to enroll in a History-Social Science course every trimester. Additional details are provided in **Supplemental Appendix 1**.

Enrichment

Enrichment classes are an opportunity for students to expand their learning beyond core content and develop skills, life-long habits, and appreciation for physical fitness and the performing arts. Aligned with our mission of ensuring all students achieve academic success, are college-ready, and have access to a life of opportunity, our Enrichment studies provide exposure to a variety of content, develop a range of skills for the 21st century, and both meet and grow the interests of children ages 5-14. Our Lower Academy's themed Enrichment is "Performing Arts," Upper Academy has "Communications," and Middle School students' Enrichment is focused on "Life Skills."

Additionally, given the increasing and alarming rate of childhood obesity in Nevada, as reported by the state's Division of Public and Behavioral Health, physical education in school is critical. The state reports that one-third of Nevada children entering Kindergarten in Fall 2016 were considered overweight or obese.⁵⁵ Given obesity rates tend to be greater in low-income communities, as well as the intensifying need to address trauma given family and students' concerns and experiences, we focus on physical and socio-emotional well-being through Physical Education and Mindfulness.

While there are no state requirements for Physical Education (PE) for elementary students in Nevada, and while middle and high school students are required to take PE, there is no mandated amount of time each day/week. Therefore, we will meet and exceed the Nevada state standards for Physical Education, as we will also adopt the practices and requirements of our neighboring state of California⁵⁶ for the execution of PE for all K-8 students. Per California state requirements, students in 1st grade through 6th grade must have a minimum of 200 minutes of PE every 10 days. We go beyond these requirements, providing an additional 20 minutes each week in K-5 for a total of 240 minutes of PE every 10 days. In Middle School, 7th and 8th graders must have 400 minutes every 10 days. We increase this by 50 additional minutes every 10 days for a total of 450 minutes. For consistency of skill development, to support positive physical health, and in keeping with our vision

⁵⁵<http://dpbh.nv.gov/uploadedFiles/dpbh.nv.gov/content/Programs/Obesity/dta/Publications/2017%20Annual%20Obesity%20Report.pdf>

⁵⁶http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/Health_and_PE/Nevada%20K-12%20PE%20Content%20Standards%20%20with%20footnote.pdf



across all grade levels, Kindergarteners will follow the guidelines of 1st grade, and 6th graders will have the same amount of PE minutes as 7th and 8th graders. To provide strong PE instruction, we use resources and instructional components from the Presidential Youth Fitness Program,⁵⁷ which promotes healthy eating, fitness for life, and basic fitness concepts. Students in 5th and 7th grades take California's Physical Fitness Test.

To develop long-term non-cognitive skills that allow for more autonomy and positive, long-term decision-making, students in all grades will participate in Mindfulness instruction and practices. As research shows, *"perceived early social competence at least serves as a marker for important long-term outcomes and at most is instrumental in influencing other developmental factors that collectively affect the life course."*⁵⁸ Practicing Mindfulness allows students to develop life-long coping habits, conflict resolution strategies, and problem-solving approaches that often elude children from low-income, high-crime communities.

In our Lower Academy (K – 3), students alternate between performing arts instruction: Art, Music, and Dance. Performing arts courses teach students speaking skills, such as articulation, diction, and enunciation, as well as physical awareness of face and body. Music and art instruction allow students to reason abstractly, attend to precision, and look for patterns and repeated reasoning in projects-based learning. The Arts provide students with additional opportunities for creativity, critical thinking and problem solving, communication, and collaboration.

In our Upper Academy (grades 4-5), students continue with required PE courses and Mindfulness, and have enrichment in Public Speaking, Coding, and American Sign Language. These innovative enrichment courses create unique opportunities in a low-income community to develop communication skills and strategies and provide exposure to which they would not otherwise have access. As global citizens, students will be able to 'speak' in multiple manners, thus, in accordance with our school's mission, setting students up for long-term success. Additionally, research shows American Sign Language (ASL) supports development in literacy, vocabulary, socio-emotional well-being, and overall communication skills. ASL is *"an effective tool for establishing communication between home and school, aids teachers with classroom management, has been shown to promote a more comfortable learning environment and initiates interest in and enthusiasm for learning."*⁵⁹

In 6th – 8th grades, students will continue with Mindfulness and required PE. Enrichment courses focus on Life Skills with the goal of developing their understanding of their personal roles and responsibilities through Speech and Debate, Health and Nutrition, and Civic Engagement and Community. In Speech and Debate, students will continue the skill development from 4th and 5th grades' Public Speaking and enhance their communication and critical thinking skills by studying and applying rhetorical strategies and effective oratorical interpretations to understand tone, voice, and style, and use effective communication techniques in speech and debate practice. Using resources and curriculum influenced by organizations like the National Speech and Debate Association and aligned with Nevada state standards, students in Middle School will develop proficiency in communication through speech and debate.

In addition to enriching their critical thinking capacity, students will develop skills in conjunction with our focus on physical health and socio-emotional well-being, including nutrition, sexual health education, and injury prevention and safety. As required by state law, students in 5th and 8th grades

⁵⁷ <https://www.hhs.gov/fitness/programs-and-awards/presidential-youth-fitness-program/index.html>.

⁵⁸ Jones, D., M. Greenberg, and M. Crowley. "Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness." *American Journal of Public Health*. November 2015, Vol 105, No. 11.

⁵⁹ Daniels, Marilyn. *Dancing with Words: Signing for Hearing Children's Literacy*. Bergin & Garvey: 2000.



will be required to take sex health education, and we will use guidance from the state and local district to support this instruction. We will adhere to state laws and provisions requiring parental/care-giving guardians for these classes.⁶⁰

To create lives of opportunities for themselves and their families, students must be actively engaged in their community and understand the policies and practices of society that impact them. Through a school-designed curriculum modeled on BES school Democracy Prep's Civics program,⁶¹ 6th, 7th, and 8th graders will become actively involved in their community to learn about the democratic process, better understand community engagement, and develop their capacity to become the leaders of their community. With the support of our instructional team, students will volunteer in the community, participate in regional events such as the MLK Day parade, and develop an understanding of what it means to be an active citizen in a democratic society by supporting GOTV efforts during election season.

Through enrichment courses, students will benefit from skill development in art, music, dance, public speaking, speech and debate, coding, American Sign Language, Sexual Health Education, and nutrition ensuring they are exposed to a wide-range of content that will allow them to best prepare an ever-changing, rapidly-moving, global community.

LEARNING ENVIRONMENT

Our instruction, practices, and procedures are designed to create a safe and focused learning environment that prioritizes effective instruction, academic achievement, and mission-driven actions while providing for and creating space for engagement in joyful, zesty, and mission-aligned activities. We create our school and classroom spaces on the best practices and long-established practices of high-performing schools such as Brooke Charter Schools, Equitas Academy, and Great Lakes Academy. Our philosophy, instruction, and discipline policy are grounded in honoring the immediate needs of students, while ensuring a physically, emotionally, and intellectually safe space for all of our students. Our emphasis on our core values and core tenets allow us to support individual growth and development of each child, while preserving a safe and supportive learning environment for the school community.

In each classroom, assuming space allows, we have students' desks arranged in a 'U' formation, facing the front of the room, with desks adjacent to the sides of the 'U' (for maximizing space). This allows for more cross-class engagement and student-facing discussion between peers. Teachers' desks are not placed in classrooms, rather they are in a centralized teacher workspace which helps create community and lends itself to more professional collaboration. Classrooms are named for colleges, while common, age-appropriate themes are present through each grade level. Throughout the school, our physical environment represents our mission and school purpose. We have a print-rich environment to support student literacy, and our walls reflect student work – both high achieving and those demonstrating continuous progress toward goals. There is a centralized data wall to celebrate our collective success and remind of us our purpose at school: to learn.

⁶⁰ <https://ccsd.net/parents/resources/pdf/sex-ed/SexEdOpGuide-May-2016.pdf>.

⁶¹ Democracy Prep was recognized by the American Enterprise Institute as one of the country's leaders in civic education. <https://www.aei.org/?s=democracy+prep>.



DISTANCE EDUCATION

We do not plan to offer distance education; our students will attend school in our facility. We recognize the current global pandemic has created the need for remote/distance learning, but this is the exception to the norm. If we have a situation, as was the case this spring, in which the Governor or state Secretary of Education require schools to submit a distance learning plan, we will do so with the context of the situation and with the known variables at the time of the plan's need.

PLANNED CLASS SIZE AND STRUCTURE

K-5 students will be heterogeneously grouped in classrooms, with a mixture of whole-class instruction and small-group instruction, particularly in ELA and Math. We also have support literacy to reduce the class size during literacy blocks. The overall class size for K-5 is 28 students. In our middle school, our class size limit is 30, and in 6th – 8th grade, and in 5th grade upon the founding of our 6th grade class, we will departmentalize instruction, with teachers teaching specific content areas to best prepare student for high school and college.

We recognize the class size for K-3 is atypical compared to that of the local district in many schools, though it is significantly smaller than CCSD classes in 4th – 8th grade, where there are typically 35-40 students in those grade-level classes based. Research state-wide shows, on average, 33.1 students in Nevada classrooms in grades 4-12.⁶² While some might argue that class size reduction is critical to student success, the research from the last 25-plus years consistently shows the most impacting factor on student achievement is teacher effectiveness. Researcher Eric Hanushek has noted that no one *"has shown that the substantial class-size reductions of the past 15 years have paid off in terms of student achievement....The effectiveness of the teacher in the classroom is far, far more important than how many students are in the classroom."*⁶³ Further, as charter schools in Nevada are not eligible for the state's categorical funding for class size reduction,⁶⁴ with the state's per-pupil funding, it is cost-prohibitive for start-up, slow-growth school to be able to practice an ineffective strategy such as class size reduction. We address teacher effectiveness through intensive and frequent PD, including at least three weeks of teacher training prior to the start of the school year, 21 annual days of PD, and two hours of PD each week, in addition to weekly observations and coaching.

PROPOSED CURRICULUM

We provide the most curricular details for literacy and math, as both must address multiple student needs within the content area. For example, Reading Mastery supports students' decoding and comprehension skills while Words Their Way supports phonics and vocabulary development. Fountas and Pinnell focuses on small-group instruction to support below-grade level readers. Identified curricula are meant to complement and work in unison with one another.

The curricula listed are informed by the curriculum used at the most successful public charter schools in high-need communities across the country, as well as an understanding of the multiple modalities that literacy instruction must address. Our expanded program of 200 daily minutes of literacy instruction and 100 daily minutes of math instruction further support such choices. All curricular

⁶²"The Systemic Problem of High Class Size." CCEA, September 2019. https://new.ccea-nv.org/wp-content/uploads/2018/09/CSR_Brief.pdf.

⁶³ Hanushek, Eric. "The UFT's wasteful class-size push: Research says teacher quality trumps quantity." *The New York Daily News*, 14 December 14 2014. <http://hanushek.stanford.edu/publications/uft%E2%80%99s-wasteful-class-size-push-research-says-teacher-quality-trumps-quantity>.

⁶⁴ Guinn Center. "Nevada K-12 Education Finance." <https://guinncenter.org/wp-content/uploads/2019/04/Guinn-Center-K-12-Education-Finance-2019.pdf>.



options are compatible and non-duplicative, and all curricula support one another by targeting specific skills and areas of instruction within each grade level.

The curricula are used in unison to best support targeted skills. We will use EngageNY for math, as it is a free, open-resource curriculum and allows us to put our curriculum budget more broadly toward our ELA curriculum and components. Should funding allow for it, we will use Bridges for Math.

Figure 5: Planned Curriculum

READING/ELA Blocks		
Content Focus	Planned Curriculum	Targeted Grades
Decoding & Reading Comprehension	Reading Mastery	K-2
Small group instruction to support below-grade level readers	Fountas and Pinnell	K-5
Phonics and vocabulary development	Words Their Way	K-2
Latin	Latin: Classical Academic Press	3-8
Writing	6+1 Writing Traits	1-5
MATH Blocks		
Calendar Math	Everyday Counts	K-2
Comprehensive concepts and problem-solving strategies	Engage NY	K-5
ELA and Math: Blended Learning		
Online, standards specific Supplemental to curriculum	IXL: ELA & Math	K-8
Handwriting		
Print and cursive	Zaner Bloser	K-2 (print); 3-5 (cursive)

Figure 6: Alignment with Components of our Daily Schedule

Literacy Instruction	Phonics/Comprehension: Reading Mastery Guided Reading: Fountas and Pinnell Word Study/Vocabulary: Words Their Way (K-2); Latin: Classical Academic Press (3-8)
Math Instruction	Math Meeting/Calendar Math (K-2): Everyday Counts Math Focus Lesson: Engage NY

TEACHING METHODS

Our teaching methods are devised from best practices, aligned to meet students' needs given the context of instructional content and address multiple intelligences based on students' learning styles.

Figure 7: Teaching Methods⁶⁵

Instructional Approaches				
Instructional Methods	Differentiated Instruction	Universal Design	Sheltered Instruction	Multicultural Education
Multiple Intelligences	Encourages process and product differentiation	Allows for multiple means of receiving and demonstrating knowledge	Encourages the use of visual cues to supplement language	Encourages respect for diversity in learning styles
Cooperative Learning	Uses differentiation in role assignment	Capitalizes on learners' heterogeneity	Supports English language learners through peer mediation	Encourages respect for cooperative learning styles
Tiered Lessons	Encourages process and product differentiation	Allows for multiple means of receiving and demonstrating knowledge	Provides a vehicle for differentiating language levels	Encourages respect for diversity in learning styles
Learning Centers	Encourages process and product differentiation	Allows for multiple means of receiving and demonstrating knowledge	Provides a vehicle for differentiating language levels	Encourages respect for diversity in learning styles
Graphic Organizers	Provides a vehicle for scaffolding	Provides a vehicle for scaffolding	Provides a vehicle for scaffolding	Embraces diverse learners'

As the research shows, *"How we decide to teach is important for all learners, especially for students with disabilities, students from culturally or linguistically diverse backgrounds, and students who are different in other educationally relevant ways. For these students, it is especially important that we maximize their opportunities to learn by using instructional strategies that correspond to their unique learning needs."*⁶⁶ During PD, we will train and practice methods and techniques including direct instruction, kinesthetic learning, tiered lessons, learning centers, differentiated instruction, inquiry-based learning, personalized learning, project-based learning. Excerpted from ASCD, **Figure 7** shows some of the methods we use to best meet student's needs and ensure academic achievement.

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

Enable Diverse Learners

Our mission-driven work will allow all children, regardless of race, ethnicity, or socio-economic background, to learn and thrive at high levels of achievement. Aligned to our mission, we prioritize instructional strategies that enable diverse learners to achieve: (1) Modality Based Instruction, (2) Small Group/One-on-One Remedial Support, (3) Extended Time, (4) Modified Instructional Strategies, (5) Tiered Approach to Instruction, and (6) Enrichment for Advanced Students.

⁶⁵ Voltz, Deborah, et al. "Connecting Teachers, Students, and Standards." 2010.

ascd.org/publications/books/109011/chapters/Gathering-and-Using-the-Best-Methods-for-Instruction.aspx.

⁶⁶ Ibid.



1. Modality Based Instruction - Rap, Rhythm and Rhyme & Kinesthetic Learning. Chanting and rhyming create excitement about learning and help children to remember critical concepts. Research cites the use of music to support the literacy development of young English Language Learners (ELLs). Music effectively supports ELLs with vocabulary acquisition because songs are an effective way of helping ELLs acquire new vocabulary and teaching the pronunciation of those words. In the *Early Childhood Education Journal*, research finds that “*despite a teacher’s level of musical training, the value of...enhancing literary instruction through music is vital in today’s classroom. This is particularly true for ELL [students].*”⁶⁷ Instruction includes daily cheers and chants to reinforce school culture and academic concepts and rhymes and chants which push vocabulary development and accurate pronunciation of less familiar words. Music and chants contribute positively to our culture of zest and allow children to enjoy learning more. Physical activity maintains engagement as students learn new concepts with hand signals, finger snaps, and other gestures. Similarly, teachers use cheers and gestures to reward individual or group academic performance while instruction occurs.⁶⁸

2. Small Group/One-on-One Tutoring. Daily targeted interventions provide opportunities to deliver focused instruction in precise areas for struggling students. Literacy support, with the Manager of Curriculum and Instruction, during each Literacy block provides a two-teacher model for our literacy instruction in our Lower Academy, which allows for small group instruction and additional support for our most struggling students.

3. Extended Time. We provide 184 days of learning, and our schedule Monday – Thursday is 7:30 a.m. – 4:00 p.m. and on Fridays is 7:30 a.m. – 2:00 p.m. Research shows that extended learning has strong impact on low-income, minority student achievement.⁶⁹ We believe extended time benefits the achievement of all students and the professional development of all staff, while minimizing the impact of potential disruptions such as tardiness, sickness, and testing. Our calendar complies with all state requirements and, in alignment with CCSD practices, our use of extended time allows us to best propel student learning through and across years. In particular:

- Students experience summer learning loss and lower-income students lose more ground than more affluent peers. Cumulative effects of summer learning loss increase the gap between lower-income and more affluent students.⁷⁰
- RAND Education analysis finds “*summer vacation may have detrimental learning effects for many students...[and] disproportionately affects low-income students, particularly in reading ...differential learning rates between low-income and higher- income students contribute substantially to the achievement gap.*”⁷¹
- The study also finds that low-achieving students need more time to master the material and that spacing learning over time is an effective instructional technique.
- Another 2008 study finds that “[e]xpanded learning time...particularly beneficial for ELLs.... Time plays a unique role in the educational career of the English-language learner. Time affects the facility of learning a new language and the likelihood of high school graduation, especially among immigrant ELLs in high school.”⁷²

⁶⁷ Paquette, Kelli, “Using Music to Support the Literacy Development of Young English Language Learners,” *Early Childhood Education Journal* 36, August 2008, (3) pages 227-232.

⁶⁸ International research also indicates kinesthetic instruction results in academic gains for all students. Coffield, F., et al. (2004). *Learning styles and pedagogy in post-16 learning. A systematic and critical review.* London: Learning and Skills Research Centre.

⁶⁹ Hoxby, Caroline M., Sonali Murarka, and Jenny Kang. “How New York City’s Charter Schools Affect Achievement.” August 2009 Report. Second report in series. Cambridge, MA: New York City Charter Schools Evaluation Project, September 2009.

⁷⁰ Harris, C. et al. “The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review” *Review of Educational Research*, Vol 66, Issue 3, September 1996. <http://journals.sagepub.com/doi/pdf/10.3102/00346543066003227>.

⁷¹ Sloan McCombs, J. et al. “Making Summer Count.” Rand Education, The Rand Corporation, 2011.

http://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf

⁷² Lazarin, Melissa. “A Race Against the Clock.” Washington, D.C. Center for American Progress. 2008.



- Our extended schedule benefits teacher professional development and enables a three-week, school-based summer PD, supplemented by a full week of training and onboarding for new teachers that would not be possible on a traditional schedule⁷³ and allows us to better develop exemplar teachers.

4. Modified Instructional Strategies. Instructional strategies must embrace diverse learners and ensure every student has the skills s/he needs for academic achievement, college readiness, and a life of opportunity. As such, PD and instructional design support the differentiation of instruction based on student needs. We have dedicated PD during the summer on how to adapt instructional strategies for exceptional, ELL, struggling, and gifted students. During these sessions, teachers learn a strategy, rehearse it as though they were in the classroom, and critique each other's implementation.

Among others, strategies research identified as leading to the success of special needs students with a rigorous curriculum, and which we will implement, include, but are not limited to:

- Use an overhead projector/ELMO with an outline of the lesson or unit.
- Provide clear photocopies of notes and overhead transparencies.
- Provide students with chapter outlines/study guides that cue key points in their readings.
- Ask questions in a way that helps the student gain confidence.
- Keep oral instructions logical and concise. Reinforce them with a brief cue.
- Repeat or re-word complicated directions.
- Frequently verbalize what is being written on the chalkboard.
- Give assignments both in written and oral form.

Sage Collegiate's entire design meets the needs of students whose traditional performance puts them at risk of academic failure. Through initial assessments administered, including the NWEA MAP and STEP, staff analyzes a baseline set of data, identifying which students are entering below grade level. Our program incorporates elements proven effective in ensuring academic success for students most at risk. We differentiate instruction for the most at-risk through tiered grouping. In a traditional setting, tiered groupings are used to deliver interventions to students who are falling behind.

5. Tiered Approach to Instruction. In the RTI approach, all students are screened for educational difficulties. Students at risk of having academic challenges are monitored regularly after high-quality instruction is implemented. Students who do not respond with adequate progress are given interventions specially geared to the correction of the identified problem. While we would never delay the identification of a student's special needs because of our tiered intervention process, we do believe it enables a rapid response to student delays in progress. If none of the interventions have the desired impact on student progress, the school will use data from previous tiers to determine the best remedy for the student's struggles. For students identified as having either special needs or identified as ELL, Sage Collegiate's curriculum is still appropriate, and our college readiness mission remains relevant. Students with special needs benefit from a structured curriculum as research demonstrates that specific instructions and clear goals are integral to the success of many students who require either academic or behavioral modifications. ELL students benefit from additional time and multiple opportunities to practice English through reading, writing, and speaking in small settings.

<https://cdn.americanprogress.org/wp-content/uploads/issues/2008/12/pdf/ell.pdf>

⁷³ Importance of extended professional development time before start of school and during school year are outlined in: Odden, A. (2009). *Ten Steps to Doubling Student Performance*. Corwin Press. In it, the author argues for the importance of professional development hours and strategic placement of those hours as critical components of teacher performance in urban schools.



6. Enrichment for Advanced Students. Each teacher of a Gifted and Talented student is assigned to monitor the student's progress and recommend adaptations to the student's Advanced Learning Plan (ALP). All teachers include an advanced LW/HW section and work creatively to identify strategies to differentiate lesson plans for more advanced students. Each ALP has a section on acceleration strategies in daily enrichment activities and tutoring opportunities. Each day's Essentials of Excellence (E²) block allows gifted students to be grouped and receive academic enrichment, i.e. advanced math theory, chess club. Since advanced students still participate in daily small group comprehension lesson, teachers can differentiate instruction to provide enrichment by increasing text rigor, planning more complicated checks for understanding, increasing student leadership in literature discussions, and increasing the ratio of individual reading to teacher-led reading.

Additional Instructional Strategies – Instructional Consistency

Instructional consistency supports academic achievement, assists leadership in supporting teachers, and encourages positive student behavior. We achieve instructional consistency through an emphasis on common language and consistent techniques that ensures all staff share common instructional expectations. Prioritized strategies include: (1) The Taxonomy of Teaching; (2) Gradual Release; (3) Sage Collegiate Board Configuration; and (4) Common Room Design.

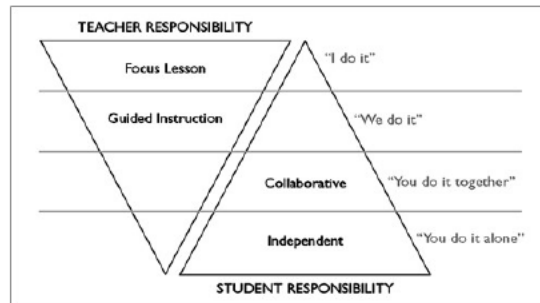
1. Taxonomy of Teaching. Sage Collegiate uses a variety of academic, behavioral, and advanced instructional techniques as outlined in *Teach Like a Champion* that reinforce student expectations and build high levels of student engagement.⁷⁴ Intentionally using these techniques as part of a school's programming and culture is inspired by Doug Lemov who developed a set of specific and concrete actions, paired with a library of over 700 video clips of highly-effective teachers in action, to provide teachers with actionable tools to drive greater student achievement and a shared language to discuss and support teacher effectiveness. During Summer Staff Development, we select 8-10 core techniques, including 100 Percent, No-Opt Out, Do It Again, Positive Framing, and Strong Voice as a schoolwide PD focus and differentiate for specific teachers as the year continues. Based upon the best practices from schools eradicating the opportunity gap throughout the country, Sage Collegiate educators use the following best practices and instructional strategies to ensure high student-achievement and gap-closure. Using a coaching cycle based on student achievement data and instructional observations; we continue to use taxonomy techniques to drive teacher professional development using a consistent language and a focus on what will most impact student achievement. **Gradual Release 'I do/we do/you do.'** Echoing the classical framework of grammar, logic, and rhetoric, each lesson begins with the teacher demonstrating the concept/skill – "I do"; and then providing opportunities to practice the concept together, "We do." Finally, students practice the concept independently, "You do," until they reach individual mastery.

This process of gradual release as outlined in **Figure 8**, adopted from Fisher and Frey⁷⁵, promotes the growing independence of students in the content. Through the course of a lesson, students can complete the assignment independently and at higher levels than when first introduced. As teachers give more guided opportunities for students to practice a skill or concept in smaller and smaller groups, students are provided with both more time and more independence so they can work on problems autonomously.

⁷⁴ Instructional Techniques taken from *the Teach Like a Champion and Teach Like a Champion 2.0*, both by Doug Lemov. Mr. Lemov is a Managing Director with Uncommon Schools and the founder of Rochester Preparatory Charter Middle School in Rochester, NY. Through the BES Fellowship, Lead Founder Sandra Kinne received extensive training on Teach Like a Champion taxonomies. In her role as an instructional coach with Teach For America, Ms. Kinne also received training on these taxonomies and led trainings on these strategies.

⁷⁵ https://www.mheonline.com/treasures/pdf/douglas_fisher.pdf.

Figure 8. Gradual Release⁷⁶



Sage Collegiate Board Configuration (CBC). All teachers use a common board configuration called Sage Collegiate Board Configuration (SCBC). The SCBC consists of the Objective, Essential Question,⁷⁷ Vocabulary, Do Now, and Life Work (HW); it sets student academic expectations and serves as a visual cue to manage instructional pacing. Adapted for more simple use in the Lower Academy (K-3), in the Upper Academy (4-5) and Middle School (6-8) the SCBC requires the following:

- Class and date are updated and posted on the board.
- Essential Question provides over-arching, big picture question of what scholars need to answer and connects to other objectives and instruction within the unit.
- Objectives provide specific goal(s) for the day. Objectives are measurable, ambitious learning goals directly connected to standards developed in the curriculum.
- Do Now is a silent, pen to paper 4-5-minute activity that focuses students immediately on class work and allows teachers to quickly assess student understanding of a specific topic.
- Lifework is required in all academic classes each day and provides students with the opportunity to practice and reinforce that day's skill and content knowledge.

Common Room Design. The classroom must be an environment conducive to learning. This includes structure and zest; it does not mean silence or chaos. Rather, there is a healthy buzz of student engagement and purposeful, productive activity. Every feature, from desks to displayed work, poster to projected images should be purposeful and intentional to contribute to our mission and ensure all children are academically successful, ready for college, and able to have a life of opportunity.

At Sage Collegiate, scholar homerooms are subject to change at various points in the year and flexible small groupings require that children occasionally receive instruction in rooms beside their homeroom. The following is a non-exhaustive list of features that all classrooms will share: Life Work (HW) guidelines; monthly calendar; rules/expectations sign; word wall; behavior chart, Core Values, Voice Level poster, college paraphernalia; classroom job list; hall passes, evaluation instructions; classroom library, mission statement; computer stations; reading carpet; Put-Ups board.

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

⁷⁶ Fisher, Douglas, and Frey. Nancy. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd, Dec. 2013. <http://www.ascd.org/publications/books/113006/chapters/Learning-or-Not-Learning-in-School.aspx>.

⁷⁷ Essential questions are grounded in McTighe and Wiggins research and have seven key characteristics: 1. Is open-ended; 2. Is thought-provoking and intellectually engaging; 3. Calls for higher-order thinking; 4. Points toward important, transferable ideas; 5. Raises additional questions; 6. Requires support and justification; 7. Recurs. Adopted from McTighe, Jay, and Grant Wiggins, *Essential Questions*. Association for Supervision & Curriculum Development, Alexandria, VA: 2013.



The proposed model allows for ample opportunity for differentiation and small group instruction, including homogenous grouping. Because of our focus on data analysis and PD, we can identify students' needs and respond to them more quickly. If we have a gifted child who shows boredom or minimal academic growth, we can quickly create a strategic plan to make sure s/he shows continued growth and engagement in learning. Our Essentials of Excellence (E²) block also allows for intentional time and support for students identified as gifted or remedial support. As we share in the outline of our day (**Figure 19**), the E² block allows for strategic, individualized remediation and enrichment.

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

Strategies and Support for Gifted and Talented Learners

Sage Collegiate is committed to providing additional challenge for students who perform above grade level. The special needs of identified gifted and talented students will be primarily addressed through differentiated classroom instruction. Sage Collegiate's program for gifted and talented students and those performing above grade level will provide challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. Our criteria will extend beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

Differentiated curriculum based on the core curriculum will be provided during the regular school day through cluster grouping, enrichment opportunities during Electives and Essentials of Excellence (E²), as well as through an accelerated math pathway in Middle School. Other differentiated learning activities will include optional after-school and Saturday school (beginning in Y5 and beyond), independent and acceleration in Middle School, and access to funded pre-college academic summer programs, and online college-level courses offered to high school age youth such as the Summer Institute for the Gifted (SIG) or Stanford University's Education Program for Gifted Youth (EPGY).

Staff development will provide teachers with strategies to broaden or deepen their ability to provide differentiated curriculum and individualized programs. Teachers will receive training to differentiate lessons to meet the needs of advanced learners and will provide learning experiences that meet the special needs of these students with regards to the pace of lessons, the depth of content presented, and the variety of processes used and products created. Additionally, families be provided with information regarding gifted and talented programs and services provided to students.

Process for Identifying Students as Gifted and Talented

The identification process as stated below will be based on consistent demonstration of advanced performance beyond what is expected for students earning a 4 on our grading scale and on student work and assessments in addition to criteria described below, beginning with a referral by the student's teacher or parent/guardian (after consulting with the teacher). A Student Success Team (SST) will gather documentation including standardized test scores, cumulative records, and report cards. The SST will make a preliminary recommendation for consideration of the eligibility of the student to the Executive Director and School Leadership team. When such a recommendation is made



by the SST, the parent/guardian will be notified in writing of the student's eligibility. The recommendation will be forwarded to a qualified provider for intellectual ability testing, for high achievement or specific ability designation. Students who meet the eligibility criteria described below will be classified as gifted and talented and receive support as described below.

The SST will be a school site team, which reviews individual student strengths and problem areas. It will monitor the performance of all student subgroups, including those classified as Gifted and Talented. The SST will plan, strategize, and organize resources for addressing problems and concerns. A student will be selected for discussion by the SST by a classroom teacher (or school leadership team member or parent/guardian) who indicates that the student's learning, behavioral, and/or emotional needs are not being adequately met under existing circumstances. Categories under which a student may be identified as gifted include the intellectual ability in which the student's general intellectual development is markedly advanced in relation to their chronological peers.

A student may also be identified under the category of high achievement. These students consistently function for two consecutive years at highly advanced levels in Total Reading and Total Math on standardized tests such as SBAC. Another criterion considered is a GPA of 3.5 or above. A student may be identified under the category of specific academic ability. These students consistently function for three consecutive years at highly advanced levels in either Reading or Math on standardized tests such as NWEA MAP.

Gifted Education Plan

We will set clear expectations for the school community and provide a quality, standards-based gifted and talented program that demonstrates academic rigor. We will provide a written description of the gifted and talented program to parents. Progress of gifted and talented students will be monitored based on data in their personal learning plan and by disaggregated interim and state assessment data. The gifted and talented program will include: (a) flexible grouping of students; (b) differentiated instruction in the classroom in all areas of the core curriculum; and (c) PD offerings for coordinators, teachers, administrators and support staff to support students' academic and talent excellence. Our goal is to increase the identification of gifted and talented students, provide PD for teachers in the instruction of gifted students, and provide family education on strategies to address the needs of gifted and talented students. We want students ready for Advanced Placement (AP) and advanced courses in high school.

Acceleration. Acceleration is a strategy that adjusts the pace of instruction to the gifted student's capability for the purpose of providing an appropriate level of challenge. Acceleration offers a way to meet the needs of highly able students when other forms of differentiation at grade level do not provide enough challenge. Research documents the academic benefits and positive emotional outcomes of acceleration for gifted students when the needs of the student are carefully matched with the form of acceleration used. Additionally, all the online digital program providers will take students from where they are and move them forward, regardless of their current level. For example, SIG and EPGY both have online programs students may access during the instructional day.

Grouping Practices. Flexible grouping enables students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced, and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of gifted students. Gifted children may not be gifted in all academic areas; therefore,



grouping placements are flexible for part-time flexible periods of time or activities when there are few identified gifted students in school.

Regular Classroom. Our goal is to provide appropriate educational practices that motivate and challenge all students to achieve their potential. To optimally provide for learners in our regular classrooms, teachers will: (a) Create an environment that is responsive to learners; (b) assess each learner's knowledge, understanding, and interest; (c) differentiate and individualize the curriculum to meet each learner's needs; (d) evaluate learning and teaching, reflecting on the information obtained from formative and summative assessments to adapt the learning plan and modify instruction and/or the instructional program as needed; and (e) monitor progress of students in this subgroup through the SST process.

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

Driven by excellence for all in a supportive, rigorous, and ambitious school community, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity. We believe that exemplary teachers produce exemplary results - a core tenet of our work toward fulfilling our mission.

Teachers are the key levels in students' lives, and we know the impact a single teacher has on a student's life trajectory is powerful. The effect of teaching on learning is greater than ethnicity or family income, school attended, or class size.⁷⁸ We also know that when teachers feel supported, are strategically developed, and work in a professional culture, they enjoy their work, flourish, and want to contribute long-term. *"People who love going to work are more productive and more creative ... Inspired employees make for stronger companies and stronger economies."*⁷⁹

We have a robust, in-depth scope and sequence for professional development to best ensure that our mission-aligned teachers are supported and challenged to be high-skilled, high-capacity educators who provide a high-quality education to the scholars of. Through annual, monthly, weekly, and daily intentional, strategic, and well-planned PD, teachers and staff are given the supports to become exemplar educators who educate students to meet or exceed grade-level standards. Our PD includes:

- | | |
|---|---------------------------------------|
| ▪ BES Follow On Support | ▪ Individual Check-ins |
| ▪ Coaching - Classroom Observations and Debriefs | ▪ Instructional Rounds |
| ▪ Coaching - Classroom Videotaping and Debriefs | ▪ Leadership Development |
| ▪ Data Analysis and Evaluative Skills Development | ▪ Onboarding and Orientation |
| ▪ Excellent Classroom and School visits | ▪ Professional Development Sessions |
| ▪ Grade Level Team Development | ▪ Summer Staff Development |
| | ▪ Summer Staff Orientation |
| | ▪ Whole Team Professional Development |

Our four priority areas encompassed by all PD opportunities are: (1) school and classroom culture of achievement, (2) effective instructional practices, (3) curriculum content and development, and (4) common schoolwide routines, practices, and language.

⁷⁸ Center for Public Education. Teacher Quality and Achievement Research Review: Insights from Tennessee and Texas. 2005. <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teacher-quality-and-student-achievement-At-a-glance/Teacher-quality-and-student-achievement-Research-review.html>.

⁷⁹ Sinek, Simon. *Start with Why*. NY: Penguin, 2009.



Figure 9: Professional Development

Type of Support	Details
BES Follow On Support	Participants. Executive Director. Timeframe. On-going. Purpose. Provide continued support to BES Fellows in leadership growth, fund development, board development, curriculum, evaluation, HR, PD. Format. Individual.
Coaching: Classroom Observation Video Debriefs	Participants. Individual Teachers. Purpose. Provide opportunity for teacher to see instructional delivery from students' perspective; Align on strengths and area of growth through shared evidence from video; Build a resource of instructional videos, including videos from excellent teachers in other schools Format. Individual, classroom based.
Coaching: Classroom Observations and Debriefs Individual Check-Ins	Participants. Individual Teachers Timeframe. Weekly, five 30-minute observations followed by debrief/check-in. Purpose. Provide opportunity for observation of teacher instruction; Ensure alignment between planning and execution of plans; Opportunity to discuss teacher growth and development, and student achievement; Address immediate development needs and determine next steps; Support in areas of growth; Identify strengths to leverage (i.e., teacher leads a session at Whole Team PD; teacher is coached and developed to be school leader). Format. Individual, classroom-based.
Excellent Classroom and School Visits	Participants. Leadership Team, Whole Team, Individuals. Timeframe. On-going annually. Purpose. To continue to improve and refine our practices by studying the highest performing schools. Format. External visits.
Grade Level Team Development	Participants. Grade Level Teams. Timeframe. Weekly, On-Going. Purpose. Analyze student academic growth; Align on instructional content, assessments, and intellectual planning; Address grade level specific needs; Practice-based professional development, including instructional delivery rehearsal. Format. Grade Level Teams.
Instructional Rounds	Participants. Leadership Team. Timeframe. On-going. Purpose. Conduct shared observations; Align using calibrated rubric; Determine trends and instructional gaps for prioritization in subsequent professional development sessions. Format. Individual, classroom-based.
Leadership Development	Participants. Individuals, self-selected or leadership team identified. Timeframe: On-going; Purpose: Provide opportunities for teachers and staff to assume more responsibilities; Format: By design (i.e., Family Nights, Fall Festivals)
Leadership Team Meetings	Participants: Sage Collegiate Leadership Team Timeframe: Weekly, On-going support. Purpose. Align on key levers of development for whole team; Identify strengths and needs of team, school/staff culture Analyze data and trends across grade level, cohorts, school (i.e., behavior, assessments, attendance); Reflect on progress toward goals, vision, and mission. Format. Whole Team.
New Staff Onboarding (during the year)	Participants. New Staff. Timeframe. As needed. Purpose. Similar to Summer Staff Orientation; see above. Format. Individual, as needed.
Professional Development Sessions Data Analysis & Evaluative Skills Development	Participants. Whole Team. Timeframe. Weekly - Abbreviated Fridays; PD & Data Days (21). Purpose. Analyze student academic growth and areas of growth; Cut data along various lines (i.e., reading ability, ELL, SPED, race, attendance) to identify patterns and create responsive, intentional solutions; Reflect on students' current data to redesign fluid and flexible small groups for RTI; Align instruction, including small groups, to current student data. Format. Whole Team, Grade Level Teams, Content Teams.
Summer Staff Development	Participants. Whole Staff. Timeframe. Annually. Y1 - 3 weeks before school begins; Y2 & beyond - at least 3 weeks before school begins. Purpose.



	Understand schoolwide expectations; Align on school mindsets, actions, and habits that create a strong student and staff culture; Participate in intentional, practice-based PD that builds strong teacher skills; To build professional relationships as a team. Format. Whole Team, Grade Level Teams, Content Teams, Individual Goal Setting & Beginning of Year (BOY) meetings.
Summer Staff Orientation – New Staff	Participants. New Staff beyond Y1 Timeframe: Week before Summer Staff Development Purpose: Understand schoolwide expectations; Align on school mindsets, actions, and habits that create a strong student and staff culture Format: Whole Team, Grade Level Teams, Content Teams, Individual Goal Setting & Beginning of Year (BOY) meetings
Whole Team Professional Development	Participants: Whole Team. Timeframe. Weekly – Abbreviated Fridays; Daily - Morning Huddle. Purpose. Continue to reflect and align on school mindsets, actions, and habits that create a strong student and staff culture; Participate in Demo Lessons to receive feedback from the instructional leadership team and peers to ensure clarity for students. Format. Whole Team, Small Group.

Onboarding and Orientation

Our teacher PD begins with Onboarding and Orientation. Teachers will have had a preview of the expectations of our PD through our rigorous and selective hiring process, in which teachers model lessons, draft lesson plans, receive feedback, and role-play coaching sessions. Prior to the first day of Summer Staff Development, teachers will come prepared for discussion and reflection around a shared text on which we start discussion and build culture, such as *Reading Reconsidered* or *Teach Like a Champion*. Taking place the month before students start, Summer Staff Development allows us to understand schoolwide expectations, align on school mindsets, actions, and habits that create a strong student and staff culture, participate in the intentional practice-based PD that builds strong teacher skills, and professional relationships. Goal-setting meetings with individual teachers take place, and expectations are established, communicated, and enforced as part of teachers' Individual PD Plans (IPDPs). Led by the School Leadership Team, Onboarding and Orientation will set the tone for schoolwide expectations, teacher/staff development, and ongoing support for a year of high academic achievement. As new staff may onboard mid-year, they will receive individual development sessions from members of the School Leadership Team and be assigned a staff mentor to support the need to rapidly acclimate them to our culture, practices, and expectations.

Whole Team Professional Development (PD)

Our weekly, on-going PD continues beyond the summer with daily, weekly, and semi-monthly whole team PD sessions. Following holiday and seasonal breaks, as well as timed to the end of trimesters, the whole team meets to realign on mission-driven practices, habits, and skills, as well as to set shared goals, learn new skills, and continue team-building to ensure a strong staff culture.

Each week, on abbreviated days, the whole team gathers for two-hour team sessions, and daily, we gather for 10-minute team huddles prior to students' arrivals. This allows for a total of 170 minutes of whole team PD each week. During these sessions, we continue to reflect and align on school mindsets, actions, and habits that create a strong student and staff culture and continue the development of targeted skills and taxonomies and participate in targeted practice-based PD. During the weekly meeting, the Leadership Team identifies key levels and priorities for Friday's whole team meetings. These guide our practice and are aligned with identified weekly goals and immediate 'wins.'



Data Analysis and Evaluative Skills Development

Research shows that when implemented well, data-driven instruction can transform student achievement in a school through targeted instructional planning and execution. Through the creation of rigorous assessments, strong analysis of the results, effective instructional action based on the results, and a culture in which data-driven instruction thrives, student achievement can greatly increase.⁸⁰ Therefore, at Sage Collegiate, data drives instruction. Supported by research, key strategies for student achievement include: *“(1) investing in professional development, (2) providing support for staff in how to use data and modeling data use and data discussions, (3) providing time for teacher collaboration, and (4) connecting educators across schools to share data and improvement strategies.”*⁸¹ Through weekly team PD, Data Days every six-to-eight weeks, ongoing coaching and support, shared collaboration time, and our relationships with other BES schools across the country, our teachers have the PD needed to build their skill sets and thus build student success. As part of our ongoing, whole team PD days, at least six days each year are reserved for data analysis and evaluative skill development. Typically following our six-week interim assessments, teachers and staff analyze student academic growth and areas of growth; cut data along various lines (i.e., reading ability, ELL, SPED, race, attendance) to identify patterns and create responsive, intentional solutions; reflect on students’ current data to redesign fluid and flexible small groups for RTI; and align instruction, including small groups, to current student data.

Grade Level Team Development

Grade levels work collaboratively to ensure our four PD priorities permeate the practices of this micro-team within the macro-team of our school. Grade level teachers share responsibility for working cooperatively and aligning on common practices, instruction, and cultural norms. Grade level team members collaborate on curriculum content and development, and practice execution to ensure all students receive the same quality of instruction from classroom to classroom. In addition to the weekly whole team development, grade level teams meet weekly during a shared prep time. During this time, the grade level team analyzes student academic growth; aligns on instructional content, common assessments, and intellectual planning; addresses grade level specific needs; and conduct practice-based professional development, including instructional delivery rehearsal.

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

This question is not applicable to our application as we will not offer a vocational or career and technical program.

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

This section is not applicable to our application as we will not offer distance education.

PRE-KINDERGARTEN PROGRAMS

This section is not applicable to our application as we will not offer pre-K programs.

⁸⁰ Bambrick-Santoyo, Paul. *Driven by Data*. San Francisco, CA: Jossey-Bass, 2010.

⁸¹ Datnow, Amanda, Vicki Park, and Priscilla Wohlstetter. *Achieving with Data*. Center on Educational Governance, Rossier School of Education, University of Southern California, 2007. <http://newschools.org/files/AchievingWithData.pdf>.



PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS

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

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

Sage Collegiate does not endorse social promotion and is committed to helping students achieve the necessary skills to progress from grade to grade annually. To advance to the next grade level each student must earn promotion by demonstrating mastery of essential knowledge and skills. We have clearly defined expectations for what students should know and can do at each grade level in each subject to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion to the next grade is dependent upon mastery of all core content. We monitor daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any child's academic progress. Students who have IEPs are promoted to the next grade based on the successful completion of the goals of the IEP in alignment with the school's promotion policy. Grade level promotion will be informed by attendance,⁸² student mastery of content as depicted in final grades, and final exam requirements. Since we anticipate a student population performing below and potentially significantly below grade level, we have added a growth metric to our policy in grades K-2, at which point Sage Collegiate is committed to having 100% of our student population reading at or above grade level.

Figure 10. Promotion Criteria

Grade Level	Attendance Requirement	Grade Component	STEP Level/Fountas & Pinnell Requirement	Exam Requirement
K - 2	Absent ≤ 15 days	Math interim tests average ≥ 80%	Kinder: STEP 3 or higher 1st: STEP 6 or higher 2nd: STEP 9 or higher OR 5 STEP Levels of growth	n/a
3 - 5	Absent ≤ 15 days	Core Content mastery average ≥ 80%	3rd: STEP 12 or F&P Level P 4th: F & P Level 5th: F & P Level V	Score of Proficient or Advanced on Interim assessments, and NWEA MAP, and/or SBAC in all subject areas
6 - 8	Absent ≤ 15 days	All interim tests average ≥ 70% (ELA, Math, Science, and Social Studies)	n/a	All final exam scores average ≥ 70% (ELA, Math, Science, and Social Studies)

⁸² A student will never be retained solely because of attendance. Scholars who meet all academic requirements will be promoted to the next grade. We include attendance as a criterion to show families the minimum attendance requirement we believe is necessary to succeed academically each year. Student cases with extenuating circumstances relating to attendance, such as a hospitalization, will be reviewed on an individual basis, and mastery of content will be prioritized.



K-2 Promotion

To ensure students are fluent readers and have met the school goal of reading at or above grade level by the end of 2nd grade, promotion requirements in grades K-2 are based on literacy and math proficiency and attendance. To be promoted in grades K-2, students must earn the following:

1. Reading at/or above grade level OR demonstrated at least 5 STEP levels of growth.
2. Mastered mathematics standards with at least 80% proficiency.
3. Have no more than 15 days of absence for the school year.⁸³

To determine whether a student is reading at grade level, we use a comprehensive literacy assessment, such as Strategic Teaching and Evaluation of Progress (STEP) in grades K-3. **Figure 11** outlines proficiency levels as measured by the STEP assessment.

Figure 11. Correlation between STEP, Grade Levels, and Fountas and Pinnell levels

Grade LEVEL	STEP	Fountas and Pinnell Level
Beginning Kinder	Pre	n/a
Mid Kinder	1	A
End of Kinder	2	B
End of Kinder/Beginning of 1st	3	C
Early/Mid 1st	4	E
Mid/Late 1st	5	G
End of 1st /Beginning 2nd	6	I
Beginning 2nd	7	K
Mid 2nd	8	L
End of 2nd /Beginning of 3rd	9	M
Beginning 3rd	10	N
Mid 3rd	11	O
End of 3rd /Beginning of 4th	12	P
4th	n/a	Q/R/S
5th		T/U/V
6th		W/X/Y
7th- 8th		Z

3rd – 5th Promotion

To be promoted in 3rd – 5th grades, students must earn the following:

1. Grade of at least 80% in every core class, and
2. Reading at/or above grade level
3. Score of Proficient or Advanced on Interim assessments, and NWEA MAP, and/or SBAC in all subject areas; and
4. Have no more than 15 absences for the school year.

⁸³ As in all grade levels, we will consider each attendance case individually, ensuring full protection and consideration of students with extended illness or other extenuating circumstances.



6th – 8th Promotion

Middle School students who have received lower than a 2 (70%) in three or more courses for the academic year are eligible for retention. The Executive Director prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed with the student's parents, teachers, Executive Director and/or School Leadership Team. Any student who receives below a 70% in one or two core content classes will be invited to attend Summer Prep⁸⁴ and may retake the end-of-year exam(s) in the subject(s) needed after the summer remediation provided. The student must pass the exam(s) with a score of 70% or higher to receive credit for the course. A student's final annual grade will be calculated as the average of their three trimester grades.

Communication with Families Around Academic Progress, Promotion and Graduation

The School Leadership Team and teachers will have a formalized and family-friendly system for communicating with students and parents about all aspects of their students' academic and social development including promotion and progress toward high school and college readiness. The school's promotion requirements will be clearly outlined in the school's Student and Family Handbook, which each new family will receive during their home visit. Returning families will receive the updated and revised Student and Family Handbook annually at orientation each summer.

Sage Collegiate will communicate early, clearly, transparently, and frequently with students and families around promotion/retention decisions. While we recognize per state, federal and district statutes that we cannot require parent participation or communication from our families, we will go to great lengths to invest our families in the communication structures and partnership practices that we know will best support our students' success. Despite these efforts, parent participation will never be a condition of initial or continued enrollment at Sage Collegiate.

Formal family communication around promotion decisions and progress toward graduation will happen through five key structures and routines throughout the year at Sage Collegiate: (1) Home Visits for all new families and annual Family Orientations for all students; (2) Academic Progress Reports (every six weeks); (3) Weekly/monthly advisor check-ins (in Middle School); (4) Trimester report cards; and (5) EOY retention meetings.

EOY Retention Meetings

Upon the conclusion of trimester three, final grades for the year will be calculated, and individual letters communicating promotion decisions for students in good academic standing and for those slated to attend Summer Prep, which begins in Y5, will be mailed home. Students facing retention will be asked to come into Sage Collegiate with a care-taking family member to meet with the Executive Director to discuss the plan for the following year. Given the extensive communication around the student's academic status preceding this meeting, we anticipate that families will be prepared for this decision. The tone and focus of the meeting will center on how best to support the student in the upcoming year, how the student can prepare to have a markedly more successful year, and how re-doing the grade level will better position the student for future academic success.

⁸⁴ Beginning in Y5, Summer Prep will be offered to Middle School students completing 6th –8th grade for who may be retained. Summer Prep will provide remedial support and to help students meet grade level standards. Some rising 6th graders may be invited for accelerated learning opportunities.



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

This question is not applicable to our application as we are not proposing a high school program.

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

This question is not applicable to our application as we are not proposing a high school program.

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

Our school model is responsive to the needs of students requiring additional supports and structures to ensure 100% of students are performing at grade level by the end of second grade, including: a two-teacher literacy model, blended learning, extended time in literacy and math, extended school day and year, small group differentiated instruction, RTI, reserved tutoring time during the school day, language acquisition and development support, and daily homework and character reflection signed by parents.

Upon enrollment, students complete the STEP reading assessment that is then administered every 6-8 weeks to determine student growth and adjust small group instruction around targeted skills. Additionally, we will use the NWEA MAP assessments in Reading and Math, administered three times each year, and an ongoing formative assessments to identify students' strengths, needs and any necessary interventions, which is ongoing process for all students through their academic career, per the Nevada guidelines regarding Response to Intervention and Instruction (RTI). We will leverage our PD and Data Days to evaluate the growth of students-below grade level and will adapt our day to address the specified needs of students.

We outline our Tiered Approach to Instruction above. If a student is identified as needing the formal RTI process by a teacher or staff member, the student will be referred to and discussed by the RTI committee, which is led in Year 1 by the Coordinator of Student Services, prior to implementing any Tier 3 intervention. Notification to parent/family will be sent home by either the classroom teacher or the Coordinator of Student Services if it will require a sub-separate placement. The RTI process will include a parent conference to gather any relevant medical/educational information about the student's prior support. Data will be collected in nine-week cycles, led by the lead teachers and Coordinator of Student Services (and similar roles in years beyond Year 1). The results of interventions will be reported to and discussed among the RTI committee members to identify growth, continued support needs, and/or potential changes for interventions. If benchmark progress is made toward goals, the student will be kept in Tier 3 intervention until s/he achieves in the 25th percentile of a national-normed assessment or at the discretion of the informed RTI committee based on non-normed assessment subjects for general monitoring. If a student does not show growth after three separate nine-week cycles, or at the discretion of the Executive Director in consultation with the Coordinator of Student Services, the student may be presented to a contracted psychologist for



consideration and consultation regarding qualification for Special Education and/or the Coordinator of Student Services for additional intensive support in the areas of need.

DUAL-CREDIT PARTNERSHIPS

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

This section is not applicable to our application as we are not proposing a high school program.

DRIVING FOR RESULTS

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

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

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

Sage Collegiate is a school designed on the successful practices of high poverty, high-performing schools nationally and aligned to the needs of our school community. As such, we continuously measure our performance against a local, state, and national cohort that demonstrates that our students are successfully competing with the nation's top-performing scholars. With ambitious, measurable outcomes compared against the highest performing schools in the nation and across Nevada using nationally-normed assessments and other standards-based tools, and through triangulating data on a school, state, and national level, we work aggressively and strategically to build high academic results for every scholar and share our longitudinal, comparative, and absolute goals, measures, and outcomes with the greater school community.



For purposes of this application, and to establish the validity of goal-setting measures:

- **Absolute Measures** refer to achievement on a criterion-referenced assessment at a particular score, as created by a 3rd party.
- **Growth Measures** refer to positive percentile movement as measured by a norm-referenced assessment or growth over a previous score as measured a criterion-referenced assessment.
- **Comparative Measures** refer to publicly available results by which a comparison sample may be determined using a cross-section of at least three schools with similar demographics, FRL percentage population, and special education population statistics.

ACADEMIC GOALS

Goal 1: Students will achieve mastery in English Language Arts.

- **Absolute Measure 1.01:** At least 60% of Kindergarteners will be at Step 3 by the end of the school year, demonstrating 1st grade reading readiness as measured by the STEP assessment.
- **Absolute Measure 1.02:** At least 70% of students in 1st grade will be at Step 6 by the end of the school year, demonstrating 2nd grade reading readiness as measured by the STEP assessment.
- **Absolute Measure 1.03:** At least 70% of students in 2nd grade will be at Step 9 by the end of the school year, demonstrating 3rd grade reading readiness as measured by the STEP assessment.
- **Growth Measure 1.04:** At least 70% of students in 3rd grade will grow a minimum of three steps of reading per year, as measured by the STEP assessment each year, as tested.
- **Growth & Comparative Measure 1.05:** In a cohort analysis of longitudinal growth, the average annual increases of percentiles among students in Reading Comprehension on the NWEA MAP is at least 8 percentile points, until the average percentile score reaches 85%.
- **Absolute Measure 1.06:** Annually, 90% of students will demonstrate a minimum of one full year of academic growth as measured by the NWEA MAP.
- **Absolute Measure 1.07:** Starting in our first year of testing and continuing in all years, at least 50% of students who have attended the school for two or more years will score proficient or advanced on the Smarter Balanced Assessment for English Language Arts and the Smarter Balanced Assessment for Writing.
- **Absolute Measure 1.08:** At least 60% of students who have attended the school for three or more years will score proficient or advanced on the Smarter Balanced Assessment for English Language Arts and the Smarter Balanced Assessment for Writing.
- **Absolute Measure 1.09:** At least 70% of students who have attended the school for four or more years will score proficient or advanced on the Smarter Balanced Assessment for English Language Arts and the Smarter Balanced Assessment for Writing.
- **Absolute Measure 1.10:** At least 80% of students who have attended the school for five or more years will score proficient or advanced on the Smarter Balanced Assessment for English Language Arts and the Smarter Balanced Assessment for Writing.
- **Comparative Measure 1.11:** All students who have attended the school for two or more years, on average, attain proficiency rates that are at least 5% greater than those of similar schools on the Smarter Balanced Assessment for English Language Arts and the Smarter Balanced Assessment for Writing.
- **Absolute Measure 1.12:** At least 65% of 8th graders will receive a score that is considered a 'benchmark' score, indicating college readiness on the Spring PSAT 8/9.
- **Growth Measure 1.13:** At least 80% of all ELL-identified students will show at minimum one level of growth on Nevada's English Language Proficiency Assessment (WIDA).
- **Absolute Measure 1.14:** At least 80% of all ELL-identified students will be re-designated proficient within three years of enrolling in the school, as measured by the WIDA.



Goal 2: Students will be proficient in Mathematics.

- **Growth & Comparative Measure 2.01:** In a cohort analysis of longitudinal growth, the average annual increases of percentiles among students in Mathematics on the NWEA MAP is at least 8 percentile points until the average percentile score reaches 75%.
- **Absolute Measure 2.02:** Annually, 90% of scholars will demonstrate a minimum of one full year of academic growth.
- **Absolute Measure 2.03:** Starting in our first year of testing and continuing in all years, at least 50% of students who have attended the school for two or more years will score proficient or advanced on the Smarter Balanced Assessment for Math.
- **Absolute Measure 2.04:** At least 60% of students who have attended the school for three or more years will score proficient or advanced on the Smarter Balanced Assessment for Math.
- **Absolute Measure 2.05:** At least 70% of students who have attended the school for four or more years will score proficient or advanced on the Smarter Balanced Assessment for Math.
- **Absolute Measure 2.06:** At least 80% of students who have attended the school for five or more years will score proficient or advanced on the Smarter Balanced Assessment for Math.
- **Comparative Measure 2.07:** All students have attended the school for two or more years, on average, attain proficiency rates that are at least 5% greater than those of similar schools on the Smarter Balanced Assessment for Math.

Goal 3: Students will be proficient in Science.

- **Absolute Measure 3.01:** In our first year of testing and continuing in all years, at least 60% of 5th and 8th grade students who have attended the school for two or more years will score proficient or advanced on the Nevada Science Criterion Referenced Test.
- **Absolute Measure 3.02:** At least 75% of students will meet or exceed standards as measured by interim and unit assessments aligned with Next Generation Science Standards.
- **Comparative Measure 3.03:** All students have attended the school for two or more years, on average, attain proficiency rates that are at least 5% greater than similar schools as measured by standard-aligned assessments.

Goal 4: Students will be proficient in Social Studies.

Absolute Measure 4.01: At least 75% of students will meet or exceed standards as measured by interim and unit assessments aligned with Nevada Social Studies Standards.

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

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

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

As related to the Nevada School Performance Framework and the Charter School Performance Framework, Sage Collegiate intends to track and report students' annual performance on state proficiency assessments (ELA and Math in grades 3-8, and Science in grades 5 and 8) and average percentile performance of NWEA MAP assessments in grades K-8, well beyond the state-required K-3 use of the MAP test.

Figure 12: Assessment Goals

Goal	Evaluation Tool and Frequency	Baseline	2020-21	2021-22	2022-23
75th percentile performance on NWEA MAP	3 times annually – Beginning of Year, Middle of Year, End of Year	25th percentile BOY Kindergarten; 50th percentile 1st – 8th	75th Percentile average EOY or 5% average cohort growth over previous interim	75th Percentile average EOY or 5% average cohort growth over previous interim	75th Percentile average EOY or 5% average cohort growth over previous interim
Top Two Tiers of Proficiency in State ELA Exam (SBAC)	Annually starting in 3rd grade (Y2: 2021-22)	60%	Spring 2021: 75%	Spring 2022: 80%	Spring 2023: 80%
Top Two Tiers of Proficiency in State Math Exam (SBAC)	Annually starting in 3rd grade (Y2: 2021-22)	60%	Spring 2021: 75%	Spring 2022: 80%	Spring 2023: 80%
90% Proficiency in Science CRT exam	Annually starting in 5th and 8th grade (2023-24, 2026-27)	80%	Spring 2024: 80% proficient or above	Spring 2027: 90% proficient or above	

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

In accordance with state laws and regulations, Sage Collegiate will conduct all proficiency assessments aligned to the Nevada Academic Content Standards and through the administration of the SBAC tests, and any other criterion-referenced or state-mandated assessments. Administration of all high-stakes, mandated assessments will be overseen by the Executive Director with support from the Leadership Team. Further, Sage Collegiate will use several additional assessments to track student achievement and growth in order to best support instruction and meeting goals. The planned assessments are outlined in **Figure 13**.

Figure 13. Assessment Tools, Subject, and Grade Level

	Reading	Writing	Math	Science	Social Studies
K	STEP NWEA MAP	Internal Interims	Internal Interims NWEA MAP	Internal Interims	Internal Interims
1st	STEP NWEA MAP	Internal Interims	Internal Interims NWEA MAP	Internal Interims	Internal Interims



2nd	STEP NWEA MAP	Internal Interims	Internal Interims NWEA MAP	Internal Interims	Internal Interims
3rd	STEP NWEA MAP SBAC	Internal Interims	Internal Interims NWEA MAP SBAC	Internal Interims	Internal Interims
4th	Fountas & Pinnell NWEA MAP SBAC	Internal Interims	Internal Interims NWEA MAP SBAC	Internal Interims	Internal Interims
5th	Fountas & Pinnell NWEA MAP SBAC	Internal Interims	Internal Interims NWEA MAP SBAC	Internal Interims SBAC	Internal Interims
6th	NWEA MAP SBAC End-of-Year (EOY) exam	Internal Interims End-of-Year (EOY) exam	Internal Interims NWEA MAP SBAC	Internal Interims SBAC	Internal Interims
7th	NWEA MAP SBAC End-of-Year (EOY) exam	Internal Interims End-of-Year (EOY) exam	Internal Interims NWEA MAP SBAC	Internal Interims SBAC	Internal Interims
8th	NWEA MAP SBAC End-of-Year (EOY) exam	Internal Interims Practice PSAT 8/9: Writing & Language test	Internal Interims NWEA MAP SBAC	Internal Interims SBAC	Internal Interims

Data will be used to: identify students' progress toward goals; determine needed interventions and supports; group students during instruction, our E² block, and summer school; inform whole school, grade-specific, and individual PD needs; inform curricular adjustments; and share with families so they understand students' progress. Our teachers and the instructional team will analyze data during weekly PD sessions, as needed, and during our Data Days, which coincide with interim testing windows. In 8th grade, the PSAT 8/9 test is used to assess students' readiness for the SAT, high school, and college and help them better prepare for the SAT in high school.

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

Teachers receive extensive professional development (PD) throughout each school year, including at least three weeks in the summer prior to the start of the school year. There are a total of 21 days of PD, including Data Days, and every Friday, we have an abbreviated instructional day (2:00 pm dismissal for students) so that teachers and staff can engage in two hours of focused, intentional PD. This includes training and support with assessments, checks for understanding (CFU) techniques, and high-level questioning. These techniques will be supported through the use of live-coaching and the Nevada Educator Performance Framework's annual goal-setting process. Teachers are observed daily through formal and informal observations, and their unit and lesson plans will be reviewed with particular attention to the quality of formative and summative assessments, as well as high-level



questioning and prompting strategies to allow teachers to gather information from student responses during lesson. In Year 1, the Manager of Curriculum and Instruction, with support from the Executive Director, will review lesson plans. In later years, the Directors of Curriculum and Instruction, with continued support from the Executive Director, will review teachers' lesson plans. Lesson plans will be submitted by EOD on Mondays, with review by EOD Wednesday, and any resubmissions by EOD Friday for implementation the following week. Essentially, teachers will initially submit plans one week prior to their execution of instruction to allow for insurance of consistency of alignment, rigor, and pacing.

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

Sage Collegiate's planned assessment systems are nationally-recognized and in the case of one, recently state-mandated third-party assessments. Teachers and staff will receive all mandatory PD from the assessment vendor to ensure the delivery of valid assessment results with inter-rater reliability for comparative purposes. Our assessment systems are: (1) STEP reading program – developed and produced by the Urban Education Institute⁸⁵ and (2) NWEA Map Assessment – developed and produced by the Northwest Evaluation Association.⁸⁶ These assessments are rigorous and aligned to the Nevada Academic Content Standards, our performance goals as articulated in this section for the purposes of the SPCSA and will be directly aligned with our curriculum.

To know that our students are making progress, the goal is for students to show significant progress on NWEA assessments, as outlined above and based on the nationally normed RIT ranges for each grade level, which change based on existing testing scores and norming. We also aim to have all students perform in at least the 75th percentile or 5% average growth over the previous interim. These ambitious goals ensure students are on a college-bound trajectory. For the STEP assessment, it has clearly defined benchmarks for the beginning, middle, and end of the year for K-2. These are identified in **Figure 12 and Figure 13**. The benchmarks are our trimester goals for all students.

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

Our calendar contains 21 full Professional Development/Data Days, as well as 36 abbreviated Fridays for Professional Development (PD). During those PD times, we will set aside intentional, purposeful time to be responsive to the needs of students given assessment data and results. Teachers and school leadership will work collaboratively to address whole school trends and identify specific needs for support in particular grade levels.

The Executive Director and all leadership team members responsible for coaching teachers will monitor curriculum and instructional changes to provide support if a school-wide intervention is necessary. Triggers would include student data, noted actions during formal and informal observations, and identified trends by Leadership Team members. Support will be provided through weekly PD sessions on Friday, as well as in live-coaching, modeling, weekly meetings, and targeted feedback. If the data suggests a corrective measure is needed at the classroom level, the Executive Director and Manager of Curriculum and Instruction (and in later years, the Director of Curriculum

⁸⁵ <https://uchicagoimpact.org/our-offerings/step>.

⁸⁶ <https://www.nwea.org/>.



and Instruction) will intervene to support specific teacher(s) through the implementation of an Individual Professional Development Plan (IPDP). IPDPs will include individualized goals, benchmarks, and targeted support beyond the regular observation and coaching cycles to urgently improve the performance of a teacher and her/his impact on student achievement. Additional resources may be diverted to support a teacher, such as coaching from multiple leadership team members, external professional development (i.e., conferences, BES trainings), and/or peer mentoring and coaching. Improvement will be monitored on short cycles and tracked through observational data and student achievement data.

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

Following each window of interim assessments, the Sage Collegiate team will conduct an analysis of data during PD/Data Days and Friday PD blocks. This is to ensure teachers can adjust instruction to meet the needs of students to ensure strong achievement. Results of data analysis will generally result in: changes to skill groupings; re-teaching or tailored lessons; differentiated instruction and/or Life Work (HW); changes to scope and sequences to spend more time on specific skills; and/or informing the decisions of the RTI or SST committees and leadership regarding interventions, promotion, retention, and specific academic considerations for students.

All staff and instructional team members will be trained on the use of STEP and NWEA MAP assessments to ensure they are proficient in reliably assessing students and that they are proficient in analyzing and using the reports and data generated by students' results. Teachers will also be coached and developed to build remediation and extension plans for students based on the data.

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

Figure 14: K-3 Goals and Assessments

Goal	Assessment	Trimester 1	Trimester 2	Trimester 3
STEP Level 3: Kinder	STEP Reading	1	2	3+
STEP Level 6: 1 st grade	STEP Reading	3	5	6+
STEP Level 9: 2 nd grade	STEP Reading	6	8	9+
STEP Level 12: 3 rd grade	STEP Reading	9	11	12 (end of step)
NWEA MAP Assessment	NWEA MAP – Reading	25th percentile BOY Kindergarten; 50th percentile 1st – 8th	50th percentile BOY Kindergarten; 65th percentile 1st – 8th	75th Percentile average EOY or 5% average cohort growth over
NWEA MAP Assessment	NWEA MAP – Math	25th percentile BOY Kindergarten; 50th percentile 1st – 8th	50th percentile BOY Kindergarten; 65th percentile 1st – 8th	75th Percentile average EOY or 5% average cohort growth over



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

All data will be kept in dashboards and reports provided by the contracted vendors of the assessment programs. STEP, NWEA MAP, and SBAC assessments all provide reporting within a secure dashboard. Sage Collegiate will maximize the use of Infinite Campus when appropriate, but we will need to create password-protected data analysis dashboards for staff and Board use.

Further, all students will have their own Data Binder which contains checklists for mastery of standards across all subjects, sample work, unit assessment results, and interim and summative assessment results. This will allow students, and their families, to review and track their progress and growth as well as invest students in their academic achievement.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. The SPCSA operates under the following principles with regards to special populations of students:

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

At-Risk Students

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

Given the population we intend to serve, we anticipate a significant percentage of our students to be identified as ‘at-risk’, which we define using the historical and contemporary definition: students in high-poverty households; underserved students – that is, students in low-performing schools with limited access to opportunities to excel; students of color, who are traditionally and increasingly underserved; students whose native language is not English; and students who have identified special needs. Given the planned location of our school, as well as our purpose and mission, we anticipate a significant number of enrolled students who can be identified as ‘at-risk.’ We discuss multiple methods and approaches to supporting and ensuring their achievement throughout the application. Sage Collegiate’s mission and vision are designed to serve students who are considered ‘at risk’, and our educational program is designed based on more than 40 high-performing schools in low-income, high-needs communities throughout the country. Sage Collegiate’s proposed existence



is built on the best practices and proof points of other schools in communities similar to that in which we plan to locate in Las Vegas. For the purpose of enrollment and our lottery, as specified in the **Student Recruitment and Enrollment** section of this application, we define English Language Learners as those students residing in a household in which English is not the first language and/or it is a mixed language status home. Students who qualify for free or reduced lunch, in accordance with federal guidelines, will be considered economically disadvantaged. They align specifically with 'at-risk' populations to serve. Both of these categories will be self-reported, first through the lottery application and then verified through submitted paperwork at the time of enrollment, including the Home Language Survey and the voluntary Income Verification form.

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

Starting on day one, Sage Collegiate will use diagnostic testing annually to determine the needs of students. The assessments used for benchmarks and on-going monitoring include the STEP and new MAP assessments, which will establish students' levels in core subjects. All Kindergarten students who indicate at registration/enrollment that they have a second language/mixed language at home will be assessed for English proficiency using the WIDA-APT probe. New students who enroll in grades 1 or above will be assessed using the more robust WIDA-MODEL diagnostic. All new students will undergo a records review to request any relevant documents such as IEPs, and we will request a parent meeting with all new students who receive IEP services and/or with an established 504 plan, which will allow us to have parental input in our implementation of support.

With the support of a Leadership Team member, all grade levels will review the educational records of the incoming cohort, including relevant IEPs, 504s, RTI files, WIDA-ACCESS, and EOY assessments, such as NWEA-MAP and STEP assessments, when considering the final composition of classes, initial student grouping, and planned support structures.

Research-based Curricular Programs for Sage Collegiate that provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model have been identified in sections above. Supports to ensure students' access to general education curriculum in the least restrictive environment will be guided and determined by the student's IEP and will include supports such as instructional aides, small group learning, pull-out support, modified work, and other service providers as needed.

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

Identification Strategy

We anticipate a significant portion of students will be performing below grade level when they first enroll. Sage Collegiate is committed to working with students who are achieving below grade level to help them meet expectations and attain high levels of academic achievement. A student will be considered low-achieving if s/he meets the following criteria: (a) Performing one level or more below his/her actual grade level on class assignments and assessments, including a score of Below Basic or Far Below Basic on the SBAC and equivalent scores on nationally-normed assessment, such as the



NWEA MAP; (b) Earning below 70% in one or more core subjects, therefore signifying the danger of qualifying for retention; and/or (c) Not on track to make at least one grade level of growth in reading, writing, and math.

Interventions

Our educational program is designed to reach all learners. Instruction will be delivered using the high-impact, researched, and proof-point strategies and overseen by the proposed Executive Director and the Manager of Curriculum and Instruction in Year 1 (Director of Curriculum and Instruction in later years). Small groups and individualized instruction will be flexible, driven by data collected through intentional assessments. The support for all learners, at all Tier levels, includes:

- **Extended Time:** We have 184 days of instruction, and our school day is 7:30 a.m. – 4:00 p.m. (M-TH) and 7:30 a.m. – 2:00 p.m. (F).
- **Blended Learning:** Students have independent digital learning during daily literacy blocks.
- **Lemov's Taxonomy of Teaching:** We will use a variety of research-based, proven behavior, academic, and advanced teaching techniques to build teacher skill and student engagement.
- **Small Group and Individual supports (Tier 2 and Tier 3):** Homogenous grouping based on skill needs.
- **Blended Learning:** During literacy, independent rotations will utilize engaging, individualized computer programs, like IXL, to give students quality attempts to practice key may and reading concepts. [Individual – remediation, practice, and extension for accelerated]
- **Whole Brain Teaching:** A fast-paced set of academic cues and call and response strategies to vary output formats between written and oral responses to master grammatical skills. [ELL support strategy]
- **Small Group/Individualized Tutoring:** Time provided for daily targeted group instructions to pre-teach and re-teach, grounded in assessment data. [Small Groups, IEP/ELL/Skill/Extension]
- **Flexible Ability Reading Groups:** Quickly adjusted groups will include students who need extra support in specified skills and to ensure students are reading at the appropriate level (i.e., not frustration level). The groups are predominantly used for reading instruction. [Small Groups, IEP/ELL/Skill/Extension]
- **Goal Setting:** All students will set and track absolute achievement and growth goals, including behavioral goals when appropriate. [Individual – remediation, benchmarked progress, above-level ambitious goals]

Measures of Success

All support systems and practices will be evaluated for effectiveness and efficacy by tracking individual data for students identified for and serviced by intervention. Students will be progress-monitored weekly if they receive Tier 2 or Tier 3 intervention. Given our projections of 25% ELL and 70% economically disadvantaged students, as based on current community trends, we expect to have to remediate and reclassify a significant number of students from Tier 3 and Tier 2 over time into Tier 1 performance. Sage Collegiate has a five-year strategic plan to define the success of interventions as having the student population on nationally normed assessments that mirror national benchmarks through this sliding scale:

- **Year 1:** 80% of students classified as Tier 2 or Tier 3 are reclassified at least one Tier above their beginning of the year benchmark by end of year across all subject areas.



- **Year 3:** 70% of students perform at Tier 1 on nationally-normed assessments across all subject areas; 20% of all students perform at Tier 2 across all subject areas; 10% of all students perform at Tier 3 levels across subject areas at the end of the year.
- **Year 5:** Sage Collegiate will reach the ideal population distribution of students performing within the 3-Tier model of 80% Tier 1, 15% Tier 2, and 5% Tier 3 on nationally normed assessments across subject areas.

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

Response to Intervention (RTI) is an instructional model for individual students who underperform and is based on observable, objective deficiencies.⁸⁷ Upon enrollment in Sage Collegiate, and at the beginning of each school year, we will use a diagnostic to begin groupings based on students' achievement results. All students scoring below the national 30th percentile will be considered for automatic Tier 2 support, and possibly direct Tier 3 support based on their proficiency levels. All students who receive any form of sub-separate support in Tier 3 will require parental notification, education and medical history checks, and formally tracked RTI interventions in nine-week cycles.

Groupings are flexible, not permanent, and we expect students to move tiers as they make progress. Given the context of the local district, our targeted community, and general best practices for the tiers' ranges,⁸⁸ we anticipate that our target percentage for instructional tiers will be as follows for K-2, in Year 1: Tier 1 – 70+%; Tier 2 – 20%; Tier 3 – 10%. Ultimately our goal is to reduce the groupings by 3rd grade and beyond given the extended day and year and additional supports, to the following projected amounts: Tier 1 – 80+%; Tier 2 – 15%; Tier 3 – 5%. Students who may be at risk of academic failure will receive intervention including, but not limited to:

- **Small Group and Individual supports (Tier 2 and Tier 3)**
 - **Blended Learning:** During literacy, independent rotations will use engaging, individualized computer programs like IXL to give students quality attempts to practice key may and reading concepts. [Individual – remediation, practice, and extension for accelerated]
 - **Whole Brain Teaching:** A fast-paced set of academic cues and call and response strategies to vary output formats between written and oral responses to master grammatical skills. [ELL support strategy]
 - **Small Group/Individualized Tutoring:** Time provided for daily targeted group instructions to pre-teach and re-teach, all grounded in assessment data. [Small Groups, IEP/ELL/Skill/Extension]
 - **Flexible Ability Reading Groups:** Quickly adjusted groups will include students who need extra support in specified skills and to ensure students are reading at the appropriate level (i.e., not frustration level). The groups are predominantly used for reading instruction. [Small Groups, IEP/ELL/Skill/Extension]
 - **Goal Setting:** All students will set and track absolute achievement and growth goals, including behavioral goals when appropriate. [Individual – remediation, benchmarked progress, above-level ambitious goals]

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

⁸⁷ file:///C:/Users/sandr/Downloads/english_rtibrochure.pdf

⁸⁸ https://www2.clarkschools.net/home/documents/EC/RTI/RTI_policies_proc_CCPS.pdf



We detail our plan for communication around promotion and retention, and as with those conversations, communication about the need for remediation to parents will be early when we have identified a need and transparent with data and evidence. We will have data and student work to support the rationale for remediation; we will share a timeline for anticipated progress; and we will provide strategies and resources for families to support their child at home through the remedial process. We know that we cannot require parent participation or communication from our families, but we will go to great lengths to invest our families in the communication structures and partnership practices that we know will best support our students' success. We will invite parents in for a conversation with the teacher and appropriate Leadership Team member given the context of the child's situation, grade, and year of our program, and we will provide written documentation for families. Should a family not attend an in-person meeting, we will attempt to schedule a Home Visit so the conversation can be in person. If that is not possible, we will have a phone call and then mail documents home or mail a certified letter home if a phone call is not possible.

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

Interventions related to behavioral concerns of students and the ways we will support behavioral needs are outlined specifically in the sections on **Culture and Discipline** (pages 3-3 through 3-10). If students demonstrate ongoing behavioral challenges and concerns, students will be referred to the Student Behavior Intervention Team (SBIT) which will use a systematic, problem-solving approach to assist students who, despite a variety of supports, are failing to make adequate progress. The SBIT will review the effectiveness of previous and current interventions, clarify problems and concerns, develop strategies and organize resources, provide a system for school accountability, and serve to assist and counsel the parents, teachers, and student.

An SBIT is akin to a Student Success Team (SST), for which the focus is on academics. A variety of students can benefit from an SBIT, particularly those who have demonstrated behavioral concerns and for whom early intervention has not helped. Members of the SBIT team will include the Executive Director; Coordinator of Student Services (and later the Director of Student Services); at least one student specialist focused on Special Education; a General Education teacher familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment; at least one other General Education teacher from each academy; an Enrichment teacher; and the Manager of Community and Culture.

Anyone who has on-going concerns about a student's behavior can refer that student for SBIT consideration; anyone who is connected with that student may provide information to the SBIT meeting. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement representatives. Meeting attendance may be restricted by the Executive Director in consultation with the student's parent or guardian to preserve student confidentiality. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the child's unique needs.

The plans created by an SBIT will include additional instructional supports, a timeline for implementation, goals for the student, and means for assessment and re-evaluation. SBIT plans do not take the place of nor do they conflict with any specified behavior target goals in a student's IEP or 504 accommodation, which may result if the interventions show marginal or no progress. Any discipline requiring the loss of learning time in the case of a student who has an identified disability will be subject to a manifestation hearing, as described in this application's Discipline section.



Special Education

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

Proposed Executive Director Sandra Kinne has extensive experience as a classroom teacher instructional coach, and school administrator with students identified with special needs. She has worked at a school for emotionally disturbed students, and as an Assistant Principal, she conducted numerous IEP meetings for students with mild, moderate, and severe disabilities. She has also attended and facilitated manifestation hearings, and she has supervised teachers on the Special Education team. As a teacher, she has been responsible for implementing IEPs and supporting students with special needs, ensuring they had access to an appropriate education in the least restrictive environment and was invited to serve on her school's RTI Consultation Team for the 2020-21 year.

Proposed Board Member Elysa Arroyo has considerable experience in education as a teacher and has taken multiple courses in Special Education at UNLV for her credential and work. She has served on the Leadership Team at Red Rock Elementary and was tasked with ensuring teachers had appropriate development and training in Special Education. She has also had several students with IEPs and participated in the RTI process at her school site.

The planned Coordinator of Student Services will be required to have experience working with students with special needs, as well, and Sage Collegiate looks forward to contracting with a support service provider with an extended and proven track record of success.

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

- (a) (Elementary Schools Only) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?***
- (b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?***
- (c) (All Schools) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?***

Upon enrollment, we will conduct intake activities during which we will ask parents to identify if their child has an existing IEP or has received special education services. As a public school of choice, we will not seek this information as part of the enrollment process to ensure against bias or even a perception of bias. We will secure necessary documentation to ensure students receive required accommodations and modifications in alignment with the requirements of their IEP or 504 Plan. We will conduct Child Find by reaching out to preschools and school districts to determine if students have ever been identified in accordance with IDEA. To further comply with Child Find requirements, we will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review. This process will also ensure that we do not over-identify or mis-identify a student. Our



Executive Director and Coordinator of Student Services (CSS) oversee this process and work with general education teachers to ensure all students' needs are being met and all services are being provided. The CSS will be a licensed special educator.

Our instructional practices integrate frequent, strategic academic monitoring of all students through nationally normed assessments and six-week interim assessments. Our staff receives ongoing PD in the summer and throughout the year on delivery of scientifically-based academic and behavioral interventions and supports led by our Coordinator of Student Supports (an NV-licensed special educator). Staff will also receive crisis training. Our frequent internal assessment program provides an efficient means to identify students struggling academically or behaviorally and to take quick action to meet students' needs. Weekly, each teacher reviews students' progress based on Life Work (HW), classwork, quizzes, and projects. School leaders and staff monitor assessment data on a regular basis. For students identified as not meeting minimum levels of progress, we will use a pre-referral, response to intervention process or RTI. For those students, teachers and administrators and the CSS work together to design a proactive intervention plan to bolster the student's academic progress and monitor the impact of the plan for six weeks. Our commitment, particularly with students in the early stages of their educational career, is to provide additional academic and behavioral support to promote success to the greatest degree possible in the general education environment. If the intervention plan is considered unsuccessful, not resulting in adequate student academic or behavioral improvement, we will meet with the child's parent/guardian and discuss next steps, including whether evaluation for special education eligibility and related services is needed.

With written parental approval, the school will conduct testing, either in-house or accessing an appropriately licensed educational psychologist. Once tests have been conducted and results received, a conference will be reconvened with the parents, the CSS, the student's teacher, and other appropriate staff, and a decision will be made as to eligibility for special education services. If the student is eligible, an Individual Education Plan (IEP) is developed. Each IEP will be reviewed at least once each school year and each student will be re-evaluated at least once every three years. We will evaluate any student for a disability when a legal guardian so requests.

Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities. Section 504 prohibits discrimination based on disability. We adhere to all obligations under the Individuals with Disabilities Education Act (IDEA) and Section 504. We will immediately evaluate and identify any students protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. The CSS will serve as the Section 504 coordinator to ensure students' legal rights are met and their special needs are effectively served.

For our 8th grade students transitioning to high school, by the end of April of their 8th grade year, the IEP team will determine the plans after reviewing current levels, current accommodations, and all aspects of the student's success and needs. A determination about the student's diploma path will be made with the input of the IEP team and the individual students' families to ensure the students' long-term success.

When students meet their behavioral and/or academic goals and progress monitoring shows growth, the IEP team will discuss the exiting of students who no longer show academic or behavioral needs. If Sage Collegiate has a student who needs transitioning out of Special Education, the IEP team may transition the student out by revising the IEP to provide consulting services during the reevaluation



timeframe. If the IEP team determines that a student no longer needs an IEP, the student will be referred to the consulting school psychologist for evaluation. The IEP team will then determine if the student is still eligible for services or no longer meets service eligibility. All final decisions will be made with parent/guardian participation.

We will adhere to all state and federal guidelines, particularly IDEA, to ensure legal compliance and meeting students' needs.

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

Sage Collegiate is committed to serving students across a wide range of needs and will offer the full continuum of services for students with disabilities. At a minimum, and with the acknowledgement that our staffing needs may change based on student enrollment, our first year will begin with a Coordinator of Student Services, who will have Nevada certification in Special Education. This person will be in charge of compliance and execution of all mild and moderate disability services and will provide push-in support as needed. In Year 2, we will have a Student Services Specialist/Special Education teacher, in addition to the Coordinator. Should we need another person on the Special Education team in Year 1, we will hire for that role early or contract out. We plan to add a person in that role in Year 2, and we will adjust our staffing as needed to meet the needs of our student population.

Figure 15: Continuum of Services, Year 1 and Year 2

Sub-Separate Placement	Plan
0-50%	<ul style="list-style-type: none">• Coordinator of Student Services (SPED certification, required)• Student Services Specialist/Special Education Teacher (SPED certification, required)• Contracted support services, inc PT/OT, Speech, Psychologist
> 50%	<ul style="list-style-type: none">• Adjust Special Education budget to contract an additional Special Education provider or hire an additional Student Services Specialist/Education Teacher (SPED certification, required) or paraprofessional to handle severe or > 50% placements following enrollment window

Figure 16: Continuum of Services, Year 3 and Beyond

Sub-Separate Placement	Plan
0-100%	<ul style="list-style-type: none">• 2- 3 fully Student Services Specialists/Special Education Teacher• Contracted support services, inc PT/OT, Speech, Psychologist
Severe or intensive needs	<ul style="list-style-type: none">• Adjust Special Education budget to contract an additional Special Education provider or hire an additional Student Services Specialist/Education Teacher (SPED certification, required) or paraprofessional to handle severe or > 50% placements following enrollment window

We will work closely with the Student Support Team of the SPCSA, our LEA, to ensure we are in compliance with all state and federal laws and providing the best approach for our students.



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

The Coordinator of Student Services (and later the Director) will be welcomed to participate in grade-level Professional Learning Communities (PLCs) to foster collaboration and ensure alignment across teams. In addition to PLC meetings, general education teachers and Special Education teachers/Student Service Specialists who are team teaching in an inclusion or mainstream setting will collaborate weekly for planning purposes. Informal discussions take place daily among the Special Education team and general teachers at the end of each lesson and adjustments related to the pacing of instruction may be made based on informal assessments data gathered.

On PD Days and Data Days, the Coordinator/Director and Student Service Specialists will work collaboratively with teachers to analyze data, plan support, and ensure the needs of individual students within their caseloads are addressed. Teams will communicate for planning and assessment purposes, ensuring students with assessment accommodations have the appropriate support available during testing, for example. The Coordinator/Director of Student Services will serve on the Leadership Team, to be able to elevate concerns, share progress, and identify development needs with the collective team to implement solutions and continue what works.

Teachers will share their instructional lesson plans in a common, privacy-protected shared drive, such as Google Docs, to ensure all team members have access to teachers' plans to best support students, particularly those with special needs. The Coordinator/Director of Student Services will be responsible for monitoring the general education lesson plans to ensure students with an IEP are provided the appropriate accommodations and modifications outlined and required in their plans.

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

We will open with K-2, and the slow growth model provides an opportunity to adjust our staffing based on student needs as we grow. Given CCSD's population of students who receive Special Education services⁸⁹, which is 12%, we anticipate serving a student population of students identified with special needs of at least 10% based on the student demographics of our targeted community.

Year 1: K-2

- Given the district's percentage of identified students who receive Special Education, and our targeted community, we anticipate our student population with disabilities to be at least 10%. Our staffing reflects this; we will adjust staffing if our population exceeds anticipated amounts.
- The process of enrollment, after having accepted a seat, will include a request for information from the family and previous school, when applicable, for any prior IEP.
- Through the RTI process, students will be evaluated for qualification of services in consultation with a contracted licensed psychologist.

Year 2 and Beyond

- Given the district's percentage of identified students who receive Special Education, and that of our targeted community, we anticipate a student population of students with disabilities to be

⁸⁹ <https://newsroom.ccsd.net/wp-content/uploads/2018/10/Fast-Facts-2018-19-Eng.pdf>



10%. Our staffing reflects this; we will adjust staffing if our population exceeds anticipated amounts.

- The process of enrollment, after having accepted a seat, will include a request for information from the family and previous school, when applicable, for any prior IEP. We will account for IEPs in backfilled seats.
- Through the RTI process, students will be evaluated for qualification of services in consultation with a contracted licensed psychologist. Special attention will be paid to age benchmarks for particular developmental delays, IEPs, or any other qualifications in Speech services based on disability around the ages of 6,7 or 8 and beyond to evaluate or re-evaluate eligibility.

In addition to our full-time hiring commitments, our budget assumes an overall \$2000 contracted SPED expense per student, and a \$3458 weighted funding per Special Education student as a conservative estimate for providing services not currently predicted or to address staffing changes. The combination of pre-planned hiring for professionals in Special Education, all of whom will be Nevada certified/licensed in Special Education, and a conservative budget allocation per services provides us the ability to responsibly allocate human resources to Special Education and also ensure flexibility to contract necessary services required by any student who enrolls in Sage Collegiate.

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

All teachers and staff will receive annual training and development related to working with students in Special Education prior to the start of the school year, including on topics such as Child Find, the Student Success Team, classroom intervention, the RTI and IEP processes, planning for accommodations/modifications, and communication with families. Special Education team members will receive additional, ongoing, specialized professional development to best support them in their roles. They will also facilitate training for general education teachers and the team, given their expertise in the subject. As discussed above, there will be frequent collaboration and co-planning opportunities through data analysis, PLCs, and team meetings.

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

Sage Collegiate and the team is aware of a trend of excessive discipline for students with disabilities, as well as the public perception that charter schools do not educate students with special needs, particularly when discipline issues arise. As a public charter school, we are committed to serving all students and meeting their needs in accordance with their individualized plans. All staff, instructional and otherwise, will receive training and development to best support students with specialized needs and ensure all disciplinary issues are appropriately addressed for the well-being of all students.

Students suspended for more than 10 school days in a school year shall continue to receive services to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Within 10 school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct through a manifestation hearing. Sage Collegiate, the parent, and relevant members of the IEP/504 Team shall review all



relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan. If Sage Collegiate, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If Sage Collegiate, the parent, and relevant members of the IEP/504 Team to determine that the conduct was a manifestation of the child's disability, the IEP/504 Team shall: (1) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided Sage Collegiate had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (2) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (3) Return the child to the placement from which the child was removed unless the parent and Sage Collegiate agree to a change of placement as part of the modification of behavioral intervention plan. If Sage Collegiate, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Sage Collegiate may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

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

Students qualifying and receiving services in Special Education will be monitored daily through informal observation gathered during instruction. Special Education teachers/specialists are required to monitor students' progress toward IEP goals on a weekly basis through assignments and assessments. The data from this progress monitoring is shared with students' parents on a trimester basis, with more communication shared as needed based on student performance. All curricular and instructional decisions will be monitored by school leadership, specifically, at minimum, the Executive Director and the Coordinator/Director of Student Services. Random audits of students' files may be conducted to ensure compliance with state, federal, and authorizer requirements. We will work in close collaboration with the Nevada Department of Education, the SPCSA, and the US Department of Education to ensure oversight and ongoing evaluation of the progress of students identified with special needs. We will work with our authorizer to conduct Special Education self-checks and audits to ensure we are compliant with all state and federal laws, and our Coordinator of Student Services will monitor student records, changes to the law, and professional development to ensure we are fully compliant.

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

Families are critical to Sage Collegiate and students' success. This, of course, includes families of students with disabilities. Communication and notices with families will have more formal touch points because of implementation and revision of IEPs as well as progress towards those specific goals being explicitly noted in documents attached to report cards.



Programs

Sage Collegiate sees our families of students with disabilities as an integral to our mission and work. We encourage participation in all Family Engagement activities, outlined in **Section 3**. We will provide annual training on the IEP process to all families, with emphasis on understanding the differences between modifications and accommodations and review of an IEP and its elements.

Activities

Sage Collegiate will provide a wide range of academic and enrichment activities for all students. We will ensure that any facility or activity accommodation will be in place to ensure all students are able to participate.

Procedures

In establishing methods and strategies incorporated into all IEPs, we commit to ensuring families have a voice and participate in this process. This is for both new IEPs, as well as in annual and 3-year reviews. Report cards will include updates on the progress of annual IEP goals. Parents with students receiving services will be scheduled for report card conferences to discuss IEP progress goals with the IEP team to ensure transparency and efficacy of the IEP, with an opportunity for amendments between annual reviews at the request of the family or overall IEP team.

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

This question is not applicable to our application as we will not be a Distance Education School.

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

We estimate that 10% of our student population will qualify for Special Education, based on publicly available data for the local district as a whole and data from schools in the area we intend to locate.

English Language Learners

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

All incoming students will receive a home language survey for parents to complete as part of the enrollment process. Students with a home language other than English whose English proficiency has not been assessed will take the W-APT to determine their English proficiency level during Family Orientations, Home Visits, or the first week of school. Results of the assessment will be used to determine whether a student qualifies for services as an English Language Learner and for purposes of creating homogenously grouped classes. Misidentification will be avoided by ensuring appropriate administration of the W-APT and using teacher observation data to provide the assessment to students who may have been missed or for whom incorrect information may have been gathered.



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

Teachers and parents will receive students' reports for all assessment results, including W-APT, WIDA MODAL, and WIDA Access. Results will be shared in the students' home language, when applicable, to ensure full support and open communication. Teachers will use assessment results for small group arrangements and ensure mixed-language ability peer groups, per best practices, and to support discussion and promote English language acquisition. Depending on a student's placement, such as Newcomer or Advanced English Language Development, parents will be notified of the sub-separate support structures that will be put in place. We will consider adopting the California ELAC model as an addendum to Cafecitos or Family Nights, to ensure families understand the assessment process, support for ELL students, and to help develop their own skills for supporting students at home.

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

The WIDA assessments will be administered by a member of the Leadership Team at the Executive Director's direction. The team member will have the appropriate and necessary training, as will the Coordinator of Student Services, who will support the Executive Director in overseeing the execution of the assessment, will be TESL endorsed. The test will be administered during the assessment's specific testing window. The Executive Director and the Coordinator/Director of Student Services will process student data and share with the appropriate instructional staff, students, and families. Given our anticipated population for both students and families, we will prefer instructional staff to be bilingual in English and Spanish, and for instructional staff to have their TESL endorsement. We will ensure staff has significant professional development to support ELL students and respond to their unique needs.

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

As previously discussed, the staff will receive 21 days of Professional Development (PD), including Data Days, and 36 abbreviated Fridays throughout the year. Included in our Summer PD and through intentional planning throughout the year, teachers will receive training on supporting, planning for, and teaching to ELL students. Our core instructional program is designed to meet the needs of ELLs, and all students, particularly ELLs, will benefit from our intense focus on literacy and our innovative instruction of Latin beginning in 3rd grade. It is our goal to have all EL-identified students re-designated as Fluent English Proficient within three years of becoming a Sage Collegiate student.

All teachers will receive training and use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of our students, and all middle school teachers will receive additional professional development with Project GLAD⁹⁰. Incorporating SDAIE and GLAD strategies, teachers will develop and execute lesson plans that deliver grade-level appropriate content and skills that fall within students' zone of proximal development. SDAIE and

⁹⁰ "What is Project GLAD?" Project G.L.A.D. 2013. <https://begladtraining.com/>.



GLAD provide: (a) access to the core curriculum, (b) English language development and opportunities for social integration into the multicultural classroom community; (c) Project GLAD strategies that will be incorporated include metacognitive approaches that support *"how an answer was arrived at, not merely what the correct answer was"*; flexibly grouped cooperative activities; *"reading and writing to, with, and by students"*; and *"ongoing assessment and evaluation."*⁹¹ As identified in **Figure 5** (page 3-13), we will use the following ELA curricula across various grade levels: Reading Mastery (K-2); Words Their Way - Fountas and Pinnell, Latin: Classical Academic Press, and Reading A-Z, which has an ELL component. These reading and language curricula were specifically chosen given their successful implementation observed at schools within the BES network and their effectiveness with students who are English Learners.

Beyond the strategies our teachers use in their mainstream classes, ample time during Literacy and our Essentials of Excellence (E²) blocks each day will be used for additional targeted English language instruction. The school will use proven methodologies including increased time for reading and math and individualized instruction for ELL students. Examples of instructional models that may be employed to support our ELL students include:

- Front loading of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills
- Use of native language, when necessary, to clarify words or concepts
- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy and math instruction
- Use of scaffolded instruction
- Use of culturally relevant materials
- Word walls to reinforce academic vocabulary
- Labeling items in classrooms and school in different languages
- Blended learning using IXL
- In-school tutoring to meet students' academic and developmental needs at each grade
- Phonics, decoding, fluency groups during Literacy blocks and (E²)
- Extensive independent reading at each student's level
- Frequent use of "turn and talk" and other cooperative learning strategies

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

Classroom teachers will be the primary monitor of students' progress, given their direct work with students in the classroom and through classwork, Life Work (HW), writing samples, small and whole group work, reading instruction, and informal and formal assessments. Teachers and grade level teams will work collaboratively using interim assessments. At the school level, the Coordinator/Director of Student Services will lead ongoing monitoring. We will exit all students identified as English Language Learners from individual support models who reach proficiency as defined as 5.0 Composite or 5.0 Literacy scores on the WIDA ACCESS assessments, per the goal of the state DOE and the authorizing agency, SPCSA.

⁹¹ Ibid.



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

As outlined and specified in other sections, we will have a robust parent/family engagement approaching, including monthly Family Nights. These events will include opportunities for parents to expand their own learning to better support their students at home. Our monthly Cafecitos provide opportunities for school leadership to better inform families of school activities, including the WICA assessment process and purpose. Home Visits and Family Orientations for new students also provide the Sage Collegiate team a chance to share programs, activities, and procedures with parents. Our newsletters and other school-wide communication will be distributed in both English and Spanish. A bilingual translator will be available for school-wide events and parent-teacher conferences. As mentioned above, we will consider adopting the California ELAC model as an addendum to Cafecitos or Family Nights, to ensure families understand the assessment process, support for ELL students, and to help develop their own skills for supporting students at home. We will determine the appropriateness of this model in Year 1, once we have a concrete measure of our ELL student population and more accurate projections based on enrollment.

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

This question is not applicable to our application as we will not be a distance education school.

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

We anticipate at least 30% of our students will be designed ELL students, based on publicly available data for the local district as a whole, and data from schools in the area where we intend to locate.

Homeless/Migrant Services

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

Identification of homeless/migrant students is critical to ensuring all of our students are served and supported appropriately. We will adhere to the federal McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11431-11435), ensuring homeless students' access to the same free, appropriate public education as provided to other children and youths. Students who are homeless and related subgroups, such as foster children, will be identified by school personnel through the registration and enrollment process, and supported through coordinated activities with other entities and agencies. We will use the "Residency Questionnaire" provided by the SPCSA⁹² to quickly assess a student's homeless status to immediately support and to avoid misidentification. Once students have been identified, the Executive Director, Coordinator of Student Services, and/or Coordinator of Operations and Family Liaison will work with the school to locate additional support services on a case-by-case basis. A trimester evaluation of academic performance for all students in this subgroup will be conducted by the Executive Director and/or School Leadership Team to assess the level of response to services, and adjustments to the curriculum will be made as necessary to nurture a positive environment. Staff will take part in McKinney-Vento training, and all staff will be

⁹² http://charterschools.nv.gov/ForSchools/For_Schools/



familiar with the school's referral process, should a staff member suspect a student/student's family of hardship. In case of a referral, the Executive Director or designee will investigate, making a final decision after family contact. The school staff will work with local community partners to ensure families have access to appropriate resources.

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

Sage Collegiate will consult with the Las Vegas Office of Community Services, as well as the Support Staff of the SPCSA as related to McKinney-Vento, to ensure any student/student family has the relevant information available in the appropriate, mandated timeline. We will work with local and state agencies to maintain current information for timely distribution to families. If/when a student is appropriately identified as homeless, excessively transient, and/or a recent migrant, the Executive Director or designee will urgently and diligently provide guidance to the family on the availability of services in the community. These services include, but are not limited, to Shade Tree, Salvation Army, Las Vegas Rescue Mission, ThreeSquare, Family Promise Las Vegas, Catholic Charities, and Nevada Partnership for Homeless Youth.

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

This question is not applicable to our application as we will not be a Distance Education school.

SCHOOL STRUCTURE: CULTURE

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

For us to achieve our mission, we must create a student-centered environment of learning where students and staff feel safe and championed, and where a growth mindset around achievement and high expectations for all is maintained. We have a warm-strict atmosphere, where there are clear procedures and practices, rituals and routines in order to minimize disruption and confusion for students. We expect much of our students and staff, and therefore we provide strong supports and affirmation to create a joyful, positive, well-designed atmosphere in which students and teachers can thrive. Using research-based and resources of best practice, including Paul Tough's *How Children Succeed*, Ellen Galinsky's *Mind in the Making*, Carol Dworkin's *Mindset*, Angela Duckworth's *Grit: The Power of Passion and Perseverance*, Doug Lemov's *Teach Like a Champion* and *Practice Perfect*, Lee Canter's *Assertive Discipline* and *No-Nonsense Nurturing*, Richard Curwin's and Allen Mendler's *Discipline with Dignity*, and *The Skillful Teacher* from the Research for Better Teaching, we train all staff – from Operations to Instructional team members – on the skills and techniques that align with our 'firm but fair, consistent is caring' approach to school culture, behavior management, and discipline. These books will be used by school leadership through the summer PD and throughout the year's weekly PD to align staff, develop common goals and shared purpose, and shared language in our continued, collaborative work. The shared readings and discussions will ensure a staff culture of learning, where staff reflects on processes, performance, and opportunities for growth – for both students and staff. Staff is expected to work toward shared goals – that of the school's mission and vision, and in the best interest of students. Staff are expected to have growth mindsets, not only for their students but for themselves. While we have high expectations for ourselves and our students,



we also recognize that all of us are lifelong learners. Rather than operate with a deficit mindset, we collectively operate intentionally and deliberately to ensure constant growth and development. Staff sets an example for students by demonstrative continuous learning and growth mindset. These books, other resources used in professional development, and the overall focus on learning, growth, and development apply to both our student culture and our staff culture.

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

For families, our Home Visits and Family Orientations prior to the start of the school year provide their first experience with our school culture and lay the foundation for what to expect. This approach allows families to ask questions before students begin the school year, establishing a collaborative problem-solving approach with families. Each family is also provided with a copy of our Student and Family Handbook in their home language, which thoroughly outlines the details of our discipline policy and consequences for misbehavior.

For students, their participation in and presence at Home Visits and Family Orientations help them to begin to understand our approach. Through our first-week of school, which focuses on our Student Orientation, students learn the expectations of the school, our cultural habits, repeated practice of routines and procedures, and modeling of expectations, students quickly acclimate and embody our core values. This orientation to our culture and behavior expectations allows students, and families, to better understand our practice and philosophy and recognize that our actions and expectations are aligned. Students must understand our expectations and be taught the skills before consequences are given in order to enhance a positive school climate and avoid negative, disruptive behavior. For students who enter mid-year, we will provide student onboarding through specific and intentional activities, such as partnering with a student peer ambassador during lunch and recess and team-building with classmates during E².

For staff, we spend the first day of Summer Staff Development each year revisiting our Core Values, defining them, discussing them, and re-familiarizing our mission and vision. We also review our expectations of each other, breaking down the levels and layers of our shared professional values. By focusing on our core values and shared expectations from Day One, we give our staff a frame of reference for our daily interactions, a shared language with which we communicate, and a standard of professional conduct through which we will treat one another. This fosters a strong sense of shared mission, vision, and team, and it provides transparent, conveyed expectations about Sage Collegiate so there is no doubt or confusion of our purpose, mission, and vision. Finally, we have shared texts/articles that all staff members read and discuss to ground us in shared work.

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

School culture is paramount to Sage Collegiate's success. At least bi-annually, stakeholders will take surveys. Students will have the chance to provide their feedback; families will have the chance to share feedback and respond to questions that relate to school culture; and staff will take surveys with questions that speak to the staff and student culture. Leadership Team members will also evaluate behavior data to ensure behavior goals are met and the impact of disruptive behavior on the culture is minimal, while the impact of positive behavior is contagious to the culture. Monthly Cafecitos and



Family Nights will also provide measurements of engagement and participation by families. Additionally, we have school-wide goals against which we measure our progress and success.

Figure 17: Family Engagement Goals

Annual Goal: Sage Collegiate will ensure a minimum of, on average, 80% of parents are in attendance for family events.		
School Action Host monthly family night, including Conferences, Literacy Night, and Fall Festival. Annual events such as Family Orientations and Home Visits. Follow up with families, as needed.	Method of Assessment Track parent/family attendance.	Person(s) Responsible Executive Director, Manager of Community and Culture
Annual Goal: Family satisfaction with the academic program, will, on average, exceed 80% with 80% of families responding, as measured by semi-annual surveys.		
School Action Monthly Family events such as Literacy Nights, Fall Festival, and Family-Teacher Conferences; Weekly Reports; Weekly Newsletters; Home Visits; Family Orientation	Method of Assessment Online or paper/pencil survey	Person(s) Responsible Executive Director, Manager of Community and Culture
Annual Goal: Family satisfaction with the school's communication, will, on average, exceed 80% with 80% of families responding, as measured by semi-annual surveys.		
School Action Monthly Family events such as Literacy Nights, Fall Festival, and Family-Teacher Conferences; Weekly Reports; Weekly Newsletters; Home Visits; Family Orientation	Method of Assessment Online or paper/pencil survey	Person(s) Responsible Executive Director, Manager/Director of Operations, Director of Development and Community Outreach

Additionally, we will track student behavior data and progress toward students' individual goals and class wide behavior goals to assess the impact of our culture plan.

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

Our approach to culture, behavior management, and support are grounded in addressing the needs of all our students, including and especially those with social and emotional needs. We intentionally incorporate mindfulness to help students develop life-long coping habits, conflict resolution strategies, and problem-solving approaches that often elude children from low-income, high-crime communities. As discussed in a prior section, studies show students in high-stress, high-poverty communities showed had a significant decrease in anxiety and an increase in resilience compared to non-meditating students, and benefits included reduced stress, increased emotional intelligence, reduced suspensions, and increased attendance and academic performance. Mindfulness sets students up with positive habits, practices, and mindsets that will help them fulfill a life of opportunity, part of our school's mission.



Our character-building approach, informed by current research and practice-proven successes of the highest-achieving charter schools serving the highest-need communities, and to guarantee the success of all learners, Sage Collegiate is built upon seven tenets in which we firmly believe:

1. College starts in Kindergarten.
2. Literacy is everything.
3. Structure + zest = All scholars learn
4. We lead with urgency
5. Exemplary teachers, exemplary results
6. Data drives instruction
7. It takes a village.

Student support services to address academic performance as well as social-emotional health will vary based on student needs and might include tutoring, mentoring, referrals to relevant community partners, and more. Academic and social-emotional needs will be identified, and progress will be monitored through the SST process and will be based on disaggregated performance data and observations. Performance data tracked will be disaggregated by subgroup to ensure that all subgroups are making progress and that appropriate interventions are provided. For students who struggle to meet behavioral expectations, we commit to their development and finding solutions that will allow them to meet goals, be successful, and contribute positively to the school's culture. We have parent conferences at the end of each trimester and will be intentional about parent communication and outreach to have more with individual students' families if students' needs warrant a conference. We also have monthly Family Nights, which allow us to engage and build relationships with families to better support their students. Regular outreach and touchpoints by teachers, including Sunshine Calls, allow staff to highlight the positives for each student not just the needs for growth. Our weekly and intentional Professional Development allows us to quickly develop team members so we can respond rapidly and appropriately to any behavior concerns.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

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

Our discipline policy, including the means to promote positive discipline, preliminary lists of offenses for suspension or expulsion, the rights of students with disabilities in disciplinary actions, description of the appeal process, and how families will be informed of the school's discipline policy can be found below. Our behavior management system is designed to be age-appropriate and respond to the age, maturity, and independence of students across grade levels. Thus, we use cards in the lower grades and a merit system in the middle school grades, while grounding each of the tracking systems in our core values, mission, and school culture.

Behavior Management

Following the model of logical consequences and identifying the need for a growth mindset around student behavior, recognizing that students learn from their mistakes, we take a restorative approach and provide opportunities for students to reflect on their behavior. We have clear, schoolwide expectations and consequences, and they are consistently upheld by all staff members.

Schoolwide Rules

To build and maintain a strong school culture, we have schoolwide rules: (1) Follow directions the first time they are given. (2) Be a SAGE Scholar. (3) Keep hands, feet, and objects to yourself. (4) Listen attentively and silently to the speaker. (5) Be respectful of yourself, others, and the school.



Through Scholar Orientation during the first week of school, we explicitly teach schoolwide procedures and repeatedly practice procedures and routines so that students learn and internalize these school expectations and are given examples and definitions of each rule. For example, students learn that being respectful to yourself, others, and the school includes doing your own work (not cheating), keeping our shared spaces clean, and allowing classmates to focus and stay on task by not interrupting them. Keeping our hands, feet, and objects to ourselves means not poking a peer. Following directions means adhering to the posted/communicated voice level expectation. We connect our rules and expectations to our core values: We are audacious, brilliant, curious, and determined. We have zest, integrity, and purpose. We emphasize what we do, who we are, and what we must do to foster college-ready actions, habits, and mindsets. These practices and routines allow scholars to feel safe in school because they know what to expect, and we can move into academic content and learning quickly.

We balance our structure with joy and zest. Through such elements as Morning Meetings (both school-based and in our classrooms), Weekly Jubilees, Scholars of the Week, routinized songs and chants, daily Put Ups, Sunshine calls to families, whole class/college and individual recognitions of achievement, and systemized Positive Consequences, we infuse celebration with instruction and find the fun in learning. Our warm-strict school culture allows students to meet and exceed expectations, build strong character, and develop the skills, habits, and mindsets that produce excellence. Our approach to behavior management and school discipline is clearly communicated to families when they apply to the school through an information packet and online video and during Home Visits for all new families and Family Orientations for all families, and in the Student and Family Handbook. Lower and Upper Collegiate families receive daily reports of students' behavior, and as part of students' nightly Life Work assignments, parents must review their child's behavior from the day and sign the daily report. Weekly for Middle School students allow families to stay informed of scholars' progress and trouble shoot concerns.

We teach students how to manage their own behavior and develop self-autonomy and accountability for their choices and actions. The goal of our discipline policy is both to maintain a physically, emotionally, and intellectually safe learning environment for our students and to help students develop into positive, engaged members of their communities who embody our core values: We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose. As students grow from Kindergarten through 8th grade, we support their character development and independence as they develop their own moral code, helping students move from compliance to the development of their personal ethical code.

Lower and Upper Academies [K-5]

In Lower and Upper Academies, when students violate a rule and fail to meet expectations, they receive an immediate consequence and clip change. Teachers communicate this clip change through purposeful, crisp language in a neutral tone. For example, if a student fails to track a peer, she will drop a level on the clip stick and the teacher will communicate this change in a neutral tone: "Tahirah, tracking, clip down." Teachers encourage students' positive behavior and intentionally seek opportunities to praise students for improved behavior. All staff seek to follow a 4:1 ratio for behavior; that is, for each negative consequence given, four scholars are positively recognized for making good choices. Students have opportunities to move up the clip stick by meeting expectations. When a student moves up the clip stick, the teacher communicates this in a similar manner but with a bright face: "Tahirah, nice job tracking, clip up." Teacher smiles. The fluidity of these clips changes allow students to immediately change their behavior, as well as support the notion of learning from



one's mistakes and developing a growth mindset that helps students understand they are not their behavior and their behavior is a choice, and they can choose better.

Lower Academy: Kindergarten – 1st Grade

K-1 students are held to the same high standards and expectations as their older peers. Kindergarten is likely the first time that students will spend full days in a highly structured, high-expectations environment, and those expectations are enforced from Day 1. Through Student Orientation, repeated practice of routines and procedures, and modeling of expectations, students quickly acclimate and embody the 'Sage Way' or 'Being a Sage.' Teachers in K-1 track students' behavior using a five-tiered clip stick. Students start each day on green and move up and down the colors in response to their positive and negative behaviors.

- **Purple** - Exceeds expectations. Students on purple exceed expectations and are an exemplary scholar. Students on Purple at the end of the day receive a Purple Put Up at Community Closing and a Parent Sunshine call.
- **Green** – Meets expectations. Students on green meet expectations and model the expected behavior. Students on Green at the end of the day get a prepared "Good note" to take home. Good notes can be saved and exchanged for prizes once a month.
- **Yellow** – Below expectations. Students on yellow fail to meet expectations but can quickly turn around behavior and need minimal reminders to meet expectations. Students on yellow may choose to sit at the Calming Corner⁹³ for two minutes and practice mindfulness strategies.
- **Red** – Far below expectations. Students on red have repeatedly failed to meet expectations and require additional support to be successful throughout the day. For each clip to red, a student loses a minute of recess. Students who are repeatedly on red will be sent to the Refocus Station for two minutes and practice a mindfulness strategy and reflect on their choices. Scholars who are consistently on red will have a conference with School Leadership (Executive Director and/or Manager of Community and Culture in later years).
- **Orange** – Students on orange have committed a community violation, such as putting their hands on another student, displaying destructive or disrespectful behavior toward a staff member, and/or have repeatedly failed to meet expectations. Students on orange at any point of the day receive a phone call home and lose recess. A Parent Conference with School Leadership will be required for scholars after their second orange.

Lower Academy: 2nd & 3rd Grades

Students in 2nd and 3rd grade continue to follow a tiered-color system and use cards instead of clips. This provides for more ownership over changes in colors and requires a lengthier display of positive choices and intentional behavior for students to move back up to green or purple. Colors are similar with consequences more appropriate for the age and reflective of students' ability to self-monitor.

- **Purple** – Exceeds expectations. Students on purple exceed expectations and are an exemplary scholar. Students on purple at the end of the day receive a Purple Put Up at Community Closing and a Parent Sunshine call.

⁹³ The Calming Corner name is subject to change, but the concept is a common one in Mindfulness and remains the same: It is a spot/desk/cushion where students can go or are sent by the teacher if they need a few minutes to calm themselves or to refocus. There will be some common cool down tools – a stress ball, play doh, pipe cleaners aka fidget sticks – to help students calm down and be able to return to their instruction/learning activity productively.



- **Green** – Meets expectations. Students on green meet expectations and model the minimally expected behavior. Students on green at the end of the day get a prepared “Good note” to take home. Good notes can be saved and exchanged for prizes once each month.
- **Yellow** – Below expectations. Students on yellow fail to meet expectations but are able to quickly turn around behavior and need minimal reminders to meet expectations. Students on yellow may choose to sit at the Calming Corner for two minutes and practice mindfulness strategies.
- **Red** – Far below expectations. Students on red have repeatedly failed to meet expectations and require additional support to be successful throughout the day. After a scholar’s first red card, they must sit at the Refocus Station for two minutes and practice a mindfulness strategy. After their second red card, scholars must sit at the Refocus Station and complete a Reflection Sheet and have a brief check-in with their teacher. [There will be no third clip to red; it becomes a move to Orange.] Scholars’ Reflection Sheet gets put in their Life Work folder, and a parent must sign it – in addition to the Daily Report – and return the next day. Students who end the day on red lose a quarter of recess. Students who are consistently on red will have a conference with School Leadership (Executive Director and/or Manager of Community and Culture).
- **Orange** – Students on orange have committed a community violation, such as putting their hands on another student, displayed destructive or disrespectful behavior toward a teacher or staff member, and/or have repeatedly failed to meet expectations. Students on Orange at any point of the day receive a phone call home and lose a portion of recess. A Parent Conference with School Leadership will be required for scholars after their second Orange.

Upper Academy: 4th & 5th Grades

In 4th and 5th grades, students need to develop more autonomy and self-discipline. This will better prepare them to be more independent in middle and high school, as well as further their college-ready skills, including self-advocacy. We eliminate the color-coded system for our Upper Academy students, and instead shift to “Professional Practices” that allow students to demonstrate their developing maturity, as well as model their acquired habits, mindsets, and actions. Comparable to the Brooke Charter Schools’ upper grades Professional Impression system, students have specifically defined Professional Practices in a tiered system.

- **Sage Professional Practice:** “You are making repeatedly positive choices that leave an excellent impression on your community. You are a role model who is helping our community grow.”
- **Proficient Professional Practice:** “You are making positive choices that leave a good impression on your community. You are helping our community grow.”
- **Unexceptional Professional Practice:** “You are making choices that leave an unexceptional impression on our community. We know you can make more positive choices to help your community.”
- **Unprofessional Practice:** “You are making repeatedly unprofessional choices that leave an undesirable impression on our community. Your choices are hurting our learning environment and community. We know you can do better.”

As with our younger students, students in 4th and 5th grades receive a Weekly Report that shows parents their students’ Professional Practice for the week. Students who repeatedly demonstrate ‘Unexceptional’ or ‘Unprofessional’ Practice will meet with the Executive Director and/or Manager of Community and Culture, as well as their care-giving parent or guardian, to develop an action plan and set goals for improving the choices the student makes and better setting themselves up for success and academic achievement.



Lower & Upper Academy Consequences: Positive and Negative

Through systemized Positive Consequences, in agreement with our daily and weekly routines and traditions of joy, students will celebrate and take pride in making good choices and meeting/exceeding behavior expectations. We will have individual, class, and whole-group positive consequences, and they will be tiered for immediate and delayed gratification to help develop students' non-cognitive proficiencies and character. As previously outlined, when students end the day on Sage Purple, they will receive a Purple Put Up during Community Close Out and the classroom teacher will make a Sunshine call home to their parents. There will be a celebratory lunch at the end of each month with the School Leadership team for any student who is a Sage Purple. For students on green at the end of the day, they will receive a Good Note signed by their teacher. Students can save their Good Notes and exchange them each month for specific prizes and tokens (i.e., a school pencil may be worth 10 Good Notes, pass for wearing a college t-shirt on Spirit Day might equal 25 Good Notes). Additionally, each teacher and a designated staff member (Manager of Community and Culture, for example) select a Scholar of the Week. Scholars of the Week are selected based on overall behavior and academic performance centered around the core values. Students' behaviors are tracked daily and entered in the school's Student Information System. Averages are calculated over time, and those averages are considered when determining whether a student can participate in non-instructional events, such as Fall Festival or Spirit Weeks.

Middle School: 6th – 8th Grades

In the Middle School, we will move to a merit/demerit paycheck-based behavior system similar to that of Excel Collegiate and Brooke Charter Schools both high-performing charter schools at which Ms. Kinne spent multiple days during the BES Fellowship. To support students' adherence to and development of the school's Core Values - We are Audacious, Brilliant, Curious, and Determined; we have Zest, Integrity, and Purpose. - each student starting in 6th grade will have a Core Value Tracker leading to a Sage Paycheck. Merits and Demerits will be tracked on a teacher clip board in every class and entered by a member of our operations team to the Star Scholar's List at the end of the day, but there is no visual tracking for students. The Sage Paycheck is a cumulative paycheck through which students gain and earn points. Those points will be totaled at the end of every week for parents to review and sign. Additionally, students will be expected to complete a weekly reflection form on their merit/demerit paycheck.

Middle School: Positive Consequences

Students will receive "merits," or positive points, on their Core Value Tracker when exceeding expectations. Such behavior will include, but will not be limited to, picking up trash without being asked (Integrity), actively participating in the classroom community (Purpose), or working hard even when they are struggling (Determined). Students' Core Value tracker will be aligned to the schools' Core Values - audacious, brilliant, curious, determined, zest, integrity, and purpose - and help support students' development of strong values.

Middle School: Incentives and Reinforcements

Merits will be considered for schoolwide benefits, such as schoolwide auctions, school store purchases, etc. Points are also averaged over time, and those averages are considered when determining whether a student can participate in non-instructional events, such as Fall Festival and Middle School dances. In Middle School, we intentionally create space and opportunity for increased student autonomy and choice as it relates to their schedules and responsibilities. These freedoms, however, must be earned over time by showing our Core Values. As such, points on student's Core



Value Trackers will be cumulative over time. At various markers, students will be awarded specific privileges such as wearing a college T-shirt on Friday rather than their school uniform shirt. With space permitting, we will have a student lounge, similar to that at Freedom Prep, where students can earn the opportunity to access this space during their lunch break. When scholars abuse a freedom, their privilege is revoked, they have a focused conversation with their advisor to develop a plan to earn back their opportunity.

Middle School: Infractions and Negative Consequences

A student will be assigned a demerit for a rule infraction. Any student earning more than 2 demerits during a class will be sent to the Executive Director or Manager of Community and Culture. Additionally, any double-demerits awarded for gross indiscretions, such as gross disrespect to staff or other students, results in the student being sent to the Executive Director immediately. At any point of in the week that the student's Core Value Tracker falls below 50 points, s/he will lose lunch privileges, and may not eat with their peers. The student also will receive Friday detention if the paycheck dips below a 75-point average by Friday. Detentions will be served with the Manager of Community and Culture during Independent Study and Leadership classes on Fridays and select Enrichment blocks during the week, if warranted. For students with repeated detentions, the Manager of Community and Culture and/or the Executive Director will meet with the student and a care-taking family member to create an action plan to address recurring behavior choices and set goals for the student's behavior.

We recognize that it is inevitable that students will occasionally make mistakes as they grow and learn how to navigate the world. It is our goal to quickly demonstrate to students when their behavior is unacceptable, provide an appropriate consequence, and help them resume their focus as quickly as possible. We are also aware that student behavior stems from a variety of sources and seek to address the root cause of student misconduct. By weaving academic intervention opportunities into the school day, we expect to alleviate much of the student misconduct typically rooted in low academic achievement. Students will receive daily support through Essentials of Excellence (E²), and for Middle School scholars, during Morning and Afternoon Advisory, and targeted math and literacy classes to allow them to feel academically successful and engaged. Attendance-related concerns will be addressed proactively through collaborative problem-solving with parents, as students who are not present cannot learn.

Restorative Justice

Additionally, we focus on Restorative Justice practices. Restorative Justice, coupled with our Mindfulness instruction, will provide students with applicable strategies and practices that develop their character, mindsets, and habits, and well as support their autonomy and interpersonal communication skills, critical for high school, college, and life preparation. We will use tools, practices, and guidance from well-established resources including those from Mindful Schools.⁹⁴ Elements of Restorative Justice which we will incorporate include restorative justice circles, student reflections, and student leadership of implementation of the practices. We will start Restorative Justice practices and protocols with our Upper Academy students (grades 4-5) in Year 2 and beyond. Further, we will abide by state law, including the recently passed Assembly Bill 168, to incorporate restorative justice prior to expulsions and suspensions, as we discuss below. Our behavior support approach is based on the development of our core values, paired with a tiered system of consequences and interventions, including but not limited to: demerits; detention (served during

⁹⁴ <https://www.mindfulschools.org/inspiration/restorative-justice-in-schools-set-in-action/>.



lunch); loss of privileges; referral to Executive Director or Manager of Community and Culture; Restorative Justice Community Circle; parent phone call or letter; parent conference; community service; In-class suspension; In-school suspension; Out-of-school suspension; and/or expulsion.

We aim to address student misconduct and detrimental behaviors in a way that strengthens relationships and focuses on the behavior rather than simply the rule breaking, connecting students' choices to our school's core values and the impact on the student, her/his peers, and the learning environment. Students who routinely struggle to make correct choices or meet expectations will meet with the Executive Director and/or the Manager of Community and Culture and a parent/guardian to develop a behavior plan with personal goals, a timeline for achieving them, appropriate consequences for the continued misconduct, and identification of supports needed to successfully meet expectations. The Sage Collegiate philosophy and practice seeks to support individual growth and development of each child, while preserving a safe and supportive learning environment for the school community.

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

There are two types of suspensions: In-School Suspension (ISS) and Out-of-School Suspension (OSS). In the event of an ISS, the student is expected to report to school with limited privileges, and may miss certain instructional periods, and may be in a separate room monitored by appropriate staff. In the event a student is assessed an OSS, the student is not allowed to be on the school campus or at any school-sponsored activity during the term of the suspension.

The suspension of a student will be at the discretion of the Executive Director or the Executive Director's designee. As a result of both forms of suspension, the student will be required to make up any missed assignments, presentations, or exams in a timeframe equivalent to their suspension. For example, if a student is suspended for one day, they will have one day upon return to make up any relevant tasks. At the discretion of the Executive Director, the student may be allowed to stay after school to receive time and support to complete any missed assignments. Parents of a student who is placed on suspension will be notified in case of an OSS and an ISS. The Executive Director may require a parent conference to take place before the student can return to regular school activities. Unless a student presents a danger or risk to the educational process, the student shall receive the following prior to a suspension of one to 10 days:

- Active management strategies
- A chance to respond to any charges against him/her
- The Executive Director, Manager of Community and Culture, or designee address the conduct with a matching consequence
- If necessary, the student may be immediately removed from class and/or school
- Parents are notified of the suspension and will be required to meet with the Director or designee regarding infractions prior to the student's return to school.

The expulsion of a student will be recommended by the Executive Director and must be approved by the Board of Directors. Pursuant to NRS 392.466-4675, the Executive Director or his/her designee will notify parents/guardians of students recommended for expulsion. A student who is expelled will be subject to due process under Nevada state law. At Sage Collegiate, the due process will be as follows (subject to attorney review and Board Approval):



- The Executive Director will follow standard Nevada Revised Statute discipline policies and procedures investigating the facts, obtaining witness statements, and ensuring adherence to the due process procedures.
- If the Executive Director believes it is warranted, a student will be expelled.
- The Executive Director will report to the Las Vegas Metropolitan Police Department and all appropriate agencies, including the State Public Charter School Authority any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons outlined in Nevada Statutes.
- Expelled students will not be able to return to the Sage Collegiate campus, or any future schools associated with Sage Collegiate, in the future
- Following the Executive Director's decision to expel, there is an appeals process.

Parents and/or guardians will be notified in advance to the enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. A suspension appeal will be heard by the Executive Director, and upon consideration the Executive Director's decision is final. An expulsion may be appealed within five (5) working days of the date the expulsion has been finalized by the Board of Directors or an administrative hearing panel appointed by the Board. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) at which time the parent(s) must attend to present their appeal. The appeal will be heard by a fair and impartial panel of representatives assigned by the Sage Collegiate Board of Directors. The decision of the panel of representatives of the Board and Executive Director will be final. In the event of a decision to expel a student from Sage Collegiate, the school will work cooperatively with the local district, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

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

As required by Assembly Bill 168,⁹⁵ we will have a plan of action based on restorative justice before expulsion and prohibits certain pupils from being suspended or expelled in certain circumstances. As discussed above, we will incorporate Restorative Justice into our culture, practices, and policies to ensure all students have an opportunity to thrive. The process for completing a plan of action will include additional research of best practices within public schools, both charter and traditional districts. We will seek to better inform our plan of action based on the successes in other regions with populations similar to those we expect to enroll. Our process, led by our Executive Director, will also include analysis of well-established policies, such as that in the Oakland Unified School District, a district that has led the work in restorative justice in schools. This may include conversations with their Restorative Justice team and/or observation/participation in professional development opportunities (the learnings from which will be brought back to Sage Collegiate and incorporated into the school's PD sessions). Through our Home Visits, Info Sessions, and open forums, we will also conduct conversations with families of enrolled students and community members at large, such as local representatives, faith-based and other school leaders, and community residents. Having the input from the community and school families to ensure we have their input in the creation of our restorative justice action plan is a key piece of restorative justice and critical to the investment in our

⁹⁵ <https://www.leg.state.nv.us/App/NELIS/REL/80th2019/Bill/6191/Overview>.



school by the community. After a plan is developed by the school leader, it will be presented and voted upon by the Board. This will take place prior to the start of the school year to ensure the plan is incorporated into our policies, handbook, and communications. Restorative justice practices will be part of the policies and procedures reviewed annually by the Board, and changes to it will be based on the staff's execution of the policies, the needs of students, best practices in schools throughout the country, and feedback from families, especially during Home Visits and conferences.

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

Implementation of our discipline system will be conducted in a uniform, unbiased way across all staff members. The Executive Director and Leadership Team are responsible for professional development of all staff so that all staff members are able to deliver consistent consequences and any correlating character education and thus ensure a safe, welcoming environment whereby transformational academic development is possible, along with students' social and emotional development. Teachers will be expected to use judgment developed through practice-based professional development to administer positive and negative consequences at the classroom level for minor infractions. In the case of more serious or severe infractions, discipline including suspensions and expulsions may be deemed necessary, pursuant to NRS 392.461-392.4675. All final determinations for suspension or expulsion will be approved by the Executive Director.

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

Discipline data will be tracked centrally and reported to the Board for all incidents which involve student removal (reset in office) or formal discipline as involved by the Administration. The Executive Director and Board will report the data to the SPCSA, as required. The Executive Director and Leadership Team, and all members responsible for observing and coaching teachers, will log and analyze walkthrough data from observations to glean trends and address in school-wide professional development. During weekly PDs and in 1:1 coaching, school culture needs will be addressed to ensure goals are met and a strong culture is maintained.

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

Parents at Sage Collegiate have a variety of ways to provide feedback. First, they can go to their student's teacher or another staff member with whom they have a grievance. We encourage open communication and 'going to the source' to ensure there is no miscommunication and for all parties to best understand the matter. If a parent/guardian feels their grievance or concern was not heard, went unaddressed, or was inappropriately resolved, they can take the matter to the next level of leadership. For example, if the issue was with a teacher related to a grade, then the parent might go to the Manager/Director of Curriculum and Instruction to resolve the concern. If the matter related to a school policy, such as dress code or discipline, then the parent would go to the Executive Director, for example. The Executive Director reserves the right to enter the grievance process at any point in order to facilitate an amicable solution urgently.

Sage Collegiate will provide families with a method of filing an appeal and other grievances to the Board of Directors. This process will require a complaint be filed in writing to the Chair of the Governing Board and will be a method of direct communication between the parent and the Board Chair of Sage Collegiate without requiring the knowledge of the school's staff. The Board will maintain the policy of assessing the level of the grievance and as a policy directing families to go to the source of the concern or through the leadership chain. Per the discretion of the Board Chair, the



Board will not be compelled to investigate all grievances, only the previously mentioned approaches of addressing a grievance, or those credibly suggesting material and egregious violations on the part of Sage Collegiate staff or management, or a documented lack of responsiveness by Sage Collegiate staff or management.

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

Sage Collegiate's culture, practices, and policies are all driven by academic excellence for all and our mission to educate all students for academic achievement, college success, and a life of opportunity. A clear, specific, appropriate student dress code, which we call student professional dress attire, is a critical component of the culture at Sage Collegiate. It ensures more time on task and focus on instructional content because teachers and staff do not need to spend time addressing student attire and all students, regardless of family income, home language, or other demographics share one college-bound identity through our common uniform. Teachers and staff also adhere to strict professional attire to model professional dress and lead by example.

Students are expected to wear their complete uniform to school every day. The first shirt and uniform pants, shorts, or skirt will be provided by Sage Collegiate. Additionally, in Middle School, the school will provide the blazers and ties upon scholars' earning of these pieces. Families may purchase school uniform shirts from the office. Local vendors, such as Wal-Mart and Target, and online vendors will be identified for other uniform pieces, i.e., pants, shorts, shoes. We will work with families on a plan for purchase in the instance of multiple students or particular economic hardship. We outline the specifics of our student professional dress attire in **Appendix 2**.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

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

Please see **Attachment 3** for the annual academic schedule, which we will include in the student/parent handbook upon its passage by the Board. Sage Collegiate's annual school calendar, schedule, and school structure are all driven by academic excellence for all and our mission to educate all students for academic success, college readiness and a life of opportunity. *"Demanding that students learn more in the same amount of time is especially counterproductive for students who are behind in grade level, have limited English proficiency, or have special needs."*⁹⁶ Research shows that extended learning has strong impact on low-income, minority student achievement.⁹⁷ As such, our calendar exceeds the requirements of the state, as outlined in NRS 388,⁹⁸ and our schools exceeds required annual instructional minutes, as outlined in a "Guidance Memo" from the then-Superintendent of Instruction, including: 21,600 minutes for Kindergarten; 43,200 minutes for 1st and 2nd grades; 54,000 minutes for 3rd -6th grades; and 59,400 minutes for 7th and 8th grades.⁹⁹

(2) *Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and*

⁹⁶ Farbman, David, and Clairry Kaplan. *Time for a Change*. 2020 Education Opportunity. Fall 2005.

⁹⁷ Hoxby, Caroline M., Sonali Muraka, and Jenny Kang. "How New York City's Charter Schools Affect Achievement, August 2009 Report." New York City Charter Schools Evaluation Project, Second report in series. Cambridge, MA: September 2009.

⁹⁸ <https://www.leg.state.nv.us/NRS/NRS-388.html>.

⁹⁹ http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/News_Media/Guidance_Memos/2017/FY17GuidanceMemo17-01ContingencyDays.pdf.



social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

We have 184 days in our Year 1 calendar and anticipate that we will maintain a 184-day annual calendar each year; we will always have at least 180 days of instruction each year, the minimum required by state law. At capacity, our school will operate with three Academies: Lower Academy, encompassing Kinder through 3rd grade; Upper Academy, including 4th and 5th grade; and Middle School, 6th grade through 8th grade. This ensures a seamless transition from elementary to middle school for our scholars, as well as provides concentrated academic focuses between lower and upper elementary grades. To fulfill our mission and vision, we begin our day at 7:30 a.m. and dismiss at 4:00 p.m. Monday through Thursday. This gives us 510-minute school days for four days each week. On Fridays, students are in school, for 390 minutes, and we have two hours of Whole Team Professional Development. The extended instructional day and year allows for 87,750 instructional minutes, 2.5 times more minutes than required for Kindergartners (36,000 minutes); 1.75 times more minutes than required for 1st – 3rd graders (50,400 minutes); and more than 1.5 times the required minutes for 4th – 8th grade (54,000 minutes). **Figure 18** details a comparison of our annual and daily hours with local and national averages.

Figure 18: Annual and Daily Time Schedule Comparison (K-8)

	Instructional Days	Average Daily Hours		Total Annual Hours	
		Elem.	Middle	Elem.	Middle
National Average¹⁰⁰	180	6.7		1206	
CCSD	180	6.5	6.5	1170 hours	1170 hours
Sage Collegiate¹⁰¹	184	Full: 8.5	Full: 8.5	1478 hours	1478 hours
		Minimum: 6.5	Minimum: 6.5		
Differences with National Average	+3	+1.8	+1.8	+ 272 hours	+ 272 hours
Differences with CCSD	+3	+2.0	+2.0	+ 308 hours	+ 308 hours

Staff have 120 minutes of prep time during the instructional day, including weekly 1:1 meetings with school leadership for their individualized professional development (PD). School leaders and the Operations team provide coverage during scholars' bathroom/snack time and lunch. Each Friday, we have an abbreviated schedule to allow for Whole Team PD. Students dismiss at 2:00 p.m., and teachers have prep time until 2:30 p.m. We come together as a whole team from 2:30 to 4:30 p.m. to collaborate within and across grade levels. Each Whole Team PD begins with data analysis, emphasizing our Core Belief of "Data Drives Instruction." These whole staff times include, but are not limited to, classroom observation video debriefs, calibration on writing assignments, review and

¹⁰⁰Institute of Education Sciences: National Center for Education Statistics.

https://nces.ed.gov/programs/digest/d11/tables/dt11_176.asp.

¹⁰¹ We have 43 minium days: Week 1 Orientation, PD/Data Day Fridays, and Family-Teacher Conferences. The total number of hours for students on half days is 6.5 hours. We have 141 days of full days, 8.5 hours.



discussion of the progress of instructional plans, specific student data, instructional grouping assignments, and lesson plan feedback. Teachers reflect on their instructional habits and practices, and we work collectively to become exemplary educators who get exemplary results.

Figure 19: Components of Daily Schedule: Lower & Upper Academies

Component of the Day	Description	Duration (minutes)
Greeting, Arrival, Breakfast, & Brain Boost	The Executive Director (ED) greets all scholars and families upon arrival to Sage Collegiate with a “Good Morning,” handshake, and smile. The ED asks, “Are you ready to grow your brain today?” with the anticipated response of “Yes, I am ready to be a Sage Scholar.”	Greeting, Arrival, Breakfast, & Brain Boost
Morning Motivation	The instructional day begins with a daily Morning Motivation, an inspirational session designed to motivate and energize students for a great day of learning. Scholars recite the Sage Collegiate Pledge sing our school songs, and chant college cheers. Teachers recognize individual scholars and colleges for demonstrating the core values with ‘Put Ups.’ The Executive Director reminds scholars of their goal of the day/week, facilitates conversations around character development, and reads the quote of the day, which connects to shared goals, values, and character traits. The Executive Director incorporates instructional elements relevant to that week’s content, including vocabulary words of the day, sight words, and math facts. Morning Motivation ends with a song and students transition to their classrooms.	20 minutes
Literacy Instruction	Morning Meeting & Read Aloud: The morning begins with an intentional focus on our core tenet: Literacy is everything. Scholars’ 200 minutes of literacy begins with a 30-minute block of Morning Meeting and Read Aloud. Using “The Morning Meeting Book” ¹⁰² as a shared guide, teachers design a 10-minute daily Morning Meeting that starts with a written morning message from the teacher and includes team-building with students through greetings, sharing, and/or group activities centered around developing literacy and verbal skills. While staying in whole group, classes transition to a 20-minute Read Aloud, in which they are exposed to a wide-range of genres and literature. Teachers incorporate vocabulary lessons in the daily Read Aloud, assuring students develop word familiar and meaning in context. Read Aloud books are intentionally chosen and planned based on weekly school themes around character development, holidays, seasons, and cultural awareness. Phonics: Lower Academy students move into small group instruction and rotations centered around Reading Mastery instruction, independent work, and computer-based, individualized instruction and practice. Guided Reading: This is an opportunity for students to practice reading comprehension skills and strategies in small, homogenous reading groups facilitated by the classroom teacher and literacy support. The structure for Guided Reading is drawn from the work of Fountas and Pinnell and includes components that activate prior knowledge, help students make connections to texts, content, and experiences, and uses new vocabulary in conversation to reveal the meaning. Teachers can monitor how well students use strategic actions of reading, such as maintaining fluency, synthesizing, predicting, and	200 minutes

¹⁰²“The Morning Meeting Book” is published by the Northeast Foundation for Children and is part their Responsive Classroom Approach, designed to support cognitive growth, social skill development, and build relationships between students and students and teacher.



	<p>inferring.¹⁰³ With appropriately leveled reading materials selected for each group, the teacher establishes a particular objective or purpose for reading which is informed by the Common Core State Standards and teachers' analysis of student data from the STEP Assessments. Teachers explicitly lead a mini-lesson around the objective, and scholars independently practice the skill while the teacher monitors, prompts, and questions. Students have multiple opportunities to apply the reading strategies to their leveled texts. Word Study: Through the research-based approach of Pearson's <i>Words Their Way</i>, students study word relationships, including rhyming patterns, prefixes and suffixes, and spelling patterns. Students are learning to read and write the Sage Collegiate sight words, based on Dolce and Fry sight words. In 3rd – 5th grade, this block is an opportunity for students to learn Latin, which allows children to learn about morphology (a study of word forms) and word patterns. This unique offering for children in Las Vegas and in schools in low-income communities, greatly improves scholars' ability to gain meaning from unfamiliar words, which helps with overall reading skills. Scholars continue Latin through 8th grade.</p> <p>Vocabulary: With students in poverty hearing two-thirds fewer words than students from high-income households, vocabulary is a critical component of literacy instruction.¹⁰⁴ Teachers are intentional in their use of vocabulary, front load selected vocabulary from stories and lessons, and provide structured sentence frames for students to use through academic discourse. Vocabulary instruction is deliberately included in each lesson and allows scholars to develop fluent and expressive reading skills, reading comprehension strategies, and listening acuity. Writers Workshop: Each workshop begins with a grammar mini-lesson and then moves into explicit writing instruction in a workshop model while the teacher confers with students 1:1. In K and 1st grade, students receive instruction and independent work time on handwriting to ensure they have the necessary foundational skills for writing.</p>	
Math Instruction	<p>Math Meeting (K-2): During this whole group time, students review calendar math, place value, money, tallying, and patterns. Examples of activities include creating a graph to track the weather, counting to the 100th day of school, and learning days of the week. Facts Practice (3-5): In this portion of whole class time, students practice their math facts through chants (rolling numbers), games, and timed drills. Math Focus Lesson: Aligned to the Common Core State Standards, math lessons are rigorous and consistent across grade levels. Students are given ample opportunity to practice and apply their learning in whole class, small group, and independent activities designed to help students master content. Math CGI & Small Groups: Teachers will guide their class through a shared math problem as part of Cognitively Guided Instruction (CGI), followed by an intentional lesson on problem-solving or application of content in small group rotations.</p>	100 minutes
Snack & Restroom Break	<p>Structured opportunities for scholars to use the restroom are scheduled throughout the day, in addition to the schoolwide classroom procedure. A staggered schedule allows all K-2 classes the opportunity to use the restroom. An in-class snack is provided during this time, and scholars read independently, talk with classmates at a quiet level, or participate in a</p>	20 minutes

¹⁰³ "Guided Reading, Second Edition: Responsive Teaching Across the Grades." Portsmouth, NH: Heineman, 2016.

¹⁰⁴ Hart, Betty, and Todd R. Risely, "The Early Catastrophe: The 30 Million Word Gap by Age 3." *American Educator*, (Spring 2003).



	trivia game, for example. This is also an opportunity for a 10-minute teacher break, as School Leaders and the Operations teams support this block.	
Lunch & Recess	Students gather in the cafeteria/Commons for a healthy meal and some unstructured yet safe recess time. Students enter the cafeteria/Commons silently and for the first 10 minutes of lunch, they concentrate solely on eating to ensure they are well- nourished. After 10 minutes, guided questions are offered, and students engage in conversation with their immediate neighbors, talking in a 'restaurant voice' level of conversation. Students have another opportunity to use the restroom, following the schoolwide bathroom routine. Students are taught restaurant etiquette to help them prepare for the professional world. (In Year 1, depending on space, recess time may be staggered, with one grade level playing for 10 minutes and then eating, and the other grade level eating then playing.)	30 minutes
Core Content: Science and Social Studies	Core Content in Science and Social Studies is critical for students' learning and exposure to new concepts, and they provide an opportunity to apply reading and math skills in new content. We alternate the subject every six weeks; for six weeks, teachers teach Science then shift to Social Studies for another six weeks.	30 minutes
PE	Students will have 200 minutes of structured Physical Education (PE) every 10 days. We dedicate 30 minutes each day to ensure students are developing life-long habits and basic fitness concepts. As part of that extra time, we incorporate Mindfulness instruction into this block, providing an opportunity for students to focus on their mental and physical well-being.	30 minutes
Enrichment	Enrichment classes are an opportunity for scholars to expand their learning beyond core content and develop skills, life-long habits, and appreciation for physical and mental health, arts, technology, and public speaking. In our Lower Academy, our Enrichment focus is "Performing Arts," and instruction is offered in Art, Music, and Dance. Students participate PE and Mindfulness daily. In our Upper Academy, students continue with PE and Mindfulness, and they have Enrichment in "Communications" themed classes: Public Speaking, Technology (keyboarding, coding, and publishing/web design), and American Sign Language. In Middle School, students continue to have PE and Mindfulness daily, and the focus as they prepare for high school is on "Life Skills." Middle School students have Enrichment classes in Speech & Debate, Health & Nutrition, & Civic Engagement & Community.	30 minutes
Essentials of Excellence (E²)	Targeted ELD support, tutoring, choice time, and Response to Instruction and Intervention (RTI) are encompassed into Essentials of Excellence (E ²). This block provides students with the opportunity to experience a secondary tutoring period or a college study session by choosing from intentional choices and skill-based activities. Students in our Lower Academy may choose between partner work, such as sight word practice, sorting games, or reading, and educational activities like art or dramatic play. In our Upper Academy, students may choose from academically focused computer games, reading, or trivia games, like Brain Quest or Jeopardy, and engage with a partner. Students may also use this time as an opportunity to begin homework, especially if they need additional assistance. In Middle School, this time is also spent on specific needs for students as they choose from activities like working on applications for selective high schools, tutoring their younger peers, or individualized study session. On planned days, we also use part of this time for DEAR. Teachers	30 minutes



	announce we are “Dropping Everything and Reading.” Students will silently read or read with a partner. Teachers model the importance of reading and literacy by reading their own book during the activity. When students have earned the option, they may choose from educational games, like Connect 4, Mancala, and chess that allow for social skill-building, cognitive development, and provide an opportunity for character growth. For identified students who need additional support, we also use this block to provide strategic, individualized remediation and enrichment. This is not a time for new instruction, rather a chance to differentiate previously taught content to best support students.	
Weekly Jubilee (Friday)	Our weekly gatherings on Fridays allow us to close out the week on a celebratory note and strengthen our school culture with intention and zest. We celebrate the academic and character achievements of scholars through individual recognitions, such as Scholars of the Week. Selected students lead this celebration, sharing an inspirational story, quote, or poem. We reiterate character lessons from Morning Motivations, and scholars can ‘Put Up’ one another and recognize peers for demonstrating core values. We end our celebration of exemplary learning and teaching with our school chant before students begin dismissal, leaving school for the day.	45 minutes
Community Closing & Dismissal (Monday – Thursday)	Community Closing takes place just before dismissal Monday through Thursday and is an opportunity for teachers and leaders to reinforce our strong school culture. Students ‘Put Up’ one another and recognize peers for demonstrating our core values. Teachers use this time to ask scholars to summarize and reflect on their learning for the day. We close with a chant and dismiss while our school song plays. On Fridays, Community Closing and Dismissal are incorporated into our Weekly Jubilees.	10 minutes

Figure 20: Components of Daily Schedule: Middle School

Subject	Description	Duration (minutes)
English Language Arts (ELA)	ELA courses are offered daily in each trimester. The Scope and Sequence outlines each grade level’s content and curriculum.	135 minutes total/daily
Latin	Student receive Latin instruction beginning in 3rd grade. In Middle School, it becomes more intensive and serves as a foreign language course. Latin provides students with a better understanding of word study, vocabulary, and definitions.	45 (Monday-Thursday)
Book Club	Students participate in teacher-facilitated, student-driven, small group book clubs. We read culturally responsive texts that speak to social justice and real life, such as <i>The Skin I’m In</i> and <i>The House on Mango Street</i> .	45 (Fridays only)
Mathematics	Math courses are offered daily in each trimester. The Scope and Sequence outlines each grade level’s content and curriculum.	90 minutes total/daily
History - Social Studies	History-Social Studies courses are offered daily in each trimester. The Scope and Sequence outlines each grade level’s content and curriculum.	45 minutes
Science	Science courses are offered daily in each trimester. The Scope and Sequence outlines each grade level’s content and curriculum.	45



Physical Education	PE, including Mindfulness, is taught daily throughout the year.	45
Enrichment	Enrichment courses are taught daily, Monday through Thursday, for one trimester each. Our focus in Middle school is on: Speech & Debate (continuing from Public Speaking component of Enrichment in grades 3-5), Health & Nutrition, which includes state-required Sex and Health Education, and Civic Engagement and Community, allowing students to develop self-advocacy skills and explore topics of social justice and civil rights.	30
Leadership	Leadership classes take place on Fridays. Small groups are planned each trimester, and sessions are student-facilitated, and teacher - and scholar-designed based on students' needs, interests, and goals. Leadership is purposeful and guided instruction, aligned with state standards to strengthen students' skills in character development, autonomy, and self-advocacy. Topics include social justice, current events, career and college prep, financial management, professional skill development, life skills, and social-emotional development. Leadership time may be used for scholars to plan for presentations at Weekly Jubilees, conduct Restorative Justice conversations, or plan for their Community Engagement activities.	45
Essentials of Excellence (E²)	Targeted ELD support, tutoring, choice time, and Response to Intervention (RTI) are encompassed into Essentials of Excellence (E ²). This block provides students with the opportunity to experience a secondary tutoring block or a college study session by choosing from intentional choices and skill-based activities. In Middle School, this time is spent on specific needs for students. Students choose from activities like working on applications for selective high school, tutoring their younger peers, or individualized study session. On planned days, we also use part of this time for DEAR. Teachers announce we are "Dropping Everything and Reading." Students will silently read or read with a partner. Teachers model the importance of reading and literacy by reading their own books during the activity. For identified students who need additional support, we also use this block to provide strategic, individualized remediation and enrichment. This is not a time for new instruction, rather a chance to differentiate previously taught content to best support students.	45
Independent Study	Independent Study, offered weekly on Fridays, allows an opportunity for students to receive intensive tutoring, meet with an advisor to discuss progress toward goals, or work on specific assignments independently. This block is designed around students' individual needs each week.	45 (Fridays only)
Morning Advisory	Morning Advisory provides teachers and students an entry point into the day. An opportunity to discuss the quote or core value of the week, preview the day ahead, or check in on last night's homework. Scholars also have an opportunity to sign up for extra support, schedule time with their advisor, and read silently in preparation for instruction.	10 minutes
Afternoon Advisory	Afternoon Advisory provides an opportunity for students to ensure they have their Life Work (homework) assignments and materials, informally check in with their advisor around daily progress to goals and affirm peers with 'Put Ups' and celebratory recognition.	15 minutes



Weekly Jubilee	Our weekly gatherings on Fridays allow us to close out the week on a celebratory note and strengthen our school culture with intention and zest. We celebrate the academic and character achievements of scholars through individual recognitions, such as Scholars of the Week. Selected students lead this celebration, sharing an inspirational story, quote, or poem. We reiterate character lessons from Morning Motivations, and students can 'Put Up' one another and recognize peers for demonstrating core values. We end our celebration of a week of exemplary learning and teaching with our school chant before students begin the dismissal routine and leaving school for the day.	45 minutes (Fridays only)
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Figure 21 outlines a sample schedule for K-2 scholars. All times are provided and cumulatively exceed all state and district requirements for instructional time and exceed those provided within local public-school options and therefore reinforces the unique offerings currently available to local families. All literacy-based instruction is emphasized (*), and the schedule provides opportunities for zest, breaks, and structured learning games. Our official school day begins at 7:30, and scholars will be considered tardy at that time.

Figure 21: Sample Schedule, Grades K-2

Monday – Thursday		Friday: Abbreviated Day	
7:30 a.m.	School Day Begins Arrival, Breakfast, Brain Boost*, Morning Routines	7:30 a.m.	School Day Begins Arrival, Breakfast, Brain Boost*, Morning Routines
7:45 – 8:00 a.m.	Morning Motivation Transition to class	7:45 – 8:00 a.m.	Morning Motivation Transition to class
8:00 – 10:00 a.m.	Morning Meeting* & Read Aloud* (30) Literacy Block* #1 Reading Mastery & Rotations (45) Guided Reading (45)	8:00 – 10:00 a.m.	Morning Meeting* & Read Aloud* (30) Literacy Block* #1 Reading Mastery & Rotations (45) Guided Reading (45)
10:00 – 10:15 a.m.	Bathroom & Snack	10:00 – 10:15 a.m.	Bathroom & Snack
10:15 – 11:35 a.m.	Literacy Block* #2 Writing (40) Word Study (40)	10:15 – 11:35 a.m.	Literacy Block* #2 Writing (40) Word Study (40)
11:35 a.m. - 12:05 p.m.	Lunch & Recess	11:35 a.m. – 12:05 p.m.	Lunch & Recess
12:05 – 1:45 p.m.	Math Block (TOTAL 100) Math Meeting (10) Math Focus Lesson (45) Math CGI & Small Groups (45)	12:05 – 1:15 p.m.	Math Block (TOTAL 70) Math Meeting (10) Math Focus Lesson (30) Math CGI & Small Groups (30)
1:45 – 2:15 p.m.	Core Content*: Science & Social Studies (30)	1:15 – 2:00 p.m.	Weekly Jubilee (40)
2:15 – 2:45 p.m.	Enrichment (Performing Arts)	2:00 p.m.	Dismissal



2:45 – 3:15 p.m.	PE (including Mindfulness)	2:00 – 2:30 p.m.	Teacher Prep
3:15 – 3:45 p.m.	Essentials of Excellence* (E ²)	2:30 – 4:30 p.m.	Whole Team Professional Development
3:45 p.m.	Community Closing		
4:00 p.m.	Dismissal		
4:00 – 4:30 p.m.	Shared Teacher Prep		

Students across all grade levels continue to receive rigorous instruction, build character, and prepare for selective high schools and colleges. Third graders are part of the Lower Academy to ensure a seamless transition from the lower elementary grades through their first year of state standardized testing. Their continued inclusion in Lower Academy, while participating in elements of Upper Academy (i.e. Enrichment) allows 3rd graders to have the familiarity of lower grades while transitioning to the upper grades and SBAC. Scholars are becoming more independent and have more autonomy, while also remain in an environment with extensive and developmentally appropriate support. In our Upper Academy, 4th and 5th grades, students focus on preparation for middle school and developing academic skills and character traits that allow them access and admission to selective high schools. **Figure 22** outlines a sample schedule for scholars in grades 3-5. All times are provided and cumulatively exceed all state and district requirements for instructional time and exceed those provided within local district options. All literacy-based instruction is emphasized (*), and the schedule provides opportunities for zest, breaks, and structured learning games. Our official school day begins at 7:30, and scholars will be considered tardy at that time.

Figure 22: Sample Schedule, Grades 3-5

Monday – Thursday		Friday: Abbreviated Day	
7:30 a.m.	School Day Begins Arrival, Breakfast, Brain Boost*, Morning Routines	7:30 a.m.	School Day Begins Arrival, Breakfast, Brain Boost, Morning Routines
7:45 – 8:00 a.m.	Morning Meeting	7:45 – 8:00 a.m.	Morning Meeting
8:00 – 10:00 a.m.	Literacy Block* #1 Read Aloud & Vocabulary (30) Reading Mastery & Rotations (45) Guided Reading (45)	8:00 – 10:00 a.m.	Literacy Block *#1 Read Aloud & Vocabulary (30) Reading Mastery & Rotations (45) Guided Reading (45)
10:00 – 10:15 a.m.	Bathroom & Snack	10:00 – 10:15 a.m.	Bathroom & Snack
10:15 – 11:35 a.m.	Literacy Block* #2 Writing (40) Latin (40)	10:15 – 11:35 a.m.	Literacy Block* #2 Writing (40) Latin (40)
11:35 a.m. – 12:05 p.m.	Lunch & Recess	11:35 a.m. – 12:05 p.m.	Lunch & Recess



12:05 – 1:45 p.m.	Math Block (TOTAL 100) Facts Practice (10) Math Focus Lesson (45) Math CGI & Small Groups (45)	12:05 – 1:15 p.m.	Math Block (TOTAL 70) Facts Practice (10) Math Focus Lesson (30) Math CGI & Small Groups (30)
1:45 – 2:15 p.m.	Core Content: Science* & Social Studies*	1:15 – 2:00 p.m.	Weekly Jubilee
2:15 – 2:45 p.m.	Enrichment (Communications)	2:00 p.m.	Dismissal
2:45 p.m. – 3:15 p.m.	PE (includes Mindfulness)	2:00 – 2:30 p.m.	Teacher Prep
3:15 – 3:45 p.m.	Essentials of Excellence* (E ²)	2:30 – 4:30 p.m.	Whole Team Professional Development
3:45 p.m.	Community Closing		
4:00 p.m.	Dismissal		
4:15 – 4:45 p.m.	Shared Teacher Prep		

Figure 23 and **Figure 24** outline sample schedules for students in grades 6-8 for Monday through Thursday and our abbreviated Friday schedule, allotting for staff professional development. All times are provided and cumulatively exceed all state and district requirements for instructional time and exceed those provided within local district options. The daily schedule provides opportunities for zest, breaks, and Enrichment. Students in 6th – 8th grade are separated into two cohorts: A and B, to provide for small groups and class sizes while also building relationships with peers akin to a single-class setting in Lower and Upper Academies. Cohorts will be 6A, 6B, 7A, 7B, 8A, and 8B. Scholars' schedules will align with their A or B cohort.

Figure 23: Sample Middle School Schedule [Monday-Thursday]

Start	End	Grade 6		Grade 7		Grade 8		Min
		A	B	A	B	A	B	
7:30 a.m.	7:50 a.m.	School Day Begins Arrival, Breakfast, Morning Routines, Independent Reading						20
7:50 a.m.	8:00 a.m.	Morning Advisory						10
8:00 a.m.	8:45 a.m.	ELA 6.1	Math 6.1	ELA 7	Pre-Algebra	Latin 8	Math I: Algebra I	45
8:45 a.m.	9:30 a.m.	Math 6.1	ELA 6.1	Pre-Algeb	ELA 7	ELA 8	Math I: Algebra I	45
9:30 a.m.	10:15 a.m.	World History & Geography; Ancient Civilizatio	Earth & Space Science	PE 7	Enrichment	ELA 8	Latin 8	45
10:15 a.m.	10:30 a.m.	Break/Snack						15



10:30 a.m.	10:45 a.m.	Earth & Space Science	World History & Geography: Ancient	Enrichment	PE 7	Math 8	ELA 8	45
10:45 a.m.	11:30 a.m.	ELA 6.2	Latin 6	ELA 7.2	Pre-Algebra	Math 8	ELA 8	45
11:30 a.m.	12:15 p.m.	Latin 6	Math 6.2	World History & Geography: Medieval	Life Science	PE 8	Enrichment	45
12:15 p.m.	12:45 p.m.	Lunch/Detention						30
12:45 p.m.	1:30 p.m.	Math 6.2	ELA 6.2	Life Science	World History & Geography: Medieval	Enrichment	PE 8	45
1:30 p.m.	2:15 p.m.	Enrichment	PE 6	Latin 7	ELA 7.2	US History & Geography: Growth & Conflict	Physical Science	45
2:15 p.m.	3:00 p.m.	PE 6	Enrichment	Pre-Algebra	Latin 7	Physical Science	US History & Geography: Growth & Conflict	45
3:00 p.m.	3:45 p.m.	Essentials of Excellence (E ²)						50
3:45 p.m.	4:00 p.m.	Afternoon Advisory						15
4:00 p.m.		Dismissal						n/a
4:00 p.m.	5:00 p.m.	Opt-In After School Enrichment						n/a

Figure 24: Sample Middle School Schedule [Friday]

Start	End	Grade 6		Grade 7		Grade 8		Min.
		A	B	A	B	A	B	
7:30 a.m.	7:50 a.m.	School Day Begins Arrival, Breakfast, Morning Routines, Independent Reading						20
7:50 a.m.	8:00 a.m.	Morning Advisory						10
8:00 a.m.	8:45 a.m.	Book Club		PE	Ind. Study	ELA	Math I: Algebra I	45
8:45 a.m.	9:30 a.m.	ELA	Ind. Study	Ind. Study	PE	Math 8	ELA	45
9:30 a.m.	10:15 a.m.	Math	ELA	ELA	Pre-Algebra	PE		45
10:15 a.m.	10:30 a.m.	Break/Snack						30
10:30 a.m.	10:45 a.m.	PE	Ind. Study	Pre-Algebra	ELA	Book Club		45



10:45 a.m.	1130 a.m.	Ind. Study	PE	Book Club	Ind. Study	45
12:15 p.m.	12:45 p.m.	Lunch/Detention				
12:45 p.m.	1:15 p.m.	Leadership				30
1:15 p.m.	2:00 p.m.	Weekly Jubilee				45
2:00 p.m.		Dismissal				x

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

Attendance at school is critical for students' success. If students miss school, they are not able to learn the content and skills necessary for academic success. At Sage Collegiate, our annual Average Daily Attendance will be at least 96%. Additionally, we will have a goal that chronic absenteeism will be lower than 3%. We will track this through daily attendance, and we will make daily calls home for ant tardy or absent students. The Executive Director and Coordinator of Operations and Family Liaison will be responsible for collecting and monitoring data. In later years, the Community Coordinator & Family Liaison (one role), the Office Manager, and the Executive Director will maintain responsibility for daily calls and conversations with families related to attendance. For students with more than three (3) consecutive absences, five (5) absences in a trimester, and/or more than four (4) tardies in a month, a support plan will be created to ensure the student gets to school on time, every day. Incentives and recognitions will be put in place for students who meet/exceed attendance expectations, including recognition at school Jubilees, Dress Down Day passes, and uniform shirts.

Students arrive at school at 7:30 a.m. It is important for students to be on- time, every day; late students cause a disruption to instruction and daily practices. If a student is late, s/he needs to be escorted by a parent/guardian to the office and signed in with office staff. Three late arrivals will count at the equivalent of one absence for the purposes of our attendance policy. If a student is late more than five (5) times in a four-week period, s/he will not be eligible for school-wide activities, such as Fall Festival or Dress Down Days. Each time a student is late, the Coordinator of Operation & Family Liaison or the Executive Director will have a conversation with the student's parents to discuss the tardiness and determine the best way to support the student and family to ensure the student is on time. After five (5) late arrivals, the Executive Director will meet with the parents/guardians, either at school or in a home visit, to review the importance of being on time to school, the impact of late arrivals on the student and class, and discuss steps to take to ensure the student is on time.

Parents are expected to ensure that their child is in school every day and should not allow their child(ren) to miss a day of school except in case of a serious illness. We ask that families not schedule vacations or non-emergency appointments during school time. Families should take advantage of our early Friday dismissal, as well as breaks and Professional Development days, to schedule appointments and travel. Any student who misses more than 15 days of school over the course of the school year may be retained. We will consider each attendance case individually, ensuring full protection and consideration of students with extended illness or other extenuating circumstances. A student is considered absent with excuse when the student's family has contacted the school regarding a serious student illness, religious holiday, or court-mandated appointment with proper documentation. All other absences will be considered unexcused, including but not limited to: family vacation, participation in sporting events, attendance at entertainment events, absence related to



suspension, or when the family has not contacted the school with a satisfactory reasonable dismissal also disrupt learning time. We will ask that notification regarding early dismissal be given to the teacher and school as far in advance as possible but no later than 8:00 a.m. the day of the early dismissal. We also ask that doctor and dentist appointments be limited to non-school hours to avoid missing class time. For consideration of instructional time and our dismissal procedures, we will not release any students within 20 minutes of daily dismissal. In consideration of students' safety, we will not accept early dismissal notices by phone. All students must be signed out and picked up by an adult listed on the early pick-up notice and/or child's emergency contact card.



4. OPERATIONS PLAN

BOARD GOVERNANCE

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

The Board of Directors (Board) of Sage Collegiate is the ultimate decision- and policy-making body. The Board has the responsibility and obligation for oversight and operation of the school. The Board will: approve the budget and set financial goals; hire and evaluate the Executive Director; make a strategic plan and set annual goals for the school; and govern the school by setting policies and overseeing fiscal, regulatory, and academic health of the school. The responsibility for the day-to-day management of the school will be delegated to the Executive Director and management team. The Executive Director will conduct the day-to-day management of the school in accordance with the law and Board adopted policies, including fiscal and employment policies, and will report to the Board. In **Appendix 3**, we provide a delineation of roles between governance and management grounded in best practices of some of the highest performing charter schools nationwide and supported by well-established experts on charter school management, including Brian Carpenter, author of *Charter School Board University*, Charter Board Partners, and the National Charter School Resource Center. Sage Collegiate will be governed by Sage Public Charter Schools, Inc. in accordance with Nevada state regulations and the Non-profit Public Benefit Corporation Law. Sage Collegiate will be governed pursuant to the Bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. The Board's proposed Bylaws, Code of Ethics, and Conflict of Interest policies are included in **Attachment 6**.

State regulation requires a minimum of five Board members, with specific skill sets and membership requirements. The Board will always consist of five (5) to fifteen (15) Directors and will make every effort to maintain an odd number of members for voting purposes. The exact authorized number will be fixed by the Board from time to time by resolution. The determination of the need to add Directors will be based on an evaluation of the current needs of the Board, along with skill sets provided by Directors currently in place. The Board will function in accordance with its Bylaws. The Board will operate under a structure of elected officers of Chair, Vice Chair, Secretary, and Treasurer, elected annually, and will utilize the committee structure outlined in its Bylaws. Selection of additional Board Members post-authorization will be the responsibility of the full Board.

Given the rigorous expectations and requirements for successful governance, recruitment of the highest caliber Board members is essential. A stable, dedicated Board is essential for Sage Collegiate's success, and we are committed to a careful screening process to ensure additional Board members share the same core beliefs and values for student achievement. All potential candidates will be thoroughly vetted and selected according to the Board's strategic needs to maintain a diverse portfolio of professional backgrounds, the candidates' alignment with Sage Collegiate's mission, and a commitment to a minimum of three years of service. This includes the parent representative, which is required by Nevada law. Parent representation will be solicited as it is for any other Board role including sharing of a vacancy with families, conversations with the Board Chair (as Governance Committee Chair) to assess for fit and any other need (i.e., if a parent has a finance background), and support from BES and its Governance team to screen, develop, and train board members. Ultimately, the addition of any Board member is the Board's responsibility and aligned to the Board's Bylaws. While we cannot enroll students until we are authorized, we have not identified a specific person that



meets that criteria and plan to by July 31, 2021, prior to starting instruction. Currently, CTF member and proposed board member Alejandro Rodriguez meets the criteria with intent to enroll given the age of his oldest child, who will qualify for Kindergarten in Fall 2021.

The Sage Collegiate nominating committee, known as the Governance Committee, will present potential Board members for election by the Board of Directors, in accordance with our Bylaws. Other than initial Founding Directors, who will serve either one, two, or three-year terms in order to ensure staggered terms for continuity, Directors will serve a term of three years from the date of their appointments, or until their successors are seated. No Director will serve more than two consecutive three-year terms. Initial Directors will serve staggered terms to balance continuity with a new perspective. All qualified Board candidates, nominated by the Governance Committee, will be elected through a majority vote of the seated Directors within a public meeting and in full compliance with Open Meeting Law. A Director may resign at any time by filing a written resignation with the Chair of the Board, unless no Director would remain. In that case, notice must be provided to the Nevada Attorney General. A Director elected to fill a vacant seat will be elected for the unexpired term of her/his predecessor.

In accordance with the Bylaws, the Board may remove any Officer or Director with or without cause by a majority vote of the entire Board of Directors at any regular or special meeting of the Board, providing that a statement of the reason or reasons have been mailed by registered mail to the Officer or Director proposed for removal at least 30 days before any final action is taken. This statement will be accompanied by a notice of the time when, and the place where, the board is to take action on the removal. The Officer or Director will be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

The Board will hold the mission of the school and will ensure Sage Collegiate carries out the terms of the charter. The Board is accountable for the academic, financial, and operational success of the school, and is responsible for providing financial oversight. As such, the Board will select a Treasurer with professional experience in finance and/or accounting and will create a Finance Committee. The Treasurer and the Finance Committee will support the Board in monitoring the school's finances and ensure that the school has robust financial and accounting systems and procedures in place. The Board will be responsible for providing fiscal accountability by approving and monitoring the budget, which will be initially reviewed and provided to the Finance Committee of the Board by the Charter School staff and the back-office provider and then by the Finance Committee to the full Board. Monthly financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board along with an income statement and balance sheet. By the required annual deadline, the Board will contract with a CPA firm to conduct an audit and report this selection to the authorizer.

The Board will be responsible for hiring, supporting, and evaluating the Executive Director, and will set the compensation for the Executive Director to execute the day-to-day management of the school. To ensure the Executive Director is effectively implementing the mission, the Board will evaluate the Executive Director on a yearly basis and provide a written evaluation to be placed in the personnel file of the Executive Director.

The Executive Director will be responsible for hiring, supporting, and evaluating all school staff. In addition to managing the school staff and implementing the day-to-day program of Sage Collegiate, the Executive Director will be responsible for providing timely reports to the Board of Directors. Each month the Executive Director will report back to the Board through written management reports, financial dashboards, and academic dashboards provided at all meetings which will be publicly



announced and held in full compliance with Open Meeting Law.

- (2) *Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 4). Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2020-21 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board. NAC 388A.130(4): A proposed sponsor may not accept an application from a committee to form a charter school whose membership includes:*
- (a) A potential contractor of the proposed charter school;*
 - (b) A potential lessor of a facility that the proposed charter school may lease;*
 - (c) A representative of an educational management organization with which the proposed charter school may contract;*
 - (d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c); or*
 - (e) Two or more persons who are related by blood or marriage to each other.*

The Committee to Form has met this requirement with seven current members; all CTF members intend to become Founding Board Members upon authorization, except Sandra Kinne, who is the proposed Executive Director.

Figure 25: Committee to Form Composite, July 2020

Member	NRS 388A.240 compliance	Proposed Role after authorization
Elysa Arroyo	Licensed teacher in NV, Accounting	Board Member/Secretary
Jennifer Braster	Law	Board Member/Vice Chair
Tracy Gniewek	Human Resources	Board Member
Sandra Kinne	Licensed teacher in NV	Executive Director
Justin Long	Finance	Board Member/Treasurer
Alejandro Rodriguez	Human Resources, parent	Board Member/Chair
Anthony Vu	Licensed teacher in NV	Board Member

- **Elysa Arroyo** is a licensed teacher in Nevada and currently works as a teacher in our intended area of location. She has experience in Accounting, as well, and she has worked as an educator extensively in high-needs communities.
- **Jennifer Braster** is an attorney, with nearly 15 years of experience in the field of law. She has served on previous non-profit boards and has governance experience. She is a parent of a child in a school of choice and understands the need for families to have more options.
- **Tracy Gniewek** has worked in Human Resources for more than 25 years and brings experience in and perspective from both start-ups and large corporations.
- **Sandra Kinne** is the proposed Executive Director and will not be a member of the governing body.
- **Justin Long** is a native Nevadan and has nearly 20 years working in the Finance sector as a Financial Advisor. He is also a member of the Las Vegas Chamber of Commerce's Educational Committee and has a child in the local district.
- **Alejandro Rodriguez** is a former Chief of Staff for the Deputy Secretary of the US Department of Commerce and oversaw the day-to-day operations and management for the 47,000-employee



agency with a \$10.2 billion budget. He brings to the Board his experience in Human Resources, specifically in the public sector. He is also the parent of a child eligible for Kindergarten at Sage Collegiate in Fall 2021.

- **Anthony Vu** is a licensed educator in Nevada and has nearly 10 years of experience working in local traditional and public charter schools in Clark County. He is a homeowner in a zip code (89107) of our intended locations and understands the needs of the community first-hand.

Additionally, 57 percent of our Committee to Form members identify as a first-generation college graduate, and 43 percent identify as someone who grew up in a Low-Income Family. Our team has the skills, capacity, and perspective to do the mission-driven work we seek to do.

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

Please see **Attachment 5**.

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

The Committee to Form has met this requirement with its seven (7) current members, and all CTF members intend to become Founding Board Members upon authorization. While we cannot enroll students until we are authorized, we have not identified a specific person that meets that criteria and plan to by July 31, 2021, prior to starting instruction. However, CTF member and proposed Board member Alejandro Rodriguez meets the criteria with intent to enroll given the age of his oldest child, who will qualify for Kindergarten in Fall 2021.

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

Within one month of authorization, the Board will pass and immediately comply with the proposed Bylaws, Code of Ethics, and Conflict of Interest Policy. Prior to passage, they may be amended in accordance with authorization and to reflect authorization and being chartered in Nevada. To reduce any actual or perceived conflict of interest, there will be a routine recusal process; all board members will receive annual training on the necessary diligence to publicly recuse themselves from taking up issues that have potential to be perceived or substantially generate a conflict of interest, as outlined in the proposed policy in **Attachment 6**.

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

The current identified, proposed Board members present no actual or perceived conflict. Continued board member identification and recruitment will adhere to the proposed conflict of interest policy and state statute to ensure any actual or perceived conflicts are avoided. While a few members of the Committee to Form know each other given connections within the local Teach For America network, these are noted in the CTF disclosures. None of the relationships present a conflict, and all team



members will get external governance training with BES and the Chair will receive support from BES as part of the school's Follow On Support agreement. All Board Members will act in accordance with policies, including Bylaws, Code of Ethics, and Conflict of Interest.

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

The Board shall maintain a standing Governance Committee to self-evaluate the Board as a whole and the engagement and participation of individual Board members. It may move to sanction or recommend the removal of board members, as outlined in the ratified bylaws if they are not meeting their obligations. Additionally, this body is tasked with constantly evaluating the capacity of the Board and maintaining Board recruitment, as well as a development plan to match its needed capacities over time.

To ensure we are always compliant with state regulations, have a well-balanced Board in terms of skills, capacity, and representation, and to align with best practices of charter school governance, Board recruitment will be an ongoing effort. We anticipate adding at least one if not two Founding Board Members through the authorization process and will submit those names and required forms to the SPCSA within a designated timeframe. Per a conversation with Mark Modricin, Director of Authorization, any Founding Team members we secure after we submit our application will be identified and their information provided to the SPCSA by July 31. At that point, we will refrain from adding Founding Team Board Members until after authorization.

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

BES will provide training and support to enable the board of Sage Collegiate to meet its goals. When operating at the highest possible level, a charter school board optimizes the school's mission, cultivates organizational sustainability, and achieves outstanding results. High performing boards operate strategically, have strong working relationships with management, build institutional memory, measure success quantitatively, and align committee work to organizational goals. From June 1, 2020, through the authorization process, and up until June 30, 2021 (prior to the 2021-22 fiscal year and the start of school on August 3, 2021) the proposed/Founding Board will receive approximately 50 hours of training. Trainings will range from whole board to self-guided with responses to the group (i.e., for *Charter School Board University*) to individualized preparation on charter school governance and accountability. Sessions will include studies of effective governance, discussions of effective school missions, and canvasses of the community. Training includes the Open Meeting Law, which we will revisit at an annual organizational meeting to start the fiscal year. To fully comply with Open Meeting Law, Sage Collegiate Board members will review the Open Meeting Law meeting presentation by the State Public Charter School Authority from April 19, 2019,¹⁰⁵ and they may also participate in any trainings offered by the Charter School Association of Nevada and/or Opportunity 180. **Figure 26** shows the planned process for Board Training and Development from June 2020 through June 2021 and is based on best practices of high performing charter schools in the region and within the BES Network. The Board will receive continued support from BES as part of Follow On Support in Years 1 and 2.

¹⁰⁵ http://charterschools.nv.gov/News/2019/April_19_2019_SPCSA_Board_Meeting_Support_Documents/.



Figure 26: Sage Collegiate Board of Directors Planned Training and Development

Training	Time Frame	Sample Agenda Items
Ongoing, weekly updates and self-guided development	30-60 minutes/weekly	Resources, articles, and information to advance CTF members' learning and development
Founding Board Meeting 1: Mission, Vision, Governance	90 minutes, August 2020	<ul style="list-style-type: none"> ▪ Introduction of board members ▪ Governance is Governance ▪ Community Need ▪ High-performing charter schools studied through BES Fellowship
Founding Board Meeting 2: Governance, Charter School Replication, Authorization process	90 minutes, September 2020	<ul style="list-style-type: none"> ▪ Identifying and Replicating 'the DNA' of Successful Charter Schools" ▪ "CREDO report: Charter School Growth & Replication"
Orientation to excellent schools	Ongoing through Fall 2020, approximately 3 hours	<ul style="list-style-type: none"> ▪ Study of academic achievement in high performing charter schools ▪ Discussions of tools and resources high performing charter school boards use for governance
Excellent Governance Observation	90 minutes, Fall 2020	Observation of local charter school board meeting
Preparation for Authorizer Interview	On-going through Fall 2020, individualized support as needed (10-15 hours)	Role-play sample authorizer questions on issues including mission, vision, community need, academic policy, board development, and financial management
Founding Board Retreat I	6 hours, post-authorization, December 2020,	<ul style="list-style-type: none"> ▪ Comprehensive training on the core elements of high-performing charter schools and Sage Collegiate. Training in the areas of: <ul style="list-style-type: none"> ○ Academic Design ○ Assessments ○ Accountability ○ School Culture ○ School Operations ○ Enrollment ○ School Budget ○ Facilities ○ Board Bylaws ○ Conflict of Interest
Organizational Meeting Committee Action Planning (CAP)	2-3 weeks after the board becomes the official governing body of the school, 90 minutes for Organizational Meeting, 5 hours for CAP	<ul style="list-style-type: none"> ▪ Approve Bylaws ▪ Approve officers ▪ Appoint Executive Director ▪ Approve budget ▪ Approve policies: Conflict of interest, Chief executive, attendance, financial ▪ Committee Goal Setting



Training in Accountability & Authorization: Board role in understanding, overseeing, and upholding promises of the approved charter	12-15 hours, on-going, through authorization - June 2021	Comprehensive training through “Charter School Board University”, small groups, role-play, 1:1 individualized training around governance, authorization process, and vision.
Orientation to the Community/Community Engagement	Ongoing through June 2021	Studying the achievement gap in Las Vegas, meetings with local leaders in the faith, non-profit, and education community; Canvassing neighborhoods, meeting with families in preparation for opening
Founding Board Meeting: Financial Management, Governance	2 hours, Winter 2020-2021	Training in the area of Financial Management
Annual Board Retreat	4-5 hours, June 2021	Annual board retreat, with the selection of officers for the Fiscal Year, approve the budget, approve any revisions to the budget

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

The Board of Directors and the administrative staff will be responsible for all aspects of the day-to-day operations of the school, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. The Board will help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies including but not limited to: compliance mandates, health and safety, use and maintenance of facilities, and overseeing that resources are managed effectively. The day-to-day operations and management of Sage Collegiate will be provided by the Executive Director and the administrative staff. The Executive Director will be responsible for hiring, supporting, and evaluating all school staff, in addition to managing the school staff and implementing the day-to-day program of Sage Collegiate. The Executive Director will be the only staff member to report to the Board. Each month the Executive Director will report back to the Board through written management reports, financial dashboards, and academic dashboards provided at all meetings which will be publicly announced and held in full compliance with the Open Meeting Law. Each month during the school year, Sage Collegiate provides a detailed Performance Dashboard, which includes academic data along with scholar and staff attendance percentages, attrition, and discipline metrics to the Board of Directors. The Financial Dashboard is a combination of reports, including, but not limited to: cash flow, balance sheet, bank reports, a summary, and a narrative. The Board reviews the results of all schoolwide assessments within dashboards and carefully monitors progress toward the agreed-upon achievement goals. (All student data reports will comply with FERPA, protecting individual students’ privacy.) No member of the Board of Directors may enter into employment with Sage Collegiate, and no Board member will be compensated as an employee or contractor of the school.

(10) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that



composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

Additional advisory bodies may form for specific projects of initiatives, as warranted by the board. This may include a parent organization that provides input and guidance beyond that of the mandated parent board representative.

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

Any grievance regarding school operations should be directed to the Executive Director, as it is generally within the authority of the Executive Director to address the concerns. The Executive Director will establish procedures for all members of the school community, such as Office Hours, appointments, and bi-annual surveys, to share feedback and communicate formally. The monthly Cafecitos are another opportunity for families to speak with school leadership. In the case the parent grievance relates to the implementation of Board policies, school practices, or administrative decisions, there will be an established formal process for parents to contact the Board Chair and address the grievance for consideration by the Board anonymously. In the event of a prescribed appeal to disciplinary action, the Board may be asked to review and either uphold or change the suggestions of the Executive Director, and the Board may seek information and recommendations from additional staff members without previous designation by the Executive Director. In case of severe discipline issues, such as those resulting in expulsion, the appropriate individuals will be notified of a specific process to file an appeal within a proscribed time frame so the Board can review a particular action on a case-by-case basis. The appeal will require a special meeting of the board and will be subject to all open meeting laws regarding special meetings.

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

Figure 27: Governance Goals

Goal	Purpose	Outcome Measure
Sage Collegiate Board of Directors demonstrates fiduciary and financial responsibility.	Duty of care, duty of compliance	External, annual audit reports demonstrate the schools meets or exceeds professional accounting standards Budgets for each academic year demonstrate effective allocation of financial resources to ensure effective execution of mission as measured by yearly balanced budgets submitted to the authorizer.
The Board of Directors provides effective school oversight.	Duty of care, duty of compliance	Board conducts a formal annual review of the school leader. Board conducts annual self-evaluation to assess strengths/weaknesses. Board conducts a formal annual review of the school's strengths/weaknesses. Board conducts a formal annual review of by-laws and policies.



The Board will maintain a standing Governance Committee to self-evaluate the Board and the individual participation of each board member. The Committee may move to sanction or recommend the removal of board members as outlined in the proposed bylaws. All Board members are expected to maintain appropriate attendance and participation in committee meetings, board meetings, and strategic retreats to maintain good standing on the Board. Removal would be recommended by the Governance Committee and a majority vote by Directors or a positive finding of a breach of ethics and/or egregious conduct. All Board members are expected to conduct themselves in full compliance with all duties of loyalty and care, reveal any real or perceived conflicts of interests, recuse themselves from discussion and vote in the case of such conflict, and not involve themselves in any self-dealing. Members who fail to conduct themselves accordingly will be considered for removal in accordance with the Bylaws. Self-dealing will never be tolerated.

LEADERSHIP TEAM

- (1) *Describe the proposed organizational model; include the following information:*
- (a) *Organizational charts for year one and one for when the school is at full capacity*
 - (b) *Job descriptions for each leadership role (provide as Attachment 7)*
 - (c) *Resumes of all current leadership (provide as Attachment 8). NOTE: It is strongly encouraged that high-quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2021-22 school year.*
 - (d) *Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 9)*

Figure 28: Year 1: 2021-22

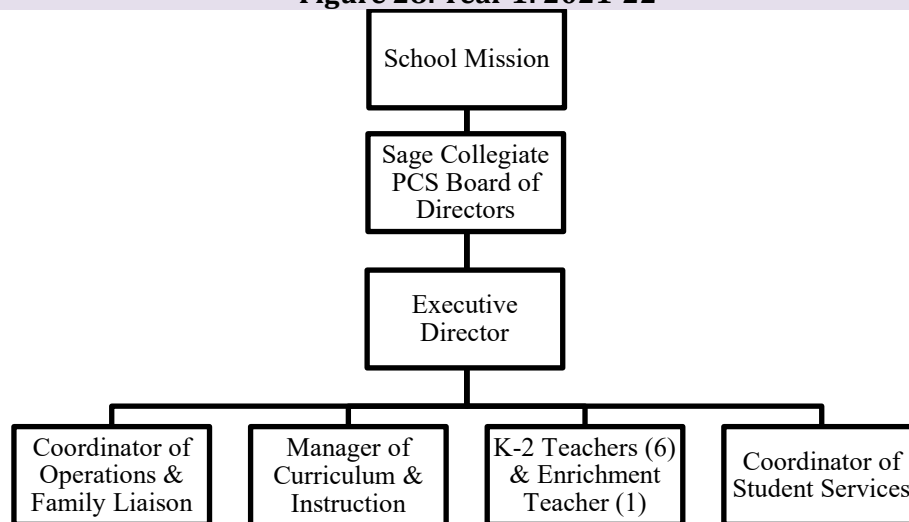
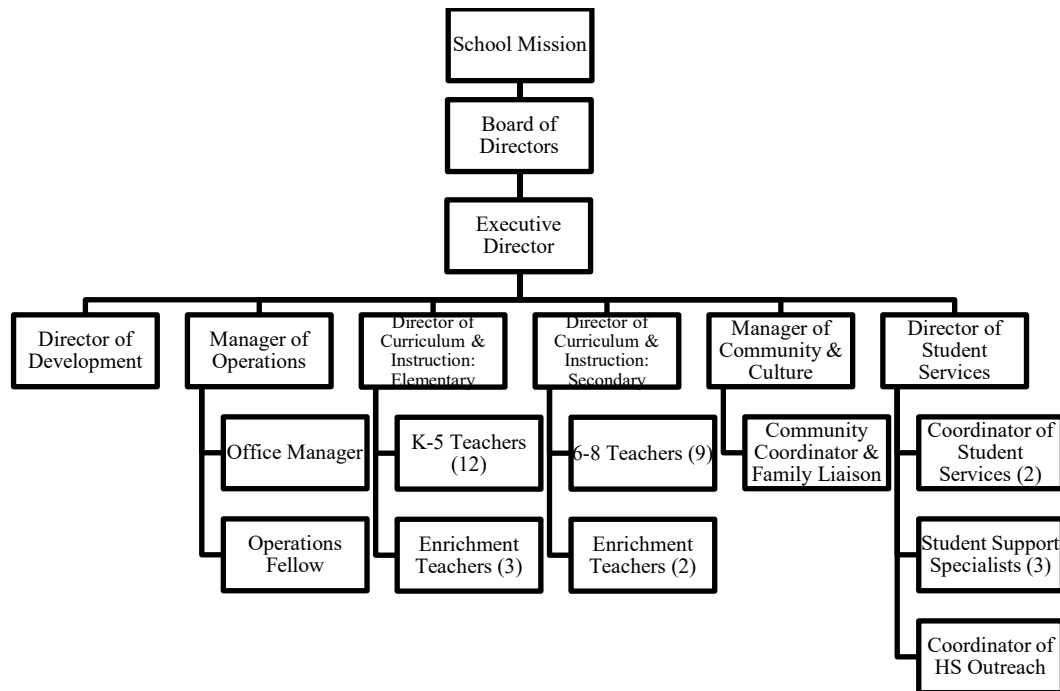




Figure 29: Year 7: 2027-28



Job descriptions: Please see **Attachment 7**. Resumes of proposed current leadership: Please see **Attachment 8**. Previous student achievement data: Please see **Attachment 9**.

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

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

Lead Founder and proposed Executive Director Sandra Kinne is an experienced educator who began teaching in 1999 in the Compton Unified School District as a Teach For America corps member. She was voted by her peers at "Teacher of the Year" at King Elementary for the 2005-2006 school year, and served in many leadership roles as a teacher, including School Site Council chairperson, Leadership Team member, lead teacher for the Gifted and Talented program at both district schools at which she taught, and was an elected CEA representative for 18 months. Ms. Kinne brings more than 10 years of teaching experience, including in a special education school for emotionally disturbed students, BOCES – Kasson Road; at a K-8 urban charter school, Southside Academy Charter School, in Syracuse, NY, where 97% of students qualified for free or reduced lunch; and in the Clark County School District, at a Title I school in the CTF's identified area for location.

For three years, Ms. Kinne served as an instructional coach in Las Vegas with Teach For America coaching 1st and 2nd year teachers in the Clark County School District; she served a School Director for six months at two sites as part of Teach For America's Summer Institute in Phoenix; and she



served an Assistant Principal at a middle school in Monterey Peninsula Unified School District, a Title I district. She brings experience in research evaluation, consulting on education projects – including PBS Kids. She holds a B.A. from Syracuse University, a M.A. Ed. from Loyola Marymount University, and a M.P.A. from Columbia University. Ms. Kinne has teaching credentials in CA, NY, and Nevada and a preliminary admin credential in California. She has begun the process for reciprocity of her administrative credential with Nevada.

Through the completed intensive and highly selective Building Excellent Schools (BES) Fellowship, of which she was a 2016 Fellow, Ms. Kinne visited and analyzed more than 40 high-performing, high-expectation schools in high-poverty communities throughout the country. As a BES Fellow, Ms. Kinne has received more than 600 hours of direct development and extensive training and development on organizational leadership, financial planning and oversight, curriculum development and implementation, and school culture-building, and is completing several leadership residencies at high-achieving charter schools, working directly with high capacity leaders successfully leading high achieving teams within high poverty communities. In early 2017, Ms. Kinne completed an extended residency at Endeavor College Prep, a 2012 California Distinguished School and one of the Top 1% charter schools in California. In summer 2017, she completed a five-week residency at Great Lakes Academy in Chicago, a high-performing exemplar school in Chicago's South Side that has a 1+ rating from Chicago Public Schools, the highest possible rating. Sandra Kinne is the only identified staff member for Sage Collegiate, at this time.

As a classroom teacher, Ms. Kinne's students often showed significant gains, growing more than 1.5 years on NWEA-MAP assessments, and outperforming the district and state on state exams. In one year, Ms. Kinne's students scored 11 percentage points above the district average and 3 percentage points above the state average in ELA and 15 percentage points above the district average and 4 above the state average in Math. An example of her students' performance on state tests is provided in Attachment 3. Ms. Kinne taught for 10 years, and while teaching 4th grade in Compton, was the grade level chair. She has a Master of Arts in Education from Loyola Marymount and extensive experience with curriculum development, training, and implementation from her experiences. Given Ms. Kinne's completed Fellowship and continued work with BES, Sage Collegiate and its team will have continued access to high-performing schools from which to learn and strengthen curriculum and instruction needs.

Ms. Kinne has only ever worked and/or coached in Title I schools, schools serving significant populations of at-risk students. In Compton, all of her students were students of color, and 100% qualified for free/reduced lunch. At the charter school in Syracuse, 97% of students qualified for free/reduced lunch, and 98% of the student population were children of color. She has experience with students with special needs having worked at a school that was designated a school for emotionally disturbed students, and as the Lead GATE Teacher for almost 5 years in CUSD. During the Fellowship, she received specific training around the design of a strong RTI program and developing in Special Education.

As a former Assistant Principal in a traditional district school, Ms. Kinne was responsible for managing, observing, and evaluating 15 teachers. While not directly providing evaluative feedback to teachers, Ms. Kinne did provide coaching and critical feedback for purposes of teacher growth to TFA cohorts ranging in size from 21 to 36, as well as managing a staff of 7 at two sites during TFA's 2014 Summer Institute in Phoenix. Continued involvement with Building Excellent Schools through direct coaching of Ms. Kinne and Follow On Support will support Ms. Kinne and Sage Collegiate with her continued development of performance management.



As a veteran educator, Ms. Kinne has spent countless hours engaging with parents and the community. As a teacher, she conducted Home Visits almost annually; she arranged to conduct parent-teacher conferences at parents' workplaces when the school's pre-arranged times were prohibitive; and she attended numerous students' birthday parties, communions, and family BBQs to build relationships. As a school leader, she attended community events; conducted community focus groups for issues impacting school neighbors (i.e., arrival and dismissal procedures that disrupted the school's immediate neighborhood); and represented the school at various community activities. In Syracuse, she lived just a mile from the charter school from which she worked, and on the same street as multiple students, leading to stronger family relationships (and, students joining her for evening dog walks). In Las Vegas, as a Manager of Teacher Leadership Development with TFA, Ms. Kinne worked at dozens of schools throughout CCSD and became familiar with the communities, their families, and their needs. As a state employee, she visited more than a dozen state-authorized charter schools throughout the state, which further developed her understanding of regional needs and exemplar schools in Nevada. As a teacher in the local district, she has developed strong relationships with students and families, especially during an odd year with the global pandemic and unexpected distance learning. She has lived in Vegas for more than five years total and has extensive relations with community-based organizations like Leaders in Training and the other schools established by former BES Fellows.

As the proposed Executive Director for Sage Collegiate, Ms. Kinne will be fully immersed in the community, and there are strong plans, based on best practices of first-year schools, to build community and family support and establish the school as a community-centered institution. As evidenced in **Attachment 13**, the number of families who have an interest in the proposed school, and the response to the team's community survey, there is support for Sage Collegiate in the community. As for the team's governance qualifications, the proposed Board has robust experience in Law, Human Resources, Finance, and Education. At least two CTF members have prior Board experience, and multiple Board Members have been responsible for budgets in excess of 1 million dollars, including proposed Board Member Alejandro Rodriguez who oversaw the day-to-day operations and management for the Office of the Deputy Secretary of US. Department of Commerce and a 47,000-employee agency with a \$10.2 billion budget. BES will provide support and training for the full proposed Board, and through Follow On Support (FOS), the Board – particularly the Chair – will have support and resources from the BES staff.

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

Proposed Executive Director Sandra Kinne will receive ongoing support from BES in the planning year as well as in Years 1 and 2 of operation. This support will include coaching and development around hiring high-quality instructional and support staff that will fully and successfully implement Sage Collegiate's model. Leadership roles are described in **Attachment 7** and identify the minimum qualifications that are necessary for success at Sage Collegiate. The sequence of training and development through Follow On Support is outlined in **Attachment 14** and **Attachment 10** outlines the existing competencies used for school leader selection and evaluation.

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

At Sage Collegiate, we believe that exemplary teachers produce exemplary results. As retaining teachers and staff is a priority, we spend a significant amount of time and resources recruiting,



coaching, and training our teachers, whom we see as the number one asset and most important investment that we can make as a school. We plan to be a school where teachers can develop and teach for many years; this creates deepened ties within our community, consistency for our scholars and families, and maintains institutional knowledge. We seek to grow our school leaders from within our teaching staff, and we take retaining teachers as seriously as recruiting and training.

The Executive Director will be responsible for hiring, supporting, and evaluating all school staff. When possible, all Leadership staffing will be completed by March for the following school year, and the full staff will be hired prior to the end of the prior school year. (That is, staff for the 2022-23 school year will be hired by the end of the 2021-22 school year.) The Executive Director will establish the hiring process that involves résumé review, short-answer questions, phone screen, demonstrated or taped lesson, a feedback session with immediate re-teach opportunity, reference check, and a final interview. Sage Collegiate will have the proven experience of BES staff and network to support this process, including through all stages of staff selection and development. (BES will not have any management authority and will serve in an advisory and coaching capacity.) As the school grows, there will be opportunities for other Leadership Team members to be part of the selection and hiring process, but the ultimate decision to make an offer/hire a candidate lies with the Executive Director.

Sage Collegiate provides 21 Professional Development (PD) days and 36 two-hour blocks of PD on Fridays. PD focuses on strengthening instructional strategies, curriculum development, and building culture and relationships. Teachers are observed and coached to develop their skills and capacity, and support is individualized and differentiated.

One of the most important ways to affect retention is the maintenance of a highly professional culture reflective of our shared Core Values. The professional culture is a priority for the school and an area on which we focus constantly. Modeled after Boston Collegiate Charter School and Great Lakes Academy, we will form a Teacher Retention Committee in Year 2. Anyone interested may join the monthly committee meetings, which meet with the School Leadership Team and make recommendations directly to the Executive Director.

Our pay structure provides for an annual bonus, for all returning staff members, based upon a trigger group beginning in Year 3. This trigger involves a schoolwide goal. In Year 3, that goal is three levels of growth on the STEP for all scholars. The group-trigger is based upon our Core Value of Purpose, and our belief that strong student achievement is our purpose for existence and that every adult in our building impacts and influences student achievement. Strong staff members are invited to remain on our team, and they receive a bonus in their first paycheck for the next school year.

In addition, as a developing school, there are a number of growth opportunities for individuals at the school as we build to capacity. For example, once a grade level has been operating for two years, the Leadership Team selects a grade level lead, and we have content team leaders in Middle School. As mentioned, we want to grow our school leaders from within, and there will be opportunities for staff to become Director of Curriculum and Instruction, Manager of Community and Culture, and Director of Development, among other leadership roles.

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



Primarily, the role of the Executive Director is to set the instructional and cultural vision for the school and to then guide those priorities and goals over time. As the school grows, the Executive Director will do this will working with an increasing number of Leadership Team members to execute the vision and ensure student achievement. The Coordinator of Operations and Family Liaison, in Year 1, and later the Manager of Operations, will assume responsibility for the operational components under the management of the Executive Director. The Manager of Operations will manage the Office Manager and Operations Fellow, and they will all constantly maintain the vision of the role and a vision of excellence for the school. They will be all be managed by individual supervision and an ongoing cycle of goal setting, performance management, and evaluation. The Leadership Team will have more members focused on instructional and community responsibilities, including the Manager of Community and Culture, the Director of Development, Director(s) of Curriculum and Instruction, and Coordinator/Director of Student Services. The Executive Director's goal will be to ensure the vision of excellence for the school is maintained and will manage through layers. These team members will have managerial responsibilities in order to empower and enable their designated team members to execute on instructional models and community priorities. The Instructional Team will include the Executive Director, Director(s) of Curriculum and Instruction, the Coordinator of Student Services (in later years, the Director of Student Services), and the Manager of Community and Culture. The Executive Director is the leader of the school and s/he will manage the Leadership team to general results, and s/he will manage the Operations and Instructional teams separately to provide intentional direction and support. S/he will also ensure that collective staff feedback is considered in assessing instructional, operational, and community priorities and/or initiatives, when making decisions about investment in resources and external PD opportunities. As the leader and person ultimately responsible for the work that will fulfill the school's mission, the Executive Director is responsible for the approval of training and staff development, which includes 21 full days and 36 abbreviated days throughout the year. This expansive focus on building staff capacity will ensure the Sage Collegiate staff has the skills, capacity, and support necessary to ensure student achievement, meeting of goals, and strong school culture.

STAFFING

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

Figure 30: Staffing

Year	2021-22 (Y1: K-2)	2022-23 (Y2: K-3)	2023-24 (Y3: K-4)	2023-24 (Y4: K-5)	2025-26 (Y5: K-6)	2026-27 (Y6: K-7)
School Staff						
Executive Director*	1	1	1	1	1	1
Coordinator of Operations & Family Liaison	1	1	0	0	0	0
Manager of Curriculum & Instruction*	1	1	1	1	1	1
Coordinator of Student Services*	1	1	1	1	2	2
K-5 Teachers	6	8	10	12	12	12



6-8 teachers	0	0	0	0	2	4
Enrichment Teachers	1	2	2	3	3	3
Director of Development*	0	0	0	0	0	1
Manager of Operations*	0	0	1	1	1	1
Office Manager	0	0	0	1	1	1
Operations Fellow	0	0	.5	.5	.5	.5
Director of Curriculum & Instruction: Elem*	0	0	0	0	0	1
Director of Curriculum & Instruction: Secondary*	0	0	0	0	.5	.5
Manager of Community & Culture*	0	0	0	1	1	1
Community Coordinator & Family Liaison	0	0	.5	1	1	1
Director of Students Services*	0	0	1	1	1	1
Student Support Specialists/Special Education Teachers	0	1	2	2	3	3
Coordinator of High School Outreach	0	0	0	0	0	.5
Total FTEs at School	11	15	20	25.5	30	34.5

* Indicates a Leadership Team role

HUMAN RESOURCES

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

Sage Collegiate will follow all SPCSA, local, state and federal laws in all matters relating to human resources and personnel. Sage Collegiate is an equal opportunity employer and will not discriminate in its practices based upon race, age, national origin, sexual orientation, gender, disability, or any insidious or historically under-protected category. Sage Collegiate has a commitment to a diverse, welcoming environment for all members, and will base hiring decisions upon reasonable responsibilities basis. Sage Collegiate will hire staff as early as possible before the end of a school year to allow for ongoing monitoring of the performance of any new, incoming staff members.

For hiring, we are able to connect with potential teachers and staff through the far-reaching organizations of Teach For America – Las Vegas as well as drawing upon the national/regional/local network of educators of Lead Founder and Proposed Executive Director Sandra Kinne as a result of her work with Teach For America and BES. We will also use EdJoin and other online data bases and job sites, as well as post on the school's home page. We will begin this process upon authorization in order to ensure a robust, strong staff is hired and ready to start in July 2021. In subsequent years, our goal is to have roles filled for the following school year by the end of April to ensure time for onboarding and professional development.

We have key mindsets, competencies, and culture fit for all staff members, including: belief in our mission and that all children have the capacity and ability to achieve, regardless of race, socioeconomic status, or zip code; the motivation to address and work toward closing the opportunity gap; alignment with our core tenets; and belief in the power of education, among others listed in the job descriptions of **Attachment 7**. The process for hiring staff will be the following: (1) Resume Screen and Short-answer questions; (2) Phone Interview; (3) Demo Lesson or Observation with a feedback session and re-teach opportunity for teaching candidates and Performance Tasks for Leadership and Support roles; (4) Reference Check; and (5) Final Interview.



All offers will be contingent upon full satisfaction of all required background checks. While members of the Leadership team may be involved in various steps of the hiring process, the Executive Director assumes responsibility for the final hiring decisions of all staff at Sage Collegiate. The Executive Director role is the only role for which the Board is responsible.

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

Research shows that having teachers who identify with their students through race, ethnicity, and socioeconomic backgrounds makes a difference.¹⁰⁶ Given the anticipated demographics of our students, we will seek to ensure a representation of staff based on a variety of factors including but not limited to race, ethnicity, gender, socio-economic background, language, and ability. We will, of course, follow state and federal law, particularly with regards to those of the Equal Employment Opportunity Commission (EEOC). Given the long-established practices of Teach For America, particularly around their recruitment of corps members, we intend to partner with them in hiring for our founding team in 2021. TFA has a strong emphasis on diversity and more than half of its current corps member population are people of color, while one-third are first-generation college graduates.¹⁰⁷ Given the diverse make-up and high-quality staff at other BES schools, we will also seek to hire through the BES School Job Board. Additionally, we will seek to work with TNTP, which tends to have diverse education cohorts. In fact, 60% of their Fellows identify as people of color.¹⁰⁸ In our interviews, we will ask applicants about the experiences working with diverse populations, how they have previously worked on teams with diverse backgrounds/cultures, and

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

As reflected in the **Budget Worksheet** and its **narrative (Attachment 18 and Attachment 19, respectively)**, the salary range varies for a variety of reasons. Teachers and staff will receive offers competitive with experience and similar placement on a CCSD assignment. When the budget allows, we plan to offer 1%-2% more than the local district to ensure competitive salaries and strong talent. We will offer competitive benefits, covering the costs of the contribution to the Public Employee Retirement System (PERS) and offering two options, per NRS 286.00. Sage Collegiate will offer competitive group health coverage for all full-time employees that is comparable to the local district.

As discussed in another section, one of the most important ways to affect retention is the maintenance of a highly professional culture reflective of our shared Core Values. The professional culture is a priority and an area on which we focus constantly. Our pay structure in Year 3 and beyond will provide for an annual bonus, for all returning staff members, based upon a trigger group.

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

All staff members have the responsibility and charge of creating a transformative school that prepares its students for academic achievement, college success, and a life of opportunity. Sage Collegiate aims to be a proof point school for communities like the one in which we intend to locate, proving that demographics do not define destiny. We will maintain a small school structure, with just

¹⁰⁶"Does Teacher Diversity Matter in Student Learning?" Miller, Claire Cain. *The New York Times*. 10 Sept. 2018.

¹⁰⁷<https://www.nytimes.com/2018/09/10/upshot/teacher-diversity-effect-students-learning.html>

¹⁰⁸<https://www.teachforamerica.org/what-we-do/who-we-are>

¹⁰⁸<https://tntp.org/blog/post/why-teaching-isnt-diverse-enough-and-what-we-can-do-about-it>



56-60 students in each grade level, and a higher ratio of adults to students to ensure all students are known and supported by teaching and leadership staff. In Year 1, based on all licensed staff, the Student-Teacher ratio will be 17:1. Our staffing structure places an importance on instructional staff, including classroom teachers, Enrichment teachers, and Student Support Specialists to ensure intentional, strategic support and strong, transformative instruction for students. Per the National Education Association in 2018, Nevada averaged 26 students per teacher in the prior year.¹⁰⁹

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

The process for hiring staff will be the following: (1) Resume Screen and Short-answer questions; (2) Phone Interview; (3) Demo Lesson or Observation with feedback session and re-teach opportunity for teaching candidates and Performance Tasks for Leadership and Support roles; (4) Reference Check; and (5) Final Interview. During the interview process, the interviewer will assess for alignment to the school's philosophy; competencies and prior examples of students' academic achievement, and proficiency in teaching (for teaching candidates) as demonstrated by a demo lesson or observation. The applicant will be scored on qualifications, demonstrative skills, and philosophical alignment. References will be contacted preceding the final interview. School staff that is subject to dismissal will be notified by their direct manager. Prior to the dismissal, the manager will consult with the Executive Director on cause and action steps in terminating the staff member's employment. Both the direct manager and the Executive Director will ensure that legal requirements and school procedural protocols are followed. All offers of employment are contingent upon full satisfaction of all background checks, in compliance with state and federal law. Pursuant to NRS 391.033, new employees not possessing a valid Nevada Teaching Credential must submit two sets of fingerprints to the Department of Justice to obtain a criminal record summary. The school will provide information for candidates and those who receive an offer with regards to locations for fingerprinting that are compliant with state statute. The Executive Director will monitor compliance with this policy, with the support of the Coordinator/Manager of Operations, and report to the Board of Directors on a quarterly basis. The Board Chair will monitor the fingerprinting and background clearance of the Executive Director.

(12) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 12, as well as any supporting protocols or documentation.

We adhere to these best practices of teacher evaluations, as identified through multiple site visits to schools within the BES Network:

- Evaluations provide educators with a system of frequent and constructive feedback that support continuous improvement among our educators and students.
- Supporting teachers' individual strengths and development needs results in improved instruction and student learning.
- Recognizing and learning from our most effective educators improves instructions, recruitment, retention, and training across Nevada.
- Combining observation data with student data generates a complete view of a teacher's effectiveness in the classroom.

Teachers are evaluated semi-annually by the Executive Director, using the exemplar evaluation systems shared by TNTP from leading, high-performing charter schools, like Brooke Charter Schools

¹⁰⁹ <https://www.ktnv.com/news/report-nevada-has-most-students-per-teacher-in-country>.



and Uncommon Schools. The developed evaluative tools will focus on ensuring teachers: have feedback to develop strong habits and practices of exemplary educators; receive recognition of strengths that lead to strong student achievement; and lead to small, manageable, and measurable goals that have a large impact on classrooms. Teachers will also work with the Executive Director, and, in Year 3 and beyond, the Director of Curriculum and Instruction, at the beginning of each year to set individual professional short- and long-term goals for themselves, on which they will also be evaluated. Teachers at Sage Collegiate are evaluated on three components: 50% observation data; 25% student growth score; and 25% student achievement data from assessments that align with the school's accountability goals.

Observation Data (50%): For our educators to continuously increase their instructional effectiveness and maximize student achievement results, our Executive Director conducts weekly observations based on the Sage Collegiate Teacher Performance Summary Rubric, which aligns to professional development sessions. (When the role is added, the Director of Curriculum and Instruction will conduct weekly observations.) Teachers are provided with written and/or verbal feedback, which they are expected to implement in their instructional practices immediately with on-going support from the instructional team.

The Sage Collegiate Performance Summary Rubric focuses on four areas: (1) Teaching and Learning, (2) Culture Management, (3) Leadership and Relationships, and (4) Responsibility to Team. Our Performance Summary Rubric provides a clear vision of what is expected for teachers in each area. Using elements from the most effective and current told across the nation for promoting teacher development, the Sage Collegiate Performance Summary Rubric is customized to ensure alignment to our instructional strategies and practices and common language that all teachers are trained on through professional development sessions at the beginning of the year. We align to other professional development resources, such as teaching videos that model specific instructional practices for which teachers are held accountable, providing them with concrete example for improving their practice. Weekly observations provide teachers with feedback and support to continuously grow and improve their practice, and they are always aware of their progress. We also structure opportunities to recognize teachers and celebrate their growth.

Information from these frequent observations ultimately informs teachers' annual evaluations. While weekly observations and feedback sessions inform the evaluation process, teachers and a member of the instructional leadership team, specifically the Executive Director and/or Director of Curriculum and Instruction, meet formally once a trimester to review the progress of teachers per the rubric and outline concrete next steps.

Student Growth Score (25%): Our educators must add value for every scholar during a school year, regardless of scholars' academic levels when they enter a teacher's class. To ensure the highest amount of achievement for every scholar and to hold teachers accountable for this achievement, a growth measure will be determined and used in the evaluation of our educators.

Student Achievement Measures (25%): Student achievement measures will be based on specific assessments, which include the NWEA MAP.

Please see [Attachment 12](#) for the teacher evaluation tool draft and [Appendix 4](#) for further details of our Professional Development plan.



(13) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 13, your leadership evaluation tool(s), as well as any supporting protocols or documentation. If your proposed school is a single-site school/not part of a network of schools, the board should provide their plans in response to these prompts.

The Executive Director will be hired, managed, developed, and evaluated by the Board of Directors of Sage Collegiate. Thanks to the school's partnership with Opportunity 180 and BES, the Executive Director and the school will receive Follow On Support (FOS) in Y0, Y1, and Y2. BES will support the ED, as well as the Board to establish guidelines for evaluation and development of the ED role and will review the processes and tools for annual evaluation of this position at an organizational meeting following authorization. Beyond Year 2, the school, with Board approval, may decide to continue using an external consultant to assist with board training and development, including to support the Board's management and evaluation of the ED. Details about ongoing support are provided in the Follow On Support details, **Attachment 14** and the leadership evaluation criteria draft is provided in **Attachment 12**.

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

To ensure school continuity and stability in the case of the unplanned resignation or loss of the Executive Director, the Sage Collegiate Board will take action in the areas of communications, financial oversight, interim management, and executive search.

Communications: In the case of an emergency executive transition, the Board Chair will become the first point of contact, notifying all Board members of the transition, and leading discussion about next steps. The Board Chair will send subsequent communication containing the circumstances and recommended plan of action to the full Board for approval and to the school staff for information. Once the full Board has approved a plan of action, the Board Chair will send a message to the organization's key stakeholders, including authorizer, parents, external partners, and funders. The Board will ensure ongoing access to key stakeholder contact lists and critical passwords, such as those used for social media accounts.

Financial Oversight: To enable business to continue in the case of an emergency chief executive transition, or during an emergency during an absence of the Executive Director, the Board will ensure that the Chair and Treasurer are signatories on the school's checking accounts.

For ease of access, the Board will ensure the ability to make transactions electronically on all accounts. The board will also ensure ongoing access to current contact details for all financial advisors, accountants and back-office vendors, and key funders. Finally, the Board will ensure that a schedule of key activities and deadlines, such as the IRS Form 990 is current and accessible.

Interim Management: In the case of an emergency transition, the Board will designate an Acting Executive Director. Depending on the school's year of operations, this may be the Manager of Curriculum and Instruction, the Manager of Operations, or a Director of Curriculum and Instruction. Given the local network of school leaders and other former BES Fellows in the region, the Board may also ask for an Executive Director or Head of School from another local school to serve as the Interim ED while the Board conducts a rapid search for a permanent replacement.



The Acting Executive Director will have limited executive power. S/he will be appointed by the Board to provide school site staff leadership during the planning and or implementation phases of the executive search, while the board retains key executive functions mentioned above.

Executive Search: The Board will immediately convene an *ad hoc* committee comprised of the Chair and two other Board members and chaired by the Board Chair. The search committee will develop a plan and timeline to search for a new chief executive. The search should prioritize internal candidates, leveraging the school's ongoing investment in leadership capacity development.

The Executive Director will present a professional development plan for school staff on an annual basis. The Executive Director will ensure that the plan encompasses both continuing education requirements as well as development in areas deemed crucial for student success. Leadership capacity among staff will specifically be developed through the school's professional development model. This includes three weeks of summer professional development, weekly professional development, Data Days, and other professional development days throughout the year, weekly observations with feedback, and ongoing coaching sessions with school leaders. Staff will also have opportunities to attend outside professional development.

The staff members best positioned to receive enhanced leadership development and to assume additional responsibilities include the Manager of Operations and Manager of Curriculum and Instruction, as well as the teachers who serve as grade level and content team leaders. The Executive Director will be responsible for coaching and developing the school site level leadership staff through Year 7 of operations; the leadership team members will in turn coach the teacher leaders.

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

Our administrative/leadership team is comprised of multiple roles in Year 1 through Year 7. We have identified those positions and responsibilities in the job descriptions (**Attachment 7**) and below.

Figure 31: Leadership Team

Role	Responsibilities
Executive Director	<ul style="list-style-type: none"> - Set the instructional and cultural vision for the school and guide those priorities and goals over time - Manage the school - all financial management, operational management, curricular and academic management, and school-based decision- making
Manager of Operations	<ul style="list-style-type: none"> - Manage the Office Manager and Operations Fellow - Manages operations including vendor and contractor relationship and facilities - Assists with the technology needs of the building and classrooms.
Manager of Community and Culture	<ul style="list-style-type: none"> - Builds systems and structures for a fiercely positive, values-driven culture - Works with the Executive Director to develop, implement, and maintain every detail of the school's systems and procedures so Sage Collegiate is structured, ambitious, and supportive with a fiercely positive culture of zest and focus on growth and achievement
Director of Development	<ul style="list-style-type: none"> - Develops supplemental funds to support mission-aligned work - Assists ED in managing external relationships with our community, partners, and families



Director(s) of Curriculum and Instruction	<ul style="list-style-type: none"> - Establishes and maintains a fiercely positive, warm/strict school culture in a charter school - Creates a college preparatory curriculum for each grade, including the assessments and scope and sequence - Coaches teachers in classroom management and lesson creation and execution
Coordinator/Director of Student Services	<ul style="list-style-type: none"> - Responsible for overseeing the pre-referral and referral processes of special education - Manages the creation of, and execution of, Individualized Education Plans (IEPs) for special education students and the creation, execution and fidelity of our ELL program

Sage Collegiate will contract with a back-office provider to get support with payroll, Human Resources compliance, and accounting services. For preparing our application budget, we worked with EdTec. Upon authorization, the Board will select with whom to contract for back-office support.

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

At Sage Collegiate, it is our expectation that with the extensive support, coaching, and observation that our teachers will have more than satisfactory performance. Understanding the realities of the work, however, means we need to be prepared to address unsatisfactory and underperforming staff. Observations and academic data may show insufficient growth or, in the worst circumstances, chronic underperformance at any level - schoolwide, leadership team member, grade, or teacher. When minimal growth occurs, along any of those levels, the Executive Director reserves the ability to modify the supervision and responsibilities of staff. Should insufficient job performance need to be addressed, the Executive Director will put into place an Individual Professional Development Plan (IPDP), that is goal-orientated and specific and sets specific timeframes for the accomplishment of said goals. If progress toward goals and improvement in the role is not made, the Executive Director would consider terminated the individual, and in a manner that upholds the school's mission and minimizes the disruption to students and the school community. If the Executive Director were to demonstrate insufficient job performance, the Board would use a similar tool to support and propel job improvement and would retain its ability to release the individual from that role should job performance remain unsatisfactory. The Executive Director will have the authority to lawfully terminate any staff member. All employees at Sage Collegiate will be offered employment-at-will, and termination will follow all legal requirements. The Executive Director reports to the Board of Directors who reviews the performance of the organization and retains the ability to terminate the Executive Director. This includes the option of not offering a contract for a subsequent academic year.

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

Sage Collegiate will contract with a back-office provider to get support with payroll, Human Resources compliance, and accounting services. For preparing our application budget, we worked with EdTec, and the Board will consider working them beyond authorization. Our proposed budget reflects \$48,000 annually and \$1500 during Y0 based on prior estimates related to service providers. The relationship with the back-office provider will be managed by the Executive Director in Years 1-



3, with the Manager of Operations developed as the primary point person in Year 3, and then the manager of the relationship in Year 4 and beyond.

STUDENT RECRUITMENT AND ENROLLMENT

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

- (1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of R 131. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.*
 - (a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.*
 - (b) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.*
 - (c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?*

The intent of Sage Collegiate is to serve students primarily in the 89107, 89108, and 89146 zip codes, though any eligible-by-age student in Nevada is eligible to enroll. Marketing is targeted to students residing in the community or attending schools in the community served and will comply with the requirements of all state, federal, and authorizer laws including SB208; NRS 386.580; and SB390. The initial enrollment period will begin at 12:00 a.m. Wednesday, January 6, 2021 and close at 11:59 a.m. on March 11, 2021. The initial lottery will take place on Thursday, March 25, 2021.

In subsequent years, the enrollment window will open on November 1 of each school year. Sage Collegiate will inform the public that it is accepting applications for admission for the following school year and publicize the deadline for applications through direct mail announcements, flier distribution, community meetings, local newspaper announcements, social media posts, and public information sessions. The student application deadline will be March 15, with the public lottery taking place within two weeks. Any family interested in submitting an application to Sage Collegiate will be informed of the school's admissions policies and information about when the applications must be submitted in order to be included in the public lottery. Following the lottery, enrollment will be accepted on a rolling basis upon availability and given the preferences listed below.



Sage Collegiate will adhere to all notification guidelines, as laid out in SB208, informing families within a two-mile radius of the identified school site of the start of the enrollment period at least 45 days in advance. We will not conduct a lottery sooner than 45 days after opening enrollment application, and we will make all reasonable efforts to contact all households within 2 miles of the school site to ensure a fair and equitable chance to enroll.

Within two weeks of the lottery, families will be notified via a mailed letter by the Executive Director of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the following year will be required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The school will hold a Pre-Enrollment session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms. We target an application pool that is double our planned enrollment. In Year 1, with a planned enrollment of 58 students at each grade level, we aim to have at least 116 applicants in each grade, K-2, for a total of at least 348 applicants school-wide. This trend of at least double the applicants for seats available continues through each year of growth.

In Year 1, the Executive Director and the Coordinator of Operations and Family Liaison (in later years, the Manager of Operations and the Community Coordinator) will be responsible for monitoring progress toward enrollment goals and leading the recruitment and enrollment efforts. Staff will receive training as part of their onboarding and Summer Professional Development, to ensure that the team understands the legalities of enrollment and can support and/or execute the recruitment and enrollment process. Sage Collegiate seeks to partner with community organizations including local YMCAs, Communities in School, Nevada Succeeds, Three Square, Puentes, and United Way in the year prior to opening. We will also actively recruit students through the local branch of the Las Vegas-Clark County library, Head Start, Acelero, Sunrise Foundation, and local daycares.

Enrollment is monitored to ensure that, to the fullest extent possible, students enrolled reflect the diversity of the targeted community. Methods to increase recruitment of students, including students with special needs, for enrollment include: direct marketing to families in the targeted community; fliers distributed throughout the local community that welcome students with special needs; community meetings open to all interested parents and community members that include presentations of services for EL and SPED students; local announcements in free media, social media, and paid media; Open House at the school site prior to the opening of school; meetings, materials, communications provided in English and Spanish.

We aim to maximize opportunity and access for families in poverty, academically low-achieving students, students with disabilities, and other students at risk of academic failure. As such, preference for available spaces will be given to students: (1) Siblings of current students; (2) Students currently zoned to attend a school that has received a rating in the lowest two tiers in the previous year and within a 2-mile radius of Sage Collegiate; (3) Students who may be enrolled in any early childhood or Pre-K program at Sage Collegiate; (4) Children of current staff members; (5) Students who are at-risk as defined by English Language Learners (must report home language status) and who live within a 2-mile radius of Sage Collegiate; (6) Students who are at-risk as defined by economically disadvantaged (must submit income verification) and who live within a 2-mile radius of Sage Collegiate; (7) Students zoned to attend overcrowded schools (greater than 25% over capacity) and who live within 2 miles of Sage Collegiate; (8) Students who reside within 2 miles of Sage Collegiate's facility; (9) Students residing in CCSD who are at risk as defined as English Language Learners (must report home language status); (10) Students residing in CCSD who are at risk as defined as economically disadvantaged (must report home income verification); (11) Students residing in Clark



County. If a child gains admission, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade.

During any period of discretionary grant funding from the U.S. Department of Education, we will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG, the school will modify its lottery procedures to ensure compliance and eligibility for federal funding.

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

Our recruitment plan upon opening will be akin to our Y0 recruitment plan to ensure enrollment is at capacity, and so we maintain a robust waitlist. We will focus our recruitment efforts on incoming Kindergartners, while also ensuring we have all seats filled each year in all grades. We will continue successful outreach efforts, which we expect to include direct mailers, social media, community engagement, and informational sessions. Additionally, our enrolled students' families will be our best representatives, and we will seek volunteers who can advocate on the school's behalf and reach out to prospective families within the community. The Coordinator of Operations and Family Liaison, in Year 1, will be the primary person responsible for recruitment, with considerable support from the Executive Director. In subsequent years, the Manager of Operations, Community Coordinator and Family Liaison, and the Manager of Community and Culture will all collaborate and lead the recruitment efforts. We expect to have a robust waitlist, from which we will backfill seats during the school year. While we anticipate a 9-11% attrition rate, with the goal of retaining at least 90% of students each year, we will backfill through 6th grade. All staff will receive training and development to understand the recruitment and enrollment process, and the legal responsibilities so that they may serve as ambassadors of the school in conversations with families, community members, and prospective students.

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

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

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K	0	0	0	0	0	0
K	52	52	52	52	52	52
1	52	52	52	52	52	52
2	52	52	52	52	52	52
3	0	52	52	52	52	52
4	0	0	52	52	52	52
5	0	0	0	56	56	56
6	0	0	0	0	56	56



7	0	0	0	0	0	56
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	156	208	260	316	372	428

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

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K	0	0	0	0	0	0
K	56	56	56	56	56	56
1	56	56	56	56	56	56
2	56	56	56	56	56	56
3	0	56	56	56	56	56
4	0	0	56	56	56	56
5	0	0	0	60	60	60
6	0	0	0	0	60	60
7	0	0	0	0	60	60
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	168	224	280	336	400	460

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

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K	0	0	0	0	0	0
K	60	60	60	60	60	60
1	60	60	60	60	60	60



2	60	60	60	60	60	60
3	0	60	60	60	60	60
4	0	0	60	60	60	60
5	0	0	0	64	64	64
6	0	0	0	0	64	64
7	0	0	0	0	0	64
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	180	240	300	364	428	492

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

Sage Collegiate Public Charter School will open in August 2021 with 162 students: 56 each in Kindergarten, 1st, and 2nd grades. Each year, using a slow growth model, we will add one grade level of 56 students in K-5. In Year 5, our first year of Middle School (6th - 8th grade), we will add 60 students in 6th grade and increase our 5th grade enrollment from 56 to 60. We will continue to add 60 students in 5th through 8th grade until we are at full enrollment in the 2027-28 school year with 520 students.

This strategy of slow growth allows us to strategically increase our impact through establishing our ambitious culture and academic program that support high levels of achievement for all learners and all subgroups. We will have a strong capacity to professionally develop staff and grow a standards-driven curriculum strategically year-by-year, as well as develop, implement, and sustain a strong assessment system to monitor student achievement against ambitious and measurable annual goals. As research shows, the slow-growth model is far more effective and produces stronger academic achievement than a full-growth model. *"Schools that pursue a Slow Grow strategy to growth generally outperform schools that open with their full grade span enrolled. Fiscal considerations notwithstanding, staggered growth appears to be a preferable option from the standpoint of academic performance."*¹¹⁰ This enrollment strategy will allow students to experience a small school model and allowing for a more supportive environment that targets the individual needs of students. Research shows small school models are particularly beneficial for students in low-income communities and

¹¹⁰ Peltason, Emily H., and Margaret E. Raymond. "Charter School Growth and Replication: Volume 1." Center for Research on Education Outcomes. January 30, 2013.



children of color. A 2014 study by MDRC, a non-profit, nonpartisan education and social policy research firm, shows that not only did a small school environment raise high school graduation rates by 9.4%, they boosted college enrollment by 8.4%.¹¹¹ *"As it turns out, small schools do exactly what you might expect. Smallness can create more opportunities for young people to be known, both by one another and by the adults in the building. The relative intimacy of small schools can foster trusting, caring, and attentive relationships."*¹¹²

Our initial Kindergarten, 1st, and 2nd grade classes will enter Sage Collegiate in August 2021 and by the following June, they will have the foundational skills, core content knowledge, and academic habits vital to successfully matriculate into the next grade and with achievement that puts them in the upper quartile on national assessments¹¹³ in reading and mathematics, including the Strategic Testing of Educational Progress (STEP) literacy assessment that measures students' reading levels and provides information about students' reading skills in fluency, accuracy, phonemic awareness, and reading comprehension.

In the fall of 2028, our first matriculated cohort of students will enter high school, fully prepared to outperform and outpace peers in the community and achieve measurable results competitive with students throughout Nevada and neighboring states. In 2032, our first class of Kindergarteners will graduate from high school having fully satisfied the state's graduation requirements, prepared to succeed in any four-year college of their choice, equipped with the knowledge, mindsets, and habits crucial to academic success.¹¹⁴ In 2036, our founding scholars will graduate from college fully prepared to fulfill a life of opportunity for themselves and their families. They will be ready to contribute to society, serve as leaders in their community, and be exemplars of what is possible for every person in our community - rooted in a public, college-preparatory education that began in Kindergarten. We will construct, grow, and sustain Sage Collegiate PCS with board members, school leaders, instructional leaders, school staff, community members, and families, and we will continuously invest all stakeholders in our school's mission, core values, and beliefs.

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

Please see **Attachment 13**.

INCUBATION YEAR DEVELOPMENT

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

Please see **Attachment 14**. In addition to the developed plan, we will also align our start-up work with the SPCSA's Pre-Opening Checklist and Plan, which we would receive shortly after authorization.

¹¹¹ Bifulco, Robert, R. Utterman and S. Bloom, MDRC, "The Relative Costs of New York City's New Small Public Schools of Choice," October 2014. <http://www.mdrc.org/news/press-release/new-findings-show-new-york-city-s-small-high-schools-boost-college-enrollment>.

¹¹² Schneider, Jack. "Small Schools: The Edu-Reform Failure that Wasn't." *Education Week*. February 9, 2016.

¹¹³ Students will have specific goals and individualized targets for percentile points growth based on their first-year growth rate and the ultimate goal of 75%, which puts students on a college-ready path per the Northwest Education Association Measure of Academic Progress (NWEA MAP), the nationally-normed, comparative, longitudinal assessment.

¹¹⁴ Following the model of Brooke Charter Schools, along with BES schools Democracy Prep, and Excel Academies, our Coordinator of High School Outreach will track the longitudinal progress of our students and be able to provide intentional support and guidance through College Family Nights and workshops on FAFSA and college applications for families and alumni.



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

The proposed school leader and Lead Founder, Sandra Kinne, was a 2016 Building Excellent Schools Fellow and completed the Fellowship with her cohort. BES is a highly-selective, nationally recognized organization, that over the course of an intense 12-month period, trains, mentors, and supports Fellows to study the highest performing schools, refine elements of their education and business plan, build a strong Founding Team, and garner wide community support. The BES Fellowship grounds participants in best practices around organizational development, instructional design, charter accountability, and leadership. Through leadership residency in a high-quality urban charter school, ongoing evaluation and consultation, and training specifically focused on school leadership, BES Fellows are prepared to begin the work of running successful schools. In the first six months of the program, 2016 Fellows, including Ms. Kinne, received more than 600 hours of direct development, and visited more than 40 schools, while analyzing and studying a dozen more.

As part of the Fellowship, Ms. Kinne completed two extended leadership residencies at high-performing schools, Endeavor College Prep in Los Angeles and Great Lakes Academy in Chicago. During the Incubation Year, Ms. Kinne will have the opportunity to spend time in Las Vegas s, such as Futuro Academy and Nevada Rise Prep, to further develop her skills, observe best practices, and refine the details for a strong open of Sage Collegiate in August 2021.

As part of her affiliation with BES, Ms. Kinne and Sage Collegiate will participate in Follow On Support (FOS) during the Incubation Year and through the first two years of operation (2020-21 and 2021-22). She will receive support and development from a leadership coach with BES, and she and her developing team will participate in training opportunities like LENS, with BES at its affiliated schools nationwide. Further, Sage Collegiate will have the support of Opportunity 180 here in Las Vegas through a start-up grant and assistance in the process to secure a facility. The partnerships were established given the mission-driven work of each organization, Ms. Kinne's experience and completion of the BES Fellowship, and prior collaboration between Opportunity 180 and BES.

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

Following authorization, proposed Executive Director Sandra Kinne will work nearly full-time to execute the Incubation Year Plan (**Attachment 14**). The Executive Director will be compensated using a grant secured by Opportunity 180. (Please see **Attachment 1** for their letter of support.) Additionally, the Coordinator of Operations and Family Liaison will be hired to start part-time in March 2021 and will shift to full-time work by the end of May 2021. The Manager of Curriculum and Instruction will be hired to start on a part-time basis in April 2021 with a small stipend in order to best collaborate with the Executive Director on the Summer Professional Development. All funding for working employees prior to July 1, 2021 will be through the Opportunity 180 grant funding. Should it become available again, we will apply for the Charter School Program Planning grant funds.

SERVICES

(1) Provide a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model,



performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

- (a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.*
- (b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.*
- (c) Facilities maintenance (including janitorial and landscape maintenance)*
- (d) School health and nursing services: Describe your plans for providing nursing services, including, how student required immunizations will be monitored.*
- (e) Purchasing processes*
- (f) Safety and security (include any plans for onsite security personnel)*

Transportation

Sage Collegiate is a proposed neighborhood school in the 89107, 89108, 89146 zip codes. We plan to enroll the majority of our scholars from those zip codes, and our targeted enrollment will be within a 10-block radius of our future facility. As such, we expect students will either walk to school, or, if their families choose, take public or private transportation. This is aligned with current transportation practices within CCSD. We will provide transportation via a contracted provider in accordance with any IEP or the McKinney-Vento Homeless Assistance Act. We will work to ensure that the school is centrally located for local families and with access to public transportation. In a variety of ways, we will work with families to facilitate drop-off and pick-up, including training both staff and parent volunteers to help direct traffic, act as crossing guards, and walk scholars to and from car to school door. As a BES Fellow, Ms. Kinne observed and studied the arrival and dismissal practices of three dozen schools, which have a secure, efficient process that minimizes disruption to the school's neighbors and maximizes safety. We will implement similar procedures. We will invite and collaborate with families to create carpools and provide a family directory, including all families who provide written permission to include their name and contact information.

Food Service

Sage Collegiate will contract with an outside agency for its food service needs. Sage Collegiate will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement. Sage Collegiate will ensure that its auxiliary services such as food services, transportation, and custodial services are safe and free from hazardous materials.

Facilities Maintenance

Sage Collegiate will contract with a custodial and basic maintenance provider to provide cleaning and basic regular-use maintenance of the facility. As tenants of the facility, the expectation for the overall maintenance of the facility will not be the responsibility of Sage Collegiate.

School Health and Nursing Services

Health services will be based on student needs. The school will contract with the appropriate trained and qualified health professionals to deliver services to such students. Professional development will



be provided to the faculty and staff on the administration of first aid and CPR. Select staff will be the Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. State required examinations will be conducted by the FASA as follows: (a) Auditory and Visual: Kindergarten, 3rd grade, 6th grade; (b) Scoliosis Screenings: 7th grade; and (c) Height and weight evaluations: 4th and 7th grade. The school will be responsible for contacting parents/guardians in advance of any physical examination to describe the examination and provide the opportunity for any parent or guardian to excuse the student from all or part of the examination. The FASA will be responsible for notifying the parents/guardians of results in any of the screenings. Per NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the prescribed format.

Purchasing Processes

All purchases must be authorized by the Executive Director. Any expenditure in excess of \$5,000 for the purchase of a single item should have bids from three (3) suppliers, if possible. Any food contract that exceeds \$150,000 (the small purchase threshold set by the US Department of Agriculture) shall follow a competitive bid process. All purchases over \$100 require a purchase requisition. The Executive Director will approve the purchase requisition after determining (a) If the expenditure is budgeted and (b) If funds are available for the expenditure.

Bids or proposals shall be called for on all purchase, lease, or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, NRS 386.573). The Board must approve any contract over \$10,000.

Safety and Security

Sage Collegiate will develop an Emergency Operations Plan, as required by state law. Emergency procedures and planning will address fires, lockdowns (hard and soft), earthquakes. Students and staff will participate in an emergency drill at least once a month, per NRS 392. Sage Collegiate will not hire specific security personnel for the school. The school will check visitor's driver licenses or other photo identification before a visitor is allowed to enter the school. Visitors will be required to a visitor's badge for the entirety of their campus stay. Guests without visitors' badges will be escorted out of the school.

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

As a school intending to prepare students for the 21st Century and a global society, technology is critical to students' learning opportunities. Each teacher will be provided a laptop computer for lesson preparation and all other professional expectations, equipped with full Microsoft Office. Students will use Chromebooks, used for blended learning programs for literacy, and when available, math. Given recent global situations and the need for schools to be immediately responsive to unexpected situations, while ensuring learning can happen, we plan to have a 1:1 ratio of Chromebooks/laptops for students. The estimated average cost for a refurbished laptop/Chromebook is \$150 with new devices averaging \$400. The budget accounts for multiple line items related to technology, including a secure wireless network and server, staff laptops, and



student Chromebooks. The technology infrastructure will support blended learning, wireless internet, student learning, and staff efficiency.

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the CMO/EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

In keeping consistent with statewide record-keeping, Sage Collegiate intends to use Infinite Campus for student information. Staff will have Professional Development (PD), with Infinite Campus providing training to the Executive Director, Coordinator of Operations and Family Liaison, and Coordinator of Student Services. These three individuals will also have administrative user rights in Year 1 and will monitor data entry, including the enrollment and un-enrolling of students. The individuals in these three roles will also facilitate the PD and training related to the system to the rest of the school team. Teachers will use Infinite Campus to record daily attendance, grades and students' academic data, and initial discipline referrals. Members of the Leadership Team will regularly review the accurate use of Infinite Campus in academic and attendance functions, and the Leadership Team will be responsible for finalizing and fully documenting all disciplinary records entered into Infinite Campus. The Coordinator of Operations and Family Liaison, and later the Manager of Operations will serve as the project manager for Infinite Campus, providing individual support and whole group development to all staff members needing support with the system and will be the main liaison to technical support. The final responsibility for all reporting requirements will be the responsibility of the Executive Director, who shall maintain close communication with the Nevada Department of Education and the SPCSA to ensure compliance with all regulatory and reporting requirements.

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

Sage Collegiate will establish and maintain privacy policies fully aligned with all regulatory and legal requirements of FERPA, and any other relevant laws and regulations. Regarding data security, Sage Collegiate will maintain policies regarding the use of student information at the direction of the Executive Director. The policy will encompass privileges and rights for differing levels of personnel, clear guidelines for protected information and encompass the use of school materials, software, reports, social media policy, and the collection of waivers and permissions for limited situations. This policy will be set in collaboration with the SPCSA to ensure full legal compliance. The policy will encompass all student records, personnel records, Special Education records, use of images, and any other protected information, and will encompass collection, storage, and deletion or destruction protocols. Under the direction of the Executive Director, the Coordinator of Operations, later the Manager of Operations, will establish and maintain digital and physical infrastructure to maintain privacy controls in place for all sensitive information and records. This infrastructure will include username and password-protected access hierarchies on various software, including Infinite Campus. Additionally, the Manager of Operations will establish clear guidelines for the storage and proper disposal of any physical materials containing sensitive information, including strictly



controlled storage areas under lock. The Manager of Operations will determine key arrangements to allow only authorized personnel to access physical records regularly.

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

Please see **Attachment 15**.

FACILITIES

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

- (a) The desired location of the school facility;*
- (b) The number of general education classrooms required each year;*
- (c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;*
- (d) Space requirements for administrative functions, food services and physical education*

Our ideal facility location is in the 89107, 89108, or 89146 zip codes near centralized public transportation and residential communities for ease of access to our campus by families. As a slow growth K-8 school, we need to find a location in which we can grow over time as we build to capacity or that has available options for future expansion that is proximal to our launch site.

We need 85 square feet to 120 square feet per student. Given our slow growth model, our specific footage needs vary. In Year 1, we would need at least 14,280 square feet. In Year 2, at minimum, we would need 19,210 square feet. At capacity, in Year 7, we would need at least 44,200 square feet. At minimum, ideal facilities components include:

- **Classrooms:** Each classroom must have at least 750 square feet and be of a shape that the entire classroom is visible from one vantage point. We would prefer classrooms that have windows and/or access to natural light and be of a shape that is reasonably square. Ideally, Kindergarten classrooms would contain their own bathroom, though this is negotiable.
- **Enrichment/Pull-Out Space:** We would like to have at least 3 rooms for Special Education/ELL support, Enrichment, and conference space. These rooms would be at least 750 square feet, as with the classrooms.
- **Office:** We require a main office space near the main entrance of the building, with room for a desk for a reception area with a waiting space for families and guests. We would like at least one private meeting space for 1-2 school leaders near the main office area.
- **Teacher Work Room:** This space will ideally provide room teachers' desks, curricular materials, and at least one copy machine and large laminator.
- **Bathrooms:** The facility will need to meet occupancy requirements for the number of bathrooms necessary, including a bathroom for staff that is separate from student bathrooms.
- **Multipurpose Space:** We are looking for a multipurpose space that could be used for meals (breakfast and lunch), daily and weekly gatherings (Morning Motivation, Weekly Jubilees), PE class, and indoor recess as needed. Ideally, the space would be at least 2500 square feet.



- **Outdoor play space:** An ideal location would have a 5,000-square foot fenced outdoor location that could be outfitted with grass or approved rubberized material. It would be possible to install a playground space in an existing parking area, if necessary. We would also like to be able to have a canopy over the main space, to safeguard against the sun.
- **Parking/Drop-off:** We anticipate a need for 40 parking spaces during the school day in the first five years of operation for staff and family needs. We will also require drop off and pick up lanes at the beginning and end of the day. We will work diligently with city officials to ensure that school traffic is managed in such a way as to prevent delays or impediments to typical traffic ways.
- **ADA Compliance.** Preferably, the facility we select will already meet all ADA requirements; if not, we will ensure that our facility meets all guidelines prior to the first day of classes.

Through local realtors and collaboration with Building Hope, we have identified a strong option in a former church that is for sale in our identified location. It sits on 2.65 acres, meets our space requirements for Year 1 with significant space to place portables for at least two years, and is in the 89108-zip code. There is potential for it to be built out, and we are working collaboratively with the broker of the church to assess the lease structure with a purchase option, with the support of Building Hope. We have also identified another potential piece of land within our intended zip codes on which to build a facility, with Building Hope's support, after Year 3. Conversations around lease options and options to buy have taken place between local representatives, including realtors and our Lead Founder, but nothing can be solidified or agreed to until Sage Collegiate is authorized and its Board, which would enter into any agreement, is formally established. The church is a strong option for our school as of the submission of our application.

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

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

We have identified a facility, as noted above.

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

We currently do not hold a facility or MOU.

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



As a start-up organization, we have not yet built the internal capacity to acquire a facility, however we have built a team of partners who have expertise and significant experience in this area. For the last nine months, in addition to working with local brokers, we have worked with Building Hope, a national non-profit based in Washington, DC that supports charter schools on facility development. They have worked with other local schools, including Nevada Prep, Nevada Rise, and Futuro Academy. We bring the local support of Opportunity 180 as well as the national support of BES and their network of charter school leaders, who have recently successfully navigated the securing, renovation, and financing of facilities under similar constraints and resources and who have been advising us in these early planning stages.

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

Sage Collegiate will contract with a custodial and basic maintenance provider to provide cleaning and regular-use maintenance of the facility. As tenants, the expectation for the overall maintenance of the facility will be included within the lease details as finalized and as is typical in such contracts, overall maintenance will be the responsibility of the landlord.

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

Aside from conversations with local representatives of the area in which we intend to locate, we have not yet had conversations related to facilities or land use with local government. It is our intent to do so upon authorization and when we have entered into an agreement with our identified facility. Once we have secured our facility, in addition to conversations with our local municipality, we will coordinate with the Metro Police Department to solidify and approve a plan that relates to arrival and drop off, as well as safety procedures. Additionally, as required by NRS 392.600-656,¹¹⁵ we will develop a crisis management plan in collaboration, coordination, and compliance with local authorities and aligned with state statute.

ONGOING OPERATIONS

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

Given recent and increasing events related to safety, an Emergency Management Plan is of utmost importance. Sage Collegiate will develop a crisis management plan in collaboration, coordination, and compliance with local authorities and aligned with state statute. The plan will require several factors to be successfully implemented and in compliance with requirements as articulated by NRS.392.600-

¹¹⁵ <https://www.leg.state.nv.us/nrs/NRS-392.html#NRS392Sec600>.



656.¹¹⁶ Sage Collegiate looks forward to coordinating with the Metro Police Department to solidify and approve a plan that collaborates and coordinates with local authorities.

FIGURE 32: Factors of Crisis Management/Emergency Plan

Factor	Description
Personnel	The Coordinator/Manager of Operations will be the project manager for all crisis plan implementation. The CO/MO will report to the Executive Director and create a comprehensive training sequence to ensure all staff are adequately trained on all components of emergency planning. Once the role is established, the Office Manager will be the primary support team member to assist with the training and execution of the plan.
Technology	The Emergency Management Plan will require technology to be implemented, chiefly the ability to have a perimeter alarm activated in home/away modes and internet-enabled crisis reporting infrastructure.
Equipment	For emergency purposes, Sage Collegiate will invest in equipment in two broad categories: Facility (ex. soft/hard lockdown ability), and mobile (ex. Two-way radio sets). The specific requirements per the plan will be contingent on the final facility specifications.
Policies	The Coordinator/Manager of Operations, at the approval of the Executive Director, will develop policies governing two broad categories: (1) Procedures: The plan will include descriptions of and directors for particular procedures, including but not limited to soft lockdown, hard lockdown, shelter in place, active shooter, earthquake, fire, evacuation, relocation, anaphylaxis, severe medical emergency. (2) Preparedness: The plan will include training and development around all forms of crisis response and provide for regular drills and practice monitored by the appropriate authorities. The Manager of Operations will monitor all practices and drills for performance with appropriate targets for correct response and time of response.

As the project manager the Crisis Management Plan, the Coordinator/Manager of Operations, and later the Office Manager, will maintain records of staff participation in all training, practice and drills to make note of any individualized support needed for particular staff members to ensure a safe environment for all students and staff. Sage Collegiate will retain all appropriate insurance and has allocated figures based on conversations with vendors who have worked with charter schools in the past, which can be found on the budget attached, **Attachment 19**, as well as legally mandated items such as worker' compensation insurance.

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

Please see **Attachment 17**.

¹¹⁶ <https://www.leg.state.nv.us/nrs/NRS-392.html#NRS392Sec600>.



5. Financial Plan

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

Sage Collegiate will contract with a comprehensive back-office provider to support accounting, and bookkeeping services, payroll, budgeting, financial reporting, forecasting, grant writing support, and compliance and data management services. In the case of an independent audit, Sage Collegiate will hire a firm to conduct an audit of the school. In selecting and contracting with a back-office provider, Sage Collegiate will engage services on a competitive 'Request for Proposal' (RFP) basis, aiming to seek at least three quotes of service before the Board makes the ultimate selection and enters into a contract with the provider. We will look at three criteria, based on best practices of other high-quality schools: (a) Proven Track Record: The vendor will have a history of operation that is legitimate and satisfactory. The ED will research and provide reviews, accreditations, designations, and awards associated with a provider in a comprehensive track record report and will present such information to the Finance Committee and through it to the full Board for its review and vote. (b) Mission Alignment: The vendor will have a stated or proven commitment to working with charter schools of transformative change for at-risk students and show familiarity with the conventions of the industry. The Executive Director will research and provide any documents relevant to establish the level of mission alignment of a given vendor and will present such information to the Finance Committee and through it to the full Board for its review and vote. (c) Competitive Pricing: The vendor will provide a competitive and transparent pricing plan that fits the scope and constraints of the RFP in a timely and professional manner. The Executive Director will research and provide any documents relevant to pricing plans and will present such information to the Finance Committee and through it to the full Board for its review and vote. All contractors will be selected by an RFP process established by the Finance Committee of the Board of Directors, and the Board's approval of the final selection through such process. The current budget reflects these expenses in the narrative and specific line items as based upon ranges from conversations with vendors and/or local, similarly-sized charter schools' start-up and current costs.

Sage Collegiate intends to create financial and administrative processes in consultation with a contracted back-office provider in order to ensure proper financial controls are in place, primarily through clear segregation of duties between the Executive Director, Coordinator/Director of Operations, and Treasurer of the Board. The founding team of Sage Collegiate will develop plans and systems to codify into a Financial Policies Handbook with the contracted labor of this back-office provider. With the support of the provider, the Executive Director of Sage Collegiate will create and implement a plan of financial and administrative procedures and cycles to adhere to all reporting procedures and requirements of public schools in Nevada, and to best support the Board of Directors by reporting relevant information in a timely and accurate manner. The Sage Collegiate Board of Directors and the proposed Executive Director are committed to going above and beyond in safeguarding the short- and long-term fiscal health of the organization throughout its operations.

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



- (a) *Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.*
- (b) *Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.*
- (c) *Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.*
- (d) *Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.*
- (e) *Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.*
- (f) *Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.*
- (g) *Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:*
 - *How the projected number of students in each applicable subgroup was determined*
 - *How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)*
 - *How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated*

Please see **Attachment 18**.

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

Please see **Attachment 19**.

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

The annual audit will take place after the close of the fiscal year. Sage Collegiate will seek to earn an unqualified audit and excel in following GAAP standards. The auditor will be selected annually by the Board of Directors in a competitive RFP process. The auditor retains complete freedom and direction over audit procedures and will require documents to ensure Sage Collegiate has complied with GAAP standards and all other regulatory requirements for public schools in Nevada.

Sage Collegiate intends to contract with a back-office administration provider in order to ensure support with compliance with all rules, regulations, and reporting guidelines for public schools in Nevada. Sage Collegiate looks forward to attending all workshops and trainings provided by the State Public Charter School Authority and any other public agencies to ensure compliance with all regulations, including any newly legislated requirements.



Sage Collegiate will consult with a back-office provider in creating a draft financial policies handbook which will ultimately be approved by the board of directors. The policies and procedures will in particular detail the internal institutional controls necessary in procurement, purchasing, and all transactional approvals. The Executive Director, Coordinator/Director of Operations, and Treasurer will serve as the three chief financial agents of the organization, and all processes requiring the disbursement and management of funds will require the proper segregation of duties and double approvals necessary to ensure fiscal oversight.

The annual audit will be completed in accordance with all required deadlines, and a copy of the auditor's findings will be forwarded to the authorizer and any other mandated recipients. The independent fiscal audit of Sage Collegiate is public record, and a copy of each year's audit will be maintained in the school's office and provided to the public upon request. The independent fiscal audit of Sage Collegiate is public record, and a copy of each year's audit will be maintained in the school's office and provided to the public upon request.

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



6. Addendum

This section is not applicable to our application; we are not part of a CMO/EMO.



Attachment 1:

Letters of Community Support/Partnership



Attachment 1: Letters of Community Support/Partnership

Letter	Name	Title	Affiliation
1	Stephanie Patton	Senior Director of the BES Fellowship	BES
2	Jana Wilcox Lavin	Executive Director	Opportunity 180
3	Shawn McCormack	Vice President, West Region	Building Hope
4	Emily Sowers	Executive Director	Bill and Lillie Heinrich YMCA
5	Krista Nicholas	Director	Stone Bridge Learning Academy
6	Sean Parker	Executive Director	Teach For America – Las Vegas
7	Erica Mosca	Founder and Executive Director	Leaders in Training
8	Adam Johnson	Executive Director	Democracy Prep at the Agassi Campus
9	David Blodgett	Executive Director	Nevada Prep
10	Justin Brecht	Executive Director	Nevada Rise Academy
11	Ignacio Prado	Executive Director	Futuro Academy
12	Dennis Tyson	CCSD parent	Parent-Community
13	Susan Ulrey, ED	CCSD guardian	Parent-Community
14	Jody Dawkins	CCSD parent	Parent-Community
15	Lisa Windom	former 89107 resident	Parent-Community
16	Rachel Pepper	former CCSD teacher	Parent-Community
17	Rachel Artiaga	CCSD parent	Parent-Community



July 10, 2020

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

Dear State Public Charter School Authority:

I am writing to express BES's support for the application of Sage Collegiate Public Charter School and Lead Founder, Sandra Kinne.

BES is a highly selective, nationally recognized non-profit whose flagship program, the BES Fellowship, prepares high-capacity, entrepreneurial individuals to design, found, and lead schools that can transform their communities. The BES Fellowship includes the study of over 40 high-performing schools nationally and 75 training days focused on school design, board governance, leadership development, and finance. Each Fellow also completes two month-long residencies in high-performing schools. BES has worked closely with Lead Founder, Sandra Kinne since the fall of 2016. Sandra is a thoughtful and disciplined leader, well positioned to do the monumental work necessary to lead high-performing school. She brings instructional expertise, a high bar for student achievement, and thoughtful decision making to this work.

Sandra holds the bar of excellence high for herself and the founding team and does not waiver in her commitment to founding and leading an academically rigorous school that supports all learners and prepares students with the skills and habits needed for success in the 21st century. We as a team at BES know she will lead a team to deliver the model articulated in this school proposal.

We are confident that Sandra's leadership and the practice-proven and innovative components of the school design for Sage Collegiate will lead to strong outcomes for the students of Las Vegas.

Respectfully,

Stephanie Patton
Senior Director of the BES Fellowship
spatton@bes.org
617-921-1638



June 29, 2020

Sandra Kinne
Proposed Founder and Executive Director
Sage Collegiate Public Charter School

Dear Sandra,

Opportunity 180 is pleased to inform you that, pending approval and authorization of your charter application, Opportunity 180 is prepared to commit up to \$91,500 for start-up. This is in addition to the \$8,500 planning support previously provided to Sage Collegiate Public Charter School. On receipt of a start-up grant, the school will be subject to grant terms and conditions, including ongoing data requests.

Opportunity 180 looks forward to the continued support of Sage Collegiate Public Charter School. Please reach out if we can answer any questions.

Thank you,

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

Jana Wilcox Lavin
Executive Director





July 6, 2020

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

Dear SPCSA Members:

I would like to express my strong support of Sage Collegiate Public Charter School's application, a proposed public charter school in Las Vegas. As Vice President of Building Hope, I believe the school would provide a unique school model for the community that is not currently present.

In my previous role as a Chief Financial Officer at a high-performing charter network in San Antonio, TX, I witnessed firsthand the importance of strong financial stewardship to ensure that schools are operationally able to provide a world class education. In my conversations with the founder, Sandra Kinne, I was compelled by his vision and sound execution plan to guiding the organization to both academic success and financial sustainability.

For the past year, we have partnered with Opportunity 180 as a mission-aligned organization to provide facilities expertise in further support of their work creating high-quality seats in Nevada. We believe Sage Collegiate represents numerous innovative elements which will create high quality seats in Clark County. Building Hope is supporting the school as it pursues a facility and financing to support the facility. We believe there are facilities opportunities in the communities Sage Collegiate has outlined in its application that will be great temporary and permanent facilities to operate its school model.

I fully support Sage Collegiate and recommend it for authorization.

Sincerely,

Shawn McCormack
Vice President, West Region
smccormack@bhope.org

Building Hope
910 17th St NW Suite 1100
Washington, D.C. 20006
www.buildinghope.org



**FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

7/10/2020

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

To the SPCSA Board:

I write in support of Sage Collegiate Public Charter School and their efforts to open a school in our community.

As I have learned about Sage Collegiate from its Lead Founder, Sandra Kinne, in our conversations about partnering, I've been excited for children to have the possibility of a school of choice in our neighborhood. I am hopeful for our partnership with Sage Collegiate. Opportunities for partnering include use of our gym and recreational facilities for learning opportunities; hosting evening family events; and providing afterschool program for students.

We also have a preschool program for a small cohort of students here at our YMCA. It would be a great opportunity for students to have a high-quality public school of choice when they start school. Sandra and I have also discussed opportunities for tabling and distributing information about Sage Collegiate for potential enrollment and recruitment.

Further, as a parent of a child who attends a public charter school and as someone with a relative who teaches in CCSD, I know the challenges of our local district and the need for all of our children to have more access to a quality education. Sage Collegiate would be a welcome addition to our community.

At the YMCA, we focus on healthy families and communities. We are advocates for strong education systems that strengthen neighborhoods. We focus also on youth development and diversity and inclusion for our families.

I support Sage Collegiate and hope to see it open in August 2021. Sage Collegiate would be a great option for families and children.

Emily Sowers
Executive Director
Bill and Lillie Heinrich YMCA



Monday, July 6, 2020

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

To the Board of the SPCSA:

I write to support the proposed school Sage Collegiate. As a business owner in the school's targeted area, I know first-hand the low quality and limited options for children. As the owner of a daycare and preschool, I know how much families want the best options for their children's learning. Families want a school like Sage Collegiate, and I urge you to authorize this school to serve this community.

I first learned of Sage Collegiate a year ago. The Lead Founder and Proposed Executive Director shared information about the proposed school, and I was intrigued to learn more. I've shared information with families here at Stone Bridge, particularly families with children in the 4-year-old room, our Pre-K, and even our Kindergarten classroom. (Yes, we offer a Kindergarten option!) Parents keep asking for more information about Sage Collegiate, like when it will be open and how can they enroll their child. Families are excited for an option in this community outside of the local district.

In terms of partnership with Sage Collegiate, we have helped share information with families on behalf of Sage Collegiate, distributing informational materials. We also plan to continue to distribute information to families, and when it is safe to do so, we will allow the team to host an informational session with families. Once the school is operational, we'd like to partner with the school to share information about each other's programs, and just as we do with CCSD employees, military personnel, and first responders, we'll offer a 10% discount to staff members of Sage Collegiate who enroll their children in our daycare or preschool.

Our community needs strong educational opportunities. This is one of the reasons I started Stone Bridge Learning Academy in its location. There is a lack of learning choices for kids of all ages but especially for our youngest. The more I learn about Sage Collegiate, the more I realize how great it will be for students in our community. I urge you to authorize it so families have a strong public choice for their children's education.

Thank you,

Krista Nicholas | Director
Tel: 702-843-5050

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



July 14, 2020

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

Executive Director Feiden,

I am writing to express my support of Sage Collegiate Public Charter in their application for authorization under the State Public Charter School Authority. As the Executive Director of Teach For America Las Vegas, I support the school in its effort to expand opportunity for children in Southern Nevada. As an organization committed to community responsiveness, we are impressed with the school founder, Sandra Kinne, and her history of providing families and students in traditionally underserved communities access to a reliably strong public school education. For the record, Ms. Kinne is a former staff member at Teach For America, but has not been employed by our organization for several years now.

Teach For America Las Vegas has a proven track record of recruiting, selecting, training and providing ongoing leadership development to outstanding leaders. We've partnered with Southern Nevada schools for over 15 years to provide talented teachers and leaders to schools that choose to partner with us. We plan to partner with Sage Collegiate, too, and have engaged in conversations with Ms. Kinne. A specific arrangement, including the number of corps members to place at Sage Collegiate, will be finalized after the school is authorized and has a final date to open.

Sandra Kinne's work as a teacher, mentor, coach, Assistant Principal, charter school evaluator give me faith that she will work hard to produce improved student results in alignment to a common underlying goal: provide all children access to an excellent education.

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

In Partnership,

A handwritten signature in black ink, appearing to read "Sean Parker".

Sean Parker
Executive Director
Teach For America Las Vegas



AN AMERICORPS PROGRAM



June 15, 2020

Dear Nevada State Public Charter School Authority:

This letter affirms Leaders in Training's (LIT) strong support for Sage Collegiate Public Charter School and its proposal to open a new public elementary school for the 2020-2021 school year. Committed to college access and persistence for first-generation college students Nevada, education pipelines of more prepared youth and supported families align with LIT's vision of empowering diverse leaders.

As a first-generation college graduate myself, I founded LIT to empower equitable opportunity for students in East and North Las Vegas. Through a Year 1-4 High School college access program, Year 5-8 Postsecondary program and robust alumni program, LIT empowers over 150 students from the 9th grade to college graduates who are committed to using their education and success to empower Nevada. The more access students and families have to equitable opportunities-- especially in the elementary school grades-- the greater chance students will be academically and socially emotionally prepared to become a first-generation college graduate.

Over the past eight years, we have learned immensely and have a 100% college acceptance rate, 92% college persistence rate and all students commit to being a diverse leader in their home community. College acceptances include places like UCLA to Boston University and students attend schools on full-rides to places like University of Michigan to University of San Diego. Such results only happen because of students and families themselves.

Like Sage Collegiate, we know that all parents care and want the best for their children. Yet, access to choice and opportunity is not offered to all students and families. As an after school college access program, students choose to join our program. LIT supports Sage Collegiate existing as an option and choice for those who need it most.

Personally, I've worked with Sandra Kinne at Teach For America who is also a long-term LIT supporter. Ms. Kinne is one of the hardest working people I know-- she will dedicate her life to the success of Sage Collegiate. I proudly support with no reservations. Thank you for all that you do for our community and do not hesitate to reach out for further questions.

Erica V. Mosca

Erica V. Mosca, Harvard Ed.M. UNLV M.Ed. & Boston University B.S.
Founder & Executive Director // Leaders in Training: litlv.org
emosca@litlv.org // 702.449.0703



DEMOCRACY PREP

AT THE AGASSI CAMPUS

Work Hard. Go to College. Change the World!

July 6, 2020

Dear Board of the State Public Charter School Authority:

It is with great pleasure that I write this letter in support of Sage Collegiate Public Charter School, a proposed Kindergarten through 8th-grade college-preparatory charter school for the students and families of Las Vegas.

As the founding Executive Director of Democracy Prep, a college prep school in West Las Vegas, I can speak to the significant need for additional high-quality charter options in our community and to Sandra Kinne's unique qualifications to found and lead a college prep charter school.

Sandra and I began our professional relationship more than five years ago as colleagues at Teach For America. Together we helped to recruit and train incoming teachers to schools across the Las Vegas Valley. Over the course of our tenure at TFA, I was impressed by Sandra's high expectations, dedication to quality education for all children, and unwavering commitment to the Las Vegas community.

The need for high-quality schools in Las Vegas is critical. In the most dire sections of the city, 80 percent of children receive Free and Reduced Priced lunch, 19 percent are classified as English Language Learners, and about 10 percent qualify for special education. In order to change the narrative for children in Las Vegas, we need to expand educational opportunities across the city. Sage Collegiate will provide families with an additional high-quality option that will ensure children have the rigorous academic work required to be prepared for high school and success in the college of their choice.

As a school leader, I am keenly aware of the importance of having skilled school leaders with a clear vision. Sandra has put in countless hours to ensure her vision is clear and that all of the critical details of creating a successful school are in place when children enter the building in August of 2021. It is with full confidence and pride that I recommend Sandra Kinne and Sage Collegiate. If you would like to get in touch with me, you can find my contact information below. Thank you for your consideration.

Sincerely,

Adam Johnson
Executive Director
Democracy Prep at the Agassi Campus
347.504.5354
adam.johnson@democracyprep.org

July 13, 2020

Dear State Public Charter School Authority:

This letter serves to confirm my support for Ms. Kinne and the founding team of Sage Collegiate. As the leader of a recently authorized public charter school in Nevada, I am encouraged by new schools who thoughtfully and diligently join us in our work. In a spirit of partnership, Sage Collegiate has reached out many times to ask questions and learn about our experience as they prepared their own charter application. We do not always have the answers, but I believe we can get better faster as we work together.

I have known Ms. Kinne professionally since she began working for Teach For America in Las Vegas, and I worked closely with her during the Building Excellent Schools (BES) Fellowship program. Ms. Kinne is as hard-working and committed to student success as any education leader I know, and I believe she will do what it takes to build the strong school outlined in the Sage Collegiate application.

Sincerely,



David Blodgett
Executive Director

Nevada Rise Academy

2525 Emerson Avenue
Las Vegas, NV 89121

702.336.7060
nevadarise.org



To the State Public Charter School Authority:

My name is Justin Brecht, Founder and Executive Director of Nevada Rise Academy, an elementary charter school in Las Vegas. I have known Sandra Kinne, Lead Founder of Sage Collegiate Public Charter School, for 8 years as both a colleague in the Building Excellent Schools Fellowship and in our work with Teach for America. In our work together with Building Excellent Schools, Ms. Kinne developed an rigorous, focused, and thorough school plan built upon the model of some of the most successful charter schools in the country. I have also witnessed her dedication to improve education and her relentless pursuit to eliminate educational inequity.

I fully support the establishment of Sage Collegiate Public Charter School and their efforts to establish a high-quality educational option for our community. Working alongside Ms. Kinne in the Building Excellent Schools Fellowship, I witnessed how Ms. Kinne thoughtfully crafted a mission and vision based on research and collaboration that I feel will cultivate empowered new leaders to serve in the diverse Southern Nevada region. I was most impressed with the approach toward literacy, field studies, and civic and community engagement for students in middle school. She also outlined her unique program to support not only all learners, supporting them at their individual academic levels, but also supporting all educators through targeted, strategic coaching and development.

At Nevada Rise Academy our mission is to ensure all students have access to a life of opportunity. It is my hope that Sage Collegiate and Nevada Rise Academy can work together to ensure a more successful Nevada future. Nevada Rise Academy can offer support through the planning phases of Sage Collegiate and are eager to collaborate with them through implementation.

I support the establishment of Sage Collegiate Public Charter School in Las Vegas and look forward to partnering with them to provide educational equity for Southern Nevada's youth. Please do not hesitate to reach out with any further information or any questions you may have.

In Partnership,

Justin Brecht
Executive Director, Nevada Rise Academy



Futuro Academy Charter School

920 N. Lamb Boulevard

Las Vegas, NV 89110

Tel: 702-509-1612

TO: State Public Charter School Authority

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

Date: April 29, 2020

Subject: Support of Sage Collegiate Public Charter School

To Whom It May Concern:

It's my absolute pleasure to write a letter of support for Sandra Kinne as she embarks on opening a charter school in Las Vegas, Nevada. Sandra and I have been colleagues since 2011.

I thoroughly enjoyed my time getting to know Sandra as she went from being a Manager of Teacher Leadership and Development at Teach for America, Las Vegas in Compton to working to support teachers in the Teach for America, as well as her career as an administrator in California, continuing on with thought partnering as she returned to Las Vegas to serve in support of authorizing. I have come to know her as a truly valuable asset to absolutely any team. She is defined by strong preparation, directness, and commitment to do things well in service of our students.

Her skills developed as part of a leadership team of a charter school in Los Angeles and as a Building Excellent Schools fellow have given the practical skills and presence to be a strong leader, and her work in authorizing has given her a unique understanding of our systems of performance and accountability in Nevada. She is now poised to put those skills to the ultimate test by opening a charter school in the community that she calls home.

I recommend without reservation Sandra to her new found position of school leader. I know she will be an effective member and leader in the Las Vegas community.

Please feel free to contact me at any time should you like to discuss Sandra's qualifications and commitment to excellence. I'd be happy to expand on my recommendation.

In service,

Ignacio Prado

Executive Director, Futuro Academy Charter School

Dennis G. Tyson

January 17, 2020

Dear Members of the Board,

My name is Dennis Tyson. I moved to Las Vegas from New Mexico in 2006. My wife and I have two children, both in elementary. The reason for this correspondence is to share with you my support of Sage Collegiate Public Charter School.

Having grown up in New Mexico, where a vast majority of the state is rural with smaller towns and cities, I am keenly aware of the impact of a under-served/low income educational system. Having lived in the valley for last 14 years I have met many locally educated friends that grew up in resource challenged districts. A few of these friends had the opportunity to attend a charter school, or eventually a magnate school. The experiences they shared, both positive and negative, have informed my knowledge and contribute to my outlook on CCSD, not only for my children but for all the children in our city.

As a concerned citizen and parent of children attending a CCSD school I feel this matter to be important enough to formally ask that you support Sage Collegiate Public Charter School. Having read about Sage Collegiate and their goals it seems to me that it will provide a much-needed boost in education for an area of the city that could certainly benefit from its presence.

Whether the future students of Sage Collegiate attend post-secondary educational systems or not is not as important as preparing them in a manner that provides them with the foundations for them to excel regardless of what path they choose. The classical model Sage Collegiate is proposing will help provide that foundation.

Believing that the success of our community and our country begins at home and in the classroom, it is with conviction that I assert Sage Collegiate deserves your support and your vote of approval.

Sincerely,

Dennis G. Tyson

Dennis G. Tyson

To: SPCSA Charter School Committee

RE: Proposed application for Sage Collegiate Charter School

Date: January 15, 2020

To Whom it May Concern:

This letter is in support of the proposed application to SPCSA for the opening of a new charter school, Sage Collegiate. I am a grandmother of four and an aunt of seven children for a total of eleven students who have gone through or currently going through the Clark County School District school system. I have experienced the inequities the school district provides through our own family experiences, and I am currently engaged in trying to find an appropriate school for my grandchildren to attend that will meet their learning needs. Another family member has transferred to a successful charter school to receive the rigorous learning desired. Parents and children must have choices to achieve the learning experiences they need to prepare for a global community, and I believe Sage Collegiate provides this choice.

Sage Collegiate is offering a standards-based curriculum that not only allows teachers to align instruction and skills needed for students to master a standard, but it also provides for differentiating instruction and individualized learning for students as they build their knowledge to master the standard. Sage Collegiate recognizes that an alignment of curriculum, instruction, and assessment is one of the main components for schools to put in place in order for students to be academically successful. This type of alignment is currently not found in my grandchildren's school nor in the schools my nieces and nephews have attended in current and past years. While some Clark County schools do have this alignment in place, it is not consistent throughout the district, and I am excited that Sage Collegiate will offer the standards-based curriculum at their school.

Sage Collegiate has also expressed implementing a slow-growth model. This strategy is effective and allows the school to focus on lower class sizes. Lower class sizes provide for other systems to be put in place such as data-driven meetings, interventions, teacher collaboration, instructional corrections, and the building of a positive and consistent cultural environment. Unlike the complacent character words we find in all schools, Sage Collegiate has provided seven beliefs that families, students, and staff can embrace. These seven beliefs provide an actionable outcome from all stakeholders, and these seven beliefs coincide with the seven values Sage Collegiate proposes to implement in their school. The seven values are uplifting and energetic instead of the character words that have become compliant in the schools.

Sage Collegiate is also proposing opening the school in an area that is in need of more choices for parents and students, and they have emphasized an equitable opportunity for all students-no matter their background. They have provided information on how to involve families and the communities, and I believe they will continue their drive for including families because the school understands to be academically successful, "it takes a village."

It is fortunate that Sage Collegiate will have an Executive Director who brings a vast amount of experience from different districts and leadership positions because the experience has provided the knowledge of what works and doesn't work for students.

I am strongly in support of Sage Collegiate Charter School providing another opportunity for students and parents to have a positive academic experience. I support the opening of this school and hope the SPCSA will also provide this school the support, guidance, and approval it needs to open a school in the most needed area.

Sincerely,
Susan Ulrey, Ed.D.
Grandmother/Aunt of students in Clark County

Susan Ulrey, Ed.D.
01-15-2020

January 16, 2020

Dear Members of the Board,

My name is Jody Dawkins. I have been a Las Vegas resident since 2008. My three children have matriculated through public, charter, and magnet schools in the Clark County School District. Today, I write to you in support of Sage Collegiate Public Charter School.

My oldest child is a talented musician. We were lucky to have Las Vegas Academy to support his love and talent for music while also attending to his academic needs. His younger brothers were equally fortunate to have good public and charter schools available for their needs. We were fortunate to live in a well-served area of CCSD.

It is with this in mind that I ask for your support of Sage Collegiate Public Charter School. Sage Collegiate targets a chronically under-served area of CCSD. An area whose children have few opportunities to receive anything more than the most basic educational service. In fact, when faced with the option of moving to this area and placing our children in those schools, we chose instead to homeschool.

Sage Collegiate plans not only to provide basic educational service but also to go above and beyond in order to prepare those children for college and careers. Moreover, by using an integrated, classical, education model, I am certain that students of Sage Collegiate will be prepared for many diverse opportunities in the future. Opportunities on which they would otherwise miss out. Children of this area deserve better and Sage Collegiate plans to provide better.

Having met with and spoken to members of the Sage Collegiate Board, I can, with full confidence, support the mission and on-going operation of this school. It is my humble request that you do the same. Please, approve the charter of Sage Collegiate.

Respectfully,

Jody Dawkins

A solid black rectangular box used to redact the signature of Jody Dawkins.

July 6, 2020

Dear SPCSA Board,

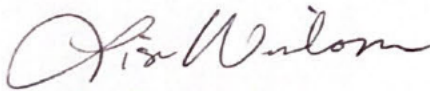
I am a native Las Vegas and a former 20 year resident of 89107. My parents still reside there, and I recently learned of the proposed school, Sage Collegiate. I want to advocate support for this school; families in the area deserve to have school choice and the option for high-quality schools in my old neighborhood.

I attended school in the 89107- *Rose Warren ES, Garside MS, Bonanza HS* and I know first-hand the need for students in the community that Sage Collegiate intends to locate. Children need opportunities that allow them to excel; committed, qualified teachers who set high expectations; and a strong foundation that sets them up for long-term success. There are so many great families that live in the area- I know having a public charter will greatly elevate the options for kids and inspire them in ways they were never engaged before.

As I've learned about Sage Collegiate, I've thought it would have been nice for a school like this to exist when I was a student in the community. I genuinely believe that all students, regardless of their circumstances, deserve options for the best education possible. I believe charter schools provide a path for kids with different abilities and backgrounds as well as a school culture that will help them thrive throughout their educational career and beyond.

Please consider supporting the efforts of Sage Collegiate and allow them to open next year. I know it would make a positive impact to the children and families in the community.

Many Thanks,



Lisa Windom



7/12/2020

To the SPCSA Board,

I am a previous teacher in the Clark County School District and recently learned of the proposed Sage Collegiate. I support the need for this school in its targeted area, and I support this school's plan.

I had worked in the district for 2 years. I know there are hard-working, dedicated teachers who are doing everything they can to help educate students in Clark County. But I also know there is a need for more help, better designed schools, and programs that hold high expectations for all students – including and especially children in neighborhoods like where I teach.

Too often, students like those where I taught don't have the high-quality instruction, the necessary supports, or even the expectations that they can do well because of their background. It's unfair to children, and it's not why I do this work. If there can be a school that can do more for students like mine, then students should have access to it. Families should be able to choose where to send their children when schools, like so many in this district, do not serve their purpose.

I know one of the Committee to Form members, Elysa Arroyo, and she is an incredible teacher and dedicated educator. When I learned that she is working with a team to start a public charter school in our community – in the same zip code where we have no charter schools – I was thrilled for her, her team, and students in our area. To have an option, to be challenged, to have the chance to have more from their education – I wish that for students in our community.

Please consider supporting the efforts of Sage Collegiate and allow them to open next year. I know it would make a difference for children.

Thank you,
Rachel Pepper

[REDACTED]

To the SPCSA Board,

I am the parent of three children who have attended schools in the 89107 zip code, including Red Rock Elementary and Western High School. I even graduated from Western High School myself. I appreciate the teachers and staff at my daughters' schools, and I know how hard teachers work. My children have been lucky enough to have had teachers who have made a strong impact on each of their lives.

But not every child is so lucky. And not every school my children have or will attend will offer them the same wonderful opportunities.

My oldest child chose not to apply to a magnet school, the only option for choice in the area, and is regretting the decision. She finds her classes unchallenging, and will be applying to several magnet schools for next year. My 5th grader has had the opportunity to participate in rigorous curriculum through an accelerated learning model classroom and a robotics team, and access to meaningful extracurriculars through cheerleading, and Drama Club. She has applied to numerous magnet schools in order to continue these opportunities, that, as they are few and far between, she has been lucky enough to participate in.


We have sought opportunities through magnet programs, applying to as many as we could. My 5th grader still hopes to be able to go to a magnet middle school in order to pursue the rigorous and challenging school experience she craves. Unfortunately, the demand for more engaging instruction and greater opportunities exceeds the supply for students. As a CCSD graduate myself, I can tell you – not much has changed since I was in school, and I want more for my children. I want them to be excited about learning, to have challenging curriculum and instruction, and to be able to fulfill their potential – not be on a path of boredom to the point they no longer enjoy school and dread going each day.

I have worked with a member of the Committee to Form for several years; she's a dedicated educator at one of my children's schools. When I learned that she is working with a team to start a public charter school in our community – in the same zip code where we have no charter schools – I was thrilled for her, her team, and students in our area. To have an option, to be challenged, to have the chance to have more from their education – I wish that for students in our community.

While my children will not benefit from Sage Collegiate, given their grade levels, it would be a shame for other students and families not to have a school like this. I know many families who feel the same about our options and opportunities; they would welcome this school.

Please consider supporting the efforts of Sage Collegiate and allow them to open next year. It would mean so much to families in a community with no options and little hope for their children's education to better than it is now and better than their parents', my education, was.

Thank you,


Rachel Ariaga



Attachment 2:

Draft MOU between charter &
college/university

Not Applicable



Attachment 3:

Annual Academic Schedule



Attachment 3: Annual Academic Schedule Sage Collegiate Public Charter School

Sage Collegiate Annual Academic Calendar

2021-22

JULY 2021							JULY 2021						
M	T	W	Th	F	S	S	07.01 07.05: Office Closed 07.06: Office reopens 07.12 07.30: Staff Summer Professional Development Total Days of Instruction: 0						
			1	2	3	4							
5	6	7	8	9	10	11							
12	13	14	15	16	17	18							
19	20	21	22	23	24	25							
26	27	28	29	30	31								
AUGUST 2021							AUGUST 2021						
M	T	W	Th	F	S	S	08.02: First day of School (half day) 08.02 08.06: Student Orientation (half days) 08.09: Full days start 08.17 08.20: MAP Assessments Total Days of Instruction: 22 days						
1	3	4	5	6	7	8							
9	10	11	12	13	14	15							
16	17	18	19	20	21	22							
23	24	25	26	27	28	29							
30	31												
SEPTEMBER 2021							SEPTEMBER 2021						
M	T	W	Th	F	S	S	09.06: No School Labor Day 09.20 09.22: Interim Assessments Total Days of Instruction: 21 days						
		1	2	3	4	5							
6	7	8	9	10	11	12							
13	14	15	16	17	18	19							
20	21	22	23	24	25	26							
27	28	29	30										
OCTOBER 2021							OCTOBER 2021						
M	T	W	Th	F	S	S	10.04: No School Staff PD/Data Day [Aligns with local district] 10.28: Trimester 1 Ends 10.29: No School Nevada Day Observed Total Days of Instruction: 19 days						
				1	2	3							
4	5	6	7	8	9	10							
11	12	13	14	15	16	17							
18	19	20	21	22	23	24							
25	26	27	28	29	30	31							
NOVEMBER 2021							NOVEMBER 2021						
M	T	W	Th	F	S	S	11.08 11.10: Interim/STEP Assessments 11.11: No School Veterans Day 11.12: No School Staff PD/Data Day [Aligns with local district] 11.17 11.19: Minimum Days Parent/Teacher Conferences 11.22 11.26: No School Thanksgiving Break Total Days of Instruction: 15 days						
1	2	3	4	5	6	7							
8	9	10	11	12	13	14							
15	16	17	18	19	20	21							
22	23	24	25	26	27	28							
29	30												
DECEMBER 2021							DECEMBER 2021						
M	T	W	Th	F	S	S	12.20 01.02: No School Winter Break Total Days of Instruction: 13 days						
		1	2	3	4	5							
6	7	8	9	10	11	12							
13	14	15	16	17	18	19							
20	21	22	23	24	25	26							
27	28	29	30	31	1	2							



JANUARY 2022							JANUARY 2022
M	T	W	Th	F	S	S	01.03: No School Staff PD/Data Day
3	4	5	6	7	8	9	01.04: School Resumes
10	11	12	13	14	15	16	1.11 1.13: MAP Assessments
17	18	19	20	21	22	23	01.17: No School Dr. Martin Luther King, Jr. Day
24	25	26	27	28	29	30	01.31: Interim/STEP Assessments
31							Total Days of Instruction: 19 days
FEBRUARY 2022							FEBRUARY 2022
M	T	W	Th	F	S	S	01.31 02.02: Interim/STEP Assessments
	1	2	3	4	5	6	02.07: No School Staff PD/Data Day [Aligns with local district]
7	8	9	10	11	12	13	02.21: No School Presidents Day
14	15	16	17	18	19	20	02.25: End of Trimester 2
21	22	23	24	25	26	27	
28							Total Days of Instruction: 18 days
MARCH 2022							MARCH 2022
M	T	W	Th	F	S	S	03.21 03.23: Interim/STEP Assessments
	1	2	3	4	5	6	03.30 04.01: Minimum Days Parent/Teacher Conferences
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				Total Days of Instruction: 23 days
APRIL 2022							APRIL 2022
M	T	W	Th	F	S	S	03.30 04.01: Minimum Days Parent/Teacher Conferences
				1	2	3	04.11 04.15: No School Spring Break
4	5	6	7	8	9	10	04.18: No School Staff PD/Data Day [Aligns with local district]
11	12	13	14	15	16	17	04.19: School Resumes
18	19	20	21	22	23	24	
25	26	27	28	29	30	1	Total Days of Instruction: 15 days
MAY 2022							MAY 2022
M	T	W	Th	F	S	S	05.09 05.11: MAP Assessments
2	3	4	5	6	7	8	05.16 05.18: Interim/STEP Assessments
9	10	11	12	13	14	15	05.26: Last Day of School /End of Trimester
16	17	18	19	20	21	22	05.27: Staff PD Day/Close Out
23	24	25	26	27	28	29	05.30: Office Closed Memoria Day
30	31						Total Days of Instruction: 19 days
JUNE 2022							JUNE 2022
M	T	W	Th	F	S	S	06.20 07.05: School Closed
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			Total Days of Instruction: 0 days
KEY							
No School: Students & Staff	Staff PD/Data Day	Parent/Teacher Conferences	School-wide Assessments	Abbreviated Day for Students	End of Trimester	First Day/Last Day of school	
Total Instructional Days: 184 days (43 abbreviated days, 141 full days) // Total Staff PD/Data Days: 21 days + 36 Fridays							



Attachment 4:

Board Member Template



Attachment 5:

Board Member Information Sheets, Resumes, Bios

Bio: Elysa Arroyo
Sage Collegiate Proposed Board Member

Elysa Arroyo is a teacher at Red Rock Elementary in Las Vegas, Nevada, and the Manager of Compliance and Grants Administration for Aerospace Machine and Supply. Elysa has worked in various roles in Education since 2006, and moved from Southern California to Las Vegas after being accepted into Teach for America in 2014. During her time as a teacher, she has served as Grade Level Chair, as an elected member of the School Organizational Team, an Elected Association Representative for CCEA, as a member of the School Leadership Team, and founded and directed the Red Rock theatre program, which was accepted into the Disney Musicals in Schools program in 2017. Additionally, Elysa has completed Public Policy Fellowships with Teach Plus, the Nevada Department of Education, the Nevada Governor's Office of Workforce Innovation, and Opportunity 180. She holds a M.Ed in Curriculum and Instruction and an MPAP in Public Administration and Policy from American University.



ELYSA ARROYO

CONTACTS



[REDACTED]



[REDACTED]



[REDACTED]

EDUCATION

Master of Public Policy and
Administration
American University
Washington, D.C.
2019

Master of Education-Curriculum
and Instruction
UNLV
Las Vegas
2016

Bachelor of Arts
Comparative Ancient Civilization
and Classical Studies
University of California, Riverside
2012

PROFESSIONAL PROFILE

Experienced Public Administrator, Policy Advisor, and Educator with a demonstrated history of building and leveraging networks, building teams to collaborate on projects, strong project management skills, and thriving in fast-paced, start-up environments. Skilled in Microsoft Office and G suite, SPSS, team building, event planning, problem-solving, and thinking outside the box.

WORK EXPERIENCE

Manager of Compliance, Grants, and Government Relations Aerospace Machine and Supply | June 2016 - Present

I began in 2008 as an administrative assistant, and worked up to my current title in 2016. In this position, I have managed the consolidation of a California facility into our Las Vegas Facility, secured an Aviation tax abatement which will save the company over \$300K over the course of the next 20 years, and have ensured that the company maintains compliance during the move and beyond. Additionally, I have served as a government relations liaison, which includes networking and building relationships with local government official, maintaining a good working relationship with the Las Vegas Chamber of Commerce, as well as networking with potential clients and partners.

Educator Clark County School District, Las Vegas, NV | 2014 - Present

I teach Common Core Curriculum in the areas of Math, Science, Reading, Writing, and Social Studies, create long range strategic plans to support academic achievement, and analyze data to drive my teaching and increase student learning and success. I collaborate with other teachers to create the best and most relevant lessons to strengthen learning throughout elementary school and beyond.

Teach Plus Policy Fellow Teach Plus Nevada, Las Vegas, NV | 2019 - Present

I work with a team of 17 teachers from Clark County School District to research, write, and recommend policy to the District and to the State of Nevada. Currently, my smaller team is working on restorative justice policy for the District and, collectively, we are working on teacher training and retention, and the

ELYSA ARROYO

EXPERTISE

Curriculum
Instruction
Public Policy
Public Administration
Human Resources
Building Relationships
Public Speaking

SKILLS

Problem-Solving
Communication
Time Management
Networking
Decision Making
Conflict Resolution
Leadership
Active Listening
SPSS
Excel
Word
Publisher
Powerpoint
Salesforce

WORK EXPERIENCE

(Continued)

Public Policy Fellow

Nevada Department of Education-Las Vegas, NV | 2018-2019

I worked to improve the quality of all public education seats currently in the state and supported the Statewide family engagement initiative.

Worked with a team of six to rewrite Nevada's Competitive Multi-Grant Application and Process

Project Managed the \$38 Million Competitive Multi-Grant Application review and award process

Worked with a team of four to begin the Nevada Birth-Grade 12 Family Engagement Framework and Toolkit by facilitating meetings, synthesizing notes, and feedback and drafting the framework.

Planned and executed a Statewide conference in Reno (from Las Vegas) for Educational Equity

Policy Advisor Fellow

Governor's Office of Workforce Innovation -Las Vegas, NV | 2017-2018

I created OWINN's School Engagement Plan, wrote a weekly workforce policy blog for OWINN's newsletter, and provided policy support to help further OWINN's mission to create a vibrant and sustainable economy in Nevada. I attended local networking events through the Las Vegas Economic Alliance and the Governor's Office.

Policy Advisor Summer Fellow

Opportunity 180- Las Vegas, NV | Summer 2017

I supported O180's work toward the mission of bringing 25,000 high quality public education seats to Nevada. I met with out-of-state Charter Schools with proven success rates in order to bring them into Nevada. I networked with charter school authorizers, charter school Leaders, local legislators, and worked with various stakeholders in the community. I helped support and facilitate the opening of local charter schools in Las Vegas. I created a Community Engagement Plan, updated documents to reflect changes in educational policy in the 2017 legislative session, and provided support where necessary.

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

Sage Collegiate

2. Full name

Elysa Arroyo

Home Address

Business Name and Address

Phone Number

E-mail address

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

I have worked in various aspects of Education since 2014. I have additionally served as a Public Policy Fellow with Opportunity 180, the Governor's Office of Workforce Innovation, Nevada Department of Education, and Teach Plus. Additionally, I have the following University Degrees::

BA Classical Studies/Comparative Ancient Civilizations, UCR 2012

M.Ed Curriculum and Instruction, UNLV 2016

MPAP Public Administration and Policy, American University 2019

- 4.

Start-Up Charter School Board Member Information

☒ Resume and professional bio are attached.

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

☒ Does not apply to me. ☐ Yes

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

Every student deserves an excellent education, and that an excellent education serves to narrow the opportunity gaps that exist, not only in Nevada, but across the country. Sage Collegiate will be an excellent school serving historically underserved areas in which none or very few schools exist above 2-stars. I have taught these students for six years, and believe that they are entitled to the education they would receive at Sage Collegiate.

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

The role of the Charter School Board is governance. This means oversight of all budgets, evaluation of school performance metrics, and hiring, evaluating, and removal (where necessary) of the Executive Director. The board also holds full responsibility for the Charter 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.

While I do not have any board service experience, I have been a public school teacher in Las Vegas in the proposed area of the Charter School since 2014. I have also worked for the State Department of Education and for Opportunity 180, where I handled large budgets, grants and compliance, and helped with charter school authorizations respectively.

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

I bring with me the knowledge of a public school teacher, a public administration and policy degree, and experience from Opportunity 180 and the State Department of Education.

School Mission and Program

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

Sage Collegiate embodies a commitment to excellence for all students and a belief in the power of an education. Additionally, Sage Collegiate is founded on the principles of educating students not only for academic success, but also post-secondary success and a lifetime of opportunity.

Sage Collegiate is guided by the belief in creating excellent opportunities in high-needs areas; to the students who are most in need. Additionally, Sage Collegiate will hold all students and staff to high expectations to ensure the fulfillment of that mission.

Start-Up Charter School Board Member Information

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

Sage Collegiate's focus is on ensuring students have a strong foundation that allows to access any high school of their choice and get to and through college. We have an emphasis on literacy, ensuring all of our students read at or above grade level each year. We have a blended learning approach, ensuring students have access to online learning in the context of our instruction and to allow for them to develop 21st Century skills in a global society. We provide learning opportunities in Latin, Communications, and Civic Engagement.

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

A successful school can demonstrate active fulfillment of its mission, which all staff and students have internalized and committed to work toward. Additionally, a successful school can demonstrate active fulfillment of each and every commitment outlined in its charter.

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

Whether or not the school is succeeding will be determined by evaluating the completion of commitments outlined in the charter, and evaluating all performance metrics -such as academic and operational goals, student achievement data, and student/family attrition.

Governance

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

The board provides a governing role in the school's overall operation. This includes, but is not limited to: hiring, evaluating, and firing the Executive Director; making provisions for accounting, budgeting and payroll; monitoring compliance and progress toward long-term goals; ensuring that Sage Collegiate is held to its charter (ensuring academic, financial, and operational success); and providing financial oversight.

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

The board will know that the school is successful when students have met their academic goals, when it can provide evidence of progress toward its mission, when enrollment (including waitlist) that will ensure sustainability, and when the school's budget is fiscally sound and in the black.

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

We will know that the school is successful when students have met their academic goals, when it can provide evidence of mission fulfillment and of agreements in its charter, when enrollment (including waitlist) that will ensure sustainability, and when the school's budget is fiscally sound and in the black.

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

Start-Up Charter School Board Member Information

We must ensure that all board members receive appropriate training to understand our role as the charter holders and governing board;; do our due diligence to hire the right and most competent Executive Director;; create and maintain strong financial policies and oversight;; ensure that all board members develop budget and finance capacity;; ensure facility options are feasible and aligned with fulfilling our mission;; support the ED and school staff to ensure sustainable enrollment;; advocate for public charter schools and support community outreach on behalf of Sage Collegiate;; develop capacity of all board members to fundraise and support development efforts as needed;; and develop a strong, positive relationship with the authorizer for the best interest of Sage Collegiate, our students, and the work of charter schools.

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?

As members of the board, we are each bound to the code of conduct, conflict of interest policy, and confidentiality policy outlined in the Sage Collegiate charter. As such, board members will recuse themselves from any decision where conflict exists; and will hold ourselves and each other accountable to the highest standards of ethics. Should a member violate any of these policies or be found to have acted unethically, immediate action will be taken to ensure the removal of that member.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
- ☐ I / we do not know any such trustees. ☒ Yes

I've met Alejandro Rodriguez in his context with LEE and as an alum of Teach For America.

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
- ☐ I / we do not know any such employees. ☒ Yes

I first met Sandra Kinne, Lead Founder and Proposed ED, when she was a staff member of TFA-Las Vegas. She and I crossed paths when we both worked for the state, in separate agencies. Sandra and I work at the same CCSD school, but we are not on the same team nor do we serve on any committees together.

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

Start-Up Charter School Board Member Information

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Elysa Arroyo, 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 Sage Collegiate Charter School is true and correct in every respect.

Elysa Arroyo
Signature

7/9/2020
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Sage Collegiate,
(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.

Elysa Arroyo
Signature of Certifying Charter School Official

Elysa Arroyo
Name Printed

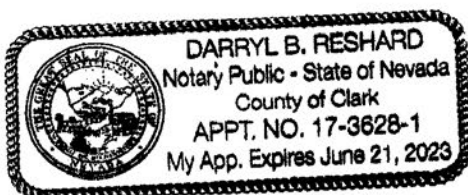
Board Member
Title

7/9/2020
Date

Subscribed and sworn to before me

This 9th day of July 2020
date month year

(Notary Public Seal)



[Signature]

JENNIFER L. BRASTER
Professional Biography
Sage Collegiate Proposed Board Member

Jennifer L. Braster is the founder of Naylor & Braster Attorneys at Law, PLLC, a commercial business litigation firm in Las Vegas, Nevada. Jennifer founded Naylor & Braster with John Naylor in July 2014. Prior to forming Naylor & Braster with John Naylor, Jennifer worked as a commercial litigator at Pisanelli Bice, a premier commercial litigation boutique firm in Las Vegas, and also Lionel Sawyer & Collins, one of Las Vegas' largest law firms.

Jennifer was a board member of a local animal rescue in Las Vegas, Nevada for approximately five years. As an avid animal lover, Jennifer was also a founding member of the State Bar of Nevada's Animal Law Section. Also, through her litigation practice, Jennifer strives to advance the protections to animals in Nevada. Jennifer has represented multiple homeowners in civil rights litigation against various police departments stemming from the unlawful killing of homeowners' dogs, donating a portion of her legal fees to local animal rescues.

Jennifer is currently the public board member for the State of Nevada Board of Oriental Medicine and has been the public board member for State of Nevada Board of Oriental Medicine for approximately two years. Jennifer has also volunteered with the Clark County Bar Association Community Service Committee's work with the local homeless community.

Jennifer is originally from Philadelphia, Pennsylvania and graduated with B.A.s in psychology and sociology from Boston University and a J.D. from Temple University. Jennifer has lived in Las, Vegas Nevada since 2006 with her seven-year-old son and four-legged children.

JENNIFER L. BRASTER



EXPERIENCE:

July 2014 – Present **Naylor & Braster Attorneys at Law, PLLC**
Founding Partner

Las Vegas, NV

- Founding partner of a boutique litigation law firm, concentrating in the areas of commercial litigation, consumer finance, appellate law, construction law, lending and real property disputes, and animal law
- Manages four-attorney practice
- First-chaired multiple trials and evidentiary hearings
- Clients range from small, local businesses and individuals to international, billion-dollar companies

June 2013 – June 2014 **Legal Contractor**

Las Vegas, NV

- Legal research and writing for solo practitioners and small firms

Oct. 2011 – June 2013 **Pisanelli Bice PLLC**
Associate

Las Vegas, NV

- Managed commercial litigation matters, including property, business and contract disputes, with extensive client interaction
- Drafted and argued motions in both state and federal court
- Briefed matters before the Nevada Supreme Court
- Conducted depositions and managed the discovery in various types of litigation matters

June 2006 – Sept. 2011 **Lionel Sawyer & Collins**
Associate, Litigation Department

Las Vegas, NV

- Experience in commercial litigation, business disputes, property disputes, mechanic's liens actions, and construction cases
- First-chaired and second-chaired multiple trials and evidentiary hearings
- Conducted depositions in various types of litigation matters
- Experience as the primary attorney on matters with minimal partner oversight
- Participated in several mediations and arbitrations
- Successfully settled multi-party protracted litigation
- Briefed commercial litigation and labor matters before the Nevada Supreme Court and Ninth Circuit Court of Appeals

Other Legal Employment:

- Summer Associate, *Lionel Sawyer & Collins* (May – Aug. 2005)
- Law Clerk, *Pennsylvania Real Estate Investment Trust* (Spring 2005)
- Summer Law Clerk, *U.S. Environmental Protection Agency, Region III* (June – Aug. 2004)

BAR/COURT ADMISSIONS:

- State Bar of Nevada
- U.S. District Court, District of Nevada
- U.S. Court of Appeals for the Ninth Circuit

EDUCATION:

2003-2006 **Temple University School of Law** Philadelphia, PA
J.D.

1997-2001 **Boston University** Boston, MA
B.A., Psychology and B.A., Sociology

BOARD MEMBERSHIPS

- Member, State of Nevada Board of Oriental Medicine

PROFESSIONAL AND CIVIC AFFILIATIONS AND AWARDS:

- 2020 The Best Lawyers in America – Recognized in the area of appellate practice
- 2015 NAWBO Women of Distinction Rising Star Award winner
- Vegas, Inc. – Women 2 Watch 2015 honoree
- Nevada Business Magazine – Legal Elite 2007-2020
- Desert Companion – Top Lawyer in Commercial Law 2014
- Nevada Business Magazine – Southern Nevada's Top 100 Attorneys
- Nevada Business Magazine – 20 Best Up & Coming Attorneys
- Mountain States Super Lawyers – Rising Star
- Mountain States Super Lawyers – Super Lawyer
- Founding Member and Treasurer, Animal Law Section of the State Bar of Nevada (inactive)

PUBLICATIONS:

- J. Braster, "2019 Legislation Results in Further Protection of Animals in Nevada," COMMUNIQUÉ (September 2019)
- J. Braster, "Senior Citizens and Their Four-Legged Companions: What Rights Do Service Animals and Their Owners Have Under Nevada Law?" COMMUNIQUÉ (Mar. 2018)
- J. Braster, "Nevada Expands its Laws Protecting Animals Left in Hot Cars - But Will It

Result in Change?," COMMUNIQUÉ (Sept. 2017)

- William D. Goren, ESQ and Jennifer L. Braster "Ins and Outs of Nevada's Service Animal Law," NEVADA LAWYER (Nov. 2016)
- J. Braster, "Nevada Becomes the Second State in the Country to Offer Research Animals a Second Chance," COMMUNIQUÉ (Sept. 2015)
- J. Braster, "Expert Testimony in the Wake of Hallmark and Higgs - Has the Supreme Court of Nevada Adopted Daubert?," COMMUNIQUÉ (Jan. 2011)
- J. Naylor & J. Braster, Chapter 32: Nevada Bond and Lien Law, NEVADA CIVIL PRACTICE MANUAL (5th ed., 6th ed. and updates)
- Kathy McCarthy & Jennifer L. Braster, An Overview of Animal Law in Nevada, NEVADA LAWYER (Dec. 2011)

SPEAKING ENGAGEMENTS:

- Jennifer Braster, "An Overview of Animal Law," NALS Educational Conference (Oct. 10, 2015).
- Jennifer Braster, Presentation on the recent *SFR Investments Pool 1, LLC v. U.S. Bank, N.A.* decision involving superpriority of HOA liens, before the Professional Women's Council of Southern Nevada, October 2014
- Jennifer Braster, Animal Law Legislative Update 2013 Webinar CLE
- Jennifer Braster & Nathan Sosa, Animal Law Legislative Update 2011 Webinar CLE
- Greg Smith, Malani Kotchka, Greg Gemignani, and Jennifer Braster, *Breakfast Briefing: Employee Non-Compete Agreements*, Lionel Sawyer & Collins (July 15, 2009)
- Linda M. Bullen and Jennifer L. Braster, *Environmental Issues in Real Estate Transactions*, State Bar of Nevada (August 24-25, 2006)

PUBLISHED CASES:

- *Del Webb Communities, Inc. v. Partington*, 652 F.3d 1145 (9th Cir. 2011)

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 Sage Collegiate Public Charter School
2. Full name Jennifer L. Braster
Home Address [REDACTED]
Business Name and Address Naylor & Braster, 1050 Indigo Drive, Suite 200, 89145
Phone Number [REDACTED]
E-mail address [REDACTED]
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☐ Does not apply to me. ☒ Yes
Yes, per resume, I am on the State of Nevada Board of Oriental Medicine
6. Why do you wish to serve on the board of the proposed charter school?
In college, I tutored elementary school-aged children in lower-income areas of Boston, MA. It was my first glimpse in the inequalities in the public school system. As a society, we owe it to all children to have the same opportunities, and being on the board of this charter school is one step forward in leveling the playing field for all children.
7. What is your understanding of the appropriate role of a public charter school board member?

Start-Up Charter School Board Member Information

As a board member of a public school, we owe a fiduciary duty to the school. That duty includes ensuring the school, leaders, its employees, and management are performing in good faith and towards achieving the goals of the school. A board member must also be cognizant of and ensure the financial responsibilities and budgets are being met.

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

I have been the public board member for the State of Nevada Board of Oriental Medicine for approximately two years. I was a board member for Hearts Alive Village, a local animal rescue, for approximately five years. I also opened my own law firm approximately six years ago and I have successfully managed my law firm along with my business partner.

9. Describe the specific knowledge and experience that you would bring to the board.
I have a B.A. in sociology. I have successfully run my law practice for six years, which includes managing the finances and operations of the law firm as well as human resources. As a mother of a seven-year old boy, I am aware of the current education system and the need to better meet the needs of all children.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Driven by excellence for all in a supportive, rigorous, and ambitious school community, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.

As I mentioned above, in college, I first experienced how different children's schooling may be due to their socio-economic status. I believe we need to give every child the same opportunity to succeed.

2. What is your understanding of the school's proposed educational program?
We have identified a specific area in Las Vegas that lacks high performing schools and lacks school choices. Our education program emphasizes a longer school day, longer school year, and more time on fundamentals, like reading, that will set students up for success in high school and college.
3. What do you believe to be the characteristics of a successful school?
Achieving its mission as set out at the onset; close and successful relationship with the community; happy and successful students
4. How will you know that the school is succeeding (or not) in its mission?
Long term – following student success post-8th grade; establishing academic, financial and operational goals and meeting those goals, student testing and data

Governance

1. Describe the role that the board will play in the school's operation.
Similar to a for-profit corporation, the BOD is there to establish the short-term and long term goals of the organization, including financial, operational, and missions of the organization. Much like creating a business plan, the BOD must assist in creating and then ensuring compliance with the organization's mission statement, budget and financial plans.

Start-Up Charter School Board Member Information

Detail wise, the BOD will be involved in hiring the Executive Director to lead the management of the school and working with him/her. The BOD will also be responsible for ensuring compliance with regulations and reporting requirements.

2. How will you know if the school is successful at the end of the first year of operation?
A "business plan" or plan to achieve the school's mission statement is created, including all financial goals. Large number of enrolled students who are meeting their targets. There is interest in the school going forward in the community.
3. How will you know at the end of three years of the school is successful?
Students are continuously meeting their goals; there is a waiting list for the school; there is a core team of management that is meeting the mission of the school; the budget or financial requirements are being met.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Hiring the right top-level ED and communication between the BOD, ED, and the community. Paying close attention to the financial requirements and budget. Listening to the community and what the student needs are and ensuring the ED is aware of the community's voice
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?
As both an attorney and as a proposed board member, I have ethical obligations. If a board member was not acting ethically or was not acting in the best interests of the school, e.g. breaching that member's fiduciary duties, the responsibility of the board is to take action. That action, depending on the severity of the misconduct, could range from public discussion and reprimand to voting out that board member per the terms of the school's governance documents.

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

Start-Up Charter School Board Member Information

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, Jennifer Braster, 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 Sage Collegiate Charter School is true and correct in every respect.


Signature

7-7-20
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Sage Collegiate Public Charter School,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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



Signature of Certifying Charter School Official

Jennifer Bask

Name Printed

Proposed Board Member

Title

State of Nevada
County of Clark

Subscribed and sworn to before me

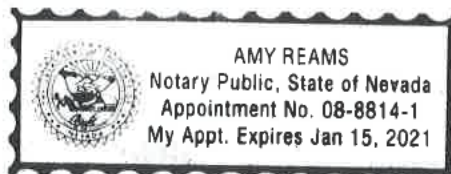
7-7-20

Date

This 7th day of July, 2020
date month year

Amy Reams

(Notary Public Seal)



Tracy Gniewek
Professional Biography
Sage Collegiate Proposed Board Member

Tracy is a “Champion of Change” driven to support the development of leaders, employees and organizations. She is an intuitive and compassionate coach and believes an engaged workforce drives business performance.

After leading Human Resources teams in the Corporate environment for large organizations for 25 years, Tracy recognized a need of owners and leaders in the small to mid-sized business space for guidance with the development of People, Processes and HR Programs. She founded her consulting business and serves as its President & Chief People Strategist. She calls Las Vegas “home”, but her business model provides her the ability to support companies in any region.

Tracy has led the human resources initiatives for several of Las Vegas’ premier hospitality properties including Planet Hollywood, the Aladdin, MGM Grand, and the Light Group. She has vast experience with building the HR foundation for start-ups and facilitating change during mergers and acquisitions. Tracy creates employee-focused strategies to boost employee engagement, performance, motivation and satisfaction while meeting an organization’s business model and objectives and improving the bottom line.

Tracy believes many leaders under-estimate the power of their influence over their people. Leaders at all levels of the organization can create environments to make real change. By developing people and reinforcing their purpose, leaders build a more productive workforce, improve business results, influence happier families and create healthier communities.

Tracy holds a Bachelor of Science in hotel administration from the University of Nevada, Las Vegas. She is an active member of Nevada Subcontractors Association, an Authorized Partner and Certified Trainer for Everything DiSC® and Five Behaviors of a Cohesive Team and a certified Senior Professional in Human Resources (SPHR) since December 2010. Tracy achieved her Producer License for Health and Life Insurance in the State of Nevada in February 2020.

In her spare time, Tracy is a proud aunt, avid Dave Matthews Band fan and actively volunteers with many local non-profits.

Tracy Gniewek, SPHR, SHRM-SCP

Core Competencies

- Change Management
- Leadership
- Project Management
- Employee/Labor Relations
- Benefits & Compensation
- Policies & Procedures
- Recruitment & Retention
- Performance Management
- Team Building

Professional Profile

Human Resources strategist with a proven history of success partnering with senior management in the design and execution of business-driven HR strategies. Skilled in start-ups, mergers, acquisitions and transitions of businesses. Builds strong relationships with business partners by understanding business objectives, developing best practices aligned with business objectives, and gaining support to create a culture of results, accountability and ownership. Demonstrated expertise in the planning and implementation of all facets of human resources programs within unionized and pro-employer environments. Possesses comprehensive knowledge of legal compliance to handle employee relations issues and solid communication and interpersonal skills to coach managers in leadership and performance management.

Professional Experience

Owner/HR Consultant

Propel HR Solutions, LLC dba TG HR Consulting

2017 — present

Provide services to help businesses embrace change and strengthen performance through proactive approaches to improve the organization and its people. Work with companies to build or develop overall HR Programs, assess and implement technology solutions, and support HR issues and compliance by conducting audits and investigations and providing recommendations for go-forward plans. Work with organizations to develop and implement culture initiatives and coach leaders to implement throughout all business and employee communications and programs. Develop and facilitate leadership and compliance training and development programs.

www.tghrconsulting.com

HR Strategist/Consultant

EPIX Solutions-Las Vegas, NV

2015 — 2017

Work with business owners, operations leadership and human resources staff to create employee-focused strategies to boost employee engagement, performance, motivation and satisfaction to achieve objectives and improve the bottom line. Recommend processes and policies to build compliant HR Programs, develop culture and build staff competencies in new, transitioning and established organizations to avoid employee relations issues and minimize potential litigation. Coach individual employees and management to achieve goals by building HR competency within operations leadership and driving change within businesses.

Director of Human Resources

PHEASANT RUN RESORT-St. Charles, IL

2013 - 2015

Lead, manage and champion the culture of the resort and Interstate Hotels and Resorts. Executive Committee Member responsible for the short and long term planning and the daily operations of the Human Resources division. Collaborate with Executive Committee as a change agent to transition 50 year-old privately owned resort to a progressive Interstate Hotel property. Transitioned the property to a new management group, Hostmark Hospitality.

- **Devise and implement human resources initiatives to align with business goals;** actively work with management team to communicate enhanced expectations to employees to improve revenues, meet Guest Satisfaction Scores, reduce expenses and improve energy and pride toward property.
- **Build leadership team culture to one of accountability, ownership, creativity and forward thinking strategy.** Coach and empower management team by providing tools and guidance to improve communication in order to improve employee relations and business results during significant reorganization of long-term management.
- **Transitioned property to new management company and ownership group;** established and introduced new culture, processes and policies to team. Streamlined staffing levels to prepare for significant renovations to resort.

Tracy Gniewek, SPHR, SHRM-SCP

Senior Human Resources Manager

GATE GOURMET — Chicago, IL

2011-2013

Partnered with the leadership team to transition organization to a proactive employee-centric culture to improve business performance, employee retention, and management competencies.

- **Maximized limited resources to improve employee morale and retention.** Coached and empowered management team to implement positive employee relations philosophies during significant reorganization of long-term management. Reduced turnover of new employees 25% within first year.
- **Leveraged relationships with Labor Unions and management.** Actively worked with management team to communicate enhanced expectations to employees and union representatives and aggressively handled grievances to accomplish Company goals; positively impacted the team through the delivery of low cost quality of life programs and strategic communications resulting in enhanced employee relations and pro-employer attitude.
- **Developed and coordinated programs to identify and retain high potential leaders.** Performed as a work-stream leader on the initiative to identify high potentials nation-wide. Partnered with General Manager and Corporate leadership to develop performance plans and coach/mentor management team to achieve individual, unit, and corporate goals.

Vice President of Human Resources

PLANET HOLLYWOOD RESORT AND CASINO—Las Vegas 2009-2010

Partnered with the leadership team to spur an organizational transformation of mission and culture to an improved business model focused on process efficiency, and guest and employee satisfaction.

- **Devised and implemented human resources initiatives aligned with business goals;** actively worked with management team to communicate enhanced expectations to employees and union representatives and aggressively handled grievances to accomplish Company goals; positively impacted a team of 2,500 through the delivery of low cost quality of life programs and strategic communications resulting in enhanced employee relations and pro-employer attitude
- **Leveraged operations expertise to lead human resources actions** supporting the successful launch of a new condominium tower to meet challenging timelines in flux.
- **Generated significant cost savings and created process efficiencies** through comprehensive evaluation and modifications to benefits programs and human resources staffing. Streamlined the human resources function, improved delivery of employer services, and implemented transparent benefits changes to retain employee satisfaction.

Vice President of Human Resources 2009

THE LIGHT GROUP—Las Vegas, NV

2007-

Propelled the development of a leadership team in a fast-paced customer service environment; established best practices to elevate human resources processes and organizational results.

- **Advanced business growth;** developed a highly successful recruitment strategy accommodating union contract parameters; opened four new restaurants and nightclubs within the first nine months of employment.
- **Improved employee relations through effective performance management** and harmonization of disciplinary actions; coached supervisors in progressive discipline programs to achieve a reduction in union grievances and employee relations issues.
- **Forged strong relationships with executive management,** vendors, colleagues and labor union representatives based on trust, integrity, and respect to positively influence organizational goals and strategy.
- **Improved safety compliance throughout the organization;** introduced and disseminated information on OSHA programs including a written workplace safety program, a safety committee, and a hearing conservation program.

Director of Human Resources 2007

DOWNTOWN RESORTS—Las Vegas, NV

2006-

Collaborated with the corporate Leadership team to strategize and implement a company reorganization. Addressed the need for improved information flow through an effective communications strategy designed to bolster employee morale. Directed and audited the human resources function for efficiency and cost effectiveness.

Director of Human Resources 2006

PROCAPS LABORATORIES—Henderson, NV

2005-

Leveraged human resources expertise to coach executives in the creation and implementation of a solid infrastructure comprised of corporate, business unit, and individual objectives in alignment with company objectives.

Tracy Gniewek, SPHR, SHRM-SCP

- **Transitioned the human resources function into a business partner role;** created a foundation comprised of policies and procedures, employee communications, and led the development of FLSA job descriptions paired with equitable compensation.
- **Strengthened managerial leadership;** coached supervisors in the acquisition and demonstration of leadership competencies.
- **Supported preparation for business growth;** collaborated with operations in the creation of marketing strategy, reviewed organizational structure and employee capabilities, and contributed to the reorganization and restructuring of the call center department.

ALADDIN RESORT & CASINO—Las Vegas, NV

1999-2004

Vice President of Human Resources (2003-2004)

Director of Human Resources / Director of Compensation and Benefits (1999-2003)

Drove organizational culture and focus on the provision of exceptional customer service through strategic and innovative programs and systems to support a pro-employer culture.

- **Led the execution of all human resources operations** with a focus on process improvements and effective administration of the function. Built a skilled human resources team driving the recruitment and hiring of 4,000 employees under tight timelines, implemented an HRIS system to streamline process flow, and instituted an innovative peer-review process to ensure fair treatment and minimize litigation.
- **Directly contributed to organizational success;** established and monitored employee engagement, performance management, and compensation and benefits programs for effectiveness and cost-benefit ratio. Achieved a high rate of retention and applicant flow, excellent guest service ratings, and minimal union representation in a highly competitive and unionized business environment.
- **Led a successful strategy and worked closely with counsel and management** to handle an aggressive union organizing campaign and claims against the company. Represented the Company's position and significantly reduced liability while maintaining a professional relationship with the union.
- **Recognized for exceptional performance;** nominated by the executive committee for the Citizen of Distinction Award.

Benefits Manager

MGM GRAND HOTEL, Inc.—Las Vegas, NV

1993-1999

Promoted through positions of progressive responsibility; achieved success in the delivery of first-time programs including company benefits, supervisory training, and employee communications.

EDUCATION, Other

Bachelor of Science, Hotel Administration . UNIVERSITY OF NEVADA, Las Vegas, NV

SPHR, Senior Professional in Human Resources. December, 2010

SHRM-SCP, Senior Professional in Human Resources. February 2016

Licensed Producer for Health and Life Insurance — Nevada, February 2020

Member of Trustegritty — 2018 and 2020

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).


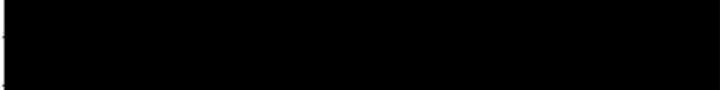
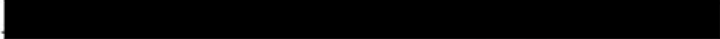

All forms must be signed by hand.

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 Sage Collegiate Public Charter School
2. Full name Tracy Gniewek
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.
 - Bachelor of Science – Hotel Administration from UNLV
 - SPHR and SHRM-SCP Professional Designations
 - Member of the Human Resources Management Teams for the MGM Grand, Aladdin Resort and Casino and Planet Hollywood Resort and Casino (Pre-Opening and Operational)
 - HR Consultant for Las Vegas Non Profits (Sunrise Children's Foundation, Volunteers in Medicine of Southern Nevada)
 - Volunteer Elementary Small Group Leader – The Crossing Church
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?

Children are our future. I am passionate about working with others who understand opportunities for ALL children must be created in order to create positive change in our community and the world.

7. What is your understanding of the appropriate role of a public charter school board member? A board member provides consistent oversight and guidance as needed. This includes monitoring the effectiveness of the school leader and making employment decisions accordingly. Additionally, a board member must monitor compliance with employment practices and financials due to the fiduciary responsibility.

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.

Over 20 years' experience leading management teams and executive committees.

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

28 years' diverse experience working with leaders to develop smart and effective organizational development programs and coaching teams to influence healthy change. Vast experience with Human Resources Program Development, Compliance, Implementation and Management.

School Mission and Program

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

The guiding beliefs include creating an environment that provides opportunities for K-8 students to reach their goals through excellence in education and support from the community.

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

We want all students to be prepared to attend and successfully complete college. Our educational model provides a strong foundation with classical elements, such as Latin, Civic Engagement, and Communications all in a structured, supportive school environment. We hold high expectations for not only students but staff, too, as we want all students to be at or above grade level each year and to be prepared for any high school of their choice. We implement best practices from proven, high-performing schools that serve similar demographics that we expect at Sage Collegiate.

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

In order to be successful, the school should have a clearly defined mission and roadmap to

Start-Up Charter School Board Member Information

achieve desired results. The school leadership and Board must be actively involved with the community and provide support to the school leader. And the students should be successful in meeting their goals.

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

Results data that meets or exceeds goals; active enrollment and retention of students; financial stability.

Governance

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

The Board will hold the mission of the school and provide oversight to ensure Sage Collegiate carries out the terms of the charter.

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

I would consider the school successful if we have managed sound financial results to meet our budget; we engage students who achieve or exceed their goals; and we have full enrollment with a waiting list to drive our growth.

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

- We have managed sound financial results to meet our budget.
- We engage students who achieve or exceed their goals.
- We have full enrollment with a waiting list to drive our growth.
- We are meeting the goals and agreements outlined in our authorized charter.

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

Receive training about the protocols for Board Membership and build relationships with one another to develop healthy communication strategies.

Hire an excellent Executive Director.

Support the staff and the students.

Provide oversight and support for development of fiscal, operations and people policies.

Engage with fundraising efforts.

Support the marketing and community PR efforts.

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?

The appropriate Board members must escalate concerns that are to be investigated accordingly. Swift action must be taken to remove any Board Member who has violated Board Protocols or Policies.

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

Start-Up Charter School Board Member Information

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, Tracy Gniewek, 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 Sage Collegiate Charter School is true and correct in every respect.

Tracy Gniewek
Signature

7/8/2020
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Sage Collegiate Public Charter School
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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

Tracy E. Gniewek

Signature of Certifying Charter School Official

Tracy E. Gniewek

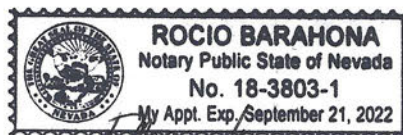
Name Printed

Proposed Board Member 7/8/2020

Title

Date

Subscribed and sworn to before me



This 8TH day of JULY 2020

date month year

(Notary Public Seal)

Professional Bio: SANDRA KINNE
Sage Collegiate Proposed Executive Director

Lead Founder and proposed Executive Director Sandra Kinne is an experienced educator, who began teaching at in the Compton Unified School District as a Teach For America corps member. She was voted by her peers at “Teacher of the Year” at King Elementary for the 2005-2006 school year, and served in many leadership roles as a teacher, including School Site Council chairperson, Leadership Team member, lead teacher for the Gifted and Talented program, and as an elected CEA representative. Ms. Kinne brings more than 10 years of teaching experience, including in a special education school for emotionally disturbed students, BOCES – Kasson Road, and at a K-8 urban charter school, Southside Academy Charter School, in Syracuse, NY, where 97% of students qualified for free or reduced lunch.

Ms. Kinne served for three years as an instructional coach in the Las Vegas Valley with 1st- and 2nd-year teachers in the Clark County School District, was a School Director for six months at two sites as part of Teach For America’s Summer Institute in Phoenix, and was an Assistant Principal at a Title I middle school in Monterey Peninsula Unified School District.. She brings experience in research evaluation, consulting on education projects – including an early iteration of PBS Kids. She has also worked in education for the State of Nevada and currently is employed by CCSD.

Ms. Kinne is a former military dependent and grew up on Army bases around the world. She first moved to Las Vegas in 2012. She holds a B.A. from Syracuse University, M.A. Ed. from Loyola Marymount University, and M.P.A. from Columbia University. Additionally, Additionally, Ms. Kinne has teaching credentials in CA, NY, and Nevada and a preliminary admin credential in California.

SANDRA T. KINNE

PROFESSIONAL EDUCATION EXPERIENCE

Teacher: July 2019 - present

Clark County School District • Las Vegas, NV

Teach 3rd grade at a Title 1 school

- Design and implement differentiated lessons to ensure student success
- Assess students and analyze data to determine achievement and ensure instructional accountability
- Collaborate with colleagues for grade level instruction and cross-content lessons

Education Program Professional of Academic Performance: July 2018 – June 2019

Nevada State Public Charter School Authority • Las Vegas, NV

- Member of Authorizing team of Nevada's statewide chartering authority, the third largest public school system in Nevada, overseeing 29 schools on more than 50 campuses, serving more than 42,000 students
- Assisted in review and recommendation processes of public charter school applications, renewals, and contract amendment proposals
- Developed Site Evaluation protocol, lead training, development, and review of Site Evaluations on regular basis
- Revised renewal process and developed pre-opening guidelines based on best practices
- Monitored assessment and accountability efforts
- Analyzed and interpreted education program data and ensuring compliance with state and federal requirements

Fellow//Founding Executive Director: August 2016 - March 2018

Building Excellent Schools//Paragon Academy of Compton • Greater Los Angeles, CA

Building Excellent Schools (BES) trains high-capacity individuals to take on the demanding and urgent work of leading high-achieving, college preparatory urban charter schools.

- Participated in rigorous, year-long Fellowship of highly-selective flagship program of Building Excellent Schools
- Visited and analyzed more than 40 high-performing schools in low-income communities across the country
- Participated in 250 hours of leadership residencies at high-performing, award-receiving schools - Endeavor College Prep (Los Angeles) and Great Lakes Academy (Chicago)
- Completed 600 hours of professional development in areas including budget, finance, governance, staff development and training, vendor relations and procurement, school and staff culture, instruction and curriculum, hiring and human resources, community engagement, facilities, fund development

Paragon Academy of Compton was a county-authorized TK-8th grade school in Compton, CA driven by excellence for all and slated to open in August 2018. The school's Board of Directors voted in March 2018 to delay opening due to facility challenges and wanting to avoid a lengthy and expensive facilities legal battle. This effectively ceased school operations given conditions for the school's authorization, and the Board and entity dissolved.

- Responsible for day-to-day development of petition, school, and development
- Provided daily school leadership, including all instructional, operational, and financial components
- Developed internal and external goals for school, and monitor progress towards achievement of those goals
- Developed educational program, including the school's curricular, assessment, and enrichment programming
- Recruited, hired, and trained instructional and building support staff
- Develop, lead, and manage the school Leadership Team and serve as instructional model to all staff members; evaluate all members of Leadership Team and all teaching staff
- Participated in professional growth opportunities as required to maintain awareness of educational trends, management concepts, community involvement, and other leadership initiatives
- Created structures for, and oversee, meaningful family engagement through regularly scheduled events, communication, and solicitation of parent feedback
- Conducted student recruitment and oversaw enrollment, including the implementation of a public lottery
- Established annual and long-term strategy and goals for the school with Board approval; presented Board with contractual options for operational decisions
- Managed Board relationship and all communication to the Board
- Maintained and distributed monthly reports to the Board of Directors around topics of enrollment, academic achievement, finances, and other pertinent operational data
- Created and maintained marketing and fundraising plans for school; actively partner with the Board to fundraise on behalf of Paragon Academy
- Developed and managed relationships with community service providers for student support services
- Worked directly with the back-office provider
- Served as liaison with authorizer

Assistant Principal: July 2015 – June 2016

Monterey Peninsula Unified School District: Walter Colton Middle School • Monterey, CA

Served on administrative team at Walter Colton Middle School, a Title I school for 6th-8th grade

- Supervised and evaluated instruction; trained staff in use of student assessments and data analysis; provided leadership for development, implementation, supervision of instructional programs and curriculum
- Assisted with administering the budget and administering master contracts at school site, as assigned
- Facilitated professional development of staff and adult learning opportunities
- Coordinated school's athletic program; managed coaches and seasonal sports activities
- Supervised extracurricular activities, including league sporting events, concerts, dances, parties, field trips and other activities beyond the regular school day
- Communicated regularly with parents/families on behavior, events, and general news through phone calls, emails, and newsletters; assisted in organizing parent conferences, back-to-school nights and other school wide events
- Developed and ensured the implementation of the school's student behavior policies and procedures; evaluated the effectiveness of the procedures and keeps students, staff and parents informed of changes
- Assisted in developing and implementing a system through which the educational program and activities of the school are regularly communicated to parents
- Served on district-level committees, including Secondary Instructional Leadership Team
- Attended appropriate conferences, workshops and meetings, including AP Leadership Academy and Administrator Induction Cohort 2015 with the Monterey County Office of Education.
- Performed other related duties as assigned by and in lieu of Principal

Manager, Teacher Leadership Development: July 2012 - June 2015

Teach For America: Las Vegas Valley • Las Vegas, NV

Worked on regional team of national organization as an instructional coach for first- and second-year corps members in Clark County School District and regional public charter schools

- Managed, developed, and coached cohort of first- and second-year teachers in elementary and Special Education
- Observed teachers regularly in classrooms and debriefed with them to assist with management; planning & execution of instruction; data-analysis; relationship building with families, school staffs, peers; coach through mindset shifts to help create transformative pathways for students
- Planned and executed professional development for cohort and regional TFA corps through workshops, in-class modeling, co-teaching, and annual and quarterly professional development programs
- Built relationships with school administration and support staff to align and maximize support and coaching
- Supported regional and national operations, including recruiting, evaluating, hiring, and onboarding teachers
- Facilitated programming for new MTLDS: July 2013
- Presenter, annual Teacher Leadership Development Summit: January 2015
- Co-designer and facilitator, Low Income Background Staff Strategic Retreat: May 2015
- School Director, Phoenix Institute: Feb. 2014 – July 2014

School Director: Feb. 2014 - July 2014

Teach For America: Phoenix Institute • Phoenix, AZ

Served as School Director in a six-month, temporary role with Teach For America's summer program (*while simultaneously working in year-round role of MTLDS; see above*)

- Responsible for execution of five-week summer school program with 38 teachers, 425 students, and staff of 7 at Central Phoenix K-6th public charter school and a Southern Phoenix traditional K-8th district school
- Managed staff to ensure outcomes and goal achievement through four weeks of instruction
- Built relationships with school site partners and staff through spring and summer to ensure alignment of operations, outcomes, and content
- Used data to drive student outcomes, teacher leader training, and staff's professional development
- Facilitated training of staff through spring and summer; supported development of staff through coaching and differentiated support to implement vision and drive toward goals
- Responsible for fostering school and staff culture, as well as building relationships with families and community partners
- Supported Academic Deans and coaches in planning, presenting, and supporting culturally responsive teaching

Teacher: Aug. 2008 - June 2009, Aug. 2010 - June 2012

Southside Academy Charter School • Syracuse, NY

Taught 1st, 2nd, and 4th grade at Title I public charter school

- Designed and implemented differentiated lessons to ensure student success
- Applied assertive discipline to manage classroom of at-risk students in school with 97% of student Title I population
- Assessed students and analyzed data weekly to determine achievement and ensure instructional accountability
- Collaborated with colleagues to redesign grade level instructional and accelerated student learning guides

- Initiated Staff Book Club to increase student achievement, develop teacher effectiveness, and build community among staff; lead discussions of staff-selected books on education reform, assessment, and best practices
- Spearheaded design and presentation of staff development
- Served as mentor for a second-year teacher; provide instructional support and feedback, Sept. 2011- June 2012
- Managed, coached, and supported student teachers from SUNY Cortland, Sept. - Oct. 2011, Sept. - Oct. 2010
- Committee Member: School Based Intervention Team, Academic Committee, School Improvement Committee, Math Committee, Discipline Committee, Saturday School tutor (6th – 8th grades, 2nd-5th grades)

Teacher: Sept. 2004 - June 2006 and Sept. 1999 - June 2002

Compton Unified School District • Compton, CA

Taught 4th grade at Title I schools; Served as a Corps Member of Teach For America, Sept. 1999- June 2001

- Designed and implemented instructional program aligned with state content standards in six subject areas for 32-35 at-risk students and second-language learners
- Provided instruction to ensure students met grade-level growth targets and more than doubled number of proficient students on state tests; advanced all students more than one grade level
- Evaluated student achievement through created and adapted weekly assessments
- Collaborated with grade level team to adapt and apply curriculum
 - **King Elementary:** Teacher of the Year (2006), School Site Council Chairperson (Sept. 2005 to June 2006); Leadership Team (Sept. 2005 to June 2006); Lead Teacher, Gifted and Talented Education program (Sept. 2005 to June 2006)
 - **Kennedy Elementary:** Lead Teacher, Gifted and Talented Education program (Sept. 2000 to June 2002); Grade Level Chairperson (March 2000 to June 2002), Elected School CEA Representative (March 2000 to Sept. 2001)

EDUCATION

Master of Public Administration

Columbia University, School of International and Public Affairs • New York, NY

- Concentration: Education Policy
- Graduate Fellow: Office of former New York City Mayor David Dinkins
- SIPA Voice of Conscience, May 2004: Alumnae-endowed award given at Commencement recognizing graduating student for commitment and tangible actions in furthering tolerance and understanding among different groups

Master of Arts in Education

Loyola Marymount University, School of Education • Los Angeles, CA

- Completed Teacher Credential Coursework: May 2005
- Completed Administrative Credential Coursework: May 2006

Bachelor of Arts

Syracuse University • Syracuse, NY

- S.I. Newhouse School of Public Communications: Newspaper Journalism (major)
- Maxwell School of Citizenship and Public Affairs: International Relations (major)
- The College of Arts and Sciences: Women's Studies (major & program of thesis)

CERTIFICATION

- Nevada Administrative License: Pending
- Nevada Elementary (K-8) License: March 2018
- California Administrative Services Credential- Preliminary: June 2015
- California Multiple Subject Teaching Credential- Clear: March 2011

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 SAGE COLLEGIATE PUBLIC CHARTER SCHOOL

I do not intend to serve on the Board, but I am the lead founder, on the Committee to Form, and am the proposed Executive Director.

2. Full name Sandra Kinne
Home Address [REDACTED]
Business Name and Address [REDACTED]
Phone Number [REDACTED]
E-mail address [REDACTED]

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

I will not serve on the Board but rather am the proposed Executive Director. My qualifications for that role are detailed in the appropriate sections of the application.

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

I previously served on the Board of The Daily Orange, the independent student newspaper of Syracuse University. I previously served on the board a community non-profit, the Meachem Area Parks Association, in Syracuse, NY.

6. Why do you wish to serve on the board of the proposed charter school?
N/A – I am the proposed ED.

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

The role of a public charter school board member is to provide oversight and fiscal prudence to the authorized school. Board members are the charter holders; that is, the school leader does not receive the authorization, the board does. It is the board's responsibility to hire/fire and evaluate the school leader, ensure fiscal prudence and sustainability, and hold the school leader accountable for meeting the goals set out in the charter.

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.

N/A – I will not be a board member.

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

N/A – I will not be a board member.

SCHOOL MISSION AND PROGRAM

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

Our mission: Driven by excellence for all in a supportive, rigorous, and ambitious school community, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.

Guiding beliefs include creating opportunities in high need community, offering an excellent education to those most deserving and most in need, and holding all students and staff to high expectation to ensure the mission is fulfilled.

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

We are committed to creating a school of choice that is high-performing, high-quality, and provides opportunities for students in the 89107, 89108, and 89145 zip codes of Las Vegas to have access to an equitable education that prepares them to get to and through college.

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

Is the school fulfilling its mission? Are students meeting their goals? Is the school fulfilling the commitments outlined in its authorized charter? Is the school operating in the black, budget-wise?

Start-Up Charter School Board Member Information

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

Academic and operation goals are met; student achievement data shows significant movement toward fulfillment of the mission; student/family attrition shows families stay with and students stay at Sage Collegiate.

GOVERNANCE

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

The Board of Directors of Sage Collegiate and the administrative staff will be responsible for all aspects of the day-to-day operations of the school, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. The Board of Directors will help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies including but not limited to: compliance mandates, health and safety, use and maintenance of facilities, and overseeing that resources are managed effectively. The day-to-day operations and management of Sage Collegiate will be provided by the Executive Director and the administrative staff.

The Board will hold the mission of the school and will ensure Sage Collegiate carries out the terms of the charter. The Board of Directors is accountable for the academic, financial, and operational success of the school, and is responsible for providing financial oversight of the school. As such, the Board will select a Treasurer with professional experience in finance and/or accounting, and will create a Finance Committee.

The Board will be responsible for providing fiscal accountability by approving and monitoring the budget, which will be initially reviewed and provided to the Charter School Board by the Charter School staff and EdTec as the back-office provider. Monthly financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board along with an income statement and balance sheet. By the required annual deadline, the Board will contract with a CPA firm to conduct an audit and report this selection to the District.

The Board will be responsible for hiring, supporting, and evaluating the Executive Director, and will set the compensation for the Executive Director to execute the day-to-day management of the school. To ensure the Executive Director is effectively implementing the mission of Sage Collegiate, the Board will evaluate the Executive Director on a yearly basis and provide a written evaluation to be placed in the personnel file of the Executive Director.

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

1. **We have a fiscally sound budget that it is in the black.**
2. **Our students have met their goals, and we have proof points toward our mission.**
3. **We have robust enrollment and a healthy waitlist that will allow for sustainability in year 2 and beyond.**

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

1. **We have a fiscally sound budget that it is in the black.**
2. **Our students have met their goals, and we have proof points toward our mission.**
3. **We have robust enrollment and a healthy waitlist that will allow for sustainability in year 2 and beyond.**

Start-Up Charter School Board Member Information

4. We have evidence we are fulfilling our mission.
5. We are meeting the goals and agreements outlined in our authorized charter.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 1. Receive appropriate training to understand our role as the charter holders and governing board
 2. Hire the right and most competent Executive Director
 3. Have strong financial policies and oversight in place
 4. Understand, ask questions about, and develop our capacity with all things budget and finance
 5. Ensure facility options are feasible and aligned with fulfilling our mission
 6. Support the ED and school staff to ensure robust enrollment and a strong wait list
 7. Be supportive advocates for public charter schools and support community outreach on behalf of Sage Collegiate
 8. Be ready to fundraise and/or support development efforts when necessary
 9. Develop a strong, positive relationship with the authorizer for the best interest of Sage Collegiate, our students, and the work of charter schools
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

All board members are bound by the code of conduct, code of ethics, conflict of interest, and confidentiality policies. (See appendices for proposed policies) Conflicts of interest must be disclosed formally and annually by each board member, whether the conflicts are real or perceived, and no board member would engage in discussion or vote on any matter in which such conflict existed. Self-dealing will not be tolerated; board members are stewards of the public and serve for the benefit of the public and the mission of the school. Should there be a conflict of interest or a board member acting unethically/not in the best interest of the school, the board would take action to remove the violator. The board of directors reviews the COI policy annually and makes updates as needed.

DISCLOSURES

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes

I met Elysa Arroyo in 2014 in my role while I was on staff of Teach For America. We currently both work at the same CCSD school, though we are on different grade levels and serve on no common committees or teams.

Prior to his interest in serving on the CTF/Founding Board, I met Alejandro Rodriguez once in the Fall of 2018 in his capacity as LEE Executive Director. LEE and TFA have a partnership, and he meets with alumni and corps members in the context of his role.

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

Start-Up Charter School Board Member Information

employee. If so, indicate the precise nature of your relationship.

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

Myself. I am the proposed Executive Director.

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

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

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

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

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

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

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

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

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

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

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

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

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

I am a former Fellow with BES (Building Excellent Schools) and completed their 2016 Fellowship. We will receive Follow on Support and continue with a partnership as part of this Fellowship affiliation.

Start-Up Charter School Board Member Information

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

☐ None. ☐ Yes

N/A as I will not be a board member.

Certification

I, Sandra Kinne, 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 Sage Collegiate Public Charter School is true and correct in every respect.

Sandra Kinne
Signature

8 July 2020
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, **SAGE COLLEGIATE PUBLIC CHARTER SCHOOL**,
(name of charter school)
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
 - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
 - Submit accountability and progress reports throughout the academic year;
 - Conduct and report on required examinations of students;
 - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
 - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
 - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
 - Submit reports regarding student truancy, transiency, attendance and dropout rates;
 - Submit reports of weapons and violence incidence;
 - Describe suspensions and expulsions; and
 - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Start-Up Charter School Board Member Information

Notarized Statement

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

Sandra Kinne
Signature of Certifying Charter School Official
Lead Founder
Title

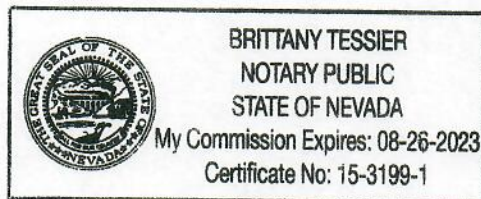
Sandra Kinne
Name Printed
8 July 2020
Date

Subscribed and sworn to before me

Brittany Tessier

This 8th day of July 2020
date month year

(Notary Public Seal)



Justin J. Long
Professional Biography
Sage Collegiate Proposed Board Member

Justin Long is the founder of Diazo aa Group, a concierge financial planning firm in Las Vegas NV. Diazo's mission is to be able to provide a concierge bespoke financial planning experience to the mass market. Deriving the thought process from all investors regardless of net worth should receive great financial advice.

Before Diazo Justin was a Senior Regional Planning Consultant with Fidelity investments and tasked with training and educating advisors to the inner workings of financial planning and relationship building.

Before that he worked with Fidelity's high net worth client group as a VP Financial consultant, working hand in hand with individual investors to reach their financial goals and determine what success looked like for them in both their financial and personal lives.

Justin is originally from Walnut Creek, CA and spent a large part of his childhood in the out skirts of Reno, Nevada where he attended college and received a Bachelor's degree in Finance and Economics.

Justin J Long

EXPERIENCE

FOUNDER/SVP

JULY 2019-CURRENT

DIAZO WEALTH GROUP, HENDERSON NV, SEATTLE WA, DENVER, CO

- Providing subject matter expertise on a wide range of financial planning and investment solutions, including business management, trust management personal management, and retirement planning.
- Curation of investment committee and overall structure of entities across multiple channels
- Develop the culture and development of multiple branches
- Partner with multi-channel firms to develop strategy create concierge financial planning process

VICE PRESIDENT REGIONAL PLANNING CONSULTANT

JANUARY 2019-APRIL 2019

FIDELITY INVESTMENTS, HENDERSON NV, BURBANK CA, WOODLAND HILLS, CA

- Providing subject matter expertise on a wide range of financial planning and investment solutions, including managed solutions, wealth advisory services, insurance offerings, and retirement
- Collaborating with branch management and leveraging development plans to ensure associates are improving their skills and abilities to execute in their roles
- Training branch associates to become highly proficient and effective sales consultants by embracing consultative selling practices
- Leading by example and demonstrating organized preparation and effective follow up skills
- Partnering with branch consultants in client appointments to support the introduction and implementation of appropriate product solutions
- Supporting the branch culture of growing the business

VICE PRESIDENT FINANCIAL CONSULTANT

FIDELITY INVESTMENTS, HENDERSON, NV

AUGUST 2012-JANUARY 2019

- Manage 400 client book in excess of 850 mm
- Develop retirement planning for each client in book and investment philosophy
- Develop existing client relationships to retain and increase total assets, revenues and profitability
- Build a book of business, market share and share of wallet by acquiring new clients, community outreach, and referrals
- Effectively create the best possible customer experience and meet the clients' broad range of investment needs
- Leverage local branch team and phone service team to increase client's understanding of the benefits and usage of the service mode
- Leverage the expertise of the Fidelity organization including key product and service groups in face to face interactions with HNW (High Net Worth) clients
- Understanding of the client's overall financial goals and objectives and the ability to present the broad range of Fidelity HNW products and services

2013-2017 Presidents Circle Award Winner

2013-2018 Achieve the Summit Award Winner

2013-2018 Achiever Award Winner

INVESTMENTS REPRESENTATIVE

FIDELITY INVESTMENTS, HENDERSON NV

MAY 2011-AUGUST 2012

- Focus on assisting clientele on a daily basis and looking to uncover assets to refer to AE position
- Initiating planning with clients and giving them guidance when called for
- Assisting with counter in busy times and helping with any needs of the FR's
- Meeting and exceeding sales goals and activity goals.

FINANCIAL ADVISOR

THE WEALTH CONSULTING GROUP, LAS VEGAS, NV

JANUARY 2009-MAY 2011

- Focused on developing unique charitable giving and legacy planning strategies
- Performed fee-based financial planning for clients with net worth over \$1 million
- Analyzed financial information, created reports and summaries of clients' current finances, consequently developing and implementing various strategies to help them achieve their financial goals
- Conducted in-depth financial reviews with clients on an annual basis
- Provided recommendations and assisted clients in making educated decisions to meet their financial goals
- Proactively assisted clients in business and estate tax planning to minimize potential liabilities
- Developed strategies and implemented measures to protect client's estates from entering probate
- Licensed with over 20 companies to underwrite life and disability insurance, long-term care, and annuities
- Managed corporate participation in conventions, public relations events, and marketing promotions
- Designed and executed business development strategies to acquire new clients through collaborative efforts with various professionals and organizational networking and client appreciation events
- Highly focused in creating and strengthening client relationships
 - *Awarded "Super Starter" award for excellence in sales performance*
 - *2009 Rookie of the year*

TEAM LEADER

OAK HILL MORTGAGE

APRIL 2007-DECEMBER

2008

- Obtain mortgage loans through marketing and cold calling clientele in the Las Vegas area
- Assist my team of 8 in processing and selling of loans
- Ensure all loans are compliant with state and federal regulations
- Provide top notch service to clients

BRANCH MANAGER

AAPEX MORTGAGE

AUGUST 2005 –

MARCH 2007

- Produce a profitable branch
- Meet with personal clients and assist in getting mortgages for primary residence as well as investment properties
- Train staff to product knowledge and marketing tactics
- Create marketing plans for the branch as well as assisting loan officers with creating individual plans
- Maintain a personal book of business to lead by example with my sales force.
- Top new branch manager for 2006 award

EDUCATION

NORTHWESTERN UNIVERSITY

- NOVEMBER 2017

UNIVERSITY OF NEVADA RENO

- May 2002

CERTIFIED FINANCIAL PLANNER

CFP COMPLETED

BACHELORS OF SCIENCE IN FINANCE

Undergraduate degree earned

INFORMATION TECHNOLOGIES

- Expert level knowledge of Salesforce, Focus Point, PGC, EMoney, Focus Point
- Operating knowledge of MS Outlook, MS Excel, MS Word, MS PowerPoint and MS Publisher

LEADERSHIP ACTIVITIES

- Las Vegas Chamber of Commerce Member
- Member of LVCC Educational Committee
- Annually participate in multiple fundraising events for the Susan G. Komen foundation

PROFESSIONAL LICENSES

- Certified Financial Planner
- Series 7 (General Securities Representative)
- Series 65 (Registered Investment Advisor)
- Series 63 (Blue Sky Laws)
- Life and Health Insurance License

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 Sage Collegiate Public Charter School
2. Full name Justin J. Long
Home Address [REDACTED]
Business Name and Address [REDACTED]
Phone Number [REDACTED]
E-mail address [REDACTED]
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
I have spent the last 15 years educating client, friends, and the community about personal finance and love the teaching and education process.
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?
Education in the foundation of our society and communities anytime we can improve from the early stages there is a multiplier effect of improvement.

Start-Up Charter School Board Member Information

7. What is your understanding of the appropriate role of a public charter school board member?
The board plays a critical role in the oversight of the fiscal prudence to the authorized school. The board holds the responsibility in evaluating and deciding who is leading the facility, maintaining fiscal prudence, as well as holding the leader of the school accountable for metrics in the school charter.
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.
Experience in the charitable space with serving the community in different aspects of education as well as viable food service through different charities.
9. Describe the specific knowledge and experience that you would bring to the board.
In depth knowledge of finance and planning aspects that can assist with governance of the financial aspect as well as the ability to connect with leaders in the community to spread the message and core beliefs of the charter.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Driven by excellence for all in a supportive, rigorous, and ambitious school community, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.
With the disparity of education available in the Valley we will create an opportunity for those most deserving and in the most needed areas to be able to change the dynamic of the educational front for many of the communities involved.
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?
Do we have a crystal-clear plan and set a path forward for those involved?
Can we provide an education to those deserving and willing to accept it?
Are the students meeting their goals?
4. How will you know that the school is succeeding (or not) in its mission?
Academic goals
Fundamental operational goals
Improvement statistics

Governance

1. Describe the role that the board will play in the school's operation.
Ultimately the board will be responsible for holding true to the mission statement of the school, driven by excellence for all in a supportive, rigorous, and ambitious school community, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity. This is done by being accountable for academic, financial, and operational success.

Start-Up Charter School Board Member Information

Financially the responsibility will fall to the Treasurer and the Financial committee with the ability to leverage a 3rd party CPA for complete audit of the overall financial aspect.

Operationally the board will be responsible for determining the best Executive Director for the campus and work hand in hand with that director to deliver on the overall mission statement of the charter.

2. How will you know if the school is successful at the end of the first year of operation?
 1. Students are meeting or preferably exceeding their goals
 2. There is a balanced budget to continue operations
 3. Community engagement through outreach that will create a list of students that both want and deserve to be included in the educational process provided
3. How will you know at the end of three years of the school is successful?
 1. Students are exceeding their goals
 2. Measurable analytics to show we are delivering on the mission
 3. Increase in enrollment and waiting list
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 1. Hiring the appropriate Executive Director, that shares the vision and goals of the board
 2. Maintain Fiscal balance
 3. Support the Director to build appropriate staff
 4. Be ready to reach into the community and leaders to raise funds
 5. Create a positive brand for the school and overall feel of the experience
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?

Through the appropriate policies of the board and proper voting establishment

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,

Start-Up Charter School Board Member Information

indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

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

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

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

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

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

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

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

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

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

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

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

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

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

☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Justin J. Long, 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 **Sage Collegiate Public Charter School** is true and correct in every respect.

Justin J Long 7/1/2020
Signature Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Sage Collegiate Public Charter School,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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

_____	_____
Signature of Certifying Charter School Official	Name Printed
_____	_____
Title	Date

Subscribed and sworn to before me

This _____ day of _____
date month year

(Notary Public Seal)

ALEJANDRO RODRIGUEZ
Professional Biography
Sage Collegiate Proposed Board Member

Alejandro Rodriguez is the Director, Nevada for Leadership for Educational Equity (LEE). LEE is a nonpartisan, nonprofit leadership development organization working to end the injustice of educational inequity by inspiring and supporting a diverse set of leaders with classroom experience to engage civically and politically. As Director in Nevada, he sets and executes the vision for the region and the more than 600 members in the state.

He previously served as the Chief of Staff to the Deputy Secretary at the U.S. Department of Commerce. As Chief of Staff, he advised the Deputy Secretary on a range of management, policy and operational issues, and managed the day-to-day operations of the office. Alejandro worked closely with senior Department leaders as they collaborated to implement the top policy priorities of the Obama administration.

Prior to joining the Commerce Department, he served as Deputy Chief of Staff for Operations at the 2013 Presidential Inaugural Committee, where he was among the first senior staff directors hired to build the infrastructure from the ground up to support hiring, onboarding, and office and resource management for more than 500 eventual employees. He was previously the Deputy Chief of Staff for the 2012 Democratic National Convention Committee in Charlotte, North Carolina. In that position he was tasked with preliminary planning for all aspects of staffing, budget and office build-out, and later helped manage and close out operations.

Rodriguez also served as the Convention Operations Manager for the Democratic National Committee in Washington during the entire site selection process for the 2012 Convention, and spent more than three years in the United States Senate serving as an aide to Senator Edward M. Kennedy and Senator Paul G. Kirk, Jr. Prior to his work on Capitol Hill, Rodriguez worked for Massachusetts Attorney General Tom Reilly, the Kerry Edwards 2004 Presidential Coordinated Campaign in New Mexico, and for the Boston Host Committee for the 2004 Democratic National Convention.

Originally from El Paso, Texas, Rodriguez graduated with an A.B. in Government from Harvard University and currently lives in Henderson with his wife, three-year-old son, and newborn daughter.

ALEJANDRO R. RODRIGUEZ

PROFESSIONAL EXPERIENCE

Leadership for Educational Equity (LEE)

Director, Nevada

Las Vegas, NV

October 2018 – Present

- Set and execute vision for LEE in Nevada, in partnership with community stakeholders, for more than 600 members.
- Build members' policy, advocacy and organizing knowledge/skills/mindsets by planning and facilitating regional trainings, fellowships, and events.
- Coach members for increased impact in policy, advocacy, organizing, and elected leadership with the goal of ending the injustice of educational inequity.
- Encourage civic engagement and collective action, including launching LEE's first Organizing Alliance in Las Vegas.

SagePine Strategies, LLC

Independent Consultant

Las Vegas, NV

April 2018 – November 2018

- Provide project management support on multiple contracts with State of Nevada departments and agencies.
- Coordinate with state officials and nonprofit organizations on research and outreach methodology for various projects.
- Facilitate and document focus groups of community members in southern Nevada for projects and track all follow-up.

U.S. Department of Commerce

Chief of Staff to the Deputy Secretary

Washington, DC

June 2014 – January 2017

- Senior Executive Service political appointee serving President Obama, and member of Department's Senior Staff.
- Oversaw the day-to-day operations and management for the Office of Deputy Secretary Bruce H. Andrews, the Chief Operating Officer of a 47,000 employee federal agency with a \$10.2 billion budget.
- Led Deputy Secretary's strategic planning, including coordination of Executive Management Team meetings with leadership from Department's 12 bureaus reporting on Secretarial priority initiatives.
- Served as a primary liaison to, and maintained strong relationships with, key stakeholders including the White House, other federal agencies, Congressional leadership, and industry partners.

2013 Presidential Inaugural Committee

Deputy Chief of Staff – Operations

Washington, DC

November 2012 – February 2013

- Hired on startup team of first senior staff directors as primary liaison with Government Services Administration's Inaugural Support Team to begin operation of office of more than 1,000 team members of staff, fellows, & volunteers.
- Liaison with Department of Homeland Security's Federal Protective Service on GSA office building functions.
- Along with Human Resources and Administration teams, built infrastructure from the ground up to support hiring and onboarding, and office and resource management, including hiring and managing of headquarters operations staff.
- Coordinated with National Archives and Records Administration on archival of files for future Presidential Library.

Democratic National Convention Committee

Deputy Chief of Staff

Charlotte, NC & Washington, DC

May 2011 – June 2014

- Part of initial team hired following host city announcement tasked with preliminary planning for all aspects of staffing, budget and office build-out in preparation for move to Charlotte.
- Budget responsibilities included approval of travel and expenditure requests, and check signing authority and oversight for federal funds account of more than \$18 Million.
- Integral role in performing advanced research and approval of vetting reports for contributions to Host Committee.
- Implemented plan to deposit portion of federal funds in local and minority-owned financial institutions.
- Managed and oversaw post-convention winding down operation in Washington, DC, including coordination with budget, legal, and technology staff in preparation for required Federal Election Committee audit.

ALEJANDRO R. RODRIGUEZ

Page 2

Democratic National Committee

Convention Operations Manager

Washington, DC

March 2010 – May 2011

- Along with Director of Convention Planning, one of two employees responsible for the entire site selection process for the 2012 Democratic National Convention.
- Worked directly on all aspects of convention date selection, developing and communicating final RFP to interested cities, and receiving bids in mid-2010.
- Member of Technical Advisory Group (TAG) responsible for analysis of bids from interested cities.
- Attended contract negotiations with finalists prior to naming of host city and worked with DNC political and communications departments to roll-out announcement of Charlotte as host city.

Office of Senator Paul G. Kirk, Jr.

Scheduler and Assistant to the Chief of Staff

Washington, DC

September 2009 – February 2010

- Early member of interim Senator's staff involved with transitioning, opening and operating new Senate office.
- Managed Senator's Washington DC schedule including all meetings, hearings, briefings and official Senate duties.
- Supervised internal correspondence between Senator and staff on all legislative, political, and personal issues.

Office of Senator Edward M. Kennedy

Assistant to the Chief of Staff and Special Assistant to the Senator

Washington, DC

December 2006 – September 2009

- Member of core team responsible for planning, advancing, and executing the Senator's schedule, events, and travel.
- Advised Senator and staff on issues affecting Latino community as liaison to Senate Democratic Hispanic Task Force.
- Supervised internal correspondence between Senator and a staff of 70 on all legislative, political, and personal issues.

Office of Massachusetts Attorney General Thomas F. Reilly

Special Assistant to the Attorney General

Boston, MA

January 2005 – December 2006

- Conducted logistical advance work and served as accompanying traveling staff for Attorney General at all events.
- Prepared formal recommendations and memorandums working with Director of Intergovernmental Affairs including legislative analysis on issues affecting Commonwealth municipalities.

New Mexico Victory 2004 – Kerry Edwards, Inc. Coordinated Campaign

Field Organizer

Las Cruces, NM

August 2004 – November 2004

- Recruited, organized, and mobilized volunteers in precincts through house meetings and direct communication.

Boston 2004, Inc. – Host Committee for the 2004 Democratic National Convention

Special Assistant to the Deputy Executive Director, Outreach

Boston, MA

June 2003 – August 2004

- Assisted small businesses throughout 22 neighborhoods of Boston to participate in the economic opportunities generated by over 1,300 events held in Boston the week of the 2004 Democratic National Convention.

EDUCATION

Harvard University

Bachelor of Arts in Government, 2003

Cambridge, MA

September 1999 – June 2003

Elected member of Executive Board of Harvard College Democrats, two terms. Elected Vice President of Kappa Eta Chapter of Sigma Chi Fraternity, two terms. Elected to Harvard Raza Executive Board. Senior Gift Fundraising Agent.

ACTIVITIES & SKILLS

- Languages: Fluent in Spanish.
- Volunteer Activities: Spread the Word Nevada; Harvard Club of Nevada.

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).


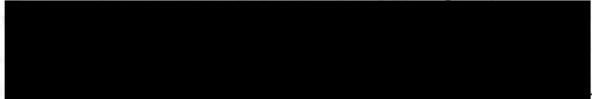
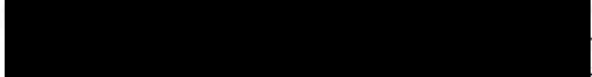
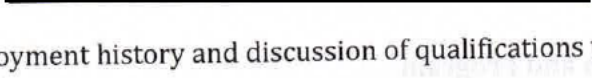
All forms must be signed by hand.

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 Sage Collegiate Public Charter School
2. Full name Alejandro R. Rodriguez
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:
Nevada Director, Leadership for Educational Equity
Chief of Staff to the Deputy Secretary, United State Department of Commerce
Deputy Chief of Staff, Democratic National Convention Committee
Deputy Chief of Staff, Presidential Inaugural Committee
Bachelor of Arts degree, Harvard University
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent

Start-Up Charter School Board Member Information

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

☒ Does not apply to me. ☐ Yes

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

As a parent in Clark County, I want to see the education system in Nevada improve dramatically, and for ALL students, no matter what their zip code is, to have the opportunity to attend high quality schools. A school such as Sage Collegiate, that understands that college starts in kindergarten, will provide students the education they need to succeed in the future.

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

The role of a public charter school board member is to provide governance of the charter school. They do this by hiring the school leader and evaluating them and holding them accountable for meeting the goals of the charter. The board must also provide oversight and ensure fiscal prudence to keep the charter school on track to achieve all 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.

Throughout my career in public service, I learned the importance of providing counsel and recommendations to leadership on strategic planning and initiatives following data-based analysis. I've successfully fostered and maintained relationships with stakeholders at all levels, including serving various constituencies.

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

I have served on the startup teams of various organizations at various levels and bring knowledge and expertise on fundraising, human resources and budgeting. As a senior executive with the federal government, I helped oversee the day-to-day operations and management for the office of the Chief Operating Officer of a 47,000 employee federal agency with a \$10.2 billion budget. I previously built infrastructure from the ground up to support hiring and onboarding, and office and resource management, including hiring and managing of operations staff. Previous budget responsibilities also included oversight for a federal funds account of more than \$18 Million.

School Mission and Program

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

Sage Collegiate's mission is: "Driven by excellence for all in a supportive, rigorous, and ambitious school community, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity."

My understanding of the school's guiding beliefs is that in order to achieve this mission, ALL students in the proposed high-needs area must have access to a quality education. The school must have high standards in order to ensure that they can deliver on that promise to its students, their families, and the state of Nevada and help end the injustice of educational inequity.

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

Start-Up Charter School Board Member Information

My understanding of Sage Collegiate's proposed educational program is one of data driving instruction for success. By focusing on the end goal of a college-focused community, all scholars will be given the tools they need to master literacy early in their education to continue to grow and succeed as they progress through the years ahead.

3. What do you believe to be the characteristics of a successful school?
A successful school is meeting or exceeding academic standards, fulfilling the mission outlined for its students, parents and community, and is financially viable while being responsive to its public charter.
4. How will you know that the school is succeeding (or not) in its mission?
By tracking the data and metrics on various indicators, we will know if the school is succeeding in its mission. This includes:
 - Ensuring operational goals to get the school up and running are met;
 - Teachers are given the tools necessary to provide a top-quality level of education to students;
 - Students' academic achievement is improving;**The school community is engaged and student/parent attrition is at a minimum.**

Governance

1. Describe the role that the board will play in the school's operation.
The Board of Directors of Sage Collegiate is responsible for providing oversight and governance for the school, rather than managing it. This oversight includes all aspects of financial stewardship and operational success, as well as the academic standards.

The Board will ensure Sage Collegiate fulfills the mission of the school and that it carries out the terms of the charter, and will be responsible for hiring, supporting, and evaluating the Executive Director, who will lead an Administrative staff, to execute the day-to-day management of the school.

2. How will you know if the school is successful at the end of the first year of operation?
After the first year of operation, we will know Sage Collegiate is successful if:
 - Students are meeting their academic goals and attendance is on track;
 - Financial operations and fiscal management are operating on budget;
 - Teachers plan to return the following year and the pipeline of students wanting to attend is robust;
 - The community is engaged and supportive of the school.
3. How will you know at the end of three years of the school is successful?
At the end of three years of operation, we will know Sage Collegiate is successful if:
 - The mission of Sage Collegiate is being adhered to;
 - Financial operations and fiscal management are operating on budget;
 - Students continue to meet their academic goals and attendance is on track;
 - The pipeline of students wanting to enroll and attend is robust;
 - Community continues to be engaged and supportive.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Start-Up Charter School Board Member Information

- The Sage Collegiate Public Charter School Board must understand its specific role in the oversight of the school and undertake continuous learning on being effective.
 - The Board will need to hire an effective Executive Director and set in place the metrics that they will be evaluated on.
 - Strong financial controls and fiscal management practices need to be in place.
 - The Board should build strong relationships with the community to ensure that Sage Collegiate is viewed positively and enrollment will continue at the required pace.
 - The Board shall hold the mission above all and carry out the terms of the charter.
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?
As a steward of the public, board members must hold themselves to the highest levels of ethics and avoid even the appearance of any conflicts of interest. If a situation arose where I believed one or more members of the board were not acting in the best interest of the school, I would immediately bring it to the attention of the Board Chair, and as outlined in the governing charter, will proceed with any actions necessary, up to and including removal of the board members.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes

I am the Nevada Director for Leadership for Educational Equity (LEE), a nonprofit, nonpartisan leadership development organization. Through my role, I have met with some proposed board members as they are members of LEE and Teach For America alumni.

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ Yes

I am the Nevada Director for Leadership for Educational Equity (LEE), a nonprofit, nonpartisan leadership development organization. Through my role, I have met with proposed Executive Director Sandra Kinne, and proposed board member Elysa Arroyo, as they are members of LEE.

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

Start-Up Charter School Board Member Information

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

Certification

Start-Up Charter School Board Member Information

I, Alejandro Rodriguez, 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 Sage Collegiate Charter School is true and correct in every respect.

Alejandro Rodriguez
Signature

7-8-2020
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, **Sage Collegiate Public Charter School** _____,
(name of charter school)

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

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

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

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

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

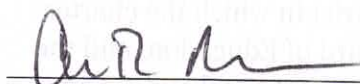
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school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

Start-Up Charter School Board Member Information

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

Notarized Statement

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

 Alejandro R. Rodriguez
Signature of Certifying Charter School Official Name Printed

Proposed Board Member 7-8-220
Title Date

Subscribed and sworn to before me

This _____ day of _____
date month year

(Notary Public Seal)

ANTHONY VU
Professional Biography
Sage Collegiate Proposed Board Member

Anthony Vu is the Director of Operations for the Coral Academy of Science Las Vegas charter network in Southern Nevada. In his role, Mr. Vu leads day-to-day operations, facilities maintenance, student discipline and grants management for the CASLV network and its 6 campuses. He developed their five-year strategic plan, designed its restorative justice program, oversaw the completion of the new school grounds for its Nellis Air Force Base Campus, and led the creation of the network's reopening plan in response to the COVID-19 pandemic.

Mr. Vu served in various roles for multiple nonprofits in Southern California, with the most rewarding experience being able to lead an after-school college access program for disadvantaged students at a Title I high school. In 2013, he moved to Las Vegas to join Teach For America. During his time as an English teacher in CCSD, Mr. Vu taught at the only extended day middle school in the Historic Westside and a Title I high school just north of Chinatown. For every class he taught, his students achieved an average reading growth of at least two grade levels by the end of each school year. He also served as a soccer coach and advisory leader for multiple extracurriculars.

In 2017, Mr. Vu became the Founding Operations Manager at Democracy Prep at the Agassi Campus, Elementary School. As time went on, he absorbed the responsibilities of leading operations for the middle school, high school, and eventually, the entire campus. Along with operations, his duties included overseeing campus purchasing, building national academic and curriculum partnerships, supervising family impact and communication, and being the campus testing coordinator.

Mr. Vu is originally from Santa Ana, CA. The son of Vietnamese refugees, he grew up in a low-income household and attended Title I schools for the entirety of his K-12 education. Mr. Vu holds a B.A. from Cal State Fullerton, M.P.A. from Long Beach State, and M.Ed in Curriculum & Instruction from University of Nevada, Las Vegas. He is a proud uncle, brother, dog father, and social equity advocate.

Anthony Vu

ABOUT

K-12 Education Management and Social Impact Professional

Results-driven professional with extensive experience leading key programs and operations for emerging organizations. Accomplished professional and engagement manager with strong background in start-ups, corporate partnerships, public-private partnerships, government, innovation, nonprofits, education nonprofits, K-12 public school districts, education technology, and alumni relations.

I am grounded in my work for people in underserved communities with similar needs to what I experienced as a child. I began my public service career as a program coordinator in nonprofits and then transitioned to being an educator. This ultimately led to my current role as a Director of Operations and a charter school network leader. In these experiences, I have been able to support and uplift many, but I have found that grit, empathy, and passion are vital to producing positive outcomes for organizations, communities, and people.

WORK EXPERIENCE

Coral Academy of Science, Las Vegas, NV

Director of Operations

October 2019 – Present

- Plans and implements logistics for key projects and initiatives for the network and its 6 campuses
- Oversees student discipline and family communication for the network
- Supervises region's student recruitment, enrollment and records, including compliance reporting for attendance, retention, and discipline
- Manages the regional procurement of facility supplies, materials, equipment, and inventory management, including securing quotes and monitoring contracts
- Develops systems for overseeing facilities, maintenance, risk management, site security, and student safety for all of Coral Academy's 6 Las Vegas campuses
- Provides oversight of all major school construction projects - including any new builds, expansions and remodels
- Coordinates logistics of 40+ school events by developing action plans and ensuring proper implementation
- Ensures school-wide compliance with health and safety laws, all federal and state workplace regulations, and school meal programs and nutritional requirements
- Performs duties of grants manager (writing, managing, data, compliance) when the grants specialist position has been unfilled

Democracy Prep at the Agassi Campus, Las Vegas, NV

Founding Operations Manager

July 2017 – September 2019

- Led K-12 campus operations, serving more than 100 staff members and more than 1100 students
- Supervised a team of 20 for all operations aspects, including facilities, maintenance, security family engagement, stakeholder communication, testing services, front desk operations, supply/curriculum procurement, meal services, scholar recruitment & registration
- Developed and coordinated at least 50 academic and/or community events per school year
- Oversaw a \$2,000,000+ budget with the executive director and finance team
- Executed 250+ annual procurement transactions for each annual school year
- Increased scholar attendance from 89% to 98% from 2018 to 2019
- Managed facets of compliance reporting for local, state and federal auditing and grants
- Served as campus leader and administrator in partnership with 2 principals and executive director

Garden Grove Unified School District, Garden Grove, CA

Administrative Assistant – Substitute Services

August 2016 – June 2017

- Performed research and analysis for substitute placement
- Screened substitute teaching candidates for final interview
- Executed data entry and provided reports for the effectiveness of substitutes at all schools

Ed W. Clark High School, Las Vegas, NV

Educator, 9th Grade English

August 2015 – June 2016

- Plan, organize, prep, and teach 110 min. lessons for 100 students each day with a focus on data-driven and standards-based curriculum instruction and implementation
- Achieved 92% student content mastery and 2-grade growth in reading levels
- Coached junior varsity girls soccer team to a 9-3-3 record for the 2015 fall season
- Co-advised sophomore student council and oversaw a 250% budget growth

West Preparatory Academy at Charles I. West Hall, Las Vegas, NV

Educator, 8th Grade English Language Arts

August 2013 – June 2015

- Plan, organize, prep, and teach 110 min. lessons for 80 students each day
- Increased student reading scores by 1.5 grade levels in 2013-14 and 2 grade levels in 2014-2015
- Improved overall writing proficiency by 35% in each year
- Coached boys soccer team to a 9-3 record and postseason championship for the 2014-15 school year
- Coordinated and managed 3 schoolwide annual events: spelling bee, poetry slam, and MLK oratorical

Boys and Girls Club of Garden Grove, Garden Grove, CA

Intermediate Site Coordinator

August 2012 – June 2013

- Supervise 100-120 members at Irvine Intermediate's after-school ASES site
- Develop purposeful programming in collaboration with administrators, teachers, and parents
- Develop site retention strategies to retain 97% of members throughout school year

OCAPICA Bridges Program, Garden Grove, CA

On-Site Student Coordinator

March 2010 – August 2012

- Managed Bridges program on-site at Bolsa Grande High School
- Supervised 35 high school student members and 10 college student volunteers
- Developed and oversaw program activities, workshops, and curriculum
- Accomplished 100% of members receiving at least 1 scholarship and financial aid

ADDITIONAL EXPERIENCE

Teach For America, Las Vegas Valley, NV

Aspiring School Leadership Fellow

February 2019 – Present

- Selected among highly-qualified candidates among a limited group for the second cohort of fellowship
- Enhanced leadership through vision crafting, utilizing research-based strategies and observing best practices in select schools
- Grounded and formed a vision for self-leadership

Alumni

May 2015 – Present

- Facilitated an opt-in session at All-Corps 4 on the teacher credentialing process and the need for regional commitment in the Las Vegas Valley. Received an average of 6.5/7 from 34 corps members
- Attended 25th Anniversary Summit in Washington, D.C. with the purpose of advancing personal development as a teacher-leader, educational advocate, and community organizer

Application Reviewer

November 2017-May 2018

- Ability to read applications and make high-stakes decisions efficiently in determining whether applicants meet standards for leadership, fit, academics, writing ability
- Excellent written communication in messaging the strengths and weaknesses of an applicant

Operations & Logistics Intern

February 2016 – May 2016

- Handled testing information, communication, and retention for incoming corps members
- Designed digital content such as videos, emails and surveys for recruitment
- Created and hosted a webinar for incoming corps members for charter school interview preparation
- Managed hosting, dining, transportation, budget, and scheduling logistics for charter hiring weekend
- Prepared agendas, meals, and opt-in session logistics for All Corps Conference 5
- Supervised onsite logistics for All Corps Conference 5 while overseeing 3 student volunteers
- Networked with funders and donors at multiple function

Transition Team Leader

February 2015 – June 2015

- Prepared and empowered incoming corps members to achieve their potential as educators
- Created professional development session on classroom environment/systems for middle school ICMs
- Facilitated 5 webinar discussions that centered on establishing regional culture, mission, and vision

Onboarding Committee Member

October 2013 – May 2015

- Recruited accepted applicants to join the region via phone, email, and Skype
- Used retention strategies to keep incoming corps members committed to the region
- Attended recruitment/onboarding events to be an informative source on the work of the region

Development Committee Member

October 2013 – May 2014

- Formed fundraising strategies, including organizing a social media individual giving campaign
- Researched grant prospects and submitted written grants
- Networked with funders and donors at multiple functions

2013 Las Vegas Valley Corps Member

March 2013 – May 2015

- Taught secondary English in a high-need region and created a culture of rigorous academic achievement and professional behavioral standards
- Developed family and community partnerships in helping to establish multigenerational change within Las Vegas's Historic Westside community

Leadership for Educational Equity (LEE)

Member

June 2013 – Present

- Member of a nonpartisan, nonprofit organization dedicated to empowering Teach For America corps members and alumni to grow as leaders in their communities and help build the movement for educational equity.
- Attended Southwest Public Leadership Summit in Dallas, Texas. Summit's purpose was to learn about methods of pursuing change in the public sector, reflect on the change we wanted to pursue, and develop a basic foundation of skills needed to succeed in policy, organizing, advocacy, and politics.

CERTIFICATION

Nevada Teaching Credential

Teaching License Number: 99529 (March 2016 – June 2021)

Standard Secondary (Grades 7-12)

English Endorsement

EDUCATION

University of Nevada-Las Vegas

Master of Education – Curriculum & Instruction

Concentration in Secondary English Language Arts Education

August 2013 – May 2015

California State University-Long Beach

Master of Public Administration

Graduate Certificate in Public Management Analysis

Graduate Certificate in Employer-Employee Relations & Personnel Management

August 2011 – May 2013

REFERENCES

Ken Mason

Assistant Director of Regional Operational Impact, Democracy Prep Public Schools (347) 380-1530

Adam Johnson

Executive Director, Democracy Prep at the Agassi Campus (347) 504-5354

Reginald Galloway

Charter Systems Manager, Democracy Prep at the Agassi Campus (240) 305-9291

Dana Perry

Instructional Coach, West Prep Academy (702) 799-3120

Annie Vungsapond

Director, Boys & Girls Club of Garden Grove (714) 932-3590

Kim Toscano

ELA Department Chair, West Prep Academy (702) 630-3989

Lauren Williams

Manger, Operations & Onboarding, Teach For America Las Vegas Valley (702) 885-9508

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).



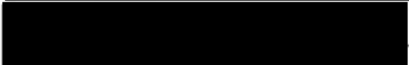

All forms must be signed by hand.

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 Sage Collegiate Public Charter School
2. Full name Anthony Vu
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.
 - B.A. from Cal State Fullerton, M.P.A. from Long Beach State, M.Ed from UNLV
 - CCSD Secondary English Teacher
 - Democracy Prep at the Agassi Campus Operations Manager
 - Coral Academy of Science Las Vegas Director of Operations
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?

Start-Up Charter School Board Member Information

I believe all students can learn at a high level and succeed regardless of zip code, and that takes a village for each student to achieve long-term results. I know that Sage Collegiate will live out their mission and be a major player in helping to end educational inequity in Las Vegas.

7. What is your understanding of the appropriate role of a public charter school board member?
I believe that it is the Board's responsibility to find qualified leaders to manage its campus. Board members need to hold these leaders accountable to the goals of the charter. Another vital role of the board is to provide financial oversight.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
While I may not have board experience, I know I can be an effective board member, because I have almost ten years of nonprofit experience and seven years of education experience.
9. Describe the specific knowledge and experience that you would bring to the board.
I have an in-depth knowledge of the education landscape in Las Vegas. In Las Vegas, I've worked for a public school district, a national charter network, and a local charter network. I've been in the site-level and district-level, and I've been on the instructional side and the operations side. I know many aspects of how to help a school be effective in Las Vegas, because I use all those lenses in how I think, plan and make decisions.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Driven by excellence for all in a supportive, rigorous, and ambitious school community, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity. The guiding beliefs are that high expectations, rigorous curriculum, and data-driven instruction will drive student excellence and bring more educational equity to a high-need area.
2. What is your understanding of the school's proposed educational program?
I know that Sage Collegiate will provide an equitable education to all students. The teachers will provide instruction to students to best suit their students' learning needs and gaps. Sage Collegiate will use collaborative planning, proven curriculum, blended learning models, proper assessments, and effective teaching strategies.
3. What do you believe to be the characteristics of a successful school?
A successful school is living out its mission to fidelity. Students are achieving their academic goals. The school is meeting all its goals in its charter.
4. How will you know that the school is succeeding (or not) in its mission?
Success is ultimately determined if the school is meeting its academic and operational goals. Student performance data will show if instruction is effective or not. Full enrollment will show that families believe in the mission and that the school will help their children succeed.

Governance

1. Describe the role that the board will play in the school's operation.
The Board will see to it that Sage Collegiate is working towards achieving their mission and charter. The Board and administrative staff will be overseeing daily operations of many facets

Start-Up Charter School Board Member Information

including accounting, budgeting, payroll and other similar items. The board will help ensure that Sage Collegiate is planning effectively such as approving long-range goal planning, maintaining school facilities, and overseeing effective use of resources. The Executive Director will provide the Board with weekly updates.

The Board is responsible for the hiring of the Executive Director. The Board will determine the salary for the Executive Director based on the daily duties and responsibilities. The Board will monitor the Executive Director's work throughout the year and provide an annual evaluation at the end of each year. The written evaluation will determine if Board retains or terminates the Executive Director.

2. How will you know if the school is successful at the end of the first year of operation?
I know that Sage Collegiate will be successful for Year One if there is evidence of success in student data. Data should show that students are learning, growing, and achieving the mission. Another success is that Sage Collegiate is fiscally sound and operating responsibly. Lastly, Sage Collegiate has met its enrollment targets in its first year, has a complete full enrollment ready for year two, and a waitlist of students in all grades.
3. How will you know at the end of three years of the school is successful?
There are a few factors that determine success after 3 years. First and foremost, the school is fiscally sound. The academic results have to be achieving in the right direction. Enrollment is full in all grades, and there is a robust waitlist in all grades. The charter is meeting its goals and agreements in the charter. Lastly, the school culture has been established in grounding its work towards achieving the mission.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
It is important for the Board to receive proper training through our partnership with BES, we will have governance support. The Board will hire an Executive Director. The Board will oversee financial policies and understand the budget, the proper use of public funding. It will oversee and approve policy implementation. It will support the Executive Director in enrollment, community outreach, and development. The Board will make sure the right facility is in place. The Board will maintain a relationship with the authorizer.
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?
Board members must oblige to the code of conduct, conflict of interest and confidentiality policies. Board members work for the public and serve them to achieve the mission of the school. The Board works together and not on its own. Any conflict of interest, unethical acts, or actions made not in the best interest of the school would require the board to remove the violating board member.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes

I know Alejandro Rodriguez from his work with LEE Nevada. We met one time over coffee

Start-Up Charter School Board Member Information

for about an hour to discuss LEE.

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

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

I met Sandra Kinne, the proposed Executive Director, when she was on staff at Teach For America. I am a Teach For America alumnus.

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

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

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

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

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

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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, Anthony Vu, 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 Sage Collegiate Public Charter School is true and correct in every respect.



Signature

7/9/20

Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Sage Collegiate Public Charter School,
(name of charter school)

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

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

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

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

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

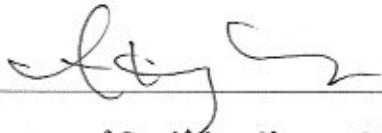
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school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

Start-Up Charter School Board Member Information

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

Notarized Statement

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



Signature of Certifying Charter School Official

Anthony Vu

Name Printed

Board Member

Title

7/9/20

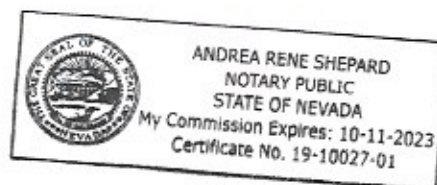
Date

Subscribed and sworn to before me



This 9 day of July 2020
date month year

(Notary Public Seal)





Jonathon Haskel
Professional Biography
Sage Collegiate Proposed Board Member

Mr. Jon Haskel attended Eastern Michigan University and graduated with a Bachelor's of Science in Elementary Education. He earned a Master's degree from Southern Utah University in Elementary Education and earned a Master's degree in Educational Administration from Sierra Nevada College. Mr. Haskel taught 5th grade for eight years before working as a learning strategist and instructional coach for two years. For the past four years, Mr. Haskel has served as an assistant principal at Pinecrest Academy St. Rose, a public charter school in Las Vegas Nevada. Mr. Haskel was appointed principal of Pinecrest Academy St. Rose for the 2019/2020 school year and continues to serve in this capacity to date.

During Mr. Haskel's time as a 5th grade teacher at Halle Heweston Elementary, he served as the grade level team lead and worked closely with administration to contribute to the success of the school. Halle Hewetson was awarded various awards both locally and nationally for student achievement including: Dispelling the Myth Award and Nevada 5 Star Rating. As an Instructional Coach, Mr. Haskel was part of a statewide initiative called ZOOM schools that supported teachers and students at schools with high populations of English Language Learners. As an assistant principal, Mr. Haskel was part of the founding administration team and has had the pleasure of contributing to the success of Pinecrest Academy St. Rose which has been awarded the top rating in Nevada of a 5 star school. As principal of Pinecrest Academy St. Rose, Mr. Haskel guided the community through a nationwide pandemic that required school to close by successfully transitioning from full in person education to full virtual education. Mr. Haskel was able to ensure that all students were able to access educational content through Zoom meetings and recorded lessons.

Mr. Haskel is married to Cassy Haskel and has two amazing children, Ryder Haskel who is 6 years old and River Haskel who is 4 years old. Mr. Haskel enjoys professional and college sports, snowboarding, rock climbing, canoeing, kayaking, camping, coaching little league, reading and Netflix. Originally from Michigan, Mr. Haskel is a fan of the Detroit Tigers and Michigan Wolverines.

Jonathon Haskel

Objective

To obtain a position on the Sage Collegiate school board.

Education

Eastern Michigan University
Bachelor's of Science
Ypsilanti, Michigan
Graduated December 2006

Southern Utah University
Master's in Education
Cedar City, Utah
Graduated July 2009

Sierra Nevada College
Master's in Administrative Leadership
Henderson, Nevada
Graduated June 2015

Employment History

2019- Present
Pinecrest of Nevada
Pinecrest Academy St. Rose Campus
Principal

2015 – 2019
Pinecrest of Nevada
Pinecrest Academy St. Rose Campus
Assistant Principal

2014 - 2015
Clark County School District
Bertha Ronzone Elementary
Literacy Strategist

2013 - 2014
Clark County School District
Performance Zone 7 – ZOOM Schools
Instructional Coach

2006 - 2013
Clark County School District
Halle Hewetson Elementary
5th Grade Teacher

Professional Knowledge and Skills

Management and Leadership

- Communication Skills
- Team Member Engagement
- Coaching and Feedback
- Self-Awareness
- Empowerment and Delegation
- Planning and Vision

Curriculum

- Wonders Literacy
- Springboard
- iReady Reading, Math and Writing
- Everyday Math
- Envisions Math
- Number Talks

Assessments

- SBAC Summative Assessments
- ACT Aspire Summative Assessments
- WIDA Assessments
- MAPS Interim Assessments
- Discovery Interim Assessments
- STAR Math and Reading
- AIMS Web
- CORE Phonics
- Wilson Dyslexia Screener
- iReady Diagnostic Assessments

Technology

- Infinite Campus
- Microsoft Office
- Google Drive, Forms, Sheets
- Promethean Boards
- Mimeo Projectors
- Accelerated Reader
- ST Math
- Study Island

- Imagine Learning
- iReady
- Class Dojo

References

Lucy Keaton – *Supervisor*
Principal

[REDACTED]
[REDACTED]
[REDACTED]

Ryan Reeves
Chief Financial Officer
Academica Nevada

[REDACTED]
[REDACTED]

Michael O’Dowd
Principal
Pinecrest of Nevada – Inspirada Campus

[REDACTED]
[REDACTED]

Jessica LeNeave
Principal
Pinecrest of Nevada – Cadence Campus

[REDACTED]
[REDACTED]

Lisa Satory
Principal
Pinecrest of Nevada – Sloan Canyon Campus

[REDACTED]
[REDACTED]

Cynthia Altemara
Middle School Assistant Principal
Pinecrest of Nevada - St. Rose Campus

[REDACTED]
[REDACTED]

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 Sage Collegiate
2. Full name Jonathon Lyle Haskell
Home Address 
Business Name and Address _____
Phone Number _____
E-mail address _____
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
I have served in the education profession as a classroom teacher, an instructional coach, a literacy specialist, an assistant principal and a principal. I have served Title 1 schools, CCSD schools, and a state public charter school. I have a Bachelor's degree and two Master's degrees in the field of educational and educational leadership.
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?

Start-Up Charter School Board Member Information

I wish to serve on the Sage Collegiate board in order to bring an excellent education option to a community that is currently being served by underperforming schools. I believe a great school and a good education will change the life trajectory of the children in the community in which the school serves.

7. What is your understanding of the appropriate role of a public charter school board member?
The role of a public charter school board member is to ensure that public funds are being utilized to best serve the community. Board members ensure fiscal responsibility and provide operational oversight to schools. Board members are responsible for evaluating school leaders and holding them accountable for setting and meeting school goals including the mission of the charter.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
As a building administrator of a public charter school, I am familiar with the State Public Charter School Authority's policies and procedures. I understand state funding formulas and school budgets.
9. Describe the specific knowledge and experience that you would bring to the board.
I know how schools are rated and graded by the Nevada Department of Education and potential consequences of not meeting achievement goals. I understand how to create an educational culture of a school that allows all stakeholders to be active participants in the educational process to pave the way to shared success.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Sage Collegiate supports rigor, excellence, academic achievement, and college success that is driven by ambition and the pursuit of a life of opportunity.

Sage Collegiate believes in setting high expectations for students and staff to ensure a high quality education is provided to a community in need.

2. What is your understanding of the school's proposed educational program?
Sage Collegiate will provide a structured framework to achieve a high quality education as a tuition free public charter school.

3. What do you believe to be the characteristics of a successful school?
A successful school is a place that allows students to excel and achieve academically, socially, and emotionally. A place that builds both content knowledge and respectable character traits.

4. How will you know that the school is succeeding (or not) in its mission?
Student achievement data. Staff/family and student surveys.

Start-Up Charter School Board Member Information

Governance

1. Describe the role that the board will play in the school's operation.
The Board of Directors of Sage Collegiate will work closely with the administrative staff to ensure all decisions made align with the mission of the school and will best serve the community at large. The board will provide oversight in areas such as but not limited to: accounting, budgeting, payroll, purchasing, liability, and insurance. The Board of Directors will ensure organizational planning to meet the needs of long and short terms objective, SPCSA and Nevada DOE poly compliance, health and safety, and proper use and maintenance of school facilities and resources.

The Board of Directors will be responsible for hiring and setting the salary of an Executive Director as well as supporting and evaluating this position. The Board of Directors will be responsible for holding the Executive Director accountable for the successful implementation of the school's mission and day-to-day operation.

2. How will you know if the school is successful at the end of the first year of operation?
If Sage Collegiate meets enrollment targets and academic goals. If the school has a budget that is in the black.
3. How will you know at the end of three years of the school is successful?
If Sage Collegiate continues to meet enrollment numbers and grows as expected. If students continue to meet academic goals. If Sage Collegiate is able to show evidence of accomplishing the mission of the charter. If Sage Collegiate continues to operate on a budget that is in the black.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Sage Collegiate board members must receive the appropriate training to understand the role of governance. Sage Collegiate must hire the person best fit to act as Executive Director. Sage Collegiate must market the school brand and mission to the community in which it hopes to serve in order to meet enrollment targets. Sage Collegiate will need to support the Executive Director in financial decisions including acquiring facilities appropriate to mission of the charter.
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 disclose such situations formally in writing to the appropriate entities to ensure the behaviors and/or actions are immediately ceased and that action is taken to ensure such further behavior is prevented.

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

Start-Up Charter School Board Member Information

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

Start-Up Charter School Board Member Information

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, Jonathan Haskel, 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 SAGE COLLEGIATE Charter School is true and correct in every respect.

Signature

Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, SAGE COLLEGIATE,
(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

Jonathon L. Huskel

Name Printed

Board Member

Title

7-22-2020

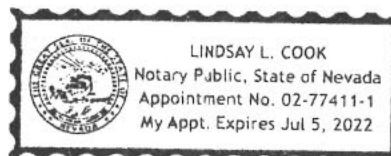
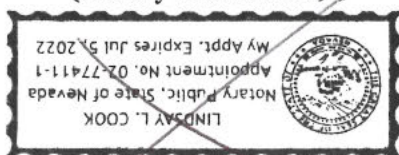
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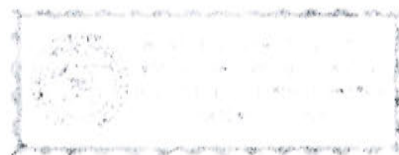
Subscribed and sworn to before me Lindsay L. Cook (Notary Public) by
Jonathon L. Huskel.

This 22nd day of July, 2020
date month year



(Notary Public Seal)







Attachment 6:

Bylaws, Code of Ethics, Conflict of Interest
policy (drafts)



Attachment 6: Sage Collegiate Public Charter School, Inc. Corporate Bylaws ("Bylaws")

ARTICLE I NAME AND OFFICE

1.01 Name

The name of this corporation shall be Sage Collegiate Public Charter School ("Sage Collegiate", the "Corporation"). The business of the Corporation may be conducted under the Firm Name "Sage Collegiate Public Charter School."

1.02 Office

The principal office of the Corporation shall be located at *TBD*. The Corporation may have other such offices as the Board of Directors (the "Board") may determine or deem necessary or as the affairs of the Corporation may find a need for from time to time.

ARTICLE II PURPOSES AND POWERS

2.01 Purpose

The Corporation is a non-profit corporation and shall be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), or the corresponding section of any future Federal tax code.

The Corporation's purpose is to address, educate, coordinate, and provide an education to students in Clark County, Nevada.

To maximize our impact on current efforts, the Corporation may seek to collaborate with other non-profit organizations which fall under the 501(c)(3) section of the Code and are operated exclusively for educational and charitable purposes.

At times, per the discretion of the Board, we may provide internships or volunteer opportunities which shall provide opportunities for involvement in said activities and programs in order to have a greater impact for change in education.

In addition, the Corporation has been formed for the purpose of performing all things incidental to, or appropriate in, the foregoing specific and primary purposes. However, the Corporation shall not, except to an insubstantial degree, engage in any activity or the exercise of any powers which are not in furtherance of its primary non-profit purposes.

2.02 Powers

The Corporation shall hold and may exercise all such powers as may be conferred upon any nonprofit organization by the laws of the State of Nevada and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation. At no time and in no event shall the Corporation participate in any activities which have not been permitted to be carried out by an organization exempt under Section 501(c) of the Code. The powers of the Corporation may include, but shall not be limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.



2.03 Nonprofit Status and Exempt Activities Limitation.

- (a) **Nonprofit Legal Status.** The Corporation is a Nevada non-profit public benefit corporation, recognized as tax exempt under Section 501(c)(3) of the Code.
- (b) **Exempt Activities Limitation.** Notwithstanding any other provision of these Bylaws, no director, officer, employee, member, or representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Code as it now exists or may be amended, or by any organization contributions to which are deductible under Section 170(c)(2) of such Code and the Federal tax regulations (the "Regulations") as they now exist or may be amended from time to time. No part of the net earnings of the Corporation shall inure to the benefit or be distributable to any director, officer, member, or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws.
- (c) **Distribution Upon Dissolution.** Upon termination or dissolution of the Corporation, any assets lawfully available for distribution shall be distributed to one (1) or more qualifying organizations described in Section 501 (c)(3) of the Code (or described in any corresponding provision of any successor statute) which organization or organizations have a charitable purpose which, at least generally, includes a purpose similar to the terminating or dissolving Corporation.

The organization to receive the assets of the Corporation hereunder shall be selected at the discretion of a majority of the Board, and if the Directors (as defined below) cannot so agree, then the recipient organization shall be selected pursuant to a verified petition in equity filed in a court of proper jurisdiction against the Corporation, by one (1) or more of its Directors (as defined below) which verified petition shall contain such statements as reasonably indicate the applicability of this section. The court upon a finding that this section is applicable shall select the qualifying organization or organizations to receive the assets to be distributed, giving preference if practicable to organizations located within the State of Nevada.

In the event that the court shall find that this section is applicable but that there is no qualifying organization known to it which has a charitable purpose, which, at least generally, includes a purpose similar to the Corporation, then the court shall direct the distribution of its assets lawfully available for distribution to the Treasurer of the State of Nevada to be added to the general fund.



ARTICLE III

MEMBERSHIP

3.01 No Membership Classes

The Corporation shall have no members who have any right to vote or title or interest in or to the Corporation, its properties and franchises.

3.02 Non-Voting Affiliates

The Board may approve classes of non-voting affiliates with rights, privileges, and obligations established by the Board. Affiliates may be individuals, businesses, and other organizations that seek to support the mission of the Corporation. The Board, a designated committee of the Board, or any duly elected Officer (defined below) in accordance with Board policy, shall have authority to admit any individual or organization as an affiliate, to recognize representatives of affiliates, and to make determinations as to affiliates' rights, privileges, and obligations. At no time shall affiliate information be shared with or sold to other organizations or groups without the affiliate's consent. At the discretion of the Board, affiliates may be given endorsement, recognition and media coverage at fundraising activities, clinics, other events or on the Corporation website. Affiliates have no voting rights and are not members of the Corporation.

3.03 Dues

Any dues for affiliates shall be determined by the Board.

ARTICLE IV

BOARD OF DIRECTORS

4.01 Number of Directors

The Corporation shall have a Board consisting of at least five (5) and no more than fifteen (15) Directors (the "Directors"). Within these limits, the Board may increase or decrease the number of Directors serving on the Board, including for the purpose of staggering the terms of Directors. At any time, at least fifty-one percent (51%) of all Directors must be permanent residents of Nevada.

4.02 Powers

All corporate powers shall be exercised by or under the authority of the Board and the affairs of the Corporation shall be managed under the direction of the Board, except as otherwise provided by law.

4.03 Terms

- (a) All Directors shall be elected to serve a three (3) year term; however, the term may be extended until a successor has been elected.
- (b) Director terms shall be staggered so that approximately one-third of the Directors will end their terms in any given year.
- (c) Directors may serve two terms in succession.
- (d) The term of office for Directors shall be considered to begin July 1 and end June 30 of the third year in office, unless the term is extended until such time as a successor has been elected.



4.04 Qualifications and Election of Directors

In order to be eligible to serve as a Director on the Board, the individual must be at least eighteen (18) years of age and an affiliate within affiliate classifications created by the Board. Directors may be elected at any Board meeting by two thirds (2/3) vote of the existing Board. The election of Directors to replace those who have fulfilled their term of office shall take place in July of each year. The Board shall comply with specified membership guidelines pursuant to Section 388A.320 of the Nevada Revised Statutes ("NRS").

4.05 Vacancies

The Board may fill vacancies due to the expiration of a Director's term of office, resignation, death, or removal of a Director or may appoint new Directors to fill a previously unfilled Board position, subject to the maximum number of Directors under these Bylaws. Vacancies in the Board due to resignation, death, or removal shall be filled by the Board for the balance of the term of the Director being replaced.

4.06 Removal of Directors

A Director may be removed by a majority vote of the Directors then comprising the Board, if:

- (a) the Director is absent and unexcused from two or more meetings of the Board in a twelve (12) month period. The Board Chair (defined below) is empowered to excuse Directors from attendance for a reason deemed adequate by the Board Chair (defined below). The Board Chair (defined below) shall not have the power to excuse him/herself from the Board meeting attendance and in that case, the Board Vice Chair (defined below) shall excuse the Board Chair (defined below); or
- (b) for cause or no cause, if before any meeting of the Board at which a vote on removal will be made the Director in question is given electronic or written notification of the Board's intention to discuss her/his case and is given the opportunity to be heard at a meeting of the Board.

4.07 Board of Directors Meetings.

- (a) Regular Meetings. The Board shall have a minimum of ten (10) regular meetings each calendar year at times and places fixed by the Board. Board meetings shall be held upon not less than 9 a.m. on the third (3) working day before by first-class mail, electronic mail, or facsimile transmission or seventy-two (72) hours' notice delivered personally or by telephone. If sent by mail, facsimile transmission, or electronic mail, the notice shall be deemed to be delivered upon its deposit in the mail or transmission system. Notice of meetings shall specify the place, day, and hour of meeting. The purpose of the meeting need not be specified.
- (b) Special Meetings. Special meetings of the Board may be called by the Board Chair (defined below), Secretary (defined below), Treasurer (defined below), or any two (2) other Directors of the Board. A special meeting must be preceded by at least two (2) days' notice to each Director of the date, time, and place, but not the purpose, of the meeting.
- (c) Waiver of Notice. Any Director may waive notice of any meeting, in accordance with Nevada law.



4.08 Manner of Acting.

- (a) Quorum. A majority of the Directors in office immediately before a Board meeting shall constitute a quorum for the transaction of business at that meeting. No business shall be considered by the Board at any meeting at which a quorum is not present.
- (b) Majority Vote. Except as otherwise required by law or by the Articles of Incorporation, the act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board.
- (c) Hung Board Decisions. On the occasion that Directors of the Board are unable to make a decision based on a tied number of votes, the Board Chair (defined below) or Treasurer (defined below) in the order of presence shall have the power to swing the vote based on his/her discretion.
- (d) Participation. Except as required otherwise by law, the Articles of Incorporation, or these Bylaws, Directors may participate in a regular or special meeting through the use of any means of communication by which all Directors participating may simultaneously hear each other during the meeting, including in person, internet video meeting or by telephonic conference call.

4.09 Compensation for Board Service

Directors shall receive no compensation for carrying out their duties as Directors. The Board may adopt policies providing for reasonable reimbursement of Directors for expenses incurred in conjunction with carrying out Board responsibilities, such as travel expenses to attend Board meetings.

ARTICLE V COMMITTEES

5.01 Committees

The Board may, by the resolution adopted by a majority of the Directors then in office, designate one or more committees, each consisting of two or more Directors, to serve at the pleasure of the Board. Any committee, to the extent provided in the resolution of the Board, shall have all the authority of the Board, except that no committee, regardless of Board resolution, may:

- (a) take any final action on matters which also requires Board approval or approval of a majority of all members;
- (b) fill vacancies on the Board or in any committee which has the authority of the Board;
- (c) amend or repeal Bylaws or adopt new Bylaws;
- (d) amend or repeal any resolution of the Board which by its express terms is not so amendable or able to be repealed;
- (e) appoint any other committees of the Board or the members of these committees;
- (f) expend corporate funds to support a nominee for Director; or
- (g) approve any transaction to which the Corporation is a party and one or more Directors have a material financial interest, or between the Corporation and one or more of its Directors, or between the Corporation or any person in which one or more of its Directors have a material financial interest.



5.02 Meetings and Action of Committees

Meetings and action of the committees shall be governed by and held and taken in accordance with, the provisions of Article IV of these Bylaws concerning meetings of the Directors, with such changes in the context of those Bylaws as are necessary to substitute the committee and its members for the Board and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of the committee may also be called by resolution of the Board. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board may adopt rules for the governing of the committee not inconsistent with the provision of these Bylaws.

5.03 Informal Action by The Board of Directors

Any action required or permitted to be taken by the Board at a meeting may be taken without a meeting if consent in writing, setting forth the action so taken, shall be agreed by the consensus of a quorum. For purposes of this section an e-mail transmission from an e-mail address on record constitutes a valid writing. The intent of this provision is to allow the Board to use email to approve actions, as long as a quorum of Directors consent to the use of email communications.

ARTICLE VI OFFICERS

6.01 Board Officers

The officers of the Corporation (each, an "Officer" and collectively, the "Officers") shall be a Board Chair (defined below), Board Vice Chair (defined below), Secretary (defined below), and Treasurer (defined below), all of whom shall be chosen by, and serve at the pleasure of, the Board. Each Officer of the Corporation shall have the authority and shall perform the duties set forth in these Bylaws or by resolution of the Board or by direction of an Officer authorized by the Board to prescribe the duties and authority of other Officers. One person may hold two or more Board offices, except that for the Board Chair and Treasurer, but no officer may act in more than one capacity where action of two or more officers is required.

6.02 Removal and Resignation

The Board may remove an Officer at any time, with or without cause. Any Officer may resign at any time by giving written notice to the Corporation without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party. Any resignation shall take effect at the date of the receipt of the notice or at any later time specified in the notice, unless otherwise specified in the notice. The acceptance of the resignation shall not be necessary to make it effective.

6.03 Board Chair (President)

The Board Chair (the "Board Chair") shall lead the Board in performing its duties and responsibilities, including, if present, presiding at all meetings of the Board, and shall perform all other duties incident to the office or properly required by the Board. The Board Chair is authorized to execute, in the name of the Corporation, any and all contracts or other documents which may be



authorized, either generally or specifically, and shall be entitled to sign as the President of the Corporation where required.

6.04 Board Vice Chair (Board Vice President)

The Board Vice Chair (the "Board Vice Chair") shall chair meetings and fulfill all responsibilities of the Board Chair in absence or vacancy of the Board Chair.

6.05 Secretary

The Secretary (the "Secretary") shall keep or cause to be kept a book of minutes of all meetings and actions of Directors and committees of Directors. The minutes of each meeting shall state the time and place that it was held and such other information as shall be necessary to determine the actions taken and whether the meeting was held in accordance with these Bylaws and other applicable laws and regulations. The Secretary shall cause notice to be given of all meetings of Directors and committees as required by the Bylaws. The Secretary shall have such other powers and perform such other duties as may be prescribed by the Board or the Board Chair.

6.06 Treasurer

The Treasurer (the "Treasurer") shall be the lead Director for oversight of the financial condition and affairs of the Corporation. The Treasurer shall oversee and keep the Board informed of the financial condition of the Corporation and shall be responsible for auditing and reviewing the financial information of the Corporation. In conjunction with other Directors or officers, the Treasurer shall oversee budget preparation and shall ensure that appropriate financial reports, including an account of major transactions and the financial condition of the Corporation, are made available to the Board on a timely basis or as may be required by the Board. The Treasurer shall perform all duties properly required by the Board or the Board Chair. The Treasurer may appoint, with approval of the Board, a qualified fiscal agent or member of the staff to assist in performance of all or part of the duties of the Treasurer.

ARTICLE VII **FINANCIAL MATTERS**

7.01 Contracts and other Writings

Except as otherwise provided by resolution of the Board or Board policy, all contracts, deeds, leases, mortgages, grants, and other agreements of the Corporation shall be executed on its behalf by the Board Chair, Treasurer, or such other person(s) to whom the Corporation has delegated authority to execute such documents in accordance with Board resolutions and policies approved by the Board, including, but not limited to, the Corporation's Executive Director.

7.02 Checks and Drafts

All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such Officer or Officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.



7.03 Deposits

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depository as the Board or a designated committee of the Board may select.

7.04 Loans

No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by resolution of the Board. Such authority may be general or confined to specific instances.

7.05 Indemnification

- (a) Definitions. For purposes of this Section 7.05, (a) “Agent” means any person who (i) is or was a Director, Officer, employee, or other agent of the Corporation, or (ii) is or was serving at the Corporation’s request as a Director, Officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, or (iii) was a Director, Officer, employee, or agent of a corporation which was a predecessor corporation of the Corporation or of another enterprise at the request of such predecessor corporation, and (b) “Proceeding” means any threatened, pending, or completed action or proceeding, whether civil, criminal, administrative, or investigative.
- (b) Indemnification Against Expenses. The Corporation, to the extent permitted by NRS Chapter 82, (a) shall indemnify any Agent of the Corporation against expenses, including reasonable attorneys’ fees, actually and reasonably incurred in defense of any Proceeding in which the Agent was, is, or is threatened to be made a party by reason of being or having been an Agent of the Corporation, to the extent that the Agent was successful on the merits in the defense and shall have the power to advance to such Agent such expenses incurred by such Agent in defending any such Proceeding upon receipt of an undertaking by such Agent to repay such amounts if such Agent is not entitled to be indemnified for such amounts, and (b) shall indemnify any person who was, is, or is threatened to be made a party to any Proceeding by or in the right of the Corporation to procure a judgment in its favor by reason of being or having been an Agent of the Corporation, against expenses, including reasonable attorneys’ fees, actually and reasonably incurred in defense or settlement of the Proceeding, if the person acted in good faith and in a manner the person believed to be in the best interests of the Corporation.
- (c) Indemnification Against Losses. The Corporation shall, to the extent permitted by NRS Chapter 82 and the Articles of Incorporation, indemnify any person who was, is, or is threatened to be made a party to any Proceeding (other than an action by or in the right of the Corporation) by reason of being or having been an Agent of the Corporation, against expenses, including reasonable attorney’s fees, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with the Proceeding if the person (a) acted in good faith and in a manner the person believed to be in the best interests of the Corporation, and (b) had no reasonable cause to believe the conduct of the person was unlawful, in the case of a criminal Proceeding.
- (d) Indemnification Rights Not Exclusive; Insurance. The foregoing rights of indemnification and advancement of expenses shall be in addition to and not exclusive of any other rights to which



any Director or officer may be entitled by applicable law, the Articles of Incorporation, action or resolution of the Board, or any agreement with the Corporation. The Corporation may, but shall not be required to, subject to the provisions of NRS Section 82.541, purchase and maintain insurance to indemnify any Agent against any liability asserted against or incurred by an Agent in that capacity or arising out of the Agent's status as an Agent, whether or not the Corporation would have the power indemnify the Agent against that liability under NRS Section 82.541.

ARTICLE VIII **MISCELLANEOUS**

8.01 Books and Records

The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of all meetings of its Board, a record of all actions taken by the Board without a meeting, and a record of all actions taken by committees of the Board. In addition, the Corporation shall keep a copy of the Corporation's Articles of Incorporation and Bylaws as amended to date.

8.02 Fiscal Year

The fiscal year of the Corporation shall be from July 1 to June 30 of each year.

8.03 Conflict of Interest

The Board shall adopt and periodically review a Conflict of Interest Policy to protect the Corporation's interest when it is contemplating any transaction or arrangement which may benefit any Director, officer, employee, affiliate, or member of a committee with Board-delegated powers.

8.04 Nondiscrimination Policy

The Officers, Directors, committee members, employees, and persons served by this Corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of the Corporation not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age, physical disability, veteran's status, political service or affiliation, color, religion, or national origin in admissions, hiring, or selection or appointment to any office.

8.05 Bylaw Amendment

These Bylaws may be amended, altered, repealed, or restated by a vote of the majority of the Board then in office at a meeting of the Board, provided, however:

- (a) that no amendment shall be made to these Bylaws which would cause the Corporation to cease to qualify as an exempt corporation under Section 501 (c)(3) of the Code, or the corresponding section of any future Federal tax code;
- (b) that an amendment does not affect the voting rights of Directors. An amendment that does affect the voting rights of Directors further requires ratification by a two-thirds (2/3) vote of a quorum of Directors at a Board meeting; and
- (c) that all amendments be consistent with the Articles of Incorporation.



ARTICLE IX

COUNTERTERRORISM AND DUE DILIGENCE POLICY

In furtherance of its exemption by contributions to other organizations, domestic or foreign, the Corporation shall stipulate how the funds will be used and shall require the recipient to provide the Corporation with detailed records and financial proof of how the funds were utilized.

Although adherence and compliance with the US Department of the Treasury's publication the "Voluntary Best Practice for US. Based Charities" is not mandatory, the Corporation willfully and voluntarily recognizes and puts to practice these guidelines and suggestions to reduce, develop, re-evaluate and strengthen a risk-based approach to guard against the threat of diversion of charitable funds or exploitation of charitable activity by terrorist organizations and their support networks.

The Corporation shall also comply and put into practice the federal guidelines, suggestion, laws and limitation set forth by pre-existing U.S. legal requirements related to combating terrorist financing, which include, but are not limited to, various sanctions programs administered by the Office of Foreign Assets Control (OFAC) in regard to its foreign activities.

ARTICLE X

DOCUMENT RETENTION POLICY SECTION

10.01 Purpose

The purpose of this document retention policy section is establishing standards for document integrity, retention, and destruction and to promote the proper treatment of the Corporation's records.

10.02 Policy

Section 1. General Guidelines

Records should not be kept if they are no longer needed for the operation of the business or required by law. Unnecessary records should be eliminated from the files. The cost of maintaining records is an expense which can grow unreasonably if good housekeeping is not performed. A mass of records also makes it more difficult to find pertinent records.

From time to time, the Corporation may establish retention or destruction policies or schedules for specific categories of records in order to ensure legal compliance, and also to accomplish other objectives, such as preserving intellectual property and cost management. Several categories of documents that warrant special consideration are identified below. While minimum retention periods are established, the retention of the documents identified below and of documents not included in the identified categories should be determined primarily by the application of the general guidelines affecting document retention, as well as the exception for litigation relevant documents and any other pertinent factors.

Section 2. Exception for Litigation Relevant Documents

The Corporation expects all officers, Directors, and employees to comply fully with any published records retention or destruction policies and schedules, provided that all officers, directors, and employees should note the following general exception to any stated destruction schedule: If you reasonably believe, or the Corporation informs you, that corporate records are relevant to



litigation, or potential litigation (i.e. a dispute that could result in litigation}, then you must preserve those records until it is determined that the records are no longer needed. That exception supersedes any previously or subsequently established destruction schedule for those records.

Section 3. Minimum Retention Periods for Specific Categories

- (a) Corporate Documents. Corporate records include the Corporation's Articles of Incorporation, these Bylaws and IRS Form 1023 and Application for Exemption. Corporate records should be retained permanently. IRS regulations require that the Form 1023 be available for public inspection upon request.
- (b) Tax Records. Tax records include, but may not be limited to, documents concerning payroll, expenses, proof of contributions made by donors, accounting procedures, and other documents concerning the Corporation's revenues. Tax records should be retained for at least seven (7) years from the date of filing the applicable return.
- (c) Employment Records/Personnel Records. State and federal statutes require the Corporation to keep certain recruitment, employment and personnel information. The Corporation should also keep personnel files that reflect performance reviews and any complaints brought against the Corporation or individual employees under applicable state and federal statutes. The Corporation should also keep in the employee's personnel file all final memoranda and correspondence reflecting performance reviews and actions taken by or against personnel. Employment applications should be retained for three (3) years. Retirement and pension records should be kept permanently. Other employment and personnel records should be retained for seven (7) years.
- (d) Board and Board Committee Materials. Meeting minutes should be retained in perpetuity in the Corporation's minute book. A clean copy of all other Board and Board committee materials should be kept for no less than three (3) years by the Corporation.
- (e) Press Releases/Public Filings. The Corporation should retain permanent copies of all press releases and publicly filed documents under the theory that the Corporation should have its own copy to test the accuracy of any document a member of the public can theoretically produce against the Corporation.
- (f) Legal Files. Legal counsel should be consulted to determine the retention period of particular documents, but legal documents should generally be maintained for a period of ten (10) years.
- (g) Marketing and Sales Documents. The Corporation should keep final copies of marketing and sales documents for the same period of time it keeps other corporate files, generally three (3) years. An exception to the three-year policy may be sales invoices, contracts, leases, licenses, and other legal documentation. These documents should be kept for at least three (3) years beyond the life of the agreement.
- (h) Development/Intellectual Property and Trade Secrets. Development documents are often subject to intellectual property protection in their final form (e.g., patents and copyrights). The documents detailing the development process are often also of value to the Corporation and are protected as a trade secret where the Corporation:
 - i. derives independent economic value from the secrecy of the information; and
 - ii. has taken affirmative steps to keep the information confidential. The Corporation should keep all documents designated as containing trade secret information for at least the life of the trade secret.



- (i) Contracts. Final, executed copies of all contracts entered into by the Corporation should be retained. The Corporation should retain copies of the final contracts for at least three (3) years beyond the life of the agreement, and longer in the case of publicly filed contracts.
- (j) Correspondence. Unless correspondence falls under another category listed elsewhere in this policy section, correspondence should generally be saved for two (2) years.
- (k) Banking and Accounting. Accounts payable ledgers and schedules should be kept for seven (7) years. Bank reconciliations, bank statements, deposit slips and checks (unless for important payments and purchases) should be kept for three (3) years. Any inventories of products, materials, and supplies and any invoices should be kept for seven (7) years.
- (l) Insurance. Expired insurance policies, insurance records, accident reports, claims, etc. should be kept permanently.
- (m) Audit Records. External audit reports should be kept permanently. Internal audit reports should be kept for three (3) years.

Section 4. Electronic Mail.

Emails that need to be saved should be either printed in hard copy and kept in the appropriate file or downloaded to a computer file and kept electronically or on disk as a separate file. The retention period depends upon the subject matter of the email, as covered above in this policy section.

ARTICLE XI

TRANSPARENCY AND ACCOUNTABILITY DISCLOSURE OF FINANCIAL INFORMATION WITH THE GENERAL PUBLIC

11.01 Purpose

By making full and accurate information about its mission, activities, finances, and governance publicly available, the Corporation practices and encourages transparency and accountability to the general public. This transparency and accountability disclosure policy section will:

- (a) indicate which documents and materials produced by the Corporation are presumptively open to staff and/or the public
- (b) indicate which documents and materials produced by the Corporation are presumptively closed to staff and/or the public
- (c) specify the procedures whereby the open/closed status of documents and materials can be altered.

The details of this transparency and accountability disclosure policy section are as follows:

11.02 Financial and IRS Documents

The Corporation shall provide its Internal Revenue forms 990, 990-T, 1023 and 5227, Bylaws, conflict of interest policy, and financial statements to the general public for inspection free of charge.

11.03 Means and Conditions of Disclosure

The Corporation shall make "Widely Available" the aforementioned documents on its website to be viewed and inspected by the general public.



- (a) The documents shall be posted in a format that allows an individual using the internet to access, download, view and print them in a manner that exactly reproduces the image of the original document filed with the IRS (except information exempt from public disclosure requirements, such as contributor lists).
- (b) The website shall clearly inform readers that the document is available and provide instructions for downloading it.
- (c) The Corporation shall not charge a fee for downloading the information.
- (d) Documents shall not be posted in a format that would require special computer hardware or software (other than software readily available to the public free of charge).
- (e) The Corporation shall inform anyone requesting the information where this information can be found, including the web address. This information must be provided immediately for in-person requests and within seven (7) days for mailed requests.

11.04 IRS Annual Information Returns (Form 990)

The Corporation shall submit the Form 990 to its Board prior to the filing of the Form 990. While neither the approval of the Form 990 or a review of the 990 is required under Federal law, the Corporation's Form 990 shall be submitted to each Director via hard copy and/or email at least ten (10) days before the Form 990 is filed with the IRS.

11.05 Board

- (a) All Board deliberations shall be open to the public except where the Board passes a motion to make any specific portion confidential.
- (b) All Board minutes shall be open to the public once accepted by the Board, except where the Board passes a motion to make any specific portion confidential.
- (c) All papers and materials considered by the Board shall be open to the public following the meeting at which they are considered, except where the Board passes a motion to make any specific paper or material confidential.

11.06 Staff Records

- (a) Upon written request, all staff records shall be available for consultation by the staff member concerned or by their legal representatives.
- (b) No staff records shall be made available to any person outside the Corporation, except to the authorized governmental agencies requesting disclosure of such records.
- (c) Within the Corporation, staff records shall be made available only to those persons with managerial or personnel responsibilities for that staff member, except that staff records shall be made available to the Board when requested

11.07 Donor Records

- (a) Upon written request, all donor records shall be available for consultation by the members and donors concerned or by their legal representatives.
- (b) No donor records shall be made available to any other person outside the Corporation, except to the authorized governmental agencies requesting disclosure of such records.



- (c) Within the Corporation, donor records shall be made available only to those persons with managerial or personnel responsibilities for dealing with those donors, except that donor records shall be made available to the Board when requested.

11.08 Annual Financial Statements

The Corporation shall prepare annual financial statements using generally accepted accounting principles. Such financial statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards. The Corporation shall make these financial statements available to the Nevada Attorney General and members of the public for inspection no later than sixty (60) days after the close of the fiscal year to which the financial statements relate.

11.09 Annual Reports

The Board shall ensure an annual report is sent to all Directors within sixty (60) days after the end of the fiscal year of the Corporation, which shall contain the following information:

- (a) The assets and liabilities, including trust funds, of the Corporation at the end of the fiscal year.
- (b) The principal changes in assets and liabilities, including trust funds, of the Corporation during the fiscal year.
- (c) The expenses or disbursements of the Corporation for both general and restricted purposes during the fiscal year.
- (d) The information required by applicable law concerning certain self-dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year.

The report shall be accompanied by any pertinent report from an independent accountant or, if there is no such report, the certificate of an authorized officer of the Corporation that such financial statements were prepared without audit performed on the books and records of the Corporation.

ARTICLE XII

CODES OF ETHICS AND WHISTLEBLOWER POLICY SECTION

12.01 Purpose

The Corporation requires and encourages Directors, officers and employees to observe and practice high standards of business and personal ethics in the conduct of their duties and responsibilities. The employees and representatives of the Corporation must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. It is the intent of the Corporation to adhere to all laws and regulations that apply to the Corporation and the underlying purpose of this policy section is to support the Corporation's goal of legal compliance. The support of all corporate staff is necessary to achieving compliance with various laws and regulations.

12.02 Reporting Violations

If any Director, officer, staff or employee reasonably believes that some policy, practice, or activity of the Corporation is in violation of law, a written complaint must be filed by that person with the Board Chair.



12.03 Acting in Good Faith

Anyone filing a complaint concerning a violation or suspected violation of this code of ethics section must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of this code of ethics section. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false shall be viewed as a serious disciplinary offense.

12.04 Retaliation

Said person is protected from retaliation only if she/he brings the alleged unlawful activity, policy, or practice to the attention of the Corporation and provides the Corporation with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to individuals that comply with this requirement.

The Corporation shall not retaliate against any Director, Officer, staff or employee who in good faith, has made a protest or raised a complaint against some practice of the Corporation or of another individual or entity with whom the Corporation has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy.

The Corporation shall not retaliate against any Director, Officer, staff or employee who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of the Corporation that the individual reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

12.05 Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

12.06 Handling of Reported Violations

The Board Chair shall notify the sender and acknowledge receipt of the reported violation or suspected violation within five (5) business days. All reports shall be promptly investigated by the Board and its appointed committee and appropriate corrective action shall be taken if warranted by the investigation. This section shall be made available to all Directors, officers, staffs or employees and they shall have the opportunity to ask questions about the code of ethics policy.

ARTICLE XIII

AMENDMENT OF ARTICLES OF INCORPORATION

13.01 Amendment

Any amendment to the Articles of Incorporation may be adopted by approval of two-thirds (2/3) of the Board.



CERTIFICATE OF SECRETARY

I, _____, certify that I am the current elected and acting Secretary of the Corporation, and the above Bylaws are the Bylaws of this Corporation as adopted by the Board on _____ and that they have not been amended or modified since the above.

EXECUTED on this day of _____ in the County of Clark in the State of Nevada.
(Duly Elected Secretary)

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Attachment 6b: Sage Collegiate Public Charter School, Inc. Code of Ethics

All Directors of the Corporation must:

- Uphold and abide by all laws, regulations, and rules pertaining to schools issued by the Nevada State Board of Education, the State Public Charter School Authority, the courts, and any other relevant authority.
- Effectuate desired changes only through lawful and ethical processes.
- Make decisions grounded on the educational welfare and wellbeing of the children served by the school without consideration to race, religion, color, sex, income level, or any other irrelevant characteristic.
- Use her or his independent judgment in reaching all decisions.
- Not use her or his position as Director for personal gain or profit.
- Conduct herself or himself in a manner that reflects positively on the school.
- Make all reasonable efforts to support the school's mission and personnel.



Attachment 6: Sage Collegiate Public Charter School, Inc. Conflict of Interest Policy

A. Purpose:

The purpose of the conflict of interest policy is to protect the interests of **Sage Collegiate Public Charter School, Inc.** ("Charter School") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, or employee of the Charter School or might result in a possible excess benefit transaction. This policy is intended to supplement the Conflict of Interest Disclosure Code, adopted to ensure compliance with the Political Reform Act.

B. Definitions:

1. Interested Person: Any Director, Officer, key employee or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or through a family member:
 - a. An ownership or investment interest in any entity with which the Charter School has a transaction or arrangement.
 - b. A compensation arrangement with the Charter School or with any entity or individual with which the Charter School has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with any entity or individual with which the Charter School is negotiating a transaction or arrangement.
 - d. Received compensation from the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

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

C. Procedures:

1. Duty to Disclose: In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees considering the proposed transaction or arrangement.
2. Procedures for Addressing the Conflict of Interest
 - a. When an Interested Person who is NOT a director determines that he/she should not make a decision because of a financial interest, he/she should submit a written disclosure of the financial interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to Head of School,



who shall record the employee's disqualification. In the case of an Interested Person who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority (i.e. the Board).

- b. Interested Persons who are directors: No persons serving on the Board of Directors may be interested persons. If a Board member's financial interest arises after a Board member has been elected to the Board of Directors and
 - i. if the Board determines that no applicable remote or noninterest exceptions apply under Government Code Sections 1091 or 1091.5, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

3. Violations of the Conflicts of Interest Policy

- a. If the Board has reasonable cause to believe an Interested Person has failed to disclose actual or possible conflicts of interest, it shall inform the Interested Person of the basis for such belief and afford them an opportunity to explain the alleged failure to disclose.
- b. If after hearing the Interested Person's response and after making further investigation as warranted by the circumstances the Board determines the Interested Person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, and/or up to removal from the Board or immediate termination, as may be applicable. Any transaction entered into in violation of the Political Reform Act may be found to be void by a court of law. Any contract entered into in violation of Government Code section 1090 is void.

D. Records of Proceeding:

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

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the governing board of director's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

E. Annual Statements:

Each Director, Officer, and member of a committee with Board-delegated powers shall annually sign a statement that affirms such person:

- a. Has received a copy of this Conflict of Interest Policy.
- b. Has read and understands the Policy.
- c. Has agreed to comply with the Policy.



- d. Understands the Charter School is a nonprofit public benefit corporation which operates a public charter school, and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

F. Periodic Reviews:

To ensure the Charter School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted.

This policy shall also be reviewed annually by each member of the Board. Any changes to the policy shall be communicated immediately to all Interested Persons.

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**Acknowledgement of Sage Collegiate Public Charter School, Inc.
Conflict of Interest Policy**

I _____, a Sage Collegiate Public Charter School, Inc. director, officer, or committee member with Board-delegated powers, have received a copy of the Conflict of Interest Policy. I have read and understand the Conflict of Interest Policy, and I agree to the terms and conditions that are set out in this Policy.

I understand that Sage Collegiate Public Charter School, Inc. is a nonprofit public benefit corporation, and in order to maintain its tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes. I also understand that Sage Collegiate Public Charter School, Inc. operates a public charter school, and is also subject to the conflict of interest laws applicable to public charter schools.

Date: _____

Board Secretary: _____



Attachment 7:

Leadership Job Descriptions



ATTACHMENT 7: LEADERSHIP ROLE JOB DESCRIPTIONS

The job descriptions for leadership roles at Sage Collegiate Public Charter School have been designed based on examples provided as a result of the Lead Founder's participation in the BES Fellowship and the description models the Lead Founder has been trained on and provided of by leaders at high-performing schools. These descriptions are also akin to ones the Lead Founder previously used for hiring in a prior school leadership role. Any similarities in this proposal to other Fellows' descriptions, previous or future, is a result of similar leadership development training.

EXECUTIVE DIRECTOR

[Year 1+]

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

Professional Outputs

- Ensures fiscal health such that the school meets its annual budget and maintains healthy cash flow.
- Ensures long-term fiscal health such that after year 5, the school is operating with a revenue cushion.
- Maintains a strong adult culture with annual staff retention over 80%.
- Maintains student and family satisfaction with annual attrition under 10%.
- Student achievement on state tests is at least 15% higher than comparable schools in Las Vegas and at least 90% of demonstrate a minim of one full year of academic growth as measured by the the NWEA MAP test.
-

Professional Responsibilities

- Manages Board relationships, and all communications to the Board.
- Makes all final decisions per hiring and firing of the staff.
- Manages hiring.
- Works directly with the back-office provider.
- Serves as liaison with authorizer.
- Leads and manages Leadership Team, including all roles in Y1.
- Evaluates all members of Leadership Team and all teaching staff.
- Establishes annual and long-term strategy and goals for the school with Board approval.
- Develops educational program, including the school's curricular, assessment, and enrichment programming.
- Trains or coordinates the training of all staff members, including teachers.
- Selects and trains staff on assessment tools used by the school in addition to state tests.
- Presents Board with contractual options for operational decisions.
- Creates and maintains marketing and fundraising plans for school.
- Consistently models Sage Collegiate's core values (We are Audacious, Brilliant, Curious,



Determined. We have Zest, Integrity, Purpose.).

Professional Competencies

- Strong team builder of Board and of school staff.
- Strong communicator with Board, parents, community, staff, students, and partnerships.
- Ability to long- term strategically plan and execute on the school vision.
- Curricular knowledge and vision.
- Self-reflective; Self-directed.
- Ability to positively and professionally represent school at all different types of meetings, from community meetings to parent meetings to community stakeholders, education conferences, foundation meetings, etc.
- Entrepreneurial on behalf of the school - constantly looking for ways to grow and develop the school and educational opportunities provided.
- Willingness to be humble on behalf of the school and make all decisions in best interest of the school.
- Strong problem-solver, able to adapt and problem solve in the moment.

Professional Requirements

- Minimum of 5 years of urban education experience
- Experience and success leading and training adults
- Bachelor's degree and Advanced degree

Personal Characteristics

Fiercely positive, Hard-working, Intelligent, Team-oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic.

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

MANAGER/DIRECTOR OF CURRICULUM AND INSTRUCTION at SAGE COLLEGIATE [Year 1/Year 3]

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

Professional Outputs

- Ensures systems and procedures at school are clear, communicated, and consistently implemented to 100%.
- Establishes scope and sequence for ongoing courses, and upcoming years of curriculum.
- Creates and leads data analysis for rigorous, standards-based interim assessments in Reading/English Language Arts, Math, Science, Social Studies and Writing, in all grades.



- Defines pacing plan and day by day scope and sequence for English and Language Arts (ELA) and Math in all grades.
- Drives teacher growth at high levels through individual goal setting around classroom culture, curriculum development, lesson creation and lesson execution, and data analysis and action planning.
- Builds staff-wide professional development programming to lead teachers in analyzing student data highly responsive action plans that bring 100% of scholars to mastery of 100% of grade level standards.
- Establishes positive relationships with families, staff, and community.

Professional Responsibilities

- Designs general scopes and sequences for all content areas at all grade levels that is rigorous as well as responsive to our students.
- Creates rigorous, standards-based interim assessments for Reading/English Language Arts, Math, Science, Social Studies, and Writing for every grade, as well systems to evaluate the outcomes and respond to data.
- Works with the Executive Director to develop, implement, and maintain every detail of the school's systems and procedures, including homework, discipline, transitions, entrance and exit, community celebrations, breakfast, lunch, and classroom culture so that Sage Collegiate is structured, ambitious, and supportive with a fiercely positive culture of zest and focus on growth and achievement.
- Coaches teachers on executing daily, weekly, and interim assessments and analysis, implementing highly responsive instructional action plans that bring 100% of scholars to mastery of 100% of objectives such that every single student master every single standard.
- Consistently models Sage Collegiate's core values (We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose.).
- Complete other tasks as directed by Executive Director and/or leadership team members.

Professional Competencies

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

Professional Requirements

- Bachelor's degree is required; Master's degree is preferred.
- Minimum of four years teaching experience in an urban public school or urban charter school



setting preferred but not required.

- Valid Nevada Teaching Certification is preferred but not required.
- Bilingual (English and Spanish) is preferred.
- Belief in and alignment with Sage Collegiate's core beliefs and educational philosophy is non-negotiable.

Personal Characteristics

Fiercely positive, Hard-working, Intelligent, Team-oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic

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

DIRECTOR OF STUDENT SERVICES

[Year 3]

Similar to the Coordinator role but with added responsibilities of staff management and case load management as the school grows.

Description: The **Director of Student Services** is responsible for overseeing the pre-referral and referral processes of special education, as well as managing the creation of, and execution of, Individualized Education Plans (IEPs) for special education students and the creation, execution and fidelity of our ELL program.

Professional Outputs

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

Professional Responsibilities

- Creates and executes engaging lessons that supports all special needs such that they consistently meet and exceed their IEP goals.
- Manages weekly meetings with teachers and leadership team monitoring student progress, coordinating the RTI process, and any testing necessary.
- Collaborates with Student Support Services Providers and Lead Teachers in coordinating support schedules for all students with special needs.
- As school grows, manages a team of special education teachers and service providers for all



students with special needs at the school.

- Manages parent relationships for all students receiving special services.
- Consistently models Sage Collegiate's core values. (We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose.)
- Complete other tasks as directed by Executive Director and/or leadership team members.
- Manages Coordinator of Student Services, Student Support Specialists, and Coordinator of HS Outreach.

Professional Competencies

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

Professional Requirements

- Bachelor's degree is required; Master's degree is preferred.
- Minimum of two years of teaching experience in Special Education in an urban public school or charter school setting is required.
- Valid Nevada State Special Education certification is required.
- Bilingual (English and Spanish) is strongly preferred.
- Belief in and alignment with Sage Collegiate's core beliefs and educational philosophy is non-negotiable.

Personal Characteristics

Fiercely positive, Hard-working, Intelligent, Team oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic

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

MANAGER of COMMUNITY and CULTURE

[Year 3]

Description: The **Manager of Community and Culture** works closely with the Executive Director in establishing and maintaining a fiercely positive, warm/strict school culture in a first-year charter school.



Professional Outputs

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

Professional Responsibilities

- Builds systems and structures for a positive, values-driven culture.
- Works with the Executive Director to develop, implement, and maintain every detail of the school's systems and procedures, including homework, discipline, transitions, entrance and exit, community celebrations, breakfast, lunch, and classroom culture so that Sage Collegiate is structured, ambitious, and supportive with a fiercely positive culture of zest and focus on growth and achievement.
- Creates system for tracking school culture and monitors, analyzes and defines action plans based on this data.
- Manages and monitors teacher use of schoolwide culture tracking systems (homework, attendance, awards, etc.), such as Kickboard.
- Creates a system for, and conducts, school culture audits on a quarterly basis, and develops plans to address any deficits in culture.
- Handles in-school disciplinary action, and coordinates any out-of-school actions, such as suspensions.
- Organizes and plans schoolwide and grade level out-of-school field studies.
- Manages schoolwide community events (such as seasonal celebrations, bringing in community speakers, etc.).
- Leads staff efforts to ensure all students have excellent attendance and arrive at school on time and works with students and parents to ensure excellent attendance.
- Participates in home visits during summer and teacher orientation, highlighting responsibilities of families, teachers, and students.
- Proactively circulates throughout classrooms and hallways during the day to gain valuable context on student behavior and help support positive school culture.
- Consistently models Sage Collegiate's core values. (We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose.).
- Completes other tasks as directed by Executive Director and/or leadership team members

Professional Competencies

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



Professional Requirements

- Bachelor's degree is required.
- Minimum of two years teaching experience in an urban public school or urban charter school setting required.
- Valid Nevada certification is preferred but not required.
- Bilingual (English and Spanish) is strongly preferred.
- Belief in and alignment with Sage Collegiate's core beliefs and educational philosophy is non-negotiable.

Personal Characteristics

Fiercely positive, Hard-working, Intelligent, Team oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic

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

MANAGER OF OPERATIONS

[Year 3]

Description: The **Manager of Operations** is charged with managing the school operations including vendor and contractor relationship and facilities, as well as managing and maximizing the impact of the full Operations team. The Manager of Operations also assists with the technology needs of the building and classrooms.

Professional Outputs

- Establishing and maintaining contracts with all outside vendors and overseeing nutrition program.
- Ensuring up-to-date financial statements and record keeping in compliance with our back-office provider.
- Ensuring technology needs of classrooms and facilities are met, including infrastructure and machines.
- Ensuring school is consistently stocked with all necessary office, teacher, student, and classroom supplies.
- Ensuring facilities are clean, organized, and well maintained.
- Serving on school leadership team, working closely with academic leaders to create staff schedules and employment contracts including benefits.
- Supervising and supporting Office Manager.

Professional Responsibilities

- Managing facility operations, including technology services.
- Establishing, managing, and monitoring systems and processes for the sourcing, procurement, utilization of supplies for school, including furniture, curriculum, technology, and food.



- Researching and selecting the most competitive and efficient outside vendors to support the school.
- Establishing and monitoring vendor and contractor relationships.
- Maintenance of schoolwide systems and structures such as morning entry, dismissal, lunch, etc.
- Project management of all renovation and building maintenance projects.
- Consistently models Sage Collegiate's core values. (We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose.)
- Complete other tasks as directed by Executive Director and/or leadership team members.

Professional Competencies

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

Professional Requirements

- Bachelor's degree is required; Master's degree is preferred.
- Minimum of two years of experience working in a similar capacity in operations and finance with demonstrated track record of success is preferred.
- Minimum of two years of experience in a *school* required.
- Bilingual (English and Spanish) is preferred.
- Belief in and alignment with Sage Collegiate's core tenets and educational philosophy is non-negotiable.

Personal Characteristics

Fiercely positive, Hard-working, Intelligent, Team oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic

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



DIRECTOR OF DEVELOPMENT

[Year 3]

Description: The **Director of Development** is charged with developing supplemental funds to support mission-aligned work, such as field studies, and to ensure the continued implementation of our school design, as well as to manage the external relationships with our community, our partners, and our families.

Professional Responsibilities

- Raises supplemental funds at least three times their salary, and, with the Executive Director, will set annual fund development goals to support expanded opportunities for our students.
- Develops and maintains relationships with community members, partners, and families.

Professional Competencies

- Entrepreneurial on behalf of the school - constantly looking for ways to grow and develop the school and educational opportunities provided.
- Willingness to be humble on behalf of the school and make all decisions in best interest of the school.
- Strong problem solver, able to adapt and problem solve in the moment.
- Establishes relationships with students' families, cultivating learning environments for our students in and out of the classroom.
- Consistently models Sage Collegiate's core values. (We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose.).
- Works in concert with Executive Director, school leadership team, and entire school staff toward mission.
- Completes other tasks as directed by Executive Director and/or leadership team members.

Professional Requirements

- Minimum of 5 years of fund development, with strong results.
- Experience working in urban education preferred by not required.
- Bachelor's degree required; M.B.A. preferred.
- Bilingual (English and Spanish) is preferred.

Personal Characteristics

Fiercely positive, Hard-working, Intelligent, Team-oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic.

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



Attachment 8:

Leadership Team Resume(s)

SANDRA T. KINNE

PROFESSIONAL EDUCATION EXPERIENCE

Teacher: July 2019 - present

Clark County School District • Las Vegas, NV

Teach 3rd grade at a Title 1 school

- Design and implement differentiated lessons to ensure student success
- Assess students and analyze data to determine achievement and ensure instructional accountability
- Collaborate with colleagues for grade level instruction and cross-content lessons

Education Program Professional of Academic Performance: July 2018 – June 2019

Nevada State Public Charter School Authority • Las Vegas, NV

- Member of Authorizing team of Nevada's statewide chartering authority, the third largest public school system in Nevada, overseeing 29 schools on more than 50 campuses, serving more than 42,000 students
- Assisted in review and recommendation processes of public charter school applications, renewals, and contract amendment proposals
- Developed Site Evaluation protocol, lead training, development, and review of Site Evaluations on regular basis
- Revised renewal process and developed pre-opening guidelines based on best practices
- Monitored assessment and accountability efforts
- Analyzed and interpreted education program data and ensuring compliance with state and federal requirements

Fellow//Founding Executive Director: August 2016 - March 2018

Building Excellent Schools//Paragon Academy of Compton • Greater Los Angeles, CA

Building Excellent Schools (BES) trains high-capacity individuals to take on the demanding and urgent work of leading high-achieving, college preparatory urban charter schools.

- Participated in rigorous, year-long Fellowship of highly-selective flagship program of Building Excellent Schools
- Visited and analyzed more than 40 high-performing schools in low-income communities across the country
- Participated in 250 hours of leadership residencies at high-performing, award-receiving schools - Endeavor College Prep (Los Angeles) and Great Lakes Academy (Chicago)
- Completed 600 hours of professional development in areas including budget, finance, governance, staff development and training, vendor relations and procurement, school and staff culture, instruction and curriculum, hiring and human resources, community engagement, facilities, fund development

Paragon Academy of Compton was a county-authorized TK-8th grade school in Compton, CA driven by excellence for all and slated to open in August 2018. The school's Board of Directors voted in March 2018 to delay opening due to facility challenges and wanting to avoid a lengthy and expensive facilities legal battle. This effectively ceased school operations given conditions for the school's authorization, and the Board and entity dissolved.

- Responsible for day-to-day development of petition, school, and development
- Provided daily school leadership, including all instructional, operational, and financial components
- Developed internal and external goals for school, and monitor progress towards achievement of those goals
- Developed educational program, including the school's curricular, assessment, and enrichment programming
- Recruited, hired, and trained instructional and building support staff
- Develop, lead, and manage the school Leadership Team and serve as instructional model to all staff members; evaluate all members of Leadership Team and all teaching staff
- Participated in professional growth opportunities as required to maintain awareness of educational trends, management concepts, community involvement, and other leadership initiatives
- Created structures for, and oversee, meaningful family engagement through regularly scheduled events, communication, and solicitation of parent feedback
- Conducted student recruitment and oversaw enrollment, including the implementation of a public lottery
- Established annual and long-term strategy and goals for the school with Board approval; presented Board with contractual options for operational decisions
- Managed Board relationship and all communication to the Board
- Maintained and distributed monthly reports to the Board of Directors around topics of enrollment, academic achievement, finances, and other pertinent operational data
- Created and maintained marketing and fundraising plans for school; actively partner with the Board to fundraise on behalf of Paragon Academy
- Developed and managed relationships with community service providers for student support services
- Worked directly with the back-office provider
- Served as liaison with authorizer

Assistant Principal: July 2015 – June 2016

Monterey Peninsula Unified School District: Walter Colton Middle School • Monterey, CA

Served on administrative team at Walter Colton Middle School, a Title I school for 6th-8th grade

- Supervised and evaluated instruction; trained staff in use of student assessments and data analysis; provided leadership for development, implementation, supervision of instructional programs and curriculum
- Assisted with administering the budget and administering master contracts at school site, as assigned
- Facilitated professional development of staff and adult learning opportunities
- Coordinated school's athletic program; managed coaches and seasonal sports activities
- Supervised extracurricular activities, including league sporting events, concerts, dances, parties, field trips and other activities beyond the regular school day
- Communicated regularly with parents/families on behavior, events, and general news through phone calls, emails, and newsletters; assisted in organizing parent conferences, back-to-school nights and other school wide events
- Developed and ensured the implementation of the school's student behavior policies and procedures; evaluated the effectiveness of the procedures and keeps students, staff and parents informed of changes
- Assisted in developing and implementing a system through which the educational program and activities of the school are regularly communicated to parents
- Served on district-level committees, including Secondary Instructional Leadership Team
- Attended appropriate conferences, workshops and meetings, including AP Leadership Academy and Administrator Induction Cohort 2015 with the Monterey County Office of Education.
- Performed other related duties as assigned by and in lieu of Principal

Manager, Teacher Leadership Development: July 2012 - June 2015

Teach For America: Las Vegas Valley • Las Vegas, NV

Worked on regional team of national organization as an instructional coach for first- and second-year corps members in Clark County School District and regional public charter schools

- Managed, developed, and coached cohort of first- and second-year teachers in elementary and Special Education
- Observed teachers regularly in classrooms and debriefed with them to assist with management; planning & execution of instruction; data-analysis; relationship building with families, school staffs, peers; coach through mindset shifts to help create transformative pathways for students
- Planned and executed professional development for cohort and regional TFA corps through workshops, in-class modeling, co-teaching, and annual and quarterly professional development programs
- Built relationships with school administration and support staff to align and maximize support and coaching
- Supported regional and national operations, including recruiting, evaluating, hiring, and onboarding teachers
- Facilitated programming for new MTLDs: July 2013
- Presenter, annual Teacher Leadership Development Summit: January 2015
- Co-designer and facilitator, Low Income Background Staff Strategic Retreat: May 2015
- School Director, Phoenix Institute: Feb. 2014 – July 2014

School Director: Feb. 2014 - July 2014

Teach For America: Phoenix Institute • Phoenix, AZ

Served as School Director in a six-month, temporary role with Teach For America's summer program (*while simultaneously working in year-round role of MTLD; see above*)

- Responsible for execution of five-week summer school program with 38 teachers, 425 students, and staff of 7 at Central Phoenix K-6th public charter school and a Southern Phoenix traditional K-8th district school
- Managed staff to ensure outcomes and goal achievement through four weeks of instruction
- Built relationships with school site partners and staff through spring and summer to ensure alignment of operations, outcomes, and content
- Used data to drive student outcomes, teacher leader training, and staff's professional development
- Facilitated training of staff through spring and summer; supported development of staff through coaching and differentiated support to implement vision and drive toward goals
- Responsible for fostering school and staff culture, as well as building relationships with families and community partners
- Supported Academic Deans and coaches in planning, presenting, and supporting culturally responsive teaching

Teacher: Aug. 2008 - June 2009, Aug. 2010 - June 2012

Southside Academy Charter School • Syracuse, NY

Taught 1st, 2nd, and 4th grade at Title I public charter school

- Designed and implemented differentiated lessons to ensure student success
- Applied assertive discipline to manage classroom of at-risk students in school with 97% of student Title I population
- Assessed students and analyzed data weekly to determine achievement and ensure instructional accountability
- Collaborated with colleagues to redesign grade level instructional and accelerated student learning guides

- Initiated Staff Book Club to increase student achievement, develop teacher effectiveness, and build community among staff; lead discussions of staff-selected books on education reform, assessment, and best practices
- Spearheaded design and presentation of staff development
- Served as mentor for a second-year teacher; provide instructional support and feedback, Sept. 2011- June 2012
- Managed, coached, and supported student teachers from SUNY Cortland, Sept. - Oct. 2011, Sept. - Oct. 2010
- Committee Member: School Based Intervention Team, Academic Committee, School Improvement Committee, Math Committee, Discipline Committee, Saturday School tutor (6th – 8th grades, 2nd-5th grades)

Teacher: Sept. 2004 - June 2006 and Sept. 1999 - June 2002

Compton Unified School District • Compton, CA

Taught 4th grade at Title I schools; Served as a Corps Member of Teach For America, Sept. 1999- June 2001

- Designed and implemented instructional program aligned with state content standards in six subject areas for 32-35 at-risk students and second-language learners
- Provided instruction to ensure students met grade-level growth targets and more than doubled number of proficient students on state tests; advanced all students more than one grade level
- Evaluated student achievement through created and adapted weekly assessments
- Collaborated with grade level team to adapt and apply curriculum
 - **King Elementary:** Teacher of the Year (2006), School Site Council Chairperson (Sept. 2005 to June 2006); Leadership Team (Sept. 2005 to June 2006); Lead Teacher, Gifted and Talented Education program (Sept. 2005 to June 2006)
 - **Kennedy Elementary:** Lead Teacher, Gifted and Talented Education program (Sept. 2000 to June 2002); Grade Level Chairperson (March 2000 to June 2002), Elected School CEA Representative (March 2000 to Sept. 2001)

EDUCATION

Master of Public Administration

Columbia University, School of International and Public Affairs • New York, NY

- Concentration: Education Policy
- Graduate Fellow: Office of former New York City Mayor David Dinkins
- SIPA Voice of Conscience, May 2004: Alumnae-endowed award given at Commencement recognizing graduating student for commitment and tangible actions in furthering tolerance and understanding among different groups

Master of Arts in Education

Loyola Marymount University, School of Education • Los Angeles, CA

- Completed Teacher Credential Coursework: May 2005
- Completed Administrative Credential Coursework: May 2006

Bachelor of Arts

Syracuse University • Syracuse, NY

- S.I. Newhouse School of Public Communications: Newspaper Journalism (major)
- Maxwell School of Citizenship and Public Affairs: International Relations (major)
- The College of Arts and Sciences: Women's Studies (major & program of thesis)

CERTIFICATION

- Nevada Administrative License: Pending
- Nevada Elementary (K-8) License: March 2018
- California Administrative Services Credential- Preliminary: June 2015
- California Multiple Subject Teaching Credential- Clear: March 2011



Attachment 9:
**Previous student achievement data for the
individual primarily responsible for
academic programming**

The California Report for Teachers

The purpose of this report is to make the results of last year's California Standards Test (CST) useful for your instruction by addressing three questions:

- How did last year's students perform on the CST?
- How did each group of students perform?
- What additional resources are available?

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

GROUP REPORT

KINNE

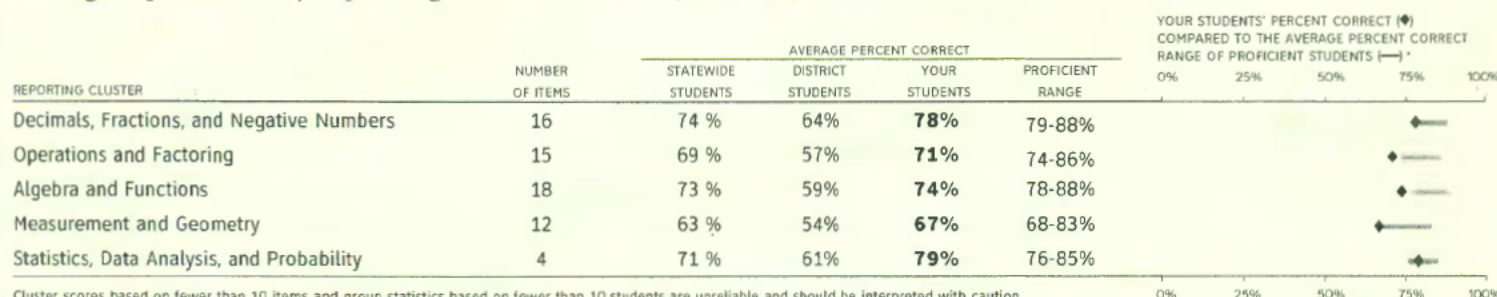
Test **2005 Grade 4 Mathematics CST**
School **King (Martin Luther) Elementary**
District **Compton Unified**

This report shall not be used for any form of teacher evaluation.
This report is based on data as of September 2005.
Cluster averages do not include students tested below level.



How did last year's students perform on the CST?

Your group's results by reporting cluster on the 2005 Grade 4 Mathematics CST (30 students)



Cluster scores based on fewer than 10 items and group statistics based on fewer than 10 students are unreliable and should be interpreted with caution.

* The state goal is for all students to score Proficient or above. The diamonds (◆) show the average percent correct for your students on each reporting cluster.

The bars show the average percent correct range for students statewide whose total MATH score was between the lowest score for Proficient and the lowest score for Advanced.

Overview of the reporting clusters

Number Sense

DECIMALS, FRACTIONS, AND NEGATIVE NUMBERS

Standard Sets 1.0 and 2.0. Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers. Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.

OPERATIONS AND FACTORING

Standard Sets 3.0 and 4.0. Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations. Students know how to factor small whole numbers.

Algebra and Functions

Standard Sets 1.0 and 2.0. Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences. Students know how to manipulate equations.

Measurement and Geometry

Standard Sets 1.0, 2.0, and 3.0. Students understand perimeter and area...use two-dimensional coordinate grids to represent points and graph lines and simple figures...demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

Statistics, Data Analysis, and Probability

Standard Sets 1.0 and 2.0. Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings. Students make predictions for simple probability situations.

Focus on a selected reporting cluster

One reporting cluster to focus on is **Algebra and Functions**. This reporting cluster includes the following assessed standards:

- 1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).
- 1.2 Interpret and evaluate mathematical expressions that now use parentheses.
- 1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.
- 1.4 Use and interpret formulas (e.g., area = length x width or $A = lw$) to answer questions about quantities and their relationships.
- 1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.
- 2.1 Know and understand that equals added to equals are equal.
- 2.2 Know and understand that equals multiplied by equals are equal.

The complete California Academic Content Standards may be viewed and downloaded (without charge) at www.cde.ca.gov/be/st/ss or purchased by calling the CDE Press at 1-800-995-4099.

NOTE This report is based on data as of September 2005.
Please use your instructional program's assessments to determine the current needs of your students.

How did each group of students perform?

Your school's results by performance standard on the 2005 Grade 4 Mathematics CST

PERFORMANCE STANDARDS (SCALE SCORES)	ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Advanced (≥401)	14%	—	6%	16%	—	—	—	—	—	10%	14%	0%	18%	10%
Proficient (350-400)	10%	—	12%	9%	—	—	—	—	—	7%	10%	0%	7%	12%
Basic (300-349)	27%	—	24%	29%	—	—	—	—	—	28%	27%	0%	27%	28%
Below Basic (245-299)	37%	—	45%	34%	—	—	—	—	—	39%	37%	50%	33%	41%
Far Below Basic (≤244)	12%	—	12%	12%	—	—	—	—	—	15%	12%	50%	15%	10%
Total Number of Students	124	0	33	91	0	0	0	0	0	71	124	2	55	69

Percentages might not total 100 due to rounding.

Percent of students at or above Proficient on the 2004 and 2005 Grade 4 Mathematics CST

	ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Your School:														
2004	21%	0%	26%	21%	—	—	—	—	—	22%	21%	—	27%	15%
2005	23%	—	18%	25%	—	—	—	—	—	17%	23%	0%	25%	22%
District:														
2004	21%	0%	16%	22%	100%	25%	23%	0%	—	19%	21%	1%	19%	22%
2005	28%	45%	23%	30%	100%	100%	40%	0%	8%	25%	28%	1%	27%	28%
State:														
2004	45%	60%	28%	32%	74%	65%	43%	38%	—	26%	32%	20%	44%	45%
2005	50%	65%	33%	39%	78%	69%	51%	43%	54%	32%	38%	22%	50%	50%

N/A = Data not available. "OTHER" includes students whose ethnicity is not listed and those who declined to state their ethnicities. A dash (—) indicates no students in this group.

What are performance standards and scale scores?

Performance standards are reported in five performance levels that range from Far Below Basic to Advanced. All California students should be at the Proficient level or above.

Performance standards are based on scale scores. Scale scores take into

account differences in the difficulty of test forms and are useful for reporting changes over time. A scale score of 350 (Proficient) in 2004 is comparable to a scale score of 350 in 2005, even though the number of correct responses needed to get a scale score of 350 may be different.

What additional resources are available?

About the Standards and Curriculum

• Academic Content Standards

Adopted by the State Board of Education, the standards define what your students should know in each area. www.cde.ca.gov/be/st/ss

• Curriculum Frameworks

They show how the standards guide instruction and give guidelines for the selection of instructional programs. www.cde.ca.gov/be/st/fr/

Call CDE Press at 1-800-995-4099 to purchase copies of these materials.

State-Approved Textbooks and Instructional Materials

The standards-aligned textbooks and instructional materials adopted by the State Board of Education were recommended by teachers and other members of the Curriculum Commission.

These resources help you integrate this information with your instruction by providing:

- **Ongoing assessments** to test your students throughout the year
- **Activities for students at all levels** to address the needs of advanced students, as well as students requiring additional instruction and practice

Where can I find more information?

The approved materials and textbooks are listed on the web at: www.cde.ca.gov/ci/cr/cf/index.asp. Your district office and local Learning Resources Display Centers may also have a copy.

About Your School: The STAR Web site

(<http://star.cde.ca.gov>)

- Results for both the Norm Referenced Test and California Standards Test
- Grade level and schoolwide data
- Breakdowns by various categories
- Information about the STAR program

About Each Student: Reports with Individual Results



Your principal has STAR reports, such as Individual Student Reports and Student Master Lists. In these reports, you can find each student's:

- California Standards Test results
- California Reading List Number
- Norm Referenced Test results (Grades 3 and 7 only)

* Additional resources are available at www.cde.ca.gov/ta/tg/sr/resources.asp.

A comprehensive list of all STAR reports can be found at www.startest.org.

Questions or suggestions about this report or other STAR reports can be emailed to star@ets.org.

The California Report for Teachers

The purpose of this report is to make the results of last year's California Standards Test (CST) useful for your instruction by addressing three questions:

- ◆ How did last year's students perform on the CST?
- ◆ How did each group of students perform?
- ◆ What additional resources are available?

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

GROUP REPORT

KINNE

Test **2005 Grade 4 English-Language Arts CST**
School **King (Martin Luther) Elementary**
District **Compton Unified**



This report shall not be used for any form of teacher evaluation.
This report is based on data as of September 2005.
Cluster averages do not include students tested below level.

How did last year's students perform on the CST?

Your group's results by reporting cluster on the 2005 Grade 4 English-Language Arts CST (30 students)

REPORTING CLUSTER	NUMBER OF ITEMS	STATEWIDE STUDENTS	AVERAGE PERCENT CORRECT		PROFICIENT RANGE	YOUR STUDENTS' PERCENT CORRECT (◆) COMPARED TO THE AVERAGE PERCENT CORRECT RANGE OF PROFICIENT STUDENTS (—) *
			DISTRICT STUDENTS	YOUR STUDENTS		
Word Analysis and Vocabulary Development	18	65 %	53%	69%	69-83%	
Reading Comprehension	15	60 %	46%	61%	63-78%	
Literary Response and Analysis	9	57 %	47%	59%	61-76%	
Written Conventions	18	60 %	48%	62%	64-79%	
Writing Strategies	15	51 %	39%	51%	54-73%	
Writing Applications†	8	51 %	48%	51%	50-56%	

Cluster scores based on fewer than 10 items and group statistics based on fewer than 10 students are unreliable and should be interpreted with caution.

* The state goal is for all students to score Proficient or above. The diamonds (◆) show the average percent correct for your students on each reporting cluster.

The bars show the average percent correct range for students statewide whose total ELA score was between the lowest score for Proficient and the lowest score for Advanced.

†For Writing Applications, average percent correct scores are calculated by adding all scores of 0 to 8, dividing the sum by the number of students, dividing the quotient by 8, the maximum score for this reporting cluster, and multiplying by 100.

Overview of the reporting clusters

Reading

WORD ANALYSIS AND VOCABULARY DEVELOPMENT

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

READING COMPREHENSION

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed...

LITERARY RESPONSE AND ANALYSIS

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements...

Writing

WRITTEN CONVENTIONS

Students write and speak with a command of standard English conventions appropriate to this grade level.

WRITING STRATEGIES

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process...

WRITING APPLICATIONS

Students write compositions that describe and explain familiar objects, events, and experiences...

Focus on a selected reporting cluster

One reporting cluster to focus on is **Writing Strategies**. This reporting cluster includes the following assessed standards:

Organization and Focus

- 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- 1.2 Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indentation.
- 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

This reporting cluster also includes standards 1.5, 1.6, 1.7, 1.8, and 1.10.

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NOTE This report is based on data as of September 2005.
Please use your instructional program's assessments to determine the current needs of your students.

How did each group of students perform?

Your school's results by performance standard on the 2005 Grade 4 English-Language Arts CST

PERFORMANCE STANDARDS (SCALE SCORES)	ALL	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	PACIFIC ISLANDER	AMERICAN INDIAN	OTHER	ENGLISH LEARNERS	ECONOMICALLY DISADVANTAGED	RECEIVING SPECIAL ED.	MALES	FEMALES
Advanced (≥393)	7%	—	9%	7%	—	—	—	—	—	4%	7%	0%	5%	9%
Proficient (350-392)	20%	—	12%	23%	—	—	—	—	—	15%	20%	0%	18%	22%
Basic (300-349)	36%	—	48%	32%	—	—	—	—	—	35%	36%	50%	44%	30%
Below Basic (269-299)	29%	—	18%	33%	—	—	—	—	—	39%	29%	50%	27%	30%
Far Below Basic (≤268)	7%	—	12%	5%	—	—	—	—	—	6%	7%	0%	5%	9%
Total Number of Students	124	0	33	91	0	0	0	0	0	71	124	2	55	69

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Percent of students at or above Proficient on the 2004 and 2005 Grade 4 English-Language Arts CST

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Your School: 2004	15%	0%	17%	15%	—	—	—	—	—	16%	16%	—	15%	16%
2005	27%	—	21%	30%	—	—	—	—	—	20%	27%	0%	24%	30%
District: 2004	15%	18%	14%	15%	100%	0%	31%	0%	—	12%	15%	4%	13%	17%
2005	24%	45%	26%	23%	100%	100%	25%	50%	0%	18%	24%	1%	21%	27%
State: 2004	39%	59%	27%	24%	63%	57%	37%	35%	—	14%	24%	15%	36%	43%
2005	47%	68%	36%	32%	70%	66%	48%	43%	57%	20%	32%	19%	44%	51%

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Where can I find more information?

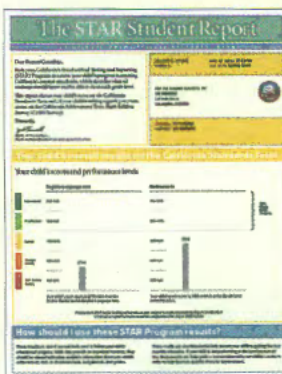
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Attachment 10: Competencies used for School Leader Selection & Evaluation



ATTACHMENT 10a: Leader Selection Rubric Draft ¹

COMPETENCY	LEVEL 1 - LIMITED <i>Serious flags</i>	LEVEL 2 - DEVELOPING <i>Minor flags, but is reflective</i>	LEVEL 3 - PROFICIENT <i>No flags, and evidence of strength</i>	LEVEL 4 - EXCEPTIONAL <i>Is a model for others</i>	EVIDENCE FROM INTERVIEW
Mission Focus <ul style="list-style-type: none">Expresses high expectations for all students and holds a strong conviction that all students have the potential to attend college.Demonstrates sound judgment and makes good decisions that align to Sage Collegiate's mission, vision, and core tenets.Sets team and individual goals with employees that align with the organization's vision, mission, values, and goals.Exemplifies the core values in daily actions.	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	
Record of Results <ul style="list-style-type: none">Sets standards for excellence at a high, yet achievable level. Consistently delivers high quality work and reaches ambitious goals.Thoughtfully prioritizes actions that are most likely to drive an excellent outcome and align with stated goals, especially when juggling numerous tasks.Takes personal responsibility, demonstrates tenacity, and perseveres through significant challenges to reach goals.	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	

¹ Adopted from other high-performing charter networks



<ul style="list-style-type: none">• Takes initiative, goes above and beyond typical expectations to achieve exceptional results.					
Managing Others to Deliver Results <ul style="list-style-type: none">• Sets a clear and ambitious vision for intended outcomes.• Organizes, prioritizes, and clarifies team objectives and deliverables while fostering interdependence and collaboration within the team and with teams throughout the organization.• Monitors and manages team execution to meet deadlines and achieve goals.• Leverages relationships to build and reinforce Sage Collegiate's culture and invest others in big goals.• Selects the best available talent to fill the needs of the team.• Assigns tasks, responsibilities and roles to the right people to maximize team members' skills and assure highest performance.	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	



Coaching and Developing: <ul style="list-style-type: none">Provides timely and constructive feedback, using both formal and informal means in order to increase staff member effectiveness.Coaches and mentors staff in an effort to retain Sage Collegiate's most talented and valued employees.Understands the learning continuum for employees as they grow and develop in their roles and is patient when warranted.Acknowledges and rewards outstanding achievements and performance both privately and publicly in ways that are personally meaningful to those who receive them.	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	
Problem Solving <ul style="list-style-type: none">Identifies key problems or opportunities in his/her and invests time in structured problem solving to solve challenges and build on opportunities.Understands the variety of possible causes that are driving a particular outcome. Can prioritize the root cause in complex contexts.Sees multiple potential courses of action that could be taken to solve problems or achieve results.Thinks expansively about a variety of solutions.	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	



Communication <ul style="list-style-type: none">Utilizes a variety of channels and techniques to convey important information. Matches channel usage and techniques to audience and situation.Cascades messages effectively and motivate others to stand behind decisions for the benefit of the larger group.Influences and motivates others around a common vision by investing them and gaining support for initiatives.Understand the perspective of others, especially when those perspectives might differ from his/her own.	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	
Continuous Improvement <ul style="list-style-type: none">Exhibits a willingness to change and embraces an organizational culture of continuous improvement.Takes ownership over learning, growth, and development to improve one's effectiveness and that of those around them.Acts with a sense of possibility and optimism in the face of difficult challenges.Uses both quantitative data and qualitative observations and reflections to determine which strategies have worked well and which ones should be improved upon.	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in unacceptable manner.	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	
FIT with Role <ul style="list-style-type: none">INSERT NOTES UNIQUE TO THIS ROLE	Pattern of not meeting the expectations of this competency OR one clear example of approaching this competency in	Meets some but not all of the sub-bullets within this competency.	Consistently meets expectations on all sub-bullets for this competency.	Demonstrates a pattern of exceeding expectations within this competency.	



SAGE COLLEGIATE

Public Charter School

	unacceptable manner.				
CANDIDATE NAME:					
STRENGTHS:					
WEAKNESSES:					
DOES THIS PERSON MEET THE BAR? (Y/N) – All 3/4s with exemplary scores in numerous key competencies?					



Attachment 10: Sage Collegiate Executive Director Job Description

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

Professional Outputs

- Ensures fiscal health such that the school meets its annual budget and maintains healthy cash flow.
- Ensures long-term fiscal health such that after year 5, the school is operating with a revenue cushion.
- Maintains a strong adult culture with annual staff retention over 80%.
- Maintains student and family satisfaction with annual attrition under 10%.
- Student achievement on state tests is at least 15% higher than comparable schools in Las Vegas and at least 90% of demonstrate a minim of one full year of academic growth as measured by the the NWEA MAP test.
- Manages Board relationships, and all communications to the Board.
- Makes all final decisions per hiring and firing of the staff.
- Manages hiring.
- Works directly with the back-office provider.
- Serves as liaison with authorizer.
- Leads and manages Leadership Team, including all roles in Y1.
- Evaluates all members of Leadership Team and all teaching staff.
- Establishes annual and long-term strategy and goals for the school with Board approval.
- Develops educational program, including the school's curricular, assessment, and enrichment programming.
- Trains or coordinates the training of all staff members, including teachers.
- Selects and trains staff on assessment tools used by the school in addition to state tests.
- Presents Board with contractual options for operational decisions.
- Creates and maintains marketing and fundraising plans for school.
- Consistently models Sage Collegiate's core values. (We are Audacious, Brilliant, Curious, Determined. We have Zest, Integrity, Purpose.).

Professional Competencies

- Strong team builder of Board and of school staff.
- Strong communicator with Board, parents, community, staff, students, and partnerships.
- Ability to long term strategically plan and execute on the school vision.
- Curricular knowledge and vision.
- Self-reflective; Self-directed.
- Ability to represent school positively and professionally at all different types of meetings, from community meetings to parent meetings to community stakeholders, education conferences,



foundation meetings, etc.

- Entrepreneurial on behalf of the school - constantly looking for ways to grow and develop the school and educational opportunities provided.
- Willingness to be humble on behalf of the school and make all decisions in best interest of the school.
- Strong problem solver, able to adapt and problem solve in the moment.

Professional Requirements

- Minimum of 5 years of urban education experience.
- Experience and success leading and training adults.
- Bachelor's degree and Advanced degree.

Personal Characteristics

Fiercely positive, Hard-working, Intelligent, Team-oriented, Organized, Sense of humor, Belief in the power of education, Humble, Self-reflective, Self-directed, Goal-oriented, Enthusiastic.

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



Attachment 11: Teacher Evaluation Tool

TEACHER INSTRUCTIONAL PRACTICE STANDARDS AND INDICATORS

STANDARD 1 New Learning is Connected to Prior Learning and Experience	STANDARD 2 Learning Tasks have High Cognitive Demand for Diverse Learners	STANDARD 3 Students Engage in Meaning-Making through Discourse and Other Strategies	STANDARD 4 Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	STANDARD 5 Assessment is Integrated into Instruction
Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 2 Tasks place appropriate demands on each student	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 2 Teacher structures opportunities for self-monitored learning for all students	Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria
Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes	Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students
Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings	Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students		Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE*INDICATORS*

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student work 	<ul style="list-style-type: none"> • Initial understandings can sometimes support or conflict with learning new concepts/ideas • If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends • Teacher needs to pay attention to students' incomplete understandings and misconceptions that they bring with them to a given topic
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Students' previous learning includes learning that occurs in and out of school contexts
Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning • Students should be answering the question: What is the point?

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Student work 	<ul style="list-style-type: none"> • Teacher needs to interpret levels of students' initial understandings in order to move learning forward

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

PERFORMANCE LEVELS

Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings
Level 4 Teacher fully activates all students' initial understandings (including misconceptions and incomplete understandings) through the use of multiple methods and/or modes*	Level 4 Teacher makes connections for all students between previously learned and/or new concepts and skills	Level 4 Teacher fully clarifies the purpose and relevance of new learning for all students, including clearly connecting new learning to longer-term learning goals	Level 4 Teacher employs effective and varied strategies, assisting all students in the process of bridging understanding from initial conceptions to targeted learning
Level 3 Teacher adequately activates most students' initial understandings (including misconceptions and incomplete understandings) by using at least two methods and/or two modes	Level 3 Teacher makes adequate connections for most students between previously learned and/or new concepts and skills	Level 3 Teacher adequately clarifies the purpose and relevance of new learning for most students, including sufficiently connecting new learning to longer-term learning goals	Level 3 Teacher employs adequate strategies (using at least two), assisting most students in the process of bridging understanding from initial conceptions to targeted learning
Level 2 Teacher inadequately activates most students' initial understandings	Level 2 Teacher makes inadequate connections for most students	Level 2 Teacher inadequately clarifies the purpose and relevance of new	Level 2 Teacher employs inadequate and unvaried strategies, only minimally

Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings
(including misconceptions and incomplete understandings) using limited methods and/or modes	between previously learned and/or new concepts and skills	learning for most students and/or minimally connects new learning to longer-term learning goals	assisting most students in the process of bridging understanding from initial conceptions to targeted learning
Level 1 Teacher activates no, or almost no students' initial understandings	Level 1 Teacher makes no, or almost no connections between previously learned and/or new concepts and skills for any student	Level 1 Teacher clarifies the purpose and relevance of learning for no, or almost no students and makes no, or almost no connections between new learning and longer-term learning goals	Level 1 Teacher employs no, or almost no strategies to assist any student in the process of bridging understanding from initial conceptions to targeted learning

STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS**INDICATORS**

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Student classroom interviews • Student work 	<ul style="list-style-type: none"> • All students refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES) • Cognitive abilities include (but are not limited to) reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing • Skills refer to the capacity or competence to perform a task; they can range from simple levels (e.g., actions performed as a result of repeated practice) to higher levels (e.g., application of different tasks drawing on understanding and abilities of high order) • Cognitive abilities and skills are increasingly content specific as students' learning develops
Indicator 2 Tasks place appropriate demands on each student	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Teacher pre/post conference • Student work • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Tasks require cognitive effort from all students; that is, tasks match students in appropriately challenging ways (e.g., not too easy, not too hard) • Tasks should not be "one-size fits all"

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 3 Tasks progressively develop all students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plans • Teacher notes • Student work 	<ul style="list-style-type: none"> • Teacher designs and structures tasks that allow for deep rather than superficial learning • Tasks are not discrete but connected to a larger sequence of learning • Tasks are connected to overall goals of the lesson, unit, or standard • Observers, when observing a lesson, should ask themselves: (1) Are the tasks worth doing? and (2) Are they worth the students' time?
<p>Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plans • Teacher notes • Student work 	<ul style="list-style-type: none"> • Teacher serves all students well regardless of family background, socio-economic status, or ability. • Teacher has an expectation that all children can achieve at high levels, • The teacher takes an active role in ensuring that students have equitable opportunities to achieve

STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS*PERFORMANCE LEVELS*

Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	Indicator 2 Tasks place appropriate demands on each student	Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Level 4 Teacher engages all students with relevant and substantive tasks that effectively support deep learning of subject-matter content and processes	Level 4 Teacher provides tasks at the appropriate level of challenge for every student, effectively enabling each student to advance his/her learning of subject-matter content and processes	Level 4 Teacher effectively structures multi-leveled tasks that advance all students' thinking and/or skills in connected steps during the course of a lesson and across multiple lessons	Level 4 Teacher models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. The teacher takes an active role in ensuring that students have equitable opportunities to achieve
Level 3 Teacher engages most students with generally relevant and worthwhile tasks that adequately support deep learning of subject-matter content and processes	Level 3 Teacher provides tasks at a generally appropriate level of challenge for most students, largely enabling most students to advance their learning of subject-matter content and processes	Level 3 Teacher adequately structures tasks with more than one level that advance most students' thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons	Level 3 Teacher models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability
Level 2 Teacher engages most students with tasks that inadequately support deep learning of subject-matter content and processes	Level 2 Teacher provides tasks at an appropriate level of challenge for few students, minimally enabling most students to advance their learning of subject-matter content and processes	Level 2 Teacher structures a single task at one level that minimally advance all students' thinking and/or skills during the course of a lesson and/or across multiple lessons	Level 2 Teacher demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability
Level 1 Teacher does not engage students with any tasks that support deep learning of subject-matter content and processes	Level 1 Teacher provides no, or almost no tasks at an appropriate level of challenge for any students, enabling no, or almost no students to advance their learning of subject-matter content and processes	Level 1 Teacher does not structure leveled tasks that advance any student's thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons	Level 1 Teacher demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability

STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES*INDICATORS*

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Teacher notes • Audio/visual/print artifact 	<ul style="list-style-type: none"> • Extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on creating meaning making of the learning • Discourse involves making argumentations, explaining, critiquing, and using logic and evidence to support or refute a claim • Forms of discourse: oral and written
Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	<ul style="list-style-type: none"> • Direct evaluator observation • One artifact of the representation and/or its creation, interpretation, or use of the representation 	<ul style="list-style-type: none"> • Lesson plan • Student work • Teacher notes 	<ul style="list-style-type: none"> • Multiple representations can be of the same or different concepts • Representations include models, diagrams, writing, digital and print media, images/visuals, data (e.g., graphs, tables), patterns, concept maps, drawings, videos, simulations • Representations are nonverbal ways for students to organize, externalize, extend, and manipulate thinking
Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plan • Teacher notes 	<ul style="list-style-type: none"> • Students have a variety of personal experiences, family and language backgrounds, and knowledge of the world, text variety, and multi-media • Teacher helps students use prior knowledge to draw analogies to

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
			support understanding of ideas
<p>Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Teacher notes • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • The classroom environment directly influences the extent to which students can engage in making meaning and learning and how they view themselves as learners • Aspects of classroom environment include classroom culture, norms, routines, expectations, and communication patterns, as well as management of student behaviors, resource provision, and organization of physical space

STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES*PERFORMANCE LEVELS*

Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students
Level 4 Teacher provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Level 4 Teacher effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 4 Teacher uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 4 Teacher effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning
Level 3 Teacher provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Level 3 Teacher adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking, and generally supports their understanding of emerging/developing concepts and/or their acquisition of skills	Level 3 Teacher uses sufficient strategies to help most students see connections and relationships between previous and present learning, generally furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 3 Teacher adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning
Level 2 Teacher provides some guidance for some or most students to participate, to varying degrees, in limited interactions that somewhat enable them to articulate their developing understanding, only minimally deepening and/or consolidating that understanding or acquiring skills	Level 2 Teacher inadequately structures opportunities for some or most students to use representations; these opportunities only somewhat engage student thinking, and only somewhat support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 2 Teacher uses limited strategies to help some or most students see connections and relationships between previous and present learning, only somewhat furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 2 Teacher inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning

Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students
Level 1 Teacher provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; students are not deepening or consolidating their understanding or acquiring skills	Level 1 Teacher structures no, or almost no opportunities for any students to use representations that engage student's thinking, and support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 1 Teacher uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/developing concepts and/or their acquisition of skills	Level 1 Teacher enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning

STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Evaluator will observe teacher communication of learning goals, performance criteria, and purpose in the lesson
Indicator 2 Teacher structures opportunities for self-monitored learning for all students	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> • Lesson plan • Student work • Student classroom interviews • Teacher notes • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • This indicator focuses on students' abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so • Teacher provides instruction to students in self-monitoring strategies • Student artifacts include self-reflection tools provided by the teacher and students' notes • Students need to be clear about learning goals and performance criteria to engage in self-monitoring • Self-monitored student learning is a core 21st century skill

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Teacher notes • Student work • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • This is a core 21st century skill • Evaluator might observe the teacher: providing time for student strategy use, talking to students about what/why they're doing the lesson, discussing with students what to do next, sharing strategy with class • Students' actions may include making margin notes, reorganizing information, conducting investigations, creating representations, or seeking assistance • Students revise their learning strategies based on their own evaluation of how their learning is progressing

STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

PERFORMANCE LEVELS

Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	Indicator 2 Teacher structures opportunities for self-monitored learning for all students	Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes
Level 4 All students in the class can fully explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 4 All students actively engage in reflection on their learning status, which is directly related to learning goals and performance criteria, during well-structured opportunities for reflection in the lesson	Level 4 All students routinely take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support
Level 3 Most students in the class can generally explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like OR Most students in the class can fully explain two of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 3 Most students adequately engage in reflection on their learning status, which is generally related to learning goals and performance criteria, during moderately well-structured opportunities for reflection in the lesson	Level 3 Most students frequently take actions based largely on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support
Level 2 Most students in the class can only vaguely explain one or more of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 2 Most students do not engage in adequate reflection on their learning status; this reflection is generally unrelated to learning goals and performance criteria, and there are only limited, and/or poorly structured opportunities for reflection in the lesson	Level 2 Most student actions are infrequently based on their own assessment of their learning status and/or students have few self-assessment opportunities on which to base actions
Level 1 No, or almost no students can explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 1 No, or almost no students engage in reflection on their learning status and there are no, or almost no opportunities for reflection in the lesson	Level 1 No, or almost no students take actions based on their own assessment of their learning status and/or students have no self assessments on which to base actions

STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION**INDICATORS**

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status	<ul style="list-style-type: none"> Teacher pre/post conference One confirmatory item from Confirmatory evidence source 	<ul style="list-style-type: none"> Lesson plan Prior student work/assessment informing planned learning opportunities Teacher notes Student classroom interviews 	<ul style="list-style-type: none"> "Evidence" of student learning status refers to what students say, do, make, or write (Griffin, 2007) that indicates what they know and are able to do (Note: evidence types and sources will differ depending on specific content area) There may be several different learning opportunities to account for differences in students' learning status or one open-ended task with multiple entry points (see Standard 2)
Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Student work Student classroom interviews 	<ul style="list-style-type: none"> Learning goals specify what students are to learn in the lesson (e.g. concepts, skills, Standards, not the activity) Performance criteria indicate the successful accomplishment of the learning goal Teacher should use different types of assessment strategies to account for learner differences
Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Teacher notes Student classroom interviews Audio/visual/print artifact 	<ul style="list-style-type: none"> While evidence generation needs to be planned, evidence can also arise spontaneously Opportunities for evidence generation can include: instructional tasks, teacher-led discussions, peer-to-peer

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
			<p>discussions, one-on-one conferencing</p> <ul style="list-style-type: none"> Teacher should structure multiple opportunities to generate evidence and not rely on one source
<p>Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students</p>	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Teacher notes Written feedback on student work Student classroom interviews 	<ul style="list-style-type: none"> Actions based on evidence can include: continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning

STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION*PERFORMANCE LEVELS*

Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status	Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria	Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students	Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students
Level 4 Teacher consistently plans on-going learning opportunities based on substantial, current evidence of all students' learning status	Level 4 Teacher fully aligns assessment opportunities with clearly specified learning goals and performance criteria to provide quality evidence of all students' learning status	Level 4 Teacher structures multiple and varied opportunities to generate evidence of all students' learning during the lesson	Level 4 Teacher effectively adapts her/his actions for all students in response to evidence presented and/or generated in the lesson
Level 3 Teacher frequently plans on-going learning opportunities based on adequate evidence of most students' learning status	Level 3 Teacher adequately aligns assessment opportunities with specified learning goals and performance criteria to provide adequate evidence of most students' learning status	Level 3 Teacher structures adequate (e.g., several or varied) opportunities to generate evidence of most students' learning during the lesson	Level 3 Teacher adequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson
Level 2 Teacher sometimes plans on-going learning opportunities based on evidence of some students' learning status; the evidence used is frequently outdated and/or limited	Level 2 Teacher inadequately aligns assessment opportunities with learning goals and performance criteria; the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status	Level 2 Teacher structures limited opportunities to generate evidence of most students' learning during the lesson	Level 2 Teacher inadequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson
Level 1 Teacher plans no, or almost no on-going learning opportunities based on any evidence of students' learning status	Level 1 Teacher aligns no, or almost no assessment opportunities with any learning goals and performance criteria	Level 1 Teacher structures no, or almost no opportunities to generate evidence of any student's learning during the lesson	Level 1 Teacher continues with planned lesson regardless of any evidence presented and/or generated in the lesson

Four-Point Rating Scale

Level 4. The teacher is a highly effective practitioner within the classroom, successfully engaging all students through varied activities and structure that result in active participation and interest from students and evidence of significant student learning. The teacher regularly participates in the school community, demonstrates effective involvement in professional responsibilities, collaborates with most or all stakeholders, and facilitates professional learning and growth among colleagues.

Level 3. The teacher is generally an effective practitioner within the classroom, adequately creating activities and structure that result in active participation and interest from most students and evidence of student learning. The teacher participates in the school community, demonstrates adequate involvement in professional responsibilities, and collaborates with various stakeholders as required.

Level 2. The teacher is a somewhat ineffective practitioner within the classroom, creating activities and structure that result in limited participation and interest from many students and limited evidence of learning. The teacher minimally participates in the school community, performs minimal professional responsibilities, and collaborates with few stakeholders.

Level 1. The teacher is a mostly ineffective practitioner within the classroom, creating activities and structure that result in almost no participation and interest from most students and almost no evidence of learning. The teacher does not participate in the school community, performs no professional responsibilities, and does not collaborate with stakeholders.



Attachment 12: Leader Evaluation Tool(s)



Attachment 12: Annual School Leader Evaluation

Name:

Position: Executive Director

Date: [INSERT DATE]

SECTION I: BACKGROUND INFORMATION

Purpose of Evaluation

There are three, core purposes of the evaluation:

- To recognize areas of particular strength and success.
- To articulate areas for improvement and/or focus.
- To give overall feedback on performance to date.

Basis of Evaluation

This evaluation is based on the following sources of information:

- Direct observation of NAME performance.
- Self evaluation.
- Board Surveys: [INSERT NUMBER] individuals completed surveys for NAME.
- Staff surveys: [INSERT NUMBER] individuals completed surveys for NAME.

Context and Core Responsibilities

Having served as SAGE COLLEGIATE's EXECUTIVE DIRECTOR during the [INSERT DATES] school year, NAME was named as EXECUTIVE DIRECTOR on [INSERT DATE], and she has served in this capacity since then. In this role, NAME has overseen all aspects of the day-to-day operations of the school and has had the following core responsibilities:

- [INSERT MAJOR RESPONSIBILITY 1]: [INSERT 1-2 SENTENCE DESCRIPTOR OF RESPONSIBILITY 1]
- [INSERT MAJOR RESPONSIBILITY 2]: [INSERT 1-2 SENTENCE DESCRIPTOR OF RESPONSIBILITY 2]
- [INSERT MAJOR RESPONSIBILITY 3]: [INSERT 1-2 SENTENCE DESCRIPTOR OF RESPONSIBILITY 3]
- ETC. (NOT TO EXCEED 5)

SECTION II: EVALUATION OF PERFORMANCE

[INSERT MAJOR RESPONSIBILITY 1]

Over the past [INSERT LENGTH OF TIME] year(s), NAME has grown as a leader and manager. [INSERT SYNTHESIZING STATEMENT.]

In the [INSERT NUMBER] surveys submitted on NAME performance; board members described NAME as [INSERT ADJECTIVE]. In the [INSERT NUMBER] surveys submitted on NAME

performance, staff members described NAME as [INSERT ADJECTIVE]. Board and staff offered [INSERT ADJECTIVE] feedback regarding NAME overall performance and, more specifically, regarding [INSERT SPECIFIC JOB TASK]. Here are examples of what board members and staff members wrote:

- [INSERT QUOTE 1]
- [INSERT QUOTE 2]
- [INSERT QUOTE 3]
- [INSERT QUOTE 4]
- [INSERT QUOTE 5]

In their surveys, a couple of board and staff members made particular note of NAME [INSERT STRENGTH 1]:

- [INSERT QUOTE 1]
- [INSERT QUOTE 2]
- [INSERT QUOTE 3]
- [INSERT QUOTE 4]

[INSERT SYNTHESIZING STATEMENT]

Particular Strengths & Successes:

- [INSERT STRENGTH 1]
- [INSERT EXAMPLE 1]
- [INSERT EXAMPLE 2]
- [INSERT EXAMPLE 3]
- [INSERT STRENGTH 2]
- ETC.

Areas for Improvement/Focus:

[INSERT 2-3 SENTENCES ON SURVEY RESULTS OF PLACES FOR IMPROVEMENT – THOSE THAT ARE TRENDS AND THOSE THAT ARE INDIVIDUAL SUGGESTIONS]

- One board member stated that [INSERT SUGGESTION]
- One board member stated that [INSERT SUGGESTION]
- One staff member indicated [INSERT SUGGESTION]
- One staff member indicated [INSERT SUGGESTION]
- One staff member indicated [INSERT SUGGESTION]
- In the self-evaluation, [INSERT SELF-SUGGESTION]
- In the self-evaluation, [INSERT LEADER FIRST NAME] indicated [INSERT SELF-SUGGESTION 1]
- In the self-evaluation, [INSERT LEADER FIRST NAME] indicated [INSERT SELF-SUGGESTION 2]

[INSERT MAJOR RESPONSIBILITY 2]

Over the past [INSERT LENGTH OF TIME] year(s), [INSERT FIRST NAME] has grown as a leader and manager. [INSERT SYNTHESIZING STATEMENT.]

In the [INSERT NUMBER] surveys submitted on [INSERT FIRST NAME] performance, staff offered [INSERT ADJECTIVE] feedback regarding [INSERT FIRST NAME] overall performance and, more

specifically, regarding [INSERT SPECIFIC JOB TASK]. Here are examples of what staff members wrote:

- [INSERT QUOTE 1]
- [INSERT QUOTE 2]
- [INSERT QUOTE 1]

In their surveys, a couple of staff members made particular note of [INSERT NAME] [INSERT STRENGTH 1]:

- [INSERT QUOTE 1]
- [INSERT QUOTE 2]

[INSERT SYNTHESIZING STATEMENT]

Particular Strengths & Successes:

- [INSERT STRENGTH 1]
 - [INSERT EXAMPLE 1]
- [INSERT EXAMPLE 2]
 - [INSERT EXAMPLE 3]
- [INSERT STRENGTH 2]
- ETC.

Areas for Improvement/Focus:

[INSERT 2-3 SENTENCES ON SURVEY RESULTS OF PLACES FOR IMPROVEMENT – THOSE THAT ARE TRENDS AND THOSE THAT ARE INDIVIDUAL SUGGESTIONS]

- One staff member indicated [INSERT SUGGESTION]
- One staff member indicated [INSERT SUGGESTION]
- One staff member indicated [INSERT SUGGESTION]
- In the self-evaluation, [INSERT SELF-SUGGESTION]
- In the self-evaluation, NAME indicated [INSERT SELF-SUGGESTION 1]
- In the self-evaluation, NAME indicated [INSERT SELF-SUGGESTION 2]

[INSERT MAJOR RESPONSIBILITY 3 (ETC)]

Over the past [INSERT LENGTH OF TIME] year(s), NAME has grown as a leader and manager.
[INSERT SYNTHESIZING STATEMENT]

In the [INSERT NUMBER] surveys submitted on NAME performance, staff offered [INSERT ADJECTIVE] feedback regarding NAME overall performance and, more specifically, regarding [INSERT SPECIFIC JOB TASK]. Here are examples of what staff members wrote:

- [INSERT QUOTE 1]
- [INSERT QUOTE 2]
- [INSERT QUOTE 1]

In their surveys, a couple of staff members made particular note of NAME [INSERT STRENGTH 1]:

- [INSERT QUOTE 1]
- [INSERT QUOTE 2]

[INSERT SYNTHESIZING STATEMENT]

Particular Strengths & Successes:

- [INSERT STRENGTH 1]
 - [INSERT EXAMPLE 1]
 - [INSERT EXAMPLE 2]
 - [INSERT EXAMPLE 3]
- [INSERT STRENGTH 2]
- ETC.

Areas for Improvement/Focus:

[INSERT 2-3 SENTENCES ON SURVEY RESULTS OF PLACES FOR IMPROVEMENT – THOSE THAT ARE TRENDS AND THOSE THAT ARE INDIVIDUAL SUGGESTIONS]

- One staff member indicated [INSERT SUGGESTION]
- One staff member indicated [INSERT SUGGESTION]
- One staff member indicated [INSERT SUGGESTION]
- In the self-evaluation, [INSERT SELF-SUGGESTION]
- In the self-evaluation, NAME indicated [INSERT SELF-SUGGESTION 1]
- In the self-evaluation, NAME indicated [INSERT SELF-SUGGESTION 2]

SECTION III: PERFORMANCE BASED ON ACCOUNTABILITY PLAN

ACHIEVEMENT GOAL #1: BASIC SERVICES The degree to which teachers are appropriately assigned and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials and school facilities are maintained in good repair.		
Annual Goal: Sage Collegiate will ensure 100% of core classroom teachers possess a valid Nevada Teaching Credential as defined by the Nevada Department of Education with the appropriate endorsements.		
Method of Assessment Verify with the Nevada Educator Performance Framework	Goal Type	Met
Annual Goal: Sage Collegiate will ensure 100% of students, including our ELL, SPED, socioeconomically disadvantaged, Hispanic/Latino, and African American populations, will have access to standards-aligned materials and additional materials as outlined in the charter petition.		
Method of Assessment Purchase and adopt instructional standard-aligned materials; Annual inventory to purchase more as necessary.	Goal Type	Met
Annual Goal: The school facilities will be clean and maintained in good repair with daily spot check and monthly site inspection yielding 90% in compliance (all years).		
Method of Assessment Daily spot checks and Monthly Site Inspection Lists equivalent to 90%+ in compliance.	Goal Type	Met
ACHIEVEMENT GOAL #2: IMPLEMENTATION OF NEVADA ACADEMIC CONTENT STANDARDS The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Nevada Academic Content Standards, including how ELL students will be enabled to gain academic content knowledge and English language proficiency.		
Annual Goal: Sage Collegiate ensures 100% of academic content delivered to all students, including English learners, will be Common core-aligned with supports in place for English language proficiency.		
Method of Assessment Weekly review of daily lesson plans to ensure standards - alignment.	Goal Type	Met
ACHIEVEMENT GOAL #3: PARENT/FAMILY INVOLVEMENT The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.		
Annual Goal: Sage Collegiate will ensure a minimum of, on average, 80% of parents are in attendance for family events.		
Method of Assessment Track parent/family attendance.	Goal Type	Met

Annual Goal: Family satisfaction with the academic program, will, on average, exceed 80% with 80% of families responding, as measured by semi-annual surveys.		
Method of Assessment Online or paper/pencil survey	Goal Type	Met
Annual Goal: Family satisfaction with the school's communication, will, on average, exceed 80% with 80% of families responding, as measured by semi-annual surveys.		
Method of Assessment Online or paper/pencil survey	Goal Type	Met
ACHIEVEMENT GOAL #4: STUDENT ACHIEVEMENT The charter school will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all the following, as applicable: <ul style="list-style-type: none"> A. SBAC (3rd-8th grade) B. NWEA MAP (K-8th grade) C. B. Percentage of ELLs who make progress toward English language proficiency as measured by the WIDA D. ELL reclassification rate 		
Annual Goal In years when students take the state assessments, Sage Collegiate students, including subgroups, will exceed the average local district performance by at least 5% on the SBAC.		
Annual Goal All students, including all subgroups, will meet or exceed targets for growth once set by the State on the SBAC (and comparable assessments for students with special needs) in ELA and Math; annual schoolwide and subgroups will meet or exceed growth targets set by the state.		
Method of Assessment SBAC	Goal Type	Met
Method of Assessment WIDA	Goal Type	Met
Annual Goal: At least 90% of all ELL-identified students will be re-designated proficient within three years of enrolling the in the school.		
Method of Assessment WIDA	Goal Type	Met
ACHIEVEMENT GOAL #5: STUDENT ENGAGEMENT The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> ▪ School attendance rates ▪ Chronic absenteeism rates 		
Annual Goal: Annual Average Daily Attendance will be at least 96%.		
Method of Assessment Daily Attendance	Goal Type	Met
Annual Goal: Chronic absenteeism will be lower than 3%.		
Method of Assessment Attendance Reports, Daily Attendance	Goal Type	Met

ACHIEVEMENT GOAL #6: SCHOOL CLIMATE The charter school will meet the same accountability standards as district schools regarding school climate, as measured by all of the following, as applicable: <ul style="list-style-type: none"> ▪ Pupil suspension rates ▪ Pupil expulsion rates ▪ Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 		
Annual Goal: Sage Collegiate will maintain a suspension rate of no greater than 5%. Annual Goal: Sage Collegiate will maintain an expulsion rate of no greater than 1%.		
Method of Assessment Suspension rates, student data	Goal Type	Met
Annual Goal: Family satisfaction with the academic program, will, on average, exceed 80% with 80% of families responding, as measured by semi-annual surveys.		
Method of Assessment Monthly Family events such as Literacy Nights, Fall Festival, and Family-Teacher Conferences; Weekly Reports; Weekly Newsletters; Home Visits; Family Orientation	Goal Type	Met
Annual Goal: Family satisfaction with the school's communication, will, on average, exceed 80% with 80% of families responding, as measured by semi-annual surveys.		
Method of Assessment Online or paper/pencil survey	Goal Type	Met

SECTION IV: OVERALL ASSESSMENT

NAME performance has been [INSERT ADJECTIVE] this year. S/he has shown [INSERT DESCRIPTOR]. As one staff put it, [INSERT SYNTHESIZNG QUOTE]. SAGE COLLEGIATE has been [INSERT ADJECTIVE] to have NAME as its EXECUTIVE DIRECTOR.

* * * * *

EXECUTIVE DIRECTOR Signature: _____

Date: _____

BOARD REPRESENTATIVE Signature: _____

Date: _____

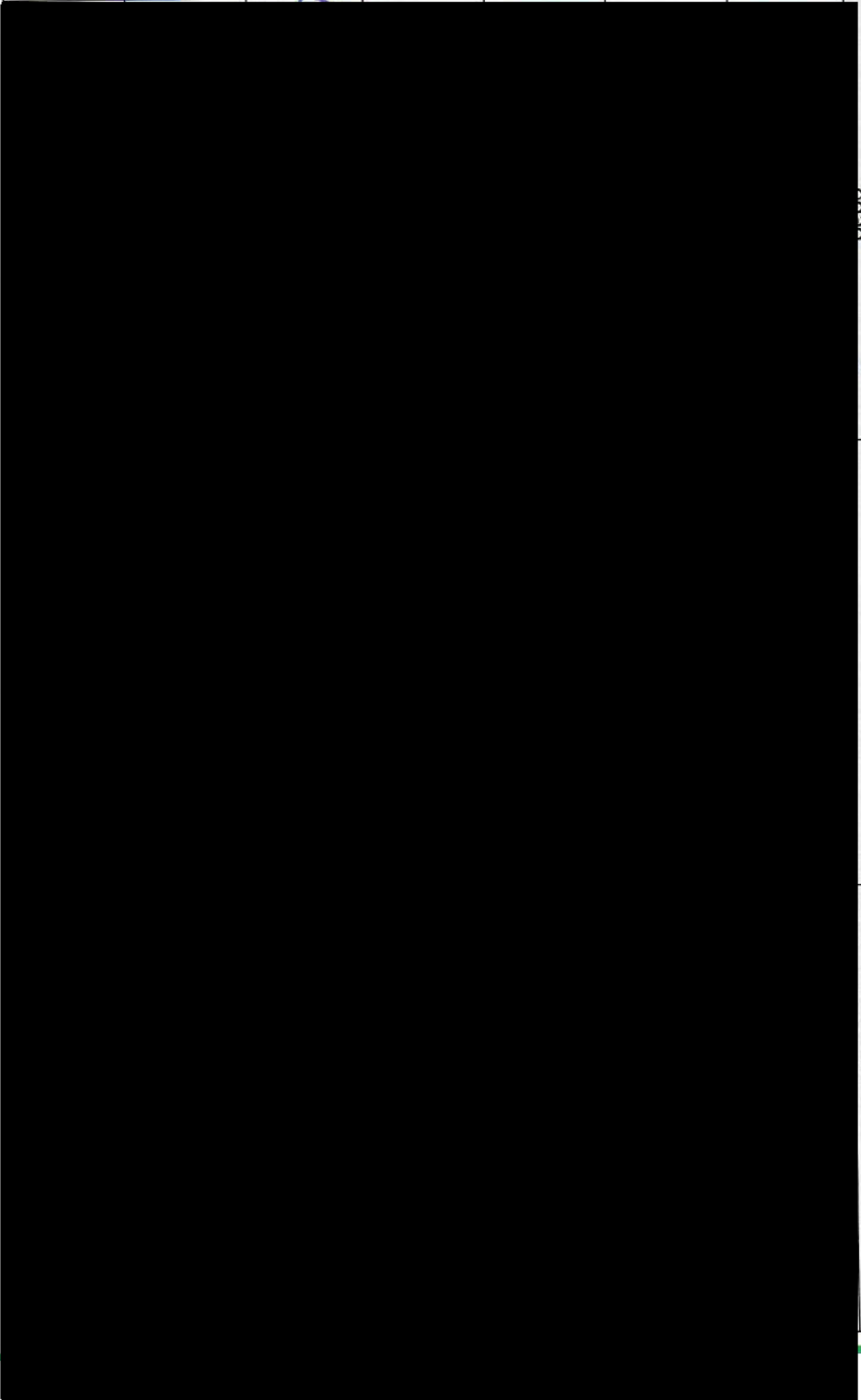


Attachment 13: Evidence of Demand from Prospective Students and Families

SAGE COLLEGIATE Public Charter School

A proposed K-8 tuition-free, Las Vegas public charter school driven by academic excellence for all
Una propuesta para una escuela pública charter que es impulsada por la excelencia académica para todos

INTERESTED FAMILIES INFORMATION/ INFORMACION DE FAMILIAS INTERESADAS

Parent/Guardian Name Nombre del Padre / Tutor	Student Name, current grade and age/ Nombre del estudiante, grado actual y edad	Phone number/Número de teléfono	Email
Marcos Reyes			
Jenny Amstutz			
Damian Ruiz			
Rene Erwin			
Rachel Petroni			
Jacque Moran			
Kyla McQuinn			

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INTERESTED FAMILIES INFORMATION / INFORMACION DE FAMILIAS INTERESADAS

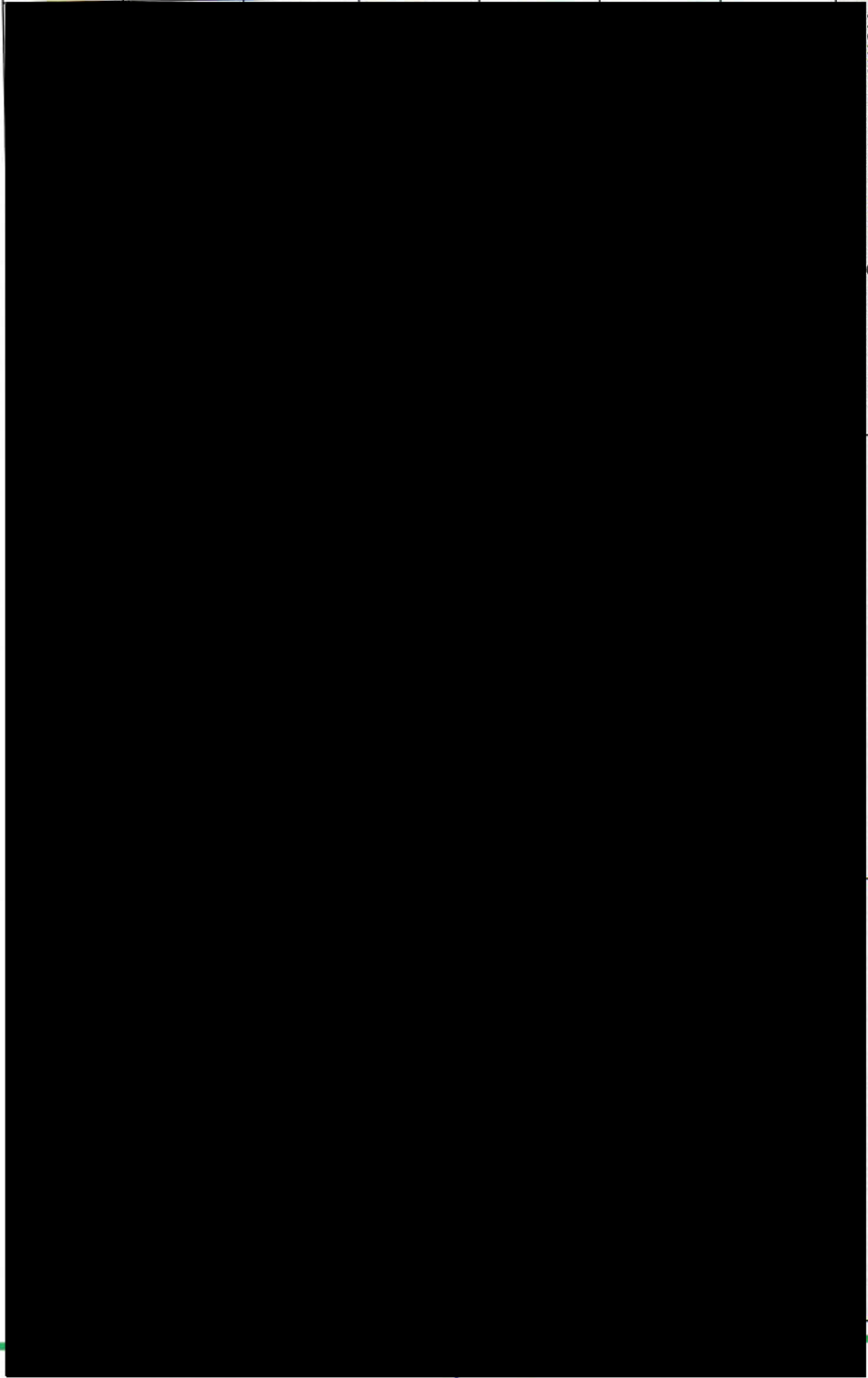
Parent/Guardian Name Nombre del Padre / Tutor	Student Name, current grade and age/ Nombre del estudiante, grado actual y edad	Phone number/Número de teléfono	Email
Alvin Valle			
Leann Andrews			
Simon Li			
Teanna Moore			
APRIL ROGERS			
Rosa Kato			
Estherhany Becerril			

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INTERESTED FAMILIES INFORMATION/ INFORMACION DE FAMILIAS INTERESADAS

Parent/Guardian Name Nombre del Padre / Tutor	Student Name, current grade and age/ Nombre del estudiante, grado actual y	Phone number/Número de teléfono	Email
Liana White			
Cheryne Bardisa			
Angela DiBono			
Leslie House			
Audrea Wallace			
Tena Huettl			
Eliza Phillips			

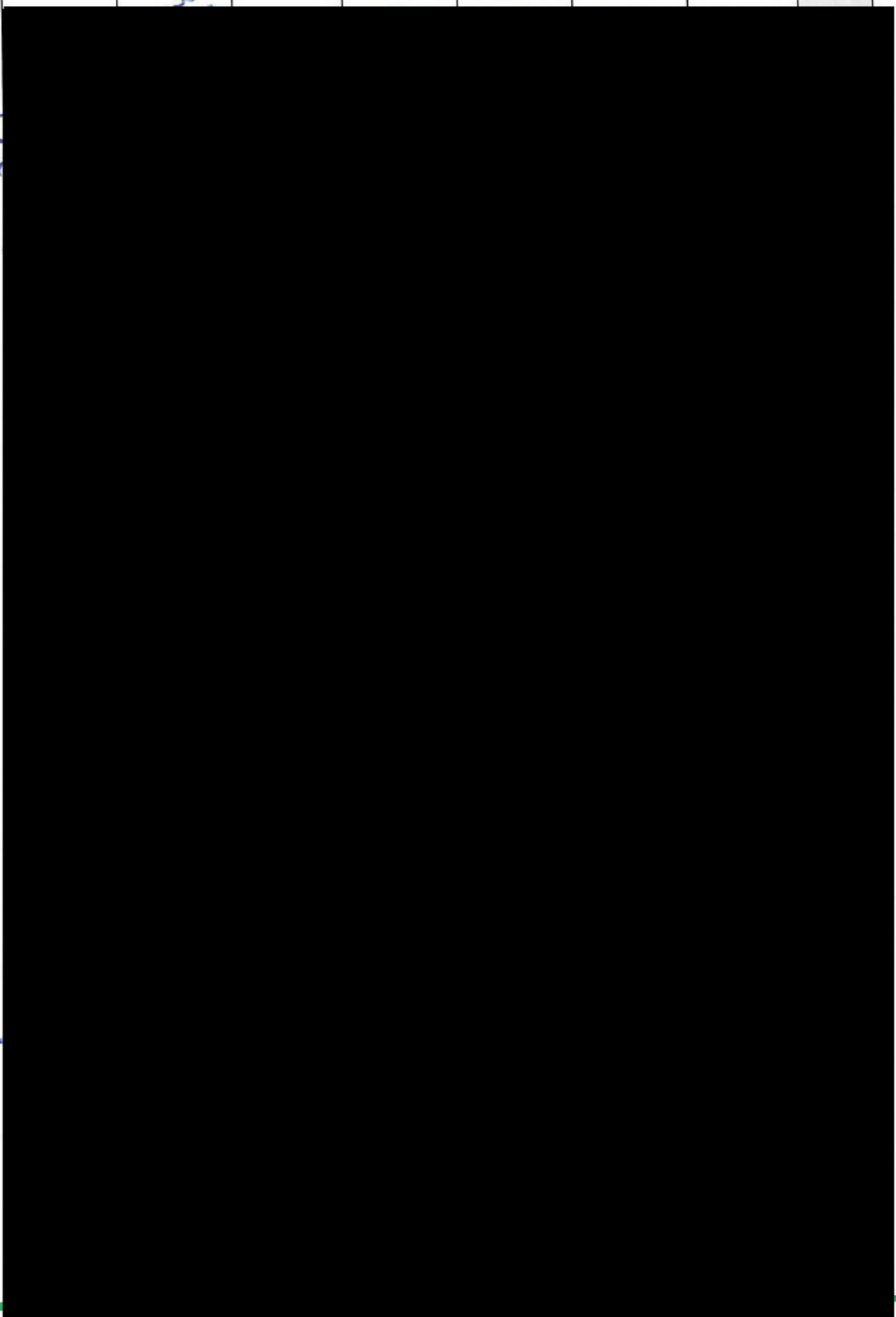
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INTERESTED FAMILIES INFORMATION / INFORMACION DE FAMILIAS INTERESADAS

Parent/Guardian Name Nombre del Padre / Tutor
Judith Sanchez
Daniel Anaya
William Dent
Sahra Balbolar
Erice Chen
Nashya Larkowski
Karla Lipard



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INTERESTED FAMILIES INFORMATION/ INFORMACION DE FAMILIAS INTERESADAS

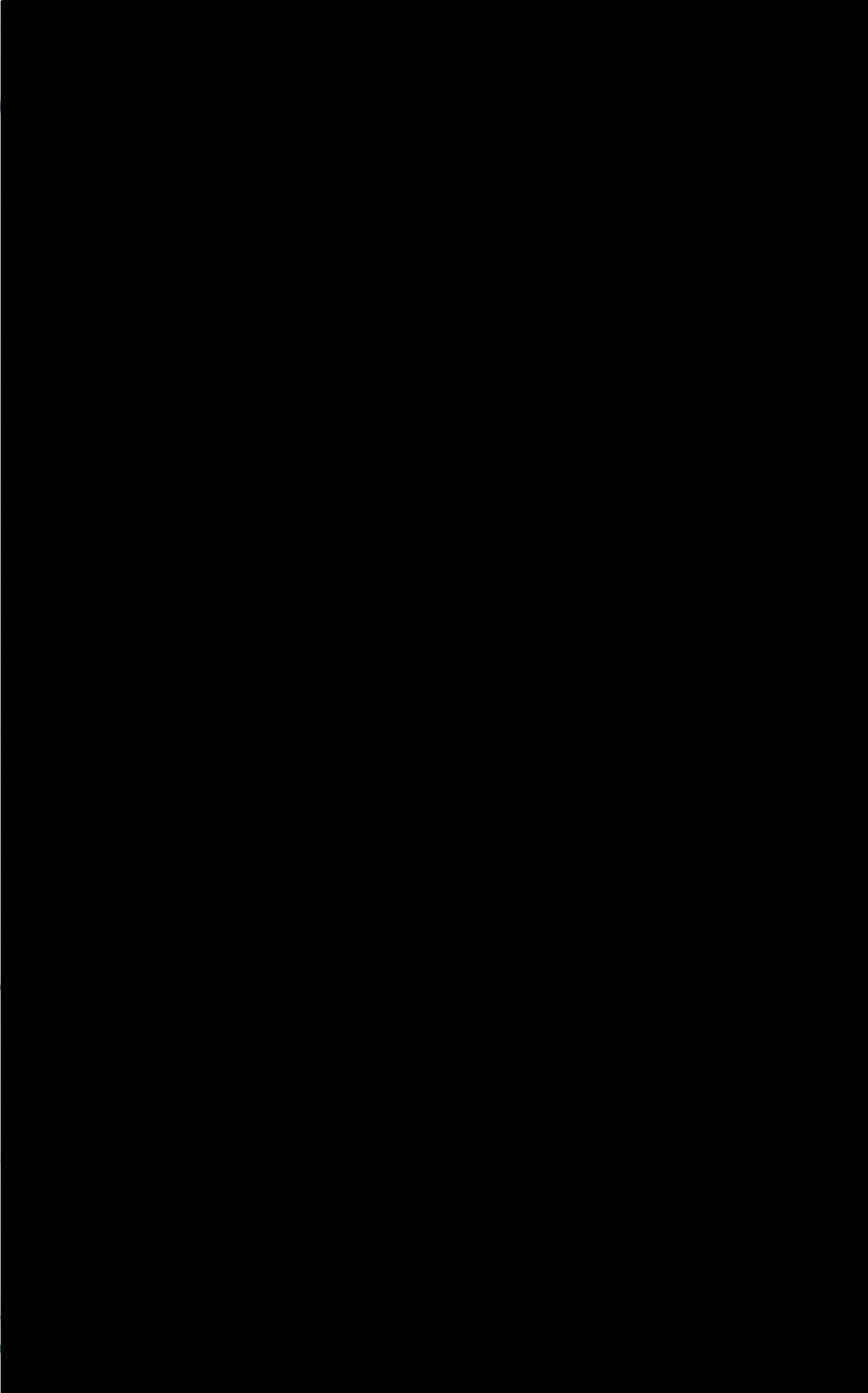
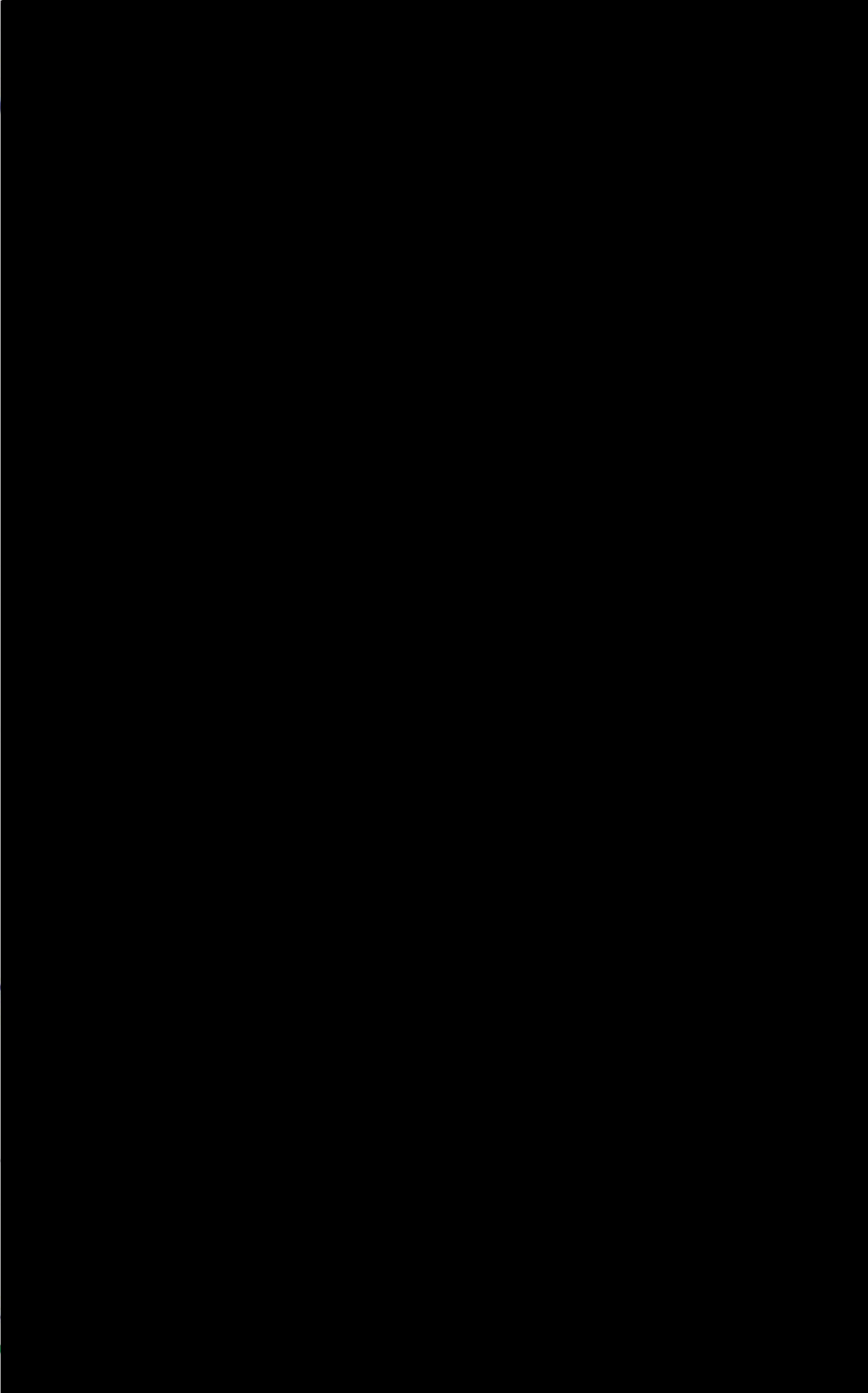
Parent/Guardian Name Nombre del Padre / Tutor
Theriana Parinas
Parent: Ashley Logsdon / Padre: Ashley Logsdon Email: ashleylogsdon808@gmail.com Child: Ezekiel Barefoot-Logsdon
Cindy Sun
Rachelle Zelnick
Amanda Fishel
Habibamu Sena
Neyra Parinas

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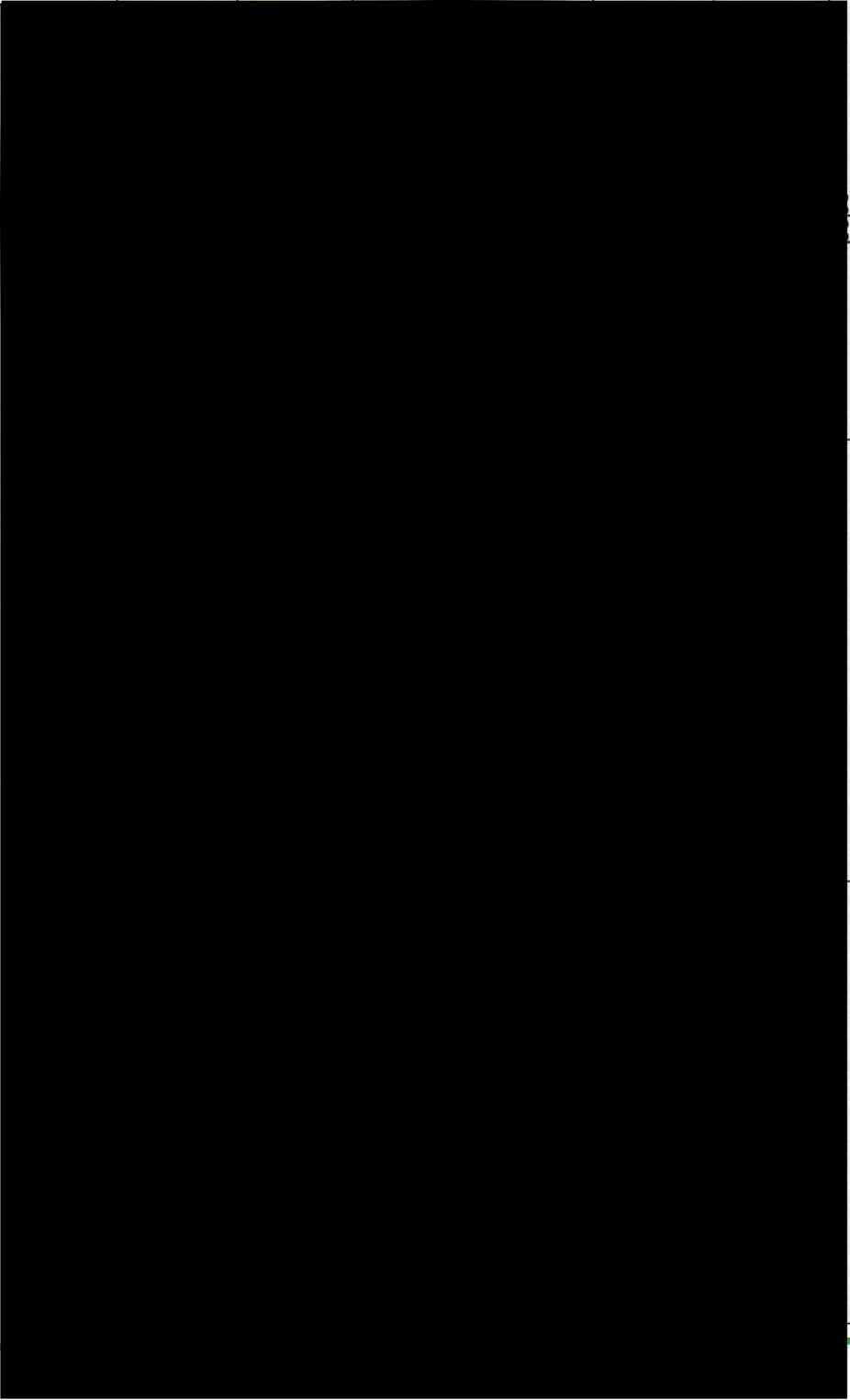
Parent/Guardian Name Nombre del Padre / Tutor	Student Name, current grade and age/ Nombre del estudiante, grado actual y	Phone number/Número de teléfono	Email
Terry & Dave Ulchowski			
Meredith Gower			
Françoise			
Naito Kubuimata			
Kristine yee Kristine yee			
Ashley Sean Cleary			
Curtis			
Nick pub			

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INTERESTED FAMILIES INFORMATION / INFORMACION DE FAMILIAS INTERESADAS

Parent/Guardian Name Nombre del Padre / Tutor	Student Name, current grade and age/ Nombre del estudiante, grado actual y	Phone number/Número de teléfono	Email
Tina Jensen			
Jesse M. Uebria			
Ernesto Salazar			
Lesli Campbell			
Judith Saet			
Adriana Romero			

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INTERESTED FAMILIES INFORMATION/ INFORMACION DE FAMILIAS INTERESADAS

Parent/Guardian Name Nombre del Padre / Tutor	Student Name, current grade and age/ Nombre del estudiante, grado actual y edad	Phone number/Número de teléfono	Email
• Cheyenne Bardisi			
• Amanda Hedges			
• Aldery Montero			
• Britanie Diaz			
Lana Amis			

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What is your residential zip code?	How old are any children for whom you are legal guardian/parent?	In what grade will your child/children be in August 2021?	How satisfied are you with the educational options for children in your community?	Why did you respond the way you did in the previous question?
89015		6th-8th	5	Awsome
89031	5-7	3rd	4	My child attends an excellent charter school!

89052	Under 5, 5-7, 15-18	preschool/pre-K, Kindergarten	3	I'm on the fence about every school option for my younger children. Too many terrible stories about ccsc. Not great stories about charter schools for children with any type of special needs. It's all just really scary for me as a parent.
89074	There are no children in my home/care.	I will not have a child in school in August 2020.	4	We have excellent schools that score highly on the NSPF.
89102	8-10, 11-14	5th, 9th -12th	3	School options tend to be available in the higher income areas which are also typically white. I think there is opportunity to provide better options for our students of color and low income.

89102	8-10, 11-14	5th, 9th -12th	3	School options tend to be available in the higher income areas which are also typically white. I think there is opportunity to provide better options for our students of color and low income.
89104	8-10, 11-14, 15-18	4th, 6th-8th, 9th -12th	3	Seems lower income schools get no help
89107	15-18	9th -12th	5	There are 0 options

89107	Under 5, 5-7, 8-10	Kindergarten, 3rd, 6th-8th	1	CCSD is worse than mediocre
89108	5-7	1st, 2nd	1	Not enough variety and the districts schools are crap
89108	5-7	1st	5	My child attends the charter I teach at
89110	11-14, 15-18	9th -12th	4	Need better teachers more capable

89115	Under 5, 5-7	preschool/pre-K, 2nd	2	Dissatisfied with public school system
89115	15-18	9th -12th	5	There are public, private and charter opportunities in our community. As well as, virtual options- free or for profit.
89121	Under 5, 5-7, 8-10	preschool/pre-K, 2nd, 4th	5	Charter options are accessible, as well as CCSD magnet

89129	5-7, 8-10	2nd, 4th, 6th-8th	2	I have a special needs child with an IEP and am not happy with self contained classroom experience for her. I am currently homeschooling just her
89131	8-10	3rd	3	The school my foster daughter is in has helped her make so many gains in the year I have had her.
89135	11-14	6th-8th	3	I would like more community support and emphasis on education as a very important part of our society. I do think CCSD is too large, not well organized and under funded by the community. Class sizes are large, teachers are overwhelmed, teachers are not paid enough, students are not getting what they need to succeed.

89141	5-7, 11-14	2nd, 6th-8th	3	feel not the greatest
89141	8-10, 11-14	5th, 6th-8th	4	I wish there werw more magnet school options near us.
89142	11-14, 15-18	9th -12th	4	I have 1 student in CCSD (it's been a struggle this year) 1 student at Mater Academy. I'm thrilled with Mater.

89142	There are no children in my home/care.	I will not have a child in school in August 2020.	5	I feel the students had what they needed to succeed. However, some teachers need to understand there is more to being a teacher of just math and english. Teachers can make a difference in helping the student for success.
89144	There are no children in my home/care.	I will not have a child in school in August 2020.	4	Children in my area are zoned for Sig Rogich and Palo Verde which are strong public schools.
89144	There are no children in my home/care.	I will not have a child in school in August 2020.	2	In the current state of Covid there is no continued online learning for students at the schools in my community. Learning has stopped.

89147	Under 5, 5-7	Kindergarten, 2nd	2	Id like our zoned school to be rated better
89147	8-10	5th	3	I have my son on a magnet school and I really don't see the difference with a regular school.
89149	There are no children in my home/care.	I will not have a child in school in August 2020.	1	We are 50/50 in the US, and our star system ranks schools against other NV schools. Therefore, a 5-star school is only so comparatively, which quite frankly isn't saying much. We need highly effective schools on an absolute scale. So many classrooms have subs or underqualified teachers, which makes me further dissatisfied with the current educational options for children in our community.

89117	11-14	9th -12th	5	My son has always attended a charter school
89183	Under 5, 5-7	preschool/pre-K, 1st	2	The quality of education is poor
89110	There are no children in my home/care.	I will not have a child in school in August 2020.	5	Because they were felt happy and they had good grades

89074	Under 5	I will not have a child in school in August 2020.	3	I'm a teacher and currently pregnant, so I wasn't totally sure how to answer questions above, but I'm excited that the valley will get another charter school. I'd like to see a quality school that promotes good instruction and discipline. Many schools say they are tough on these things but it's not the reality for those who actually attend.
89148	5-7	2nd	3	Funding is to be cut for too many things for the 2020 school year.
89179	Under 5	preschool/pre-K	2	State ranking

89131	There are no children in my home/care.	I will not have a child in school in August 2020.	1	50th in the nation on education.
89178	Under 5, 5-7, 15-18	preschool/pre-K, 2nd, 9th -12th	4	I would like to see more flexible and non traditional options.
89131	There are no children in my home/care.	I will not have a child in school in August 2020.	1	Our schools are poorly funded, have limited resources, and poor graduation rates & learning outcomes

89118	8-10	3rd, 4th	4	I love their academy
89123	Under 5	preschool/pre-K	3	No Pledge of allegiance. No history
89128	5-7, 8-10, 11-14	Kindergarten, 1st, 4th, 5th, 6th-8th	1	Lack of getting resources for students
89106	5-7, 11-14	Kindergarten, 1st, 6th-8th	1	The school I attended last fall wasn't welcoming & mistreated my son

89139	8-10, 11-14	4th, 6th-8th	3	Some teachers are great. Funding is a problem. Inconsistency in quality is a problem.
89107	There are no children in my home/care.	I will not have a child in school in August 2020.	1	Crowded classrooms, no funding for extracurricular activities, low salaries for staff, little to no help at an individual level
89031	There are no children in my home/care.	I will not have a child in school in August 2020.	2	There is a lots of room for improvement!
89108	Under 5	1st	1	Well, long-term systemic failure speaks for itself.

89031	Under 5	preschool/pre-K	1	The quality of public schools are terrible
89118	5-7	4th, 6th-8th	1	ccsd is sad. No organization for home school. I want my kids going to school to learn.
89129	Under 5, 5-7, 8-10	preschool/pre-K, Kindergarten, 2nd, 3rd	2	I don't feel the kids academics are focused on enough. Teaching of common sense items too. Like counting money.
89131	Under 5, 5-7, 8-10	preschool/pre-K, 3rd, 5th	3	I am unsatisfied with the public school system, but private school are too expensive. The charter schools can be a good option, but oftentimes they are full and students are placed on a waitlist.

89108	5-7	Kindergarten	2	It's a full public school and they teach common core.
89123	Under 5	preschool/pre-K	1	There is only one charter school near me and all the rest are 2 -3 star schools
89129	Under 5, 11-14, 15-18	preschool/pre-K, 6th-8th, 9th -12th	5	We have many choices including CCSD and outside schools
89178	Under 5, 8-10, 11-14	preschool/pre-K, 4th, 6th-8th	1	all, even charters, are overcrowded

89129	15-18	9th -12th	1	Prefer not to say
89149	There are no children in my home/care.	I will not have a child in school in August 2020.	2	Children should have the option to attend school full time in person, when the risk is less than that of receiving a haircut or going out to eat. CCSD trustees cannot even get on the same page for an education plan for students and their families.
89179	5-7	1st	5	Our public schools in our local area and surrounding areas are amazing! The teachers are highly qualified and the schools get high scores.

89148	5-7, 8-10, 11-14	3rd, 6th-8th, 9th -12th	5	They are a variety of options to choose from.
89052	11-14	6th-8th	4	I like their current school
89145	There are no children in my home/care.	I will not have a child in school in August 2020.	2	The principals lack of effective leadership is evident in the low scores of a particular school within Clark County evident in the
89148	Under 5, 5-7	preschool/pre-K, 1st	2	Not the greatest of options considering the pandemic we are going through. All options are a lose lose in my opinion
89149	There are no children in my home/care.	I will not have a child in school in August 2020.	3	Always room for improvement

89027	Under 5, 8-10, 11-14	4th, 6th-8th	3	We don't really know what our options are yet.
89128	There are no children in my home/care.	I will not have a child in school in August 2020.	2	Many schools have low academic achievement and few extra curricular programs
89129	5-7, 8-10, 11-14	3rd, 6th-8th, 9th -12th	2	The behavior is out of control. Some of these kids should be in jail!

89044	There are no children in my home/care.	I will not have a child in school in August 2020.	2	Education is undervalued and underfunded in Nevada
20037	There are no children in my home/care.	I will not have a child in school in August 2020.	2	Local school district is a mess; not enough options for low-income individuals
89108	There are no children in my home/care.	I will not have a child in school in August 2020.	2	need better funding

89128	There are no children in my home/care.	I will not have a child in school in August 2020.	4	There are many excellent schools in Summerlin.
89129	5-7, 8-10	3rd, 6th-8th	1	Generally speaking Las Vegas spends extremely too little on education and it shows.
89148	There are no children in my home/care.	I will not have a child in school in August 2020.	3	Not sure about the surrounding area. Get conflicting reports from families.

89128	5-7	2nd	5	Public schools is a great educational option
89147	5-7, 8-10	2nd, 5th	1	Working parents CANNOT sit with their children, ESPECIALLY multiple children, for hours each day teaching their kids at home and still working their full time job
89178	8-10	3rd	3	There are some amazing teachers but there are also some that are pretty terrible.
89101	There are no children in my home/care.	I will not have a child in school in August 2020.	4	I live downtown and the top ES, MS, and HS receive lower than a 5 on 10 scale via GreatSchools. I am hopeful for the growth.

89129	5-7, 8-10	3rd, 6th-8th	1	Generally speaking Las Vegas spends extremely too little on education and it shows.
89148	Under 5, 5-7, 11-14, 15-18	Kindergarten, 1st, 6th-8th, 9th -12th	2	CCSD is still not able to handle the educational needs of our students.
89149	8-10, 15-18	3rd, 9th -12th	3	They all are very similar.

89081	5-7, 8-10	1st, 3rd	1	Ccsd sucks and the charter school nearby has been full since it opened.
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To what extent do you feel you have a sufficient number of school options for your child/children in your neighborhood?	What are the major challenges standing in the way of student success in your neighborhood schools?	What is one thing you would like to see in neighborhood schools that is currently missing?	Please check all of the things you'd like to see in a neighborhood school to best educate your child/children.
5	Teenage kids being bad	0	Programs like art, music, technology, and PE
4	Class size and highly qualified teachers	Smaller class size and teacher support.	College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)

4	Based on what I'm seeing other parents talk about is bullying and not enough support For their children with special needs	Cameras	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
4	- School funding. - Teacher qualification. - The absence of universal technology.	Solutions to the above.	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Longer school year, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
3	Across the community I think there is a big disparity between kids who have access to necessary resources (e.g. technology, mental health services, food services, extra educational supports, etc) and those that don't. And we don't seem to be focused on closing those gaps.	Wrap around services to support students and their families.	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)

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1	The kids dont have the full advantages other schools do,such as computers, laptop's, school supplies	Better schools up grades in materials	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Higher expectations of students and staff, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
5	Teacher Retention. Curriculum. School Choice. CCSD	Community Engagement, school choices, a place where parents belong.	Blended-learning (technology use in instruction), College preparatory courses/college bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)

1	Incompetent school district	N/a	Not supportive of charters. They compete for funds with CCSD and keep us in the viscous cycle of being dead last.
1	Violence. Attendance. Resources. Incoms	Joy. Interactive play. No worksheets.	Blended-learning (technology use in instruction), Community involvement and civic engagement opportunities for students, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
5	Low income area/high crime	Extracurriculars	Blended-learning (technology use in instruction), Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE
2	Classes has to many students	More good teachers	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)

2	Large classroom sizes, lack of IEP services, lack of parent interaction	Honestly, a longer lunch/recess time	Blended-learning (technology use in instruction), Community involvement and civic engagement opportunities for students, Foreign language instruction, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
5	Class sizes, social-emotional support	Cultural awareness- have input from parents & families, cultural events	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Longer school year, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
5	Access to affordable early childhood education	Resources	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Foreign language instruction, Parent/Family engagement opportunities, Programs like art, music, technology, and PE

2	Getting childrens needs met	More community and less trying to make money for the schools	Blended-learning (technology use in instruction), Community involvement and civic engagement opportunities for students, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
3	My student does not attend my neighborhood school.	Community	Community involvement and civic engagement opportunities for students, Joyful but structured learning environment, Longer school day, Longer school year, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
3	Engaged teachers, proper resources, smaller class sizes.	Emphasis on the whole child - social/ emotional learning.	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)

3	Funding	Tags	Blended-learning (technology use in instruction), Community involvement and civic engagement opportunities for students, Higher expectations of students and staff, Joyful but structured learning environment, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
4	Some parents are not partners with the school in the education of their children. Many see education as the sole responsibility of the school, then blame the school when their children are not as successful as they wish.	Magnet options	Blended-learning (technology use in instruction), Community involvement and civic engagement opportunities for students, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
5	Parent involvement	Parent involvement	College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)

5	Students are out of control so the students that are trying to learn are not able to. Something needs to be done to control bad behavior and the lack of respect for others.	More school counselors/social workers	Blended-learning (technology use in instruction), Higher expectations of students and staff, Joyful but structured learning environment, Social-emotional support (i.e., mindfulness, counseling), School counselors/social workers should be participating in classrooms so they have a better opportunity to help students. They should be observing and listening.
2	Seats. While the schools are good, the student to teacher ratio is way too high to be sustainable	another option- charter school	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Longer school year, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
2	I don't believe there are outside factors from the school. There is a VERY large student to teacher ratio. Not even enough desks for students in some classrooms.	Extended school day. Built in intervention periods for all students.	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Longer school year, Parent/Family engagement opportunities, Social-emotional support (i.e., mindfulness, counseling)

2	I dont know	Clubs, stem	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Longer school year, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
2	I don't know about my neighbors schools my son goes to a magnet pretty far from us.	Good level of education	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Foreign language instruction, Higher expectations of students and staff, Longer school day, Longer school year, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
3	Low expectations, underqualified/ineffective teachers and leaders, and a lack of accountability for school personnel.	Accountability for teachers and leaders.	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)

4	Over crowding and teachers who don't truly care	Smaller class size	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
1	Lack of parent education of peers, lack of given responsibility	Cohesive education	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
5	For me was ok	More supervision	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)

3	Discipline issues; lack of parent engagement; too much test prep.	Innovative instruction. I believe instruction can be engaging and challenging in other ways than just memorizing answers to multiple choice tests. Focus on creating, teamwork, and hands-on learning. This can all happen and should happen in a high achieving school with high expectations.	Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
3	Diversity in the curriculum	Smaller class sizes	Foreign language instruction, Joyful but structured learning environment, Programs like art, music, technology, and PE
3	Unknown	Unknown	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Interest based learning.

2	Disruptive kids in classrooms. Teachers can't teach and students who want to learn, can't.	Discipline, students taking responsibility for their actions.	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Higher expectations for students, teachers are already doing a great job.
3	Public school is very over crowded, private school is too expensive, charters and magnet schools are far away and sometimes difficult to get into.	I would like to see more non academic classes and hands on learning.	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling), I would love to have a hybrid approach available at more than just Odyssey.
5	Not enough investment of tax dollars	Smaller class sizes	College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)

2	Sisolak's restrictions	Tech	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Programs like art, music, technology, and PE
4	Activities together	Respect and discipline	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Longer school year, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
1	Large class sizes	More charter options	Community involvement and civic engagement opportunities for students, Joyful but structured learning environment, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
1	Resources, the schools grading level, teachers who actually care about their students	Leadership, positivity, reliability	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)

5	Overcrowding. Substitute teachers.	Smaller classrooms. More individualized curriculum.	Blended-learning (technology use in instruction), Foreign language instruction, Joyful but structured learning environment, Longer school day, Longer school year, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
3	poverty, little to no financial access for school supplies or food, transportation, safety	mental health providers, community partnerships and team work	College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
3	The children are just taught test taking.	Making sure parents are as involved in the students education as Charter Schools are!	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
3	Evil educational practices and curriculum.	Honesty and integrity	Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Longer school year, Traditional reading and math instruction/curriculum. CC sux

3	Resources, teachers, student to teacher ratio	Parent/teacher partnership	College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Longer school year, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
4	Covid. The new plan for the school year is crazy!!	Foreign language option for elementary students	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Foreign language instruction, Joyful but structured learning environment, Longer school day, Longer school year, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
4	Kids are falling behind due to the population and the constant moving in Vegas.	More clubs and extra ways for parents and kids to be involved.	Blended-learning (technology use in instruction), Community involvement and civic engagement opportunities for students, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Social-emotional support (i.e., mindfulness, counseling)
3	Schools, including charter schools in our area, consistently have too high of student-teacher ratios. Anything above 20:1, in elementary school, is too high.	Lower student-teacher ratios and more hands-on learning (less worksheets)	College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Programs like art, music, technology, and PE

3	Understanding and responding to behaviors rooted in childhood trauma.	Handling behaviors from a perspective of connection	Blended-learning (technology use in instruction), Community involvement and civic engagement opportunities for students, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
1	The charter schools are the only quality schools in my area but they have long waiting lists	More quality school options and bilingual programs	Community involvement and civic engagement opportunities for students, Foreign language instruction, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
3	The schools giving major pushback on IEPs	Nothing	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE
2	not addressing IEP needs	an inclusive education model	Blended-learning (technology use in instruction), Joyful but structured learning environment, Longer school day, Longer school year, Parent/Family engagement opportunities, Social-emotional support (i.e., mindfulness, counseling)

2	Prefer not to say	Humanities education	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
4	One size fits all approaches, standardized over testing, lack of innovation	Core values that are expressed and evident	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
5	Nothing other than the behavior of parents.	Our neighborhood school isn't missing anything.	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)

5	School funding	Smaller class sizes	College-preparatory courses/college-bound focus, Joyful but structured learning environment, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
4	None really. It starts a little early, but other than that it's great!	Nothing	We have most of these already
4	The principal. She does not lead the school effectively nor does she communicate with the school community.	Since of leadership and the school to be more cleanly. This school is always dirty.	Blended-learning (technology use in instruction), Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Longer school year, Parent/Family engagement opportunities
3	Classrooms are overcrowded	Safety and health being a number one priority	Blended-learning (technology use in instruction), Joyful but structured learning environment, Parent/Family engagement opportunities, Social-emotional support (i.e., mindfulness, counseling)
4	Bussing to magnet schools	Magnet programming	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)

3	Internet access	Better funding	Blended-learning (technology use in instruction), Community involvement and civic engagement opportunities for students, Foreign language instruction, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
2	Low academic standards, few wraparound resources	Extra curricular activities, high academic expectations, community supports	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
4	Behavior, lack of parents, no consequences, academic bar set low	Police, more behavior schools	Blended-learning (technology use in instruction), Community involvement and civic engagement opportunities for students, Higher expectations of students and staff, Joyful but structured learning environment, Social-emotional support (i.e., mindfulness, counseling), Longer school days if we got 3 day weekends.

4	Funding and lack to equity	A diverse staff and involved PTA	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
3	poverty	field space	Blended-learning (technology use in instruction), Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
1	safety	Better music programs	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Foreign language instruction, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)

4	Overtesting and underfunding.	More experiential learning, field trips and and holistic teaching.	Blended-learning (technology use in instruction), Community involvement and civic engagement opportunities for students, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
2	Paying attractive and appropriate wages throughout the district. Lack of sufficient recess time, physical education and the arts. Kids need to run around and have time to be creative!	Much higher paid staff.	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling), Medicine and Law
5	Parental involvement	Parental involvement	Blended-learning (technology use in instruction), Parent/Family engagement opportunities, Programs like art, music, technology, and PE

5	Funding to the public school	More funding	N/a
1	Under funding, fear mongering, lack of support from the district level	Teachers willing to go back to school full time, at the very least for special education, pre-k, k, and ELL	Blended-learning (technology use in instruction), Community involvement and civic engagement opportunities for students, Higher expectations of students and staff, Joyful but structured learning environment, Social-emotional support (i.e., mindfulness, counseling)
3	One school has thousands of students and the other public school has a very low star rating.	I think the schools need a strong cohesive curriculum.	Blended-learning (technology use in instruction), Community involvement and civic engagement opportunities for students, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
3	Gentrification of downtown, the historic white flight of downtown -- > which led to policies of discrimination and overall lack of funding.	Community involvement and civic engagement opportunities for students directly in the community they live in.	Community involvement and civic engagement opportunities for students, Joyful but structured learning environment, Parent/Family engagement opportunities, Social-emotional support (i.e., mindfulness, counseling)


2	Paying attractive and appropriate wages throughout the district. Lack of sufficient recess time, physical education and the arts. Kids need to run around and have time to be creative!	Much higher paid staff.	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling), Medicine and Law
3	Bad leadership in office staff	Community programs and togetherness	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Longer school year, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
3	Over crowded classrooms	More enrichment for high level students	Blended-learning (technology use in instruction), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities for students, Foreign language instruction, Higher expectations of students and staff, Joyful but structured learning environment, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)

1	Overcrowding, teachers who act as tho teaching is a burden, lack of IEP support	Administration that cares and funding programs that matter	Higher expectations of students and staff, Joyful but structured learning environment, Longer school day, Longer school year, Parent/Family engagement opportunities, Programs like art, music, technology, and PE, Social-emotional support (i.e., mindfulness, counseling)
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What else would you like to share with the Sage Collegiate team?	Would you like to learn more about Sage Collegiate Public Charter School? If so, please provide your contact information below	Name (Please provide your name if you want us to contact you)	Preferred method of contact	Street Address
Thank you for everything	Maybe in the future	Xavier Walker	Phone	<div></div>
Na	No			

Summerlin is far but I'm definitely open to more information for sure	Yes	Kerri Thurmond	Email	
N/A	No			
NA	Yes	Kayanne Johnson	Email	

NA	Yes	Kayanne Johnson	Email	
Nothing	Maybe in the future			
N/a	Yes		Phone	

Shorter school day, shorter school year, less busy work.	No			
It would be nice to have a school like Doral but for kids in low income communities. We don't need the east coast charter school "no excuse" stuff which really just pushed a white agenda into our low income kids of color. Kids deserve experiences like Doral but those kind of schools are not in places accessible to low income kids due to transportation issues.	Maybe in the future			
Nothing	No			
More information for college classes	Maybe in the future	Lucy Rubio	Text	


N/A	Yes	Domines Mogleston	Email	<div></div>
A school counselor and community liaison are both vital to your staff. First aid kits per class- pencil box with band-aides(small & medium), alcohol wipes, gloves, & nurse passes help the classroom teachers alot. 😊	Yes	Ramona E Hayman	Text	<div></div>
Na	No			

Good luck in your endeavor	Maybe in the future			
Special Education services need to be available for students	Yes	Laurie Trachet	Email	
I wish you all the best!	Yes	Susan Perry	Email	


Nothing	Yes	Stephanie Hernandez	Email	<div></div>
Nothing	No	Amy Pippins	Email	
N/A	No	Dianne Thompson	Email	<div></div>


Not sure the behaviors in a charter school. I can only help regarding public schools. Students in a charter school want to be there, so it should be smooth sailing for all involved.	No			
None	Yes	Amanda Keller	Email	
N/A	Yes	Amanda Keller	Email	<div></div>


Tech classes	Maybe in the future			
Nothing	Yes	Marcela	Text	
Best of luck with the application!	No			

I support charter schools	Yes	Jennifer drummond	Email	
N/a	Yes	Nichole kruse	Email	
N/a	Yes	Maria Becerra	Text	

Nothing else!	Maybe in the future			
Kids need to be kids. Their educators should encourage that!	Yes	Stefanie Kruger	Text	
Na	Maybe in the future			

I wish you good luck. It is great to see more educational opportunities offered. Make sure to contact the Rise Resource Center to have them add your school to their list of alternative schools to public school in Nevada. Elissa Wahl is the founder.	No			
As a teacher, I hate seeing young children being tested from day one and using technology for so much learning and testing. Developmentally appropriate education is very hands on and uses a variety of methods to achieve mastery.	Yes	Melissa Carreon	Email	
Nothing	No			

Na	Maybe in the future	Jennifer	Email	
Need more education on the Constitution of the United States	No		Mail	
No	Yes	Bretyn	Email	
N/A	Yes	Michelle Sweet 6018823228 msamazingsweet@gmail.com	Phone	

No	Maybe in the future			
Access to quality education with no financial requirements	Maybe in the future			
Making sure families have access to quality, affordable Health Care. I can help.	Yes	Gregg Rice, HOPE Christian Health Center	Phone	
Privacy/Security concerns with tech/ed tech cannot be resolved so... not allowed.	No			

None	Yes	Klaire Kranker	Email	
Na	No	Kristi Bybee	Phone	
Nothing.	Yes		Email	
I would prefer a charter school based on more conservative values	Maybe in the future			

I'll be watching your development.	Maybe in the future			
N/A	Yes	Valeria gurr	Email	
Nothing	Maybe in the future			
Good job bringing another option to LV	Maybe in the future			



Nothing	Maybe in the future			
NA	Maybe in the future			
Make sure all teachers have teaching licenses and nationally board certified teachers are preferred (our local school has many!).	No			

N/A	No			
Nothig	No			
The principals of low achieving schools need to be replaced immediately instead of continually reevaluating. The principal at Red Rock Elem has continued for 5 or more year in a failing school and the students are still in an unsuccessful environment not of their choosing.	Maybe in the future			
None	Maybe in the future		Mail	
Good luck	Maybe in the future			

N/A	Maybe in the future			
More educational options are needed in our community	Yes	Rachel Pepper	Email	<div></div>
Not now	Maybe in the future			

N/A	Maybe in the future			
.	No			
Na	No	na	Mail	<div></div>

A fully online option is something parents I deal with are looking at right now.	Maybe in the future			
It would be most beneficial to have a program like Sage Collegiate open in a community that is challenged.	Maybe in the future	I have already written a letter!		
NA	No			

Finland is doing great work. Let's base our education models off of what they're doing	No			
N/A	Yes	Aimee Heide	Email	
Foreign language would be a plus (especially Spanish)	Yes	Anna Alday	Email	
N/A	Maybe in the future	Danielle Batin	Email	

It would be most beneficial to have a program like Sage Collegiate open in a community that is challenged.	Maybe in the future	I have already written a letter!		
We homeschool now but would look into your school.	Yes	Jaclyn Sherman	Email	
N/A	Maybe in the future			

The CCSD structure of funding and overcrowding has left a generation of kids to their own minds. Teachers teach massive classes by plopping the kids infront if electronics and let apps teach. I'd like to see a 1990-2009 era instructor led course again.	Yes	Samantha Utykanski	Email	
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City, State, Zip	Email	Phone
Henderson		

Henderson, NV. 89052		
Las Vegas, NV 89102		

Las Vegas, NV 89102		

Las Vegas Nevada 89110		

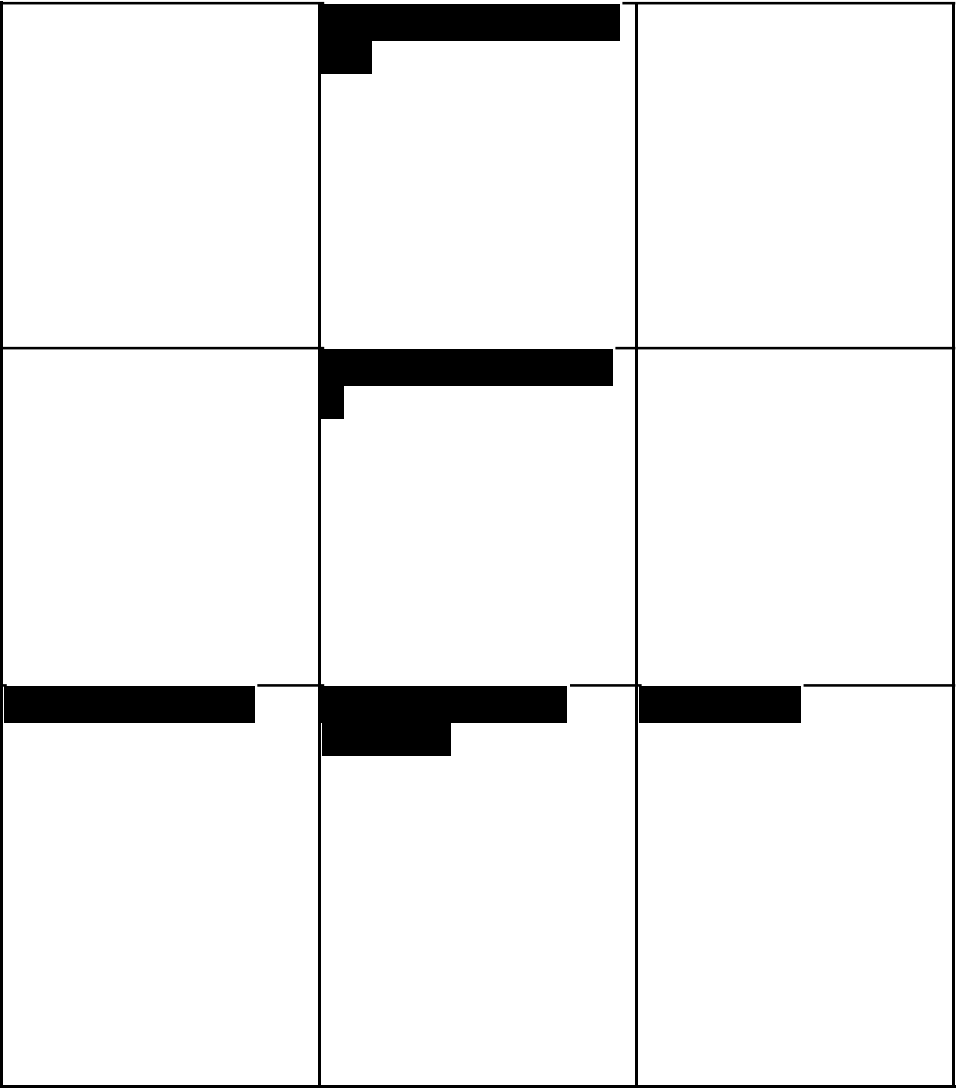
Las Vegas Nevada 89115		
Las Vegas, NV 89115		

Las Vegas		
Las Vegas, NV 89135		

Las Vegas NV 89141		
Las Vegas, NV 89142		

89144		
Las Vegas, NV 89144		

Las Vegas		
Las Vegas, NV 89147		



Las Vegas, NV 89148		

las vegas, nv, 89178		

Las Vegas		

Las Vegas, NV 89107		
N Las Vegas, NV 89031		

North Las Vegas, NV 89031		
las vegas, nv 89118		
Las Vegas, NV 89129		

89123		

Las Vegas, Nevada 89148		

Las vegas, nv, 89128		

Las Vegas, NV, 89108		

Las Vegas, NV 89147	[REDACTED]	
[REDACTED]	[REDACTED]	
	[REDACTED]	

North Las Vegas NV 89081		



Attachment 14:
Incubation Year Planning Table,
including Follow On Support from
BES



Attachment 14: Incubation Planning Year Table Sage Collegiate Public Charter School

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 20-21) to ensure that the school is ready for a successful launch in fall 2021. Feel free to add rows as needed. Note that the activity column should include detailed information regarding action items necessary to complete key tasks during the incubation year. For example, under operations you may have one work stream for 'Staffing'. This likely includes multiple activities such as finalized job descriptions, multiple recruitment methods, finalized salary ranges, hiring and onboarding.

**Sage Collegiate note: Dates below assume authorization in November*

2020-21 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
STUDENT RECRUITMENT & ENROLLMENT			
	Draft recruitment plan & targets	ED	Through authorization, Nov. – Dec.
	Promotional Packet		
	Design informational flier/packet	ED	Through authorization, Nov. – Dec.
	Post fliers and leaflets in communities	ED	Dec
	Post information on website	ED	Dec
	Identify community organizations to help with awareness	ED	Through authorization, Nov. – Dec.
	Work with community organizations to generate awareness & interest	ED	Through authorization, Nov. – Dec.
	Draft press release, translate, and distribute press releases	ED	Nov-Dec
	Launch recruiting and marketing campaign, including flier distribution and advertising	ED	Nov-Dec
	Enrollment Form		
	Design enrollment form	ED	Through authorization, Nov. – Dec.
	Distribute enrollment form	ED	Nov-March
	Make enrollment portal available on website	ED	Nov. – March
	Information Sessions, Tabling, and Canvassing		
	Secure locations for information sessions and regular tabling	ED	Ongoing through authorization; July 2020 – June 2021
	Secure translation for information sessions	ED	Nov - June



	Calendar community canvassing and mobilize volunteers	ED	Ongoing
	Admissions Lottery and Enrollment		
	Collect enrollment forms (3.11.2021 deadline)	ED	Jan. - March
	Secure lottery announcer	ED	Early March
	Secure lottery translator	ED	Early March
	Secure lottery location	ED	Early March
	Determine lottery protocol and agenda	ED	By end of Feb.
	Advertise lottery date on website & social media	ED	Oct-Mar
	Practice lottery protocol	ED	Early March
	Conduct lottery	ED	3.25.2021
	Notify families of status & collect acceptances/declines of admissions	ED	By 3.29.2021
	Establish waitlist and process for lottery refresh	ED	By 3.29.2021
	Establish communication schedule with families for late spring and summer	ED	Apr-May
	Schedule home visits with all families	ED/COFL	Apr-June
	Conduct home visits with all families	ED	May - July
	Request and file student records from sending schools	ED/COFL	June
FACILITY			
	Continue conversations with relator to keep him informed of application status	ED	Through authorization
	Lease negotiations	ED/Facility Committee Chair	Nov – Jan.
	Lease review by legal counsel	ED/Facility Committee Chair	Dec. – Jan.
	Lease review by full board	Board	Dec – Jan.
	Lease signed	Board	February
	Arrange for any necessary renovations	ED	Feb.-May
	Arrange purchase of furniture for classrooms, offices	ED/COFL	May
	Inspection & certificate of occupancy	ED/COFL	June
	Develop compliance plan	ED/COFL	May
GOVERNANCE (BOARD OF DIRECTORS)			
	Attend a local start-up charter Board meeting	ED/Board Chair	Oct.
	Transition to Governing Board		
	Organizational Meeting	Board	Within 30 days of authorization
	Approve by-laws, code of ethics & conflict of interest policy	Board	Within 30 days of authorization
	Define governing board member role &	Board/ED	Nov.



	relationship between board members and Executive Director		
	Define communication protocols between Board and Executive Director	Board/ED	Nov.
	Revise draft board policies & financial handbook	ED/Board	Nov.
	Purchase D&O insurance for board	Board	Jan.
	File articles of incorporation	ED	completed
	Apply for tax exemption	Board/ED	Jan.
	Develop board calendar	ED/Board Chair	Within 30 days of authorization
	Recruit additional board members	Board/ED	Ongoing
	Board Meeting Design & Implementation		
	Set consistent monthly meeting time & post publicly per OML	Board/ED	Dec/1 st board meeting
	Develop board meeting agenda format	Board Chair/ED	Nov.
	Develop board meeting preparation packet format	Board Chair/ED	Nov.
	Develop post-meeting evaluation format	Board Chair/ED	Nov.
	Review meeting minutes requirements & best practices,	Board Chair/Board Secretary/ED	Nov.
	Create trackers for attendance at all committee meetings and board meetings	Board Secretary/ED	Nov.
	Develop board calendar with critical tasks mapped	B Board Chair/ED	Nov.
	Develop record-keeping protocol and central policy repository	Board Secretary/ED	Nov.
	Finalize list of policies to be created by school opening & develop schedule for board approval	ED/Board Chair	Nov.
	Develop board orientation protocol for new members	Board	Nov.
	Host board retreat for governing board	Board	Dec/Jan.
	Hiring of Executive Director		
	Approve job description and determine annual performance measures for Executive Director	Board	Dec.
	Set annual process for evaluation of the Executive Director	Board	Dec.
	Review and set compensation for the Executive Director	Board	Dec.
	Hire Executive Director	Board	Dec
	Development & Grants Plan		
	Establish 501(c)(3)	ED/Board	Within 30 days of authorization



	Create a fundraising plan for the fiscal year with initiatives, owners, and targets	ED/Board	Jan.
	Create plan for periodic review of available grants and authoring of proposals to grant organizations	ED/Board	Dec.—June
CURRICULUM AND INSTRUCTION			
	Curriculum Development		
	Develop EOY assessments for all subjects using standards and released assessments	ED	Jan. – May
	Develop scope and sequence for all courses	ED	Jan. – May
	Arrange for purchase of textbooks, workbooks, etc.	ED	Jan. – May
	Assessment Development		
	Reach out to NWEA, STEP, IXL, Reading Mastery, Infinite Campus, SBAC for contract	ED	Jan - Mar
	Purchase state testing materials	ED	Jan - Mar
	Define diagnostic assessment timeline	ED	Jan - Mar
	Create diagnostic assessments for all incoming scholars	ED	Jan - Mar
	Conduct all diagnostic testing	ED	July - Aug
	Analyze data of diagnostic assessments & use for grouping and planning	ED/Manager of Curriculum & Instruction	August
	Academic Program Development		
	Develop classroom model and classroom setup procedure	ED	Jan - April
	Develop physical space audit procedure	ED	April - June
	Instructional Handbook [Non-negotiables for instruction, taxonomies]	ED	April - June
	Special Education Program Development		
	Recruit and hire Coordinator of Student Services	ED	May
	Identify special education population	ED	Mar - July
	Request IEP records	ED	Mar- June
	Review existing IEPs	ED	Mar - June
	Define and plan all required supports for all IEP scholars	ED	May - June
	Consult with contracted related service providers	ED	May
	School Culture Development		
	Finalize student handbook, discipline policy	ED	Jan
	Approve student handbook, discipline policy	Board	Feb
	Finalize and approve school calendar	ED/Board	Jan
	Finalize daily schedule	ED	Jan
	Develop Family Meeting (assembly) schedule	ED	Jan
	Develop family event and conference schedule and plan	ED	Jan
FINANCIAL MANAGEMENT			



	Approve the fiscal controls and financial policies the school will employ for tracking of daily operational finances	Board	Jan.
	Approve check signers	Board	Dec
	Approve check writers	Board	Dec
	Define signature, approval, filing policies for POs, checks, receipts	Board/ED	Jan
	Develop and approve financial reporting templates (budget vs. actual) and policy	Board/ED	Jan
	Design all processing forms (POs, expenses)	ED	Jan
	Develop and approve segregation of funds policy (public/private)	ED/Board	Jan
	Establish payroll provider and process	ED/COFL	Apr
	Develop board financial reporting structures and processes	ED/Board	Jan
	Design all processing forms (POs, expenses)	ED	Feb
	Develop and approve segregation of funds policy (public/private)	ED/Board	Jan
	Establish payroll provider and process	ED/COFL	Apr
	Develop board financial reporting structures and processes	ED/Board	Jan
	Approve fiscal policy manual	Board	Jan
	Develop chart of accounts for tracking of income, expenses, assets, liabilities, cash flows	ED	Jan
	Set up bank accounts//Move current account	ED	Jan
	Define investment/savings strategy	Board	Jan
	Finalize cash flow plan and make adjustments if necessary	ED	Jan
PERSONNEL			
	Approve organizational chart and job descriptions	Board	Jan
	Develop staff handbook	ED	Jan
	Approve staff handbook	Board	Feb
	Develop all recruitment marketing materials	ED	Dec
	Arrange benefits providers	ED/COFL	Apr
	Finalize all comp & benefits packages	ED/COFL	Apr
	Recruit and hire Coordinator of Operations & Family Liaison (COFL)	ED	Mar
	Recruit and hire Manager of Curriculum & Instruction	ED	May
	Coordinate with local schools for mock lessons for interviews	ED	Jan. - May
	Develop recruiting and hiring plan (marketing, pipelines, events, etc.) for all other staff	ED	Dec.
	Develop interview guide for all steps of all positions	ED	Dec.



	Negotiate and sign contracts for contracted services	ED	Apr
	Define policy and procedure for staff evaluation	ED	Apr
	Develop PD plan and schedule of development and/or procurement of PD materials	ED	Apr
	Perform background checks on all employees	ED	Ongoing through application process
	Create form letters for application steps (app receipt, decline note, memo of understanding, salary/benefits info sheet/)	ED	Jan.
	Create forms for employee information / record keeping	ED	Apr
	Have staff complete employee information forms	ED	Apr
	Conduct excellent school visits with newly-hired staff (if budget permits)	ED/staff	April - June
	Hold summer professional development	ED	July
FOOD SERVICE			
	Reach out to vendors and Three Square for information and quotes; issue RFP	COFL	Apr
	Define requirement, incl if specific needs of scholars	ED/COFL	Apr
	ID FRL scholars	ED/COFL	Apr
	Select vendor and draft contract	ED/COFL	Apr
	Approve and sign contract	ED/Board	May
	Develop plans for food service, including delivery, menu, time, logistics, disposal, etc.	COFL/ED	May
	Complete FRL forms and develop process for FRL reporting	COFL/ED	Apr
	Purchase POS system for lunch #s & documentation	COFL/ED	Apr
HEALTH AND SAFETY			
	Scope and complete state reporting requirements	COFL/ED	Apr
	Identify first aid resources and plan	COFL/ED	Apr
	Develop student health record keeping process and forms, ensuring HIPAA compliance	COFL/ED	Apr
	Collect medical forms from families	COFL/ED	Apr
	Plan staff first aid training	COFL/ED	Apr
	Deliver staff first aid training	COFL/ED	Jul/Aug
	Create health & safety procedures and postings	COFL/ED	Apr
	Contract with FASA	ED/COFL	Apr
	Purchase first aid resources	COFL/ED	Apr
	Establish relationship with local Las Vegas Metro Police and Las Vegas Fire Station	ED/COFL	Apr
	Undergo fire inspection	COFL/ED	Apr
	Undergo building inspection	COFL/ED	Apr



	Contact Board of Health	ED/COFL	Apr
	Develop fire drill policy	COFL/ED	May
COMMUNITY PARTNERSHIPS			
	Attend community events	ED	Ongoing
	Reach out to all potential community partners again and identify new potential partners	ED	Ongoing
	Hold exploratory discussions post-authorizations	ED	Nov – June
	Determine partners most likely to provide scholar benefit	ED	Nov – June
	Devise measures of partnership effectiveness	ED	Nov – June
	Agree to partnerships when previous steps fulfilled	ED	Oct-Aug
FAMILY AND COMMUNITY ENGAGEMENT			
	Family Handbook		
	Contract for translation services (Spanish)	ED	Feb
	Compare and select printer	ED/COFL	Apr
	Submit copy of approved handbook to printer	ED/COFL	Apr
	Distribute handbook to families	ED	June - July
	Family Communication		
	Set up nonprofit mailing status with post office	ED/COFL	Mar
	Define information flow in school for family contacts (Who to go to for what)	ED/COFL	Apr
	Define visitor procedure including tracking	ED/COFL	May
	Uniforms		
	Contract student uniform services	COFL	Apr
	Contract student PE uniforms	COFL	Apr
	Create uniform 1-pagers and order instructions for distribution to families	COFL	Apr
OPERATIONS			
	Technology		
	Consider and select tech vendors	COFL	Apr
	Consider and select Internet providers	COFL	Apr
	Consider and select phone providers	COFL	Apr
	Set up phone systems and answering systems	COFL	Apr
	Set up internet	COFL	Apr
	Scope and purchase staff technology	COFL	Apr
	Scope and purchase classroom technology	COFL	Apr
	Purchase postage meter	COFL	Apr
	Lease copier	COFL	Apr
	Information Management		
	Create a filing system (paper and digital) for all school-related information	COFL	May
	Secure Student Information System for warehousing of student data and production of weekly reports	COFL	May

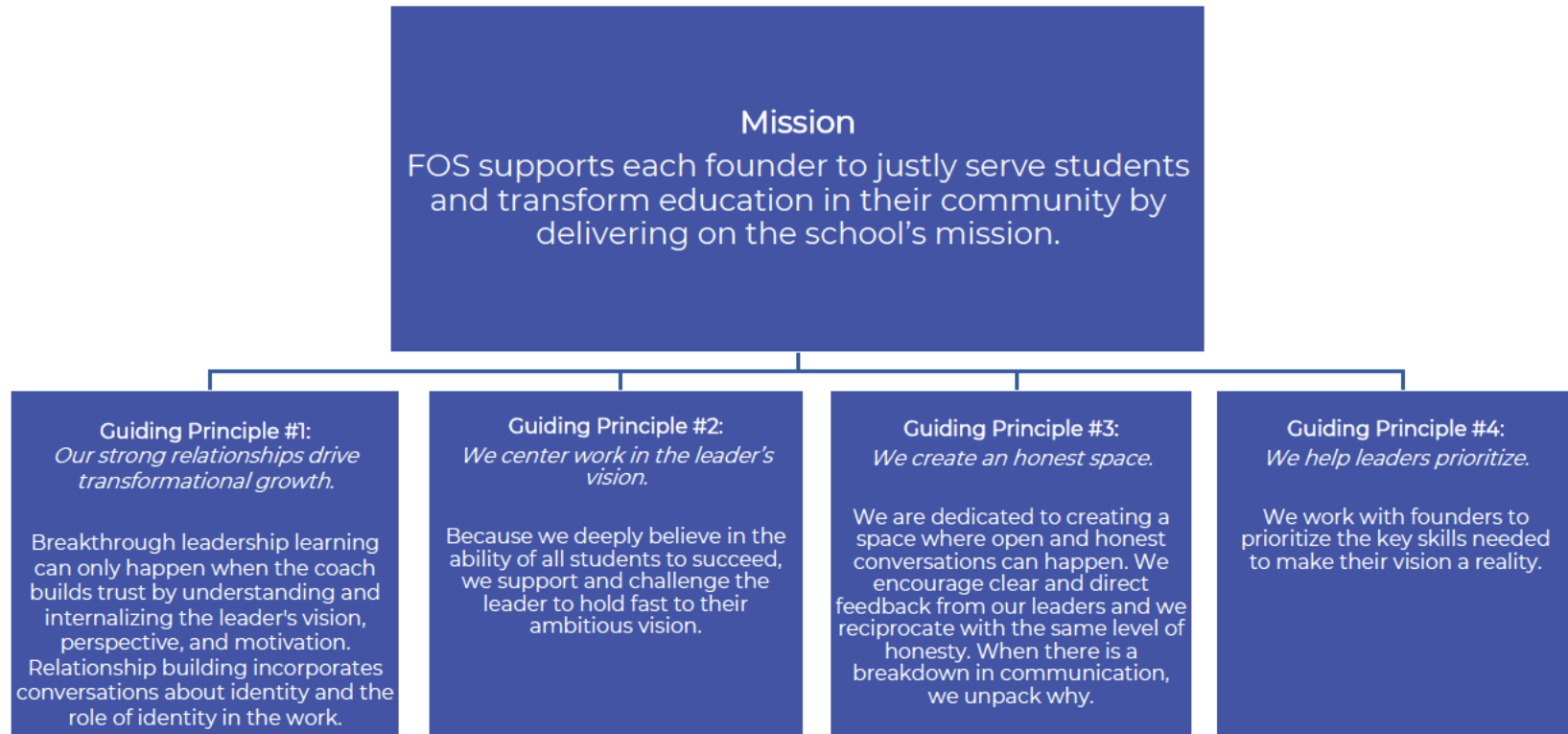


	Develop student attendance reporting system	COFL	May
	Purchase supplies and materials for the program	COFL	Apr
	Supply Purchasing		
	Create a comprehensive list of all items to be purchased through Dec. of Y1	COFL	Apr
	Purchase restroom supplies, cleaning products	COFL	Apr
	Purchase PE equipment	COFL	Apr
	Purchase office supplies	COFL	Apr

Guide to Follow On Support June 2020



Follow On Support Mission and Vision



Follow On Support Explained

What is Follow On Support (FOS)?

- Leadership coaching for the three years after the Fellowship ends: planning year, year one of the school, year two of the school
- Continuance of training and guidance to prepare the Fellow to effectively open and run a high-performing school
- A mix of coaching activities: visits to your school, weekly coaching calls, webinars, document review, and video feedback

Why FOS?

BES believes that strong coaching of high-capacity leaders is the most effective way to ensure high-quality schools in communities across the country. Therefore, the mission of FOS at BES is to challenge and support each Founder from the planning year through the second year of operation to effectively deliver on the school's mission and vision and achieve its ambitious goals.

What exactly does FOS look like?

The following pages describe the coaching services provided by FOS by year, as well as the scope and sequence of leadership goals for each year.

Is the cost of FOS effective for my school?

Yes - the chart below shows the savings to a BES school that uses FOS coaching.



FOLLOW ON SUPPORT

Service	Market Unit Rate ¹	Total FOS Units	Total Market Cost
Individual Coaching	\$160 per hour	50 hours (approximate)	\$8000
Video Trainings/Resources	\$150 per session/resources	10 (approximate)	\$1500
Board Committee Action Planning	\$3000 per day	1 day	\$3000
School Visits	\$3000 per day	4 visits	\$12000
Travel Costs	\$500 per visit (approx.)	4 visits	\$2000
TOTAL MARKET COSTS			\$26500
TOTAL FELLOW COSTS			\$10000

¹ Market unit rates based on BES analysis, including price quotes from coaching services procured by nationally recognized CMOs.

Planning Year

In the planning year, FOS exists to push founders to (a) become strong project managers, (b) connect authentically and deeply to the community, (c) develop leadership skills where they have gaps, (d) learn the content they need, (e) hire their founding team, (f) recruit their founding students, (g) move from lead founder to executive, and (h) crystallize the vision for the school.

Standard Services	Additional Services	Cost of Additional Services
<p>FOS for founders consists of a minimum of six hours per month of support, broken up into:</p> <ul style="list-style-type: none"> • Two, two-hour remote trainings • Bi-weekly one-hour or weekly 30 min. check-ins with BES coach <p>Additionally, a one-week in-person YO Intensive in December to prepare leaders for school opening (cost of travel/hotel not included).</p> <p>FOS for founders includes one in-person visit per year.</p>	<p>FOS may also include:</p> <ul style="list-style-type: none"> • Document review • TORSH video review of founder at a school site in teaching/leading role to build leadership presence • School visits with coach • In-person meeting to build relationship • In-person co-planning with coach • In-person role playing and practice with coach 	<p>No additional cost for document review or TORSH feedback.</p> <p>School does pay cost of additional in-person support (above and beyond the one in the contract) if there is travel involved. Cost would incorporate any car mileage, airfare, hotel, and meals.</p> <p>Estimated cost for a two-day trip (may vary depending on distance): \$700</p>

Y0 Quarterly Leadership Development

Quarter 1: Sept - Nov

1. Leader authentically engages with community via relationships, listening, and commitment to local causes.
2. Leader immerses in residency and aggressively builds needed skillset by getting frequent feedback from BES coach.
3. Leader attracts top talent by creating a clear plan with a diverse array of communication and networking strategies.

Quarter 2: Dec - Feb

1. Leader effectively hires equity-minded talent that is a strong culture and instructional fit for school.
2. Leader effectively recruits students to ensure healthy budget.
3. Leader creates Academic Rallying Cry and culture goals with metrics for the year.

Quarter 3: Feb - Apr

1. Leader articulates clear vision and rationale for every second of day and documents all systems for vision.
2. Leader sets expectations for staff with rationale to ensure strong instruction and adult culture and memorializes in handbook.
3. Leader finalizes summer PD that prepares every teacher to lead high-expectation classroom on day one of school.

Quarter 4: May - June

1. Leader is ready to execute PD at a high level by rehearsing sessions with BES coach.
2. Leader plans every second of student orientation and prepares team to execute at a high level.
3. Facility is set up to support strong culture systems that support academic goals.

Note: Quarterly goals for leaders are continuous in nature. For example, recruiting top talent is a skill that is developed in Q1, but is still exercised throughout the year.

Year One

In year one, FOS exists to push leaders to champion and uphold their vision, become strong teacher coaches, use data to aggressively move academic results, manage and cultivate talent, and create personal organization systems that allow them to effectively deliver on their core responsibilities.

Standard Services	Additional Services	Cost of Additional Services
<p>FOS consists of a minimum of four hours per month of support, broken up into:</p> <ul style="list-style-type: none"> • Phone calls • Document review • TORSH video review <p>Additionally, FOS provides four annual visits to campus:</p> <ul style="list-style-type: none"> • Each visit lasts eight hours. • Travel guidelines permitting, at least one visit takes place during summer PD or first days of school to ensure strong opening. • Includes school walkthrough, school systems audit, and full debrief with written follow-up. 	<p>FOS may also be used for:</p> <ul style="list-style-type: none"> • Visits to other schools with coach. • Additional visit to campus during a time of high need. • One-week intensive culture reset if behavior is impeding learning. • Two-week intensive if school has become an unsafe or non-respectful environment. 	<p>School pays cost of additional in-person support (above and beyond the four in the contract) if there is travel involved. Cost would incorporate any car mileage, airfare, hotel, and meals.</p> <p>Estimated cost for an additional visit to campus (may vary depending on distance): \$700</p> <p>Estimated cost for a one-week school reset: \$2500</p> <p>Estimated cost for a two-week school reset: \$5000</p>



FOLLOW ON SUPPORT

Year One Quarterly Leadership Outcomes

Quarter 1: July - Sept

1. Leader leads strong summer PD that invests team in mission, Rallying Cry, and equips teachers to deliver on culture and instruction.
2. Leader effectively coaches teachers on taxonomy to ensure consistently strong classroom culture by week six.
3. Leader explains, models, and reinforces the "bar" for every stakeholder in every part of the school.

Quarter 2: Oct - Dec

1. Leader diagnoses instructional trends and creates a data-based action plan to move academic results.
2. Leader runs weekly or bi-weekly data meetings to ensure all teachers move students towards Rallying Cry.
3. Leader keeps "ear to the ground" regarding staff culture and successfully manages performance of high and under performers.

Quarter 3: Jan – March

1. Leader adjusts or resets weak systems for strong start to the new year.
2. Leader effectively recruits talent for Y2 using the school as a marketing tool, and 90% of staff is hired by May 1.
3. Leader creates dated and accountable readiness plan for following year regarding Y2 Rallying Cry, curriculum, enrollment, systems, budget, etc.

Quarter 4: April - June

1. Leader effectively manages talent by non-renewing weak staff and developing Y2 leaders.
2. Leader reflects on EOY data to make informed adjustments to Rallying Cry, curriculum, and interventions for Y2.
3. Leader creates thorough summer work plan for their self, leadership team, and operations to ensure strong Y2.



FOLLOW ON SUPPORT

Year Two

In year two, FOS exists to push leaders to champion their vision as the school doubles, sharpen the academic focus, manage talent in a competitive market, develop talent for future school growth, and manage their role to empower others.

Standard Services	Additional Services	Cost of Additional Services
<p>FOS consists of a minimum of four hours per month of support, broken up into:</p> <ul style="list-style-type: none">• Phone calls• Document review• TORSH video review <p>Additionally, FOS provides four annual visits to campus:</p> <ul style="list-style-type: none">• Each visit lasts eight hours.• Includes school walkthrough, school systems audit, and full debrief with written follow-up.	<p>FOS may also be used for:</p> <ul style="list-style-type: none">• Visits to other schools with coach.• Additional visit to campus during a time of high need.• One-week intensive culture reset if behavior is impeding learning.• Two-week intensive if school has become unsafe.	<p>School pays cost of additional in-person support (above and beyond the four in the contract) if there is travel involved. Cost would incorporate any car mileage, airfare, hotel, and meals.</p> <p>Estimated cost for an additional visit to campus (may vary depending on distance): \$700</p> <p>Estimated cost for a one-week school reset: \$2500</p> <p>Estimated cost for a two-week school reset: \$5000</p>



FOLLOW ON SUPPORT

Year Two Quarterly Leadership Outcomes

Quarter 1: July - Sept

1. Leader develops one to two team members to take significant ownership in school and are able to execute on leader's vision.
2. Leader plans and executes high-quality summer PD and onboarding.
3. Leaders effectively coach teachers, ensuring they are holding a high bar for culture.

Quarter 2: Oct - Dec

1. Leader uses systems for distributed leadership to ensure all team members are implementing vision of school.
2. Leader effectively coaches, or coaches another leader to coach, teachers ensuring they are holding a high bar for academic rigor.
3. Leader diagnoses instructional trends and create a data-based action plan to move academic results.

Quarter 3: Jan - March

1. Leader creates clear vision for grade level and department structures for Y3 and develops team members to take ownership of these structures.
2. Leader starts readiness process for following year regarding hiring, facilities, enrollment, systems, budget, calendar for Y3, etc.
3. Leader has short- and long-term facilities plans in place.

Quarter 4: April - June

1. Leader effectively manages talent by non-renewing weak staff, developing Y3 leaders, and aggressively recruits for remaining vacancies.
2. Leader reflects on overall performance of the school and sets goals for next year.
3. Leader plans summer work time for their self, leadership team, and operations to ensure strong Y3.



FOLLOW ON SUPPORT

Fellowship ➡ Follow On Support Transition



Timeline

- Fellows will work with Fellowship coach through early July
 - Bi-weekly calls in June, final call in early July
- Follow On Support transition calls will take place in July the week prior to the start of summer residency
- Follow On Support begins with the start to residency
 - All charter application/authorization pieces should still go to Fellowship coach, looping in FOS coach
 - Residency tasks will be share with both FOS and Fellowship coaches

Details

June	July	August
<ul style="list-style-type: none">• Fellows have bi-weekly calls with Fellowship coach.	<ul style="list-style-type: none">• Fellows complete provided self-evaluation and send to FOS coach and Fellowship coach 48 hours prior to transition call.• Fellows have final call with Fellowship coach• Fellows have transition call with Fellowship coach and FOS coach.• Residency begins, Fellows have two calls with FOS coach during residency.	<ul style="list-style-type: none">• Fellows have bi-weekly calls with FOS coach.• PD Project due Aug 31 to FOS and Fellowship coaches, feedback from FOS coach.



| FOLLOW ON SUPPORT

Follow On Support Y0 Scope and Sequence

BES identifies and prepares excellent leaders to transform education in their communities.



FOLLOW ON SUPPORT

Y0 Quarterly Leadership Development

Quarter 1: Sept - Nov

1. Leader authentically engages with community via relationships, listening, and commitment to local causes.
2. Leader immerses in residency and aggressively builds needed skillset by getting frequent feedback from BES coach.
3. Leader attracts top talent by creating a clear plan with a diverse array of communication and networking strategies.

Quarter 2: Dec - Feb

1. Leader effectively hires equity-minded talent that is a strong culture and instructional fit for school.
2. Leader effectively recruits students to ensure healthy budget.
3. Leader creates Academic Rallying Cry and culture goals with metrics for the year.

Quarter 3: Feb - Apr

1. Leader articulates clear vision and rationale for every second of day and documents all systems for vision.
2. Leader sets expectations for staff with rationale to ensure strong instruction and adult culture and memorializes in handbook.
3. Leader finalizes summer PD that prepares every teacher to lead high-expectation classroom on day one of school.

Quarter 4: May - June

1. Leader is ready to execute PD at a high level by rehearsing sessions with BES coach.
2. Leader plans every second of student orientation and prepares team to execute at a high level.
3. Facility is set up to support strong culture systems that support academic goals.

Note: Quarterly goals for leaders are continuous in nature. For example, recruiting top talent is a skill that is developed in Q1, but is still exercised throughout the year.

Y0 Leader Assessments

Quarter 1 Assessment

Leader Goal	Low Outlier	Average	High Outlier
Leader authentically engages with community via relationships, listening, and commitment to local causes.	Leader does not engage with the community or does so superficially with only self-interest in mind.	Leader engages with multiple stakeholders in the community that are important for student recruitment and facility. Leader develops 1-2 strong relationships with community members.	Leader spends dozens of hours in the community, getting to know a variety of stakeholders. Interactions are positive and marked by warmth and recognition. Leader is committed to local causes, including those not directly related to the school.
Leader immerses in residency and aggressively builds needed skillset by getting frequent feedback from BES coach.	Leader does not secure residency or seeks out residency that will not grow needed skillset.	Leader secures a residency that will grow needed skillset but can be more aggressive in immersing in the work and getting feedback from BES coach.	Leader secures a residency that will grow needed skillset. Communicates timeline for residency with coach, schedules coach visits, and schedules video/product feedback cycles.
Leader attracts top talent by creating a clear plan with a diverse array of communication and networking strategies.	Leader does not recruit aggressively nor has a plan for recruitment. Relies on 1-2 avenues for finding talent.	Leader has a plan for recruitment, but it could be more comprehensive. Leader relies on traditional means for finding talent – Indeed, TFA, etc.	Leader codifies recruitment process with at least 5 clear communications and networking strategies. Leader aggressively pursues talent through frequent and compelling communication.



FOLLOW ON SUPPORT

Quarter 2 Assessment

Leader Goal	Low Outlier	Average	High Outlier
Leader effectively hires equity-minded talent that is a strong culture and instructional fit for school.	Leader ignores red flags and hires talent that is a poor fit for school/adult culture. Leader does not have an equity informed process.	Leader mostly hires candidates who are good fits but succumbs to 1-2 “panic” hires. Hiring process has some inclusion of equity but falls short in key areas.	Leader hires candidates who are a mission fit and exemplify core values of school. Hiring process is equity-informed and assesses and weeds out problematic mindsets.
Leader effectively recruits students to ensure a healthy budget.	Leader recruits students using ineffective strategies. Leaders is not relentless about recruitment.	Leader recruits students using multiple strategies but fails to hit interim targets.	Leader aggressively recruits students using multiple strategies and can track and identify the 3 most effective strategies.
Leader creates Academic Rallying Cry and culture goals for the year (with metrics).	Leader does not set clear goals or sets an unambitious goal.	Leader sets 2-3 goals for the year that guide actions. Goals can be simplified further.	Leader sets a singular, simple, ambitious and clear academic goal that drives all actions for the school.

Quarter 3 Assessment

Leader Goal	Low Outlier	Average	High Outlier
Leader articulates clear vision and rationale for every second of day and documents all systems in vision.	Leader articulates a vague vision for school culture OR has a clear vision, but documents in an insufficient manner.	Leader articulates a mostly clear vision for school culture, but supporting documents show that leader needs to clarify multiple parts of the day.	Leader articulates and documents a crystal-clear vision for school culture that leaves no room for ambiguity and is supported by compelling rationale.
Leader sets expectations for staff with rationale to ensure strong instruction & adult culture and memorializes in handbook.	Leader sets expectations for staff, but they are either unclear or too low.	Leader sets expectations for staff, but they are not fully comprehensive and do not ensure 100% consistency among staff.	Leader sets crystal clear expectations for staff in all aspects of performance and provides compelling rationale.
Leader finalizes summer PD that prepares every teacher to lead high-expectation classroom on day 1 of school.	Leader creates a summer PD calendar that is unclear or does not prioritize skill building. Leader has not planned PD sessions in advance and will be forced into “night-night” planning.	Leader creates a summer PD calendar that is mostly clear and comprehensive but lacks weekly themes and focus. Leader has planned the most important sessions but needs improvement in 2-3 aspects of PD design.	Leader creates a summer PD calendar that is clear and logical, with weekly themes. Calendar prioritizes key skill building for teachers that is needed for strong opening, including lots of rehearsal time and assessments for rehearsals. Leader plans every PD session at high quality, needing only formatting tweaks to finalize.

Quarter 4 Assessment

Leader Goal	Low Outlier	Average	High Outlier
Leader is ready to execute PD at a high level by rehearsing sessions with BES coach.	Leader has significant gaps in PD delivery (poor planning, weak presence/tone, etc.) or is too overwhelmed to set aside time for practice.	Leader can deliver strong PD rehearsals, given the right conditions, but occasionally slips into bad habits or is easily thrown off of plan.	Leader rehearses PD using strong leader presence and tone, deep rationale, and sharp skill building and feedback to teachers.
Leader plans every second of student orientation and prepares team to execute at a high level.	Leader has not planned orientation and/or is leaving it to other staff to plan.	Leader has planned orientation with sound goals and daily agendas but is lacking key details.	Leader has planned every second of every day of orientation and is prepared to train staff on vision for orientation.
Facility is set up to support strong culture systems and academic goals.	Facility is minimally set up to host staff, but not students.	Facility is set up to host staff and students but is missing some key signage and arrangements that would better support culture and academics.	Facility is set up with at least one exemplar classroom so that teachers in PD see what excellence looks like. Hallways, office, and all common space are replete with key messaging and areas to celebrate culture and academic achievement.

Y0 Leader Coaching Meetings

Quarter 1 Sample Coaching Meetings

<p>Build the Relationship Meeting (off-campus, breaking bread)</p> <ul style="list-style-type: none"> • Small Talk • Sharing Life & Career Path • Questions to Get Underneath the Work <ul style="list-style-type: none"> ▪ Why this work? ▪ What's your fuel? What gets you out of bed on your toughest day? ▪ Which coach/mentor made the greatest impact on you? Why? ▪ What motivates you? ▪ What de-motivates you? • Outcomes <ul style="list-style-type: none"> ▪ What will success in Y0 look like to you? ▪ Coach shares perspective • Next Steps <ul style="list-style-type: none"> ▪ Start of weekly/bi-weekly calls 	<p>Ongoing Check-Ins (bi-weekly for most leaders, weekly for low outliers)</p> <ul style="list-style-type: none"> • Front of Mind (5 min) • Dashboard Check-In (10 min) <ul style="list-style-type: none"> ▪ Filled out by leader at least 24 hours in advance ▪ Coach reviews and add comments ▪ Coach and leader only talk about categories that have outstanding questions • Skill-Building Deep Dive Driven by a Product (20 min) <ul style="list-style-type: none"> ▪ Sent to coach at least 24 hours in advance ▪ If TORSH video, includes leader notes and reflections ▪ Leader self-evaluates strengths and gaps ▪ Coach weighs in with probing questions or direct statements ▪ Coach/leader agree on dated action steps for further growth • Front of Mind Topic (7 min) • Next Steps (3 min)
<p>Residency Visit (on-site)</p> <ul style="list-style-type: none"> • Framing of Visit <ul style="list-style-type: none"> ▪ Leader re-states goal of the visit and expected outcomes ▪ Leader shared printed out agenda for visit ▪ Coach ensures goal and agenda of visit are aligned and the correct skill to focus on • Live Feedback for Leader 	<p>Residency Video Debrief</p> <ul style="list-style-type: none"> • Framing of Video <ul style="list-style-type: none"> ▪ Leader re-states goal of the video and expected outcomes ▪ Coach ensures goal is aligned to leader's needs • Leader and Coach Reflections <ul style="list-style-type: none"> ▪ Leader shares reflections ▪ Coach gives feedback

<ul style="list-style-type: none"> ▪ Once leader is “live” in the school, leader gives ongoing bite-sized feedback ▪ Coach looks for opportunities for live coaching • Break 1 <ul style="list-style-type: none"> ▪ Leader self-evaluates strengths and weaknesses of what she/he is doing ▪ Coach gives feedback in the form of 1 actionable next step – “when we jump in, I want to see you do x at least 3 times in the next y minutes” • Live Feedback for Leader • Repeat Until Leader Masters New Skill • Coach-Led Debrief <ul style="list-style-type: none"> ▪ What did we focus on today? ▪ Why did we focus on this? ▪ What was the key in turning the corner on this skill? ▪ When is the next time you will show me evidence of mastery? (via video, live observation, etc.) • Dated Next Steps 	<ul style="list-style-type: none"> • Practice At-Bats <ul style="list-style-type: none"> ▪ Coach gives leader 1 actionable next step – “when we jump into practice, I want to see you do x at least 3 times in the next y minutes” ▪ Practice at-bat #1 ▪ Coach does live coaching ▪ Continue cycle until mastery is achieved • Coach-Led Debrief <ul style="list-style-type: none"> ▪ What did we focus on today? ▪ Why did we focus on this? ▪ What was the key in turning the corner on this skill? ▪ When is the next time you will show me evidence of mastery? (via video, live observation, etc.) • Dated Next Steps
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Quarter 2 Sample Coaching Meetings (Same as Quarter 1, Above)

Quarter 3 Sample Coaching Meetings (Same as Quarter 1, Above)



FOLLOW ON SUPPORT

Quarter 4 Sample Coaching Meetings (May Overlap with Y1, Q1)

PD Rehearsals (ideally in person, Zoom if necessary)

- Leader and Coach Establish Due Dates for 3 PD Sessions
 - One inspirational PD, one taxonomy PD, one academic PD (optional: one adult culture PD)
- Leader Reviews Final Version of Materials
 - Coach confirms that feedback was implemented
- Leader Practices Small Chunk of PD
 - Coach gives in-the-moment feedback on one prioritized skill
 - Leader tries part again, with focus on skill
- Leader Rehearses Final Version with Very Little Coach Prompting
- Next Steps
 - Best practices to keep in mind when rehearsing this on own
 - How feedback will apply to next PD
- Process Repeats with Next PD
- Leader and Coach Agree on Real Time Coaching Signals During PD

**Note: rehearsal should be in conditions that mimic actual PD – room set-up, professional dress, AV, etc.*

Building Walkthrough #2

- Leader Reviews Final Version of “Day in the Life”
 - Coach confirms that feedback from first walkthrough was implemented
- Walkthrough – Leader Rehearses Role
 - Leader walks through the “Day in the Life” while playing the actual role of principal

Day in the Life Rehearsals (in person)

- Leader Reviews Draft Version of “Day in the Life”
 - Coach confirms that feedback was implemented
- Walkthrough
 - Leader and coach walk through building with “Day in the Life” doc on clipboards
 - Leader/coach interrupts any time a single minute detail is unclear
 - Leader/coach interrupts any time vision must be tweaked given the realities of the facility
- Next Steps
 - Leader summarizes changes to “Day in the Life” doc
 - Leader and coach schedule next walkthrough
 - If TORSH video, includes leader notes and reflections

Student Orientation Practice

- Leader Reviews Final Version of Materials
 - Coach confirms that feedback was implemented
- Leader Practices Small Chunk of Student Orientation
 - Coach gives in-the-moment feedback
 - Leader tries part again



FOLLOW ON SUPPORT

- Coach plays role of a student
- Coach gives live feedback
- Leader does redo until she/he is fluent and effective in what she/he will say, and she/he will say it
- Walkthrough – Leader Trains Staff
 - Leader walks through the “Day in the Life” while playing the actual role of principal
 - Coach plays role of a teacher
 - Leader trains “teacher” on what to do in each system
 - Coach gives live feedback
 - Leader does redo until she/he is fluent and effective in what she/he will say, and she/he will say it
- Next Steps
 - Leader summarizes tweaks to “Day in the Life” doc
 - Additional rehearsals scheduled if necessary
 - Day for coach to return and observe leader training staff

- Leader Rehearses Final Version with Very Little Coach Prompting
- Next Steps
 - Best practices to keep in mind when rehearsing this on own
 - How feedback will apply to next orientation session
- Process Repeats with Next Orientation Session

**Note: rehearsal should be in conditions that mimic actual orientation – room set-up, professional dress, AV, etc.*



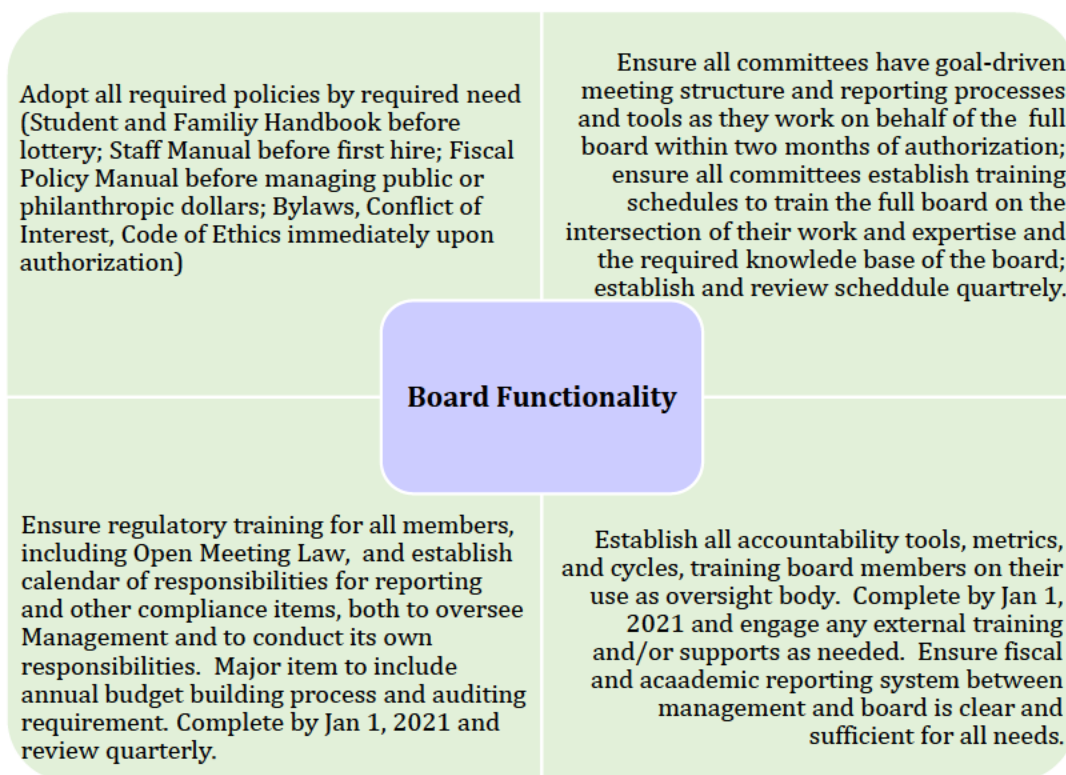
Attachment 15: Operational Execution Plan



Attachment 15 – Operational Execution Plan

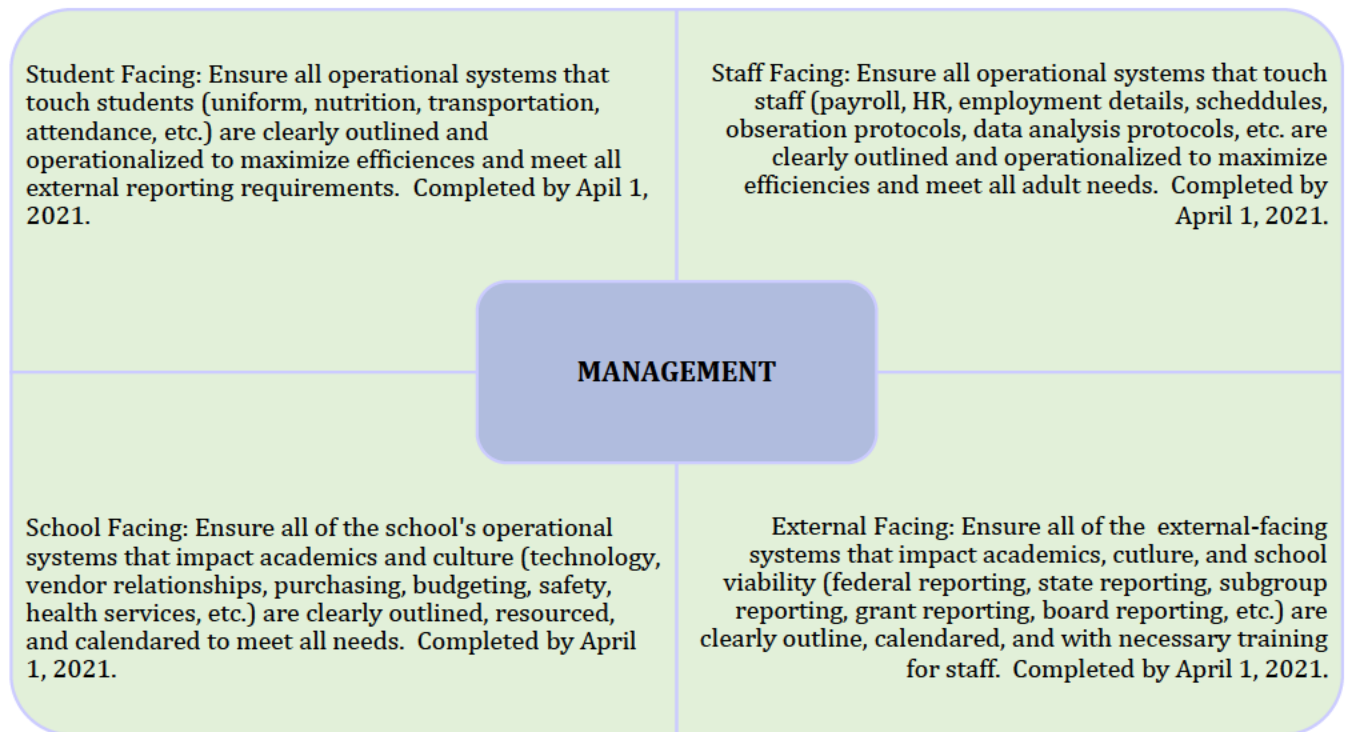
Along with having a plan for our Incubation Year (please see [Attachment 14](#)), we also have developed a plan to ensure that Sage Collegiate Public Charter School has the operational infrastructure, clarity, and systems to support the school's sustained success. We have been informed by the work of other charter schools nationally and here in Nevada (specifically, Las Vegas), and the currently drafted plan is both broad enough to ensure we attend to our needs while providing the flexibility that start-up requires. Further, it is specific enough to ensure that both the Board of Directors and Management work within their roles and with one another appropriately to set the charter school up for success, starting in our planning year and in preparation for year one. We have outlined our plan according to Board and Management functions.

Board: The first set of operational systems that must be in place address the functionality of the Board itself and its ability to conduct its oversight responsibilities.





Management: The second set of operational systems that must be in place address the functionality of Management and its ability to oversee and execute on the operational requirements of the school in support of its ambitious mission.





Attachment 16: Facility Proof of Commitment – Not Applicable



Attachment 17: Insurance Coverage

Insurance Proposal for

***Sage Collegiate Public
Charter School***

*Presented By
Vance Jolley*



A Division Of:



Introduction to the Charter School Insurance Alliance

The Charter School Insurance Alliance is a subsidiary of Distinctive Insurance, an independent insurance agency located in Las Vegas, Nevada. We are licensed in property, casualty, health, and life insurance. The Charter School Insurance Alliance was founded on the growing need for charter schools to partner with an agency that understands the arduous process most charter schools face in creating their insurance program.

We are committed to providing our charter school clients with:

- The best insurance quotes available in the market.
- Outstanding customer service.
- Knowledge and expertise in the charter school arena unprecedented by any other insurance agency.

While we are centrally located in Nevada, our office is able to work with charter schools anywhere throughout the nation. It is our hope that you will partner with us to satisfy your charter school's insurance needs. If you have any questions, please feel free to give us a call at anytime.

Introduction to Your Team

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Our Commitment to You

We truly value our clients business and we strongly believe an integral part of your charter school's insurance program is the professional service provided to you by your agency.

As such, we actually enter into an agreement with all our charter school clients to establish the minimum level of customer service you can expect from us. Below you will find a copy of the commitment we make with each one of our charter schools.

Customer Service Item	Frequency
Certificates of Insurance	Same Business Day
Phone Calls Returned	Same Business Day
Staff Availability	Mon.-Fri. 9:00 a.m. to 4:00 p.m.
Agent Availability	Anytime
Risk Management Review	Quarterly
Workers Compensation Safety Program Review	Annually
Auto Liability Safety Program Review	Annually
Claims Review Meetings	Quarterly
Annual Claims Review	90 Days Prior to Renewal
Delivery of Renewal Information	90 Days Prior to Renewal
Renewal Proposal	15 to 30 Days Prior to Renewal
Select Insurance Carrier(s)	15 to 30 Days Prior to Renewal
Release Renewal Insurance Certificates	24 Hours After the Receipt of Policy Number(s)
Bound Policy Delivery	Within 60 Days After Renewal



8375 West Flamingo Road Ste 102
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General Liability

Customer: Sage Collegiate Public Charter School

Policy Period: TBD to TBD

Carrier: TBD

A.M. Best Rating: A+ (Superior)

Coverages

Limits

General Aggregate Limit Per Location <i>(A general aggregate is the most the company will pay during a policy year)</i>	\$2,000,000
Per Occurrence	\$1,000,000
Products/Completed Operations Aggregate <i>(Maximum for all product/completed operations claims during the policy year)</i>	\$2,000,000
Personal Injury and Advertising	\$1,000,000
Fire Damage Legal Liability	\$1,000,000
Medical Payments	\$10,000

Deductible

Bodily Injury, Property Damage, Each Occurrence	none
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Description of Premium	Basis	Premium
School - K-8- Number of Students	TBD	Included
School - K-8- Number of Teachers	TBD	Included
Signature Education Broadening Endorsement		Included

TOTAL GENERAL LIABILITY PREMIUM

\$4,000.00



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Abuse & Molestation

Customer: Sage Collegiate Public Charter School
Policy Period: TBD to TBD
Carrier: TBD
A.M. Best Rating: A+ (Superior)

Coverages - Occurrence Form

	<u>Limits</u>
Each Occurrence Limit	\$1,000,000
Aggregate Limit	\$2,000,000

TOTAL ABUSE & MOLESTATION PREMIUM **Included**



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Employee Benefits Liability

Customer: Sage Collegiate Public Charter School
Policy Period: TBD to TBD
Carrier: TBD
A.M. Best Rating: A+ (Superior)

Coverages - Claims Made

	<u>Limits</u>
Occurrence Limit	\$1,000,000
Aggregate Limit	\$2,000,000
Deductible Each Claim	\$1,000

Retroactive Date

Inception

TOTAL EMPLOYEE BENEFITS LIABILITY PREMIUM **\$350.00**



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Commercial Auto

Customer: Sage Collegiate Public Charter School

Policy Period: TBD to TBD

Carrier: TBD

A.M. Best Rating: A+ (Superior)

Hired & Nonowned Auto:

Hired Auto Liability	\$1,000,000
Non-Owned Auto Liability	\$1,000,000
Hired Auto Physical Damage:	
Comprehensive Deductible:	\$100
Collision Deductible:	\$1,000

TOTAL AUTO PREMIUM \$350.00



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Property

Customer: Sage Collegiate Public Charter School

Policy Period: TBD \ TBD

Carrier: TBD

A.M. Best Rating: A+ (Superior)

Location 1:

Limits

Business Personal Property	\$250,000
Business Income and Extra Expense	ALS
Deductible Each Occurrence	\$1,000

ALS = Actual Loss Sustained (up to 12 months)

Terms

Special Form including Theft
Replacement Cost Coverage
90% Co-Insurance

TOTAL PROPERTY PREMIUM \$2,000.00

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Additional Property Coverages for Sage Collegiate Public Charter School

The following Additional Coverage applies separately at each of your premises. In this proposal, any additional limits for this coverage that you have purchased are indicated at the described premises to which the increased limits apply. A policy level deductible applies to each of the Additional Coverage, unless otherwise indicated at the described premises.

[illegible]



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Educators Legal Liability

Customer: Sage Collegiate Public Charter School

Policy Period: TBD to TBD

Carrier: TBD

A.M. Best Rating: A+ (Superior)

Coverages - Occurrence Form

Limits

Policy limit per claim	\$1,000,000
Aggregate Limit	\$2,000,000
IEP Claims- Due Process Hearings	Included
Rention each claim	None

Retroactive Date

Inception

TOTAL PREMIUM \$1,350.00



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Directors & Officers & Employment Practices Liability

Customer: Sage Collegiate Public Charter School

Policy Period: TBD to TBD

Carrier: TBD

A.M. Best Rating: A+ (Superior)

Coverages - Occurrence Form

Limits

Policy limit per claim	\$1,000,000
Aggregate Limit	\$1,000,000
D&O Retention - Each Claim	\$10,000
EPL Retention - Each Claim	\$15,000

Retroactive Date

Inception

Shared Limits

TOTAL PREMIUM \$2,500.00



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Workers Compensation

Customer: Sage Collegiate Public Charter School

Policy Period: TBD to TBD

Carrier: TBD

A.M. Best Rating: A (Excellent)

Coverages

Limits

Part One: Workers Compensation Insurance
Nevada Statutory Requirements

Part Two: Employers Liability

Each Accident Limit	\$1,000,000
Injury by Disease - Each Employee	\$1,000,000
Injury by Disease - Policy Limit	\$1,000,000

WC Class Codes & Payroll Breakdown

Premium

Class 8868 - School, Professional Employees and Clerical -	\$ 4,300.00
Class 9101 - School, All Other Employees - Payroll IF ANY	\$ -
Increased Limits Premium	\$ 120.00
Experience Modification Factor (1.00)	\$ -
Nevada Schedule Rating	\$ (196.00)
Expense Constant	\$ 260.00
Terrorism	\$ 180.00
Catastrophe (other than Terrorism)	\$ 36.00

TOTAL WORKERS COMPENSATION PREMIUM \$4,500.00



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Umbrella Liability

Customer: Sage Collegiate Public Charter School

Policy Period: TBD to TBD

Carrier: TBD

A.M. Best Rating: A+ (Superior)

<u>Coverages</u>	<u>Limits</u>
Each Occurrence	\$3,000,000
Aggregate	\$3,000,000
Self-Insured Retention	\$10,000

Underlying Coverages

General Liability
Auto Liability
Abuse or Molestation
Employee Benefits Liability
Educators Legal Liability
Directors & Officers/Employment Practices

TOTAL UMBRELLA LIABILITY PREMIUM **\$3,500.00**

Forms: Abuse and Molestation following form; Directors and Officers Liability following form;
Professional Liability following form.

Exclusions: Watercraft; Fungi, Bacteria or Spores; Violent Event Response; Lead; Unmanned Aircraft;
Punitive Damages; Nuclear/Biological/Chemical/Radiological; Corporal Punishment; Silica or
Related Dust.



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Student Accident Insurance

Customer: Sage Collegiate Public Charter School

Policy Period: TBD to TBD

Carrier: Philadelphia Insurance Companies

A.M. Best Rating: A+ (Superior) XV (\$2 Billion or Greater)

Location 1

Limits

Accidental Medical Expense (Excess) Limit	\$25,000
Accidental Dental Expense included	
No Deductible	
Benefit Amount - 100% of Usual and Customary	Full Excess
Accidental Death Limit	\$25,000
Accidental Dismemberment Limit	\$50,000
Accidental Paralysis Limit	\$50,000
AD&D and Paralysis Aggregate - Per Accident	\$500,000

TOTAL ACCIDENT PREMIUM \$600.00

Exclusions: Interscholastic Football

Minimum Earned Premium = \$300.00



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2020 Premium Summary

Customer: Sage Collegiate Public Charter School

<u>Coverage</u>	<u>Premium</u>
General Liability	\$4,000.00
Abuse	Included
Employee Benefits Liability	\$350.00
Auto	\$350.00
Property	\$2,000.00
Equipment Breakdown	\$40.00
Crime	\$399.00
Educators Legal Liability	\$1,350.00
Directors & Officers & Employment Practices Liability	\$2,500.00
Workers' Compensation	\$4,500.00
Umbrella Liability	\$3,500.00
Student Accident Insurance	\$600.00
Broker Fee	waived
TOTAL 2020 ANNUAL PREMIUM	\$19,589.00



Attachment 18: Budget Narrative



Attachment 18: Budget Narrative

Sage Collegiate Public Charter School

The attached budget and cash flow projection are based on conservative estimates of actual costs to operate Sage Collegiate Public Charter School (Sage Collegiate). Assumptions used to create the budget model are based on rates provided by the State of Nevada, historical financial data, and comparable school estimates in Las Vegas, NV.

REVENUES

- **Distributive School Account:** The largest source of revenue is the Distributive School Account based on enrollment. The budget reflects a slow growth model assuming an enrollment of 168 students in year 1. For Year 1, we assume Kindergarten, 1st grade and 2nd grade will each have 2 classes of 28 students). Each year, the school will backfill the Kindergarten grade with 56 new students, growing to 400 students by Year 5 (2025-2026). Information on the Student Enrollment tab reflects projections for subgroups.
- **Federal and State Revenue:** Federal and state revenue assumptions are based on rates provided by the State of Nevada and comparable local charter schools in their first year of operations. Sources of Federal revenue will include eligible Title funding, special education funding, and the National School Lunch Program. Percentages of students identified as eligible for free and reduced lunch, English Language Learners, and Special Education are based on the average demographics of the schools in our target community, reflecting our commitment to serving students attending under-performing schools. The budget model reflects that the school will not receive State Special Education funding in Year 1.
- **Start-Up Funding:** Upon authorization, the school will receive \$91,500 from Opportunity 180 to help with school start-up expenses. This is in addition to \$8500 already received in support of the authorization process. The total \$100,000 is accounted for in our drafted budget. Between the time of authorization and August 2021, the school intends to engage in several fundraising initiatives to help fund start-up expenses. These funds will be used to support the planning year. Should the Charter School Program (CSP) grant become available, we will apply for it. We also assume our giving Board of Directors will help raise startup funds for the school.

EXPENSES

Salaries

- Salaries/Personnel

The head count included in the budget is below.

Year	2021-22 (Y1: K-2)	2022-23 (Y2: K-3)	2023-24 (Y3: K-4)	2023-24 (Y4: K-5)	2025-26 (Y5: K-6)	2026-27 (Y6: K-7)
School Staff						
Executive Director*	1	1	1	1	1	1
Coordinator of Operations & Family Liaison	1	1	0	0	0	0
Manager of Curriculum & Instruction*	1	1	1	1	1	1



Coordinator of Student Services*	1	1	1	1	2	2
K-5 teachers	6	8	10	12	12	12
6-8 teachers	0	0	0	0	2	4
Enrichment Teachers	1	2	2	3	3	3
Director of Development*	0	0	0	0	0	1
Manager of Operations*	0	0	1	1	1	1
Office Manager	0	0	0	1	1	1
Operations Fellow	0	0	.5	.5	.5	.5
Director of Curriculum & Instruction: Elem*	0	0	0	0	0	1
Director of Curriculum & Instruction: Secondary*	0	0	0	0	.5	.5
Manager of Community & Culture*	0	0	0	1	1	1
Community Coordinator & Family Liaison	0	0	.5	1	1	1
Director of Students Services*	0	0	1	1	1	1
Student Support Specialists/Special Education Teachers	0	1	2	2	3	3
Coordinator of High School Outreach	0	0	0	0	0	.5
Total FTEs at School	11	15	20	25.5	30	34.5

- Expenses for benefits are based upon state requirements and current Clark County School District rates. The average annual cost for medical benefits is estimated to be \$6,500 per employee. The school will also offer retirement benefits through NV PERS. Other benefit related costs include Medicare tax of 1.45%, and unemployment insurance at 3% of eligible costs up to the annual salary cap in the State of Nevada. Workers compensation is included in the insurance section per proposal from insurance broker and is estimated at \$4,500 in Y1.
- The budget includes \$909 per FTE for professional development in all budgeted years.

Instruction Related Expenses

- Curriculum costs: The budget assumes \$100 per student in textbooks and related materials, \$73 per student for educational software and \$100 per student in student supplies.
- For recruiting and marketing, Sage Collegiate has budgeted \$7500 for student recruitment and \$5000 for staff recruitment in Year 0. Sage Collegiate expects to spend \$2,500 in year 1 for staff recruiting and \$4,200 (or \$25/student) in year 1.
- To ensure the school can service its projected special education population, in addition to the salaried special education personnel, the budget also includes \$33,600 in Special Education Contractor Costs in Year 1, increasing each year based on enrollment increases.
- Other supplies to support student learning include office supplies at \$50 per student, assessment costs at \$82 per student, and health supplies at \$25 per student. We also include instructional supplies for classrooms at \$600 per FTE.



Operation Related Expenses

- Operational contracted expenses for the school include fees for an annual audit budgeted at \$14,000 in Year 1 and Year 2 with a 3% increase in out years. Also included are legal expenses budgeted at \$7,000 in Year 1 and Year 2, with a 3% increase in out years, per the formulas in the budget model.
- Back office support services (Financial Services) are based on a quote from EdTec, who assisted the Committee to Form in the creation of this budget. Services include payroll, budgeting, accounting, financial reporting, and accounts payable.
- Nutrition: The revenue of this program is expected to cover the costs of providing meals to students. Daily breakfast and lunch rates (estimated at \$1.70 and \$2.35 per student, respectively), will be based on benchmarked data from a number of charter schools throughout Las Vegas, Nevada.

Facilities

- Facility costs are estimated in Year 1 to be 15,120 square feet at \$11.50 per square foot per year. Utilities are included at \$2,520 per month or \$2 per square foot.
- Custodial costs and facility upkeep are estimated at \$1,260 per month, or \$1 per square foot, based on contracted costs at similar facilities in the community. CAM is included at \$630 per month or \$.50 square foot.

Technology and Equipment

- Classroom Technology:
 - Devices: Each teacher will be provided a laptop computer for lesson preparation and all other professional expectations, equipped with full Microsoft Office. Students will use Chromebooks, used for blended learning program for literacy, and when available, math. We will have 1:1 ratio for technology, recognizing the need for all students to have access to online learning. The estimated average cost per device is \$350. For staff and \$150 per student for refurbished computers.
- Other Technology:
 - Student Information Systems (SIS) costs are based on vendor quotes and informed by similar school experiences.
 - Copier Lease rates of \$500 per month are based on similar costs of neighboring charter schools and include \$20 per student in usage fees.
- Furniture:
 - The school expects to purchase necessary faculty and student furniture based on a budget of \$500 per FTE for faculty and \$200 per student.
- Reserves:
 - There is no separate expense line item included in this budget for reserves. However, the net income reflected in the Summary tab shows carryover reserves of at least 3% in each year, with cumulative reserve by Year 6 at 20%.



Budget Summary & Cash Flow

- With meticulous efforts to budget conservatively while still providing resources to fulfill the school's mission, we were able to create a balanced budget with a surplus in each year. The growing fund balance would protect the school from contingencies such as reduced funding levels, change in enrollment, or other unforeseen events.
- This petition budget is built to ensure the school maintains a positive cash balance in all months. If cash flow needs arise, the school may enter into receivable sales where future guaranteed State revenues are factored, and funds are received in advance of actual payment at a fee, as calculated per the Cash Flow tab in the budget model.
- While these funds are not built into the budget, the school will attempt to secure revenue from the Charter School Program (CSP) Grant and Charter School Revolving Loan, should they become available again. The Board will also be a giving/fundraising Board.



Monday, July 13, 2020

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

Dear SPCSA Board Members:

The Committee to Form/founding Board of Directors of Sage Collegiate Public Charter School unequivocally believes in our mission: Driven by excellence for all in a supportive, rigorous, and ambitious school community, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.

As the proposed founding Board Chair, I speak for our Committee to Form and our Founding Board: in pursuit of our mission, we pledge our time, talents, and intent to raise at least \$15,000 in our first year of operations, should we be authorized.

The board is excited to create a K-8 public charter school in the Las Vegas community, especially in a high area of need (i.e., the 89107, 89108, 89146 zip codes). We are enthusiastic about the opportunity to join other high-performing, 5-star public charter schools in Clark County, and we look forward to providing a high-quality educational opportunity for all children in our community.

On behalf of our team,

A handwritten signature in black ink, appearing to read "Alejandro Rodriguez". The signature is stylized with a large, looped "A" and a cursive "R".

Alejandro Rodriguez
Committee to Form Member
Proposed Board Chair



Supplemental Appendix 1: Scope and Sequence//Curriculum and Instructional Components



Supplemental Appendix 1: Scope and Sequence//Curriculum and Instructional Components

Literacy Component: K-2	Rationale/Explanation Component
Read Aloud	Reading aloud to children has been referred to as the single most important activity for building the skills required for reading success. ¹ It allows teachers to demonstrate the metacognitive processes necessary for successful reading comprehension. ² Read Alouds allow students to focus on high-frequency sight words, to acquire new vocabulary, develop auditory skills, and hear modeled reading fluency and expressive reading. Read Alouds also build an enjoyment for reading and love for learning. Teachers read books from a variety of genres and styles to maximize students' exposure to print and literature.
Vocabulary	Researchers have discovered children in low-income families hear two- thirds fewer words than students from families not living in poverty. By the time these students enter Kindergarten, students from low-income families have been exposed to roughly 30 million fewer words than children in more affluent households. ³ To close this gap, we weave vocabulary acquisition throughout our day in a variety of ways: words of the day, previewing vocabulary words before reading texts, having vocabulary word walls for math, science, and social studies. Our teachers consistently use high vocabulary in classrooms, modeling the language we want to hear from students. We demonstrate what is expected, and our students use correct, high-level vocabulary, and full, grammatically correct sentences when speaking as well.
Phonics	Phonological and phonemic awareness is a basic component of children's reading skills and must be taught. We use research-based programs, such as Reading Mastery, to ensure all students develop phonemic awareness. Phonemic awareness is explicitly taught through visual, auditory, and tactile cues. Students learn to identify letters, then phonemes associated with letters, and, finally, to use phonics to read and write.

¹ Routman, R. (2000) *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heineman.

² Keene and Zimmerman. (1997) *Mosaic of Thought*.: Portsmouth, NH: Heinemann.

³ Hart, Betty, and Todd R. Risely. "The Early Catastrophe: The 30 Million Word Gap by Age 3." *American Educator*. (Spring 2003).



Guided Reading/ Reading Comprehension	All aspects of reading are taught during small group, guided reading lessons; from the basic concepts of tracking print and understanding punctuation to reading fluency, and basic reading comprehension skills. Based upon the Fountas and Pinnell guided reading structure, groups are homogenously grouped based on reading level, and instruction is targeted and intentional based upon the individual needs of students within that small group. A mini-lesson is taught on a discrete reading skill, and then reviewed and practices with small groups. Individual attention is paid, and individual reading goals are set for each student based on upon STEP tests and teacher observation.
Blended Learning	We used computer-based adaptive literacy program, such as IXL to provide students individualized practice and more “at-bats” to practice and review the skills they have been explicitly taught in direction instruction. Blended learning has been shown to be an effective instructional strategy to support students’ achievement and allow for individualized learning.
Word Study	Students study word relationships, including rhyming patterns. Students are learning to read and write the Sage Collegiate sight words, based on Dolce and Fry sight words.
Writing and Handwriting	Students receive explicit writing instruction each day. We teach handwriting in K-2 using curriculum such as Zaner-Bloser. Students transition from telling stories through pictures and words in Kindergarten to communicating ideas through complete sentence and paragraphs in second grade through a program like 6+1 Writing Traits.
Literacy Component: 3- 5	Rationale/Explanation
Read Aloud	As in K-2, Read Alouds happen daily and allow for students to continue developing reading comprehension and an appreciation for reading. Teachers continue to use a variety of genres and texts, including a more frequent use of chapter books. See the K-2 description for additional explanation.
Book Club	Students will have a daily opportunity to read on-level fiction and non- fiction books for 20-40 minutes, with the idea that the more that students read, the better reader they become. Students will have a schoolwide goal of reading 1 million words by the end of the year, and this objective will be infused into school culture and events. Our Book Club block replaces our blended-learning, computer-based block in K-2. All adults in the building will lead a small group, leveled Book Club that provides students with the opportunity for additional, supported, zesty daily reading practice.



Vocabulary & Word Study, including Latin	Students continue word study, through research-based programs such as <i>Words Their Way</i> , and apply their foundations to understand word parts, spelling patterns, and language construction. Third graders also begin Latin studies to better develop their vocabulary. As reported in Education Week, ⁴ Latin allows children to learn about morphology (a study of word forms) and word patterns, which greatly improves their ability to gain meaning from unfamiliar words, which helps with overall reading skills.
Guided Reading	Moving from basic concepts in the lower grades, we transition students to literature discussions guided by teachers. Homogenously grouped students read 'just-above' reading levels to push students' growth and development. Teachers plan explicit, skill-based reading strategy lessons based on the students' assessed needs.
Reading Comprehension	Daily reading comprehension focus on a discrete reading skill(s) in either fiction or non-fiction texts. Students learn key reading skills, including making inferences, visualizing, asking questions, summarizing, and comprehension monitoring.
Writing and Grammar	Students focus on learning the components of the three main genres of writing: narrative, persuasive, and expository. More focus is paid to formal grammar and spelling; students practice correcting and discussing a minimum of two sentences daily using a program like Daily Oral Language. We teach students the formal writing process from brainstorming, drafting, editing, revising, and publishing. Students present their essays to peers through the use of Author's Chairs, and in the Spring, students publish a book and celebrate their publication with a Book Launch party. We also begin incorporating writing into Social Studies and Science, ensuring cross curricular practice, following our belief that students must develop the ability to write to learn.

ELA Scope and Sequence: 6th – 8th grade

English 6.1: Using the ELA State Standards, the purpose of English 6.1 is to develop student focus and active engagement with text and provide strategic instruction that supports student access to rigorous grade level English Language Arts content. Students are required to analyze, identify, define, explain, and critique with an increased emphasis on advanced forms of evaluation in expository critique and literary criticism and advanced presentations on problems and solutions. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA Standards. Students will learn systematic strategies in reading, writing, and organization that will allow them to listen, speak, think, read, and write about content material. Students are expected to read at least 1 million words annually; write narrative, persuasive, and descriptive texts of at least 500 to 700 words, and to demonstrate a command of Standard English. Instruction in English 6.1 is complemented through more individualized instruction in English 6.2.

⁴ Heitin, Linda. "Can Latin Help Students Build Vocabulary?" *Education Week*. April 13, 2016.



English 6.2: The emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English Language Arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA Standards. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs and complements the instruction they receive in English 6.1.

English 7.1: Using the ELA State Standards, the purpose of English 7 is to provide students with the skills and content knowledge to transition from the process of learning to read to the more advanced processes of reading to learn. Students will continue to build academic vocabulary, independent reading skills, and develop strategies for organizing and giving focus to their writing with an increased emphasis on the documentation of support and extension of organizational strategies. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA Standards. Students will learn systematic strategies in reading, writing, and organization that will allow to listen, speak, think, read, and write about content material. Students are expected to read at least 1 million words annually; write narrative, persuasive, and descriptive texts of at least 500 to 700 words, and to demonstrate a command of Standard English. Instruction in English 7.1 is complemented through more individualized instruction in English 7.2.

English 7.2: The emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA Standards. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs and complements the instruction they receive in English 7.1.

English 8.1: The purpose of this course is to build student readiness required for successful achievement with secondary content in 9th through 12th grade and to support the development of proficiency with the 8th grade State Standards. Students are expected to demonstrate their ability to grapple with the treatment, scope, and organization of ideas by finding similarities and differences among texts. They will be asked to compare an original text with a summary to determine whether it accurately captures the main ideas, includes critical details, and conveys the underlying meaning. They are also expected to evaluate the unity, logic, internal consistency, and structural patterns of text. Students are expected to read at least 1 million words annually; write narrative, persuasive, and descriptive texts of at least 500 to 700 words, and to demonstrate a command of Standard English. Instruction in English 8.1 is complemented through more individualized instruction in English 8.2.

English 8.2: The emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English-language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA Standards. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs and complements the instruction they receive in English 8.1.



English Electives (7th or 8th grade): For students who do not need remedial support in English and/or who demonstrate a need and capacity for accelerated learning, four electives will be offered each year in 7th and 8th grade: (1) Journalism and Reporting, (2) Creative Writing, (3) Race, Class, Gender, and Culture, and (4) Writing for Television, Radio, Film, and the Stage. All courses will include guest speakers focused on career development, hands-on field studies to learn about real-life skill application, and tangible, student-created production around the focus area (i.e., students in the “Journalism and Reporting” will produce the school newspaper).

- **Journalism and Reporting:** The purpose of this course is to offer introductory training and exposure to writing news stories, feature articles, editorials, and content for social media, and ready students for an increasingly diverse 21st century information era. Students will also explore the language of still photography organized around photojournalism in newspapers and magazines. Students will develop skills in basic interviewing techniques, collecting research, selecting appropriate evidence and support, and organizing material from other sources. Students are involved in the development of photo essays and character studies and will learn how a good photo for journalistic purposes enhances the written word and tells its own story. Laboratory experiences in preparation of the school newspaper and/or magazine provide practice in editing and publication procedures, including copy reading, caption writing, headline writing, page makeup, proofreading, and achieving a balanced publication through a selection of editorial accounts. Publishing the school paper/magazine will be part of this course.
- **Creative Writing:** The purpose of this course is to create a positive writing experience for students interested in creative writing through experiential, literature-rich focused instruction. Students will keep a daily journal of unique writing exercises that encourages both the enjoyment of writing as well as practice in various skill such as point of view, characterization techniques, sensory detail development, effective dialogue, creating suspense, figurative language, and much more. In addition to responding to high-interest prompts, students will have multiple opportunities to read and discuss examples of good writing. Students will use technology to develop and publish work. An annual excursion to the *LA Times*’ Festival of Books in Los Angeles to hear published authors will be part of this course.
- **Race, Class, Gender, and Culture:** The purpose of this course is to expose students to contemporary issues while preparing them for a growing global community in which the issues of race, class, gender, and culture are increasingly relevant and critical for adolescents in the 21st century. Issues of slavery, racism, inequity, sexism, socio-economics, misogyny, sexuality, religion, segregation, and ethnocentrism will all be explored. Scholars will read the works of relevant authors, educators, and social justice activists for both fictional literature and non-fiction works, such as Malcom X, Alice Walker, George Orwell, Maya Angelou, Elie Wiesel, Cornel West, Jonathan Kozol, Angela Davis, Paolo Freire, Richard Wright, bell hooks, James Baldwin, Anne Frank, Khaled Hosseini, and Dee Brown. This class will be an Elective for 8th graders only and the organizing and facilitating of a public forum on social issues related to the content will be part of this course.
- **Writing for Television, Radio, Film, and the Stage:** The purpose of this course will be to provide an introduction to students to and develop foundational skills in writing for television, radio, film, and stage. Students will explore the different styles for each medium, read and watch exemplary works of production to analyze the features of each medium, and



create multiple pieces embodying the aspects of scripts for each type of medium. Examples of the types of works students will study include *The Color Purple* (stage), *Hamilton* (stage), “*Roots*” (TV), *Hidden Figures* (film), and NPR’s “*All Things Considered*” (radio). The course will be designed to be aligned to ELA Common Core State Standards and be influenced by the courses of Belier Center for Television and Popular Culture at Syracuse University. The production of a script for a class-selected capstone project (i.e., a school play) will be part of this course.

MATH Scope and Sequence: 6th – 8th grade

Math 6.1: This course is designed to meet the needs of 6th grade students under the State Standards for Mathematics. This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Our 6th grade scholars take both Math 6.1 and Math 6.2.

Math 6.2: This course is designed as a supplement math course to meet the needs of 6th grade students under the State Standards for Mathematics while also providing targeted support for remediation or acceleration purposes around specific content standards, basic math functions, and/or prerequisite skills (for both remediation and acceleration, content is designed based on scholar’s mastery of standards). Our 6th grade students take both Math 6.1 and Math 6.2.

Math 7.1: This course is designed to meet the needs of 7th grade students under the State Standards for Mathematics. This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Our 7th grade students take both Math 7.1 and Math 7.2.

Math 7.2- Pre-Algebra: For the Pre-Algebra course, instructional time focuses on four critical areas in order to appropriately prepare students for Algebra in 8th grade and provide a faster pace for instruction and learning: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Our 7th grade students take both Math 7.1 and Math 7.2.

Math 8 Pre-Algebra: This course is designed to meet the needs of 8th grade students under the Standards for Mathematics. This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students who demonstrate need for



additional content knowledge before taking Algebra 1 take our 8th-grade Pre-Algebra course, focused on mastery and preparation for Mathematics I.

Math 8: Mathematics I - Algebra 1: The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students who showed mastery in 7th grade Pre-Algebra enroll in this accelerated Mathematics I-Algebra I course in 8th grade.

Students in all grade levels supplement instruction with skills practice on IXL, a Common Core aligned, web-based, adaptive learning site. As with literacy, math curricula are aligned to State Standards.

SCIENCE Scope and Sequence: 6th – 8th grade

Grade 6 - Integrated Science I: In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of structure and function, patterns, systems and system models while learning about weather and climate, energy, and the organization of living things. The year begins with an introduction to weather and climate, including the underlying causes of Earth's weather patterns. Next, students embark on an inquiry of global climate change and engage in engineering activities to explore ways in which to minimize human impact on the environment. The second half of the year focuses on learning about the structure of living things from cell to organism. Students discover the ways in which behavior, environment, and genetic factors impact the survival and growth of organisms.

Grade 7-Integrated Science II: In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of energy and matter, including cause and effect and flows, cycles, and conservation while learning about ecosystems, natural resources, and the structure and property of matter. Students will consider human impact on these systems and explore engineering approaches to these concepts.

Grade 8 - Integrated Science III: This Integrated Science course aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of stability and change along with scale, proportion, and quantity. These concepts inform their study of the history of the earth, space systems, waves and electro- magnetic radiation, energy, forces and interactions, and natural selections. Students will consider human impact on these systems and explore engineering approaches to these concepts.

HISTORY/SOCIAL STUDIES Scope and Sequence: 6th -8th grades

Grade 6 - American History and Government: This course explores the functions of American government and its development over time. Students become familiar with the underlying principles and unique structure of our democratic republic, analyze the U.S. Constitution and landmark Supreme Court cases, discuss the principles that inform our political processes, and consider the social and cultural implications of important legislation and political events. This course provides an



understanding of American government so that students become informed, committed, active citizens. Study strategies and organizational skills—including careful reading and annotation, primary source analysis, critical thinking, note taking, and research skills—are taught. Students develop interpersonal communication skills through collaborative projects, class discussion and debate, the writing of expository essays, oral presentations, and electronic communication. Use of a variety of digital tools enhance students' 21st Century learning experience.

Grade 7 - World Civilizations I: This course introduces students to the history of selected world civilizations. By examining the social, political, intellectual, cultural, and economic aspects of these societies, students gain a greater understanding of global issues. Students focus on geography and its impact on human activity, patterns of historical development, the role of religion in shaping historical action, and the effects of cultural diffusion. Skills cultivated in the class include essay writing, verbal expression, and proficient use of primary and secondary sources.

Grade 8 - World Civilizations II: This course continues the study of selected world civilizations. By examining the social, political, intellectual, cultural, and economic aspects of these societies, students gain a greater understanding of global issues. Students focus on geography and its impact on human activity, patterns of historical development, the role of religion in shaping historical action, and the effects of cultural diffusion. Skills cultivated in the class include essay writing, verbal expression, and proficient use of primary and secondary sources.



Supplemental Appendix 2: Student Professional Attire



Supplemental Appendix 2: Student Professional Dress Attire Policy

Sage Collegiate's culture, practices, and policies are all driven by academic excellence for all and our mission to educate all students for academic success, college readiness and a life of opportunity.

A clear, specific, appropriate student dress code, which we call **student professional dress attire**, is a critical component of the culture at Sage Collegiate. It ensures more time on task and focus on instructional content because teachers and staff do not need to spend time addressing student attire and all students, regardless of family income, home language, or other demographics share one college-bound identity through our common uniform. Teachers and staff also adhere to a strict professional attire to model professional dress and lead by example.

We value students' diversity and support students' identities. Our policies are meant to be inclusive and ensure non-discriminatory practices for all races, ethnicities, and identities, while maintaining a practice that ensures a focus on academics and minimize distractions.

Like many of our practices, routines, and rituals at Sage Collegiate, our policy on student professional dress attire is influenced and replicated based on the practices of high-performing schools in communities of low-income, particularly Freedom Preparatory Academy Charter Schools in Memphis, TN, Great Lakes Academy Charter School on Chicago's South Side in IL, and Purpose Preparatory Academy Charter School in Nashville, TN.

Students are expected to wear their complete uniform to school every day. The first shirt and uniform pants, shorts, or skirt will be provided by Sage Collegiate. Additionally, in Middle Schools, the school will provide the blazers and ties upon scholars' earning of these pieces. Families may purchase school uniform shirts from the office. Local vendors, such as Wal-Mart and Target, and online vendors will be identified for other uniform pieces, i.e., pants, shorts, shoes. We will work with families on a plan for purchase in the instance of multiple students or economic hardship.

Students are expected to wear the following:

Kindergarten – 5th grade

	All
Shirts	Light green or purple polo shirt with school logo or long sleeve shirt with school logo. Plain white, gray, or black undershirts are allowed.
Sweaters or Sweatshirts	School logo sweaters and school logo sweatshirts are allowed. The school polo shirt must be visible when a sweater or sweatshirt is worn.
Pants	<ul style="list-style-type: none">▪ Khaki or black pants▪ Khaki or black shorts▪ Khaki or black skirts below the knee▪ Tights and leggings are allowed in plain white, purple, or black.
Shoes	<ul style="list-style-type: none">▪ Solid black or solid white sneakers with same color shoelaces▪ Roller shoes and shoes that light up are not allowed to minimize distractions and ensure student safety.▪ Rain boots can be worn to/from school, when weather warrants, i.e. during monsoon season.
Socks	Solid white, purple, or black socks



Belts	Solid black is optimal in K-3. Students in K-3 are discouraged from wearing a belt unless a student can independently buckle and unbuckle.
Jewelry	<ul style="list-style-type: none"> Jewelry accessories are minimal and non-distracting to guarantee our focus on is on academics not appearance. Scholars are not allowed to wear disruptive jewelry. (Jewelry that takes focus from learning.) Only stud earrings are allowed. (No hoops or dangling earrings; dime size or smaller.) Only hidden necklaces are allowed (tucked into shirt). Students may not wear bracelets, rings, or fake nails as they prevent young children from learning to write and type properly. Talking or beeping watches are disruptive and not allowed.
Headwear	<ul style="list-style-type: none"> Students are not allowed to wear hats, bandanas, or wave caps. Head wear for religious purposes is allowed. Distracting hair is not allowed (i.e. multi-colored Mohawk) Hair clips and bows must meet our dress code colors. Natural hair is encouraged.
Make-Up	Make-up is not allowed.

Middle School: 6th – 8th grade

	All
Shirts	<p>Short or long-sleeved white Oxford-style dress blouses with purple or green cross tie (once earned).</p> <p>Shirts must be ironed and tucked in.</p> <p>School blazer (once earned)</p>
Sweaters or Sweatshirts	School logo sweaters and school logo sweatshirts are allowed. The school polo shirt must be visible when a sweater or sweatshirt is worn.
Pants	<ul style="list-style-type: none"> Khaki or black pants Khaki or black shorts Khaki or black skirts below the knee Tights and leggings are allowed in plain white, purple, or black. Patterns are not allowed.
Shoes	<ul style="list-style-type: none"> Students in Middle School must wear solid black or white sneakers or solid black or white dress shoes. Middle School scholars must bring sneakers for PE. Roller shoes and shoes that light up are not allowed to minimize distractions and ensure student safety. Rain boots can be worn to/from school, when weather warrants (i.e., during Monsoon Season).
Socks	Solid white, purple, or black socks
Belts	Solid black or white are required.
Jewelry	<ul style="list-style-type: none"> Jewelry accessories are minimal and non-distracting to guarantee our focus on is on academics not appearance. Scholars are not allowed to wear disruptive jewelry. Only stud earrings are allowed. (No hoops or dangling earrings.) Only hidden necklaces are allowed (tucked into shirt).



	<ul style="list-style-type: none">▪ Students may not wear bracelets, rings, or fake nails as they prevent young children from learning to write and type properly.▪ Talking or beeping watches are disruptive and not allowed.
Headwear	<ul style="list-style-type: none">▪ Students are not allowed to wear hats, bandanas, or wave caps.▪ Head wear for religious purposes is allowed.▪ Distracting hair is not allowed (i.e. multi-colored Mohawk).▪ Hair clips and bows must meet our dress code colors.
Make-Up	Limited make-up is allowed (nail polish, lipstick, i.e.)

COLLEGE DAYS: Students may wear college t-shirts or Sage Collegiate t-shirts on designated Fridays in lieu of uniform shirt. Students must still adhere to the dress code policy for other clothing items, including shoes, pants, belt, socks, and outerwear.

DRESS DOWN DAYS: As part of our core value of Zest, students will be able to earn dress down day passes for use on designated Fridays only. Students must adhere to the jewelry and headwear uniform policy on Dress Down Days. Student safety is of utmost importance, and on Dress Down Days, students must wear clothes that are safe, hole-free, and appropriate for a K-8 school. No Dress Down Day passes will be distributed or used until at least the second month of school. On Dress Down Days, students who have earned participation passes will be able to wear attire of their choice. Specific guidelines will be sent home with scholars prior to Dress Down Days. Scholars or parents with questions about attire on Dress Down Days should contact the Executive Director.

INCENTIVE FOR FAMILIES: Recognizing children grow quickly and may outgrow their uniform pieces, we encourage families to donate uniform shirts back to the school. For every three items donated back, a family will receive a free uniform shirt or sweatshirt for their scholar.

MIDDLE SCHOOL BLAZERS AND TIES: The ritual of earning blazers and ties serves two purposes at Sage Collegiate. First, it allows our Middle School students, many whom will have attended our school since Kindergarten, the opportunity to connect to our culture through a common school uniform but also maintain their own identities as student leaders and exemplars for our younger students. They have a unique identity as middle schoolers at Sage Collegiate, while also adhering to a shared uniform policy. Second, it allows students to be part of a unique ritual and practice that prepares them for college rituals and routines in associations, societies, and sorority and fraternities. Students feel more prepared for ceremonial customs because they have already participated in them and are part of a proud tradition.

OUTERWEAR: Students may not wear outerwear inside the school building. This includes, but is not limited to, coats, rain jackets, hats, scarves, mittens, gloves, earmuffs, boots, or rain galoshes, particularly during monsoon season. (Students who wear rain galoshes to school will need to bring school uniform shoes to change into at the start/end of the day.) School outerwear, including fleeces, will be available for purchase. School outerwear may not be worn inside the school building.

SUPPORT FOR FAMILIES: Families who have financial difficulties purchasing school uniform pieces may speak with the Coordinator of Operations and Family Liaison and/or the Executive Director. Families may also purchase gently worn uniform pieces at a discounted rate. These pieces have been donated back to the school by other families. An inability to purchase uniform pieces will not be an obstacle for student attendance; we will work with individual families to find solutions.



PE: In K-5, students have PE every day for 30 minutes and will not change attire. For safety purposes, students must wear sneakers for PE. K-3rd grade scholars are required to wear sneakers every day, as part of their uniform. Students in Upper Academy, 4th and 5th grade, are strongly encouraged to wear sneakers every day and will be given limited time to change into sneakers for PE. Upper Academy scholars who fail to bring sneakers or change into sneakers for PE more than three times through the year will be required to wear sneakers as uniform attire.

In Middle School, 6th – 8th grades, students may be required to change into a PE uniform (school t-shirt, sweatpants or shorts, sneakers) depending on facilities and if space is available that allows for single-sex changing rooms. Regardless of PE attire, all students must wear sneakers for PE. Middle School scholars will be given limited time to change into sneakers, and Middle School scholars who fail to bring sneakers or change into sneakers for PE more than three times through the year will be required to wear sneakers as uniform attire and will be ineligible for Dress Down Day passes.

PICTURE DAY: During the Fall Picture Day, students will wear school uniform for school sponsored picture days unless otherwise communicated by school leadership. During the Spring Picture Day, free dress will be allowed.

SCHOOL SPIRIT DAYS: As part of our core value of Zest, students will be able to earn passes for School Spirit Days during designated weeks. Students must adhere to the jewelry and headwear uniform policy on School Spirit Days. Student safety is of utmost importance, and on School Spirit Days, students must wear clothes that are safe and appropriate for a K-8 school.

In Year 1, no School Spirit passes will be distributed until at least the second trimester, and in subsequent years of operation, no School Spirit passes will be distributed or used until at least the second month of school. On School Spirit Days, students who have earned participation passes will be able to wear attire of their choice that fits the theme of the spirit day (i.e. Twin Day, Pajama Day). Specific guidelines will be sent home with students prior to School Spirit Days. Scholars or parents with questions about attire on School Spirit Days should contact the Executive Director.

K-1 SUPPORT: Students in Kindergarten, and 1st grade, as well as any other student with identified medical conditions or as needed, will be required to keep a change of uniform in their classroom in the event of a bathroom accident. Teachers will track these items and follow up, with the support of school leadership, to ensure students' needs are met and uniforms are available.

STUDENTS WHO IDENTIFY AS TRANSGENDER: Students have the right to dress in accordance with their gender identity within the constraints of the dress code adopted by the school.

UNIFORM VIOLATIONS: Students who are out of uniform will receive a note home on the first offense. Parents/guardians will be called after three uniform violations. After five uniform violations, a parent/guardian conference will be required. Students may not be eligible for school events, such as Fall Festival, School Spirit Days, and end-of-year field trips with more than five uniform violations.



Supplemental Appendix 3: Division of Management and Governance

Supplemental Appendix 3: Division of Management and Governance Roles

Responsibility	Board of Directors	School Leader
Legal	<ul style="list-style-type: none"> Exercises fiduciary role to ensure the charter school is properly managed. Maintains legal status; ensures paperwork is submitted to governmental agencies Reviews financial and business dealings; exercises proper judgment to avoid conflict of interest 	<ul style="list-style-type: none"> Provides information to the Board to demonstrate that the school is well-managed. Compiles information for annual filing requirements Alerts Board if conflict of interest situation is likely to occur
Finance & Accounting	<ul style="list-style-type: none"> Approves annual budget Reviews periodic financial reports (balance sheet, income statement) Ensures proper internal controls are in place 	<ul style="list-style-type: none"> Prepares annual budget Oversees preparation of periodic financial statements Implements proper financial controls
Planning	<ul style="list-style-type: none"> Establishes mission and program direction; approves goals/objectives to meet those ends Reviews strategic plan and progress Assesses compliance/progress in achieving educational outcomes agreed to in charter Assesses program evaluation plan 	<ul style="list-style-type: none"> Participates in establishing mission and program direction. Assists Board in keep focus and momentum Develops specific program goals/objectives based on the Board's specific mission Develops/oversees progress reports
Policy	<ul style="list-style-type: none"> Develops and adopts written policies Reviews policies periodically (minimally annually) 	<ul style="list-style-type: none"> Identifies need for new policies Supports development of policies Assures implementation of policies and assists in analyzing policy options
Personnel	<ul style="list-style-type: none"> Sets and reviews personnel policies Hires school leader and evaluates her/hiser performance 	<ul style="list-style-type: none"> Implements personnel policies Recommends changes to personnel policies Hires staff and evaluates performance
Resource Development	<ul style="list-style-type: none"> Assures long-range commitment of resources Establishes/implements fund development plan Reviews/approves all major grant proposals 	<ul style="list-style-type: none"> Conducts research and maintain database Assists in fund development efforts Develops grant and other funding applications, plans fundraising events
Board Accountability	<ul style="list-style-type: none"> Establishes and communicates expectations of Board membership Assures effective Board participation 	<ul style="list-style-type: none"> Facilitates training and info exchange in preparation for Board selection



	<ul style="list-style-type: none"> Receives training in and adheres to Open Meeting Law 	<ul style="list-style-type: none"> Supports effective communication among Board member
Decision-Making	<ul style="list-style-type: none"> Defines and communicates board's role Assures appropriate board involvement in decision-making 	<ul style="list-style-type: none"> Makes action decisions within parameters set by the Board
Community Relations	<ul style="list-style-type: none"> Promotes school to parents and the public Serves as emissary to broader community Promotes activities with other charter schools, such as coalitions, shared programs, etc. 	<ul style="list-style-type: none"> Interprets the charter school mission to the community via direct involvement, PR, personal contact, working with the media, etc. Works closely with the Board for an effective division of labor
Contracts (vendors)	<ul style="list-style-type: none"> Approves contracts 	<ul style="list-style-type: none"> Manages contracts
Grants	<ul style="list-style-type: none"> Approves pursuit of grant 	<ul style="list-style-type: none"> Completes grants application



Supplemental Appendix 4: Professional Development



Supplemental Appendix 4: Professional Development at Sage Collegiate

SAGE COLLEGIATE Professional Development	
BES Follow On Support	Participants: Executive Director Timeframe: On-going Purpose: Provide continued support to BES Fellows in the areas of leadership growth, fund development, board development, curriculum, evaluation, human resources, facilities development; Format: Individual
Coaching: Classroom Observation Video Debriefs	Participants: Individual Teachers Timeframe: At least bi-weekly Purpose: Provide opportunity for teacher to see instructional delivery from students' perspective; Align on strengths and area of growth through shared evidence from video; Build a resource of instructional videos, including videos from excellent teachers in other schools Format: Individual, classroom based
Coaching: Classroom Observations and Debriefs Individual Check-Ins	Participants: Individual Teachers Timeframe: Weekly, 5 – 30 minute observations followed by debrief/check-in Purpose: Provide opportunity for observation of teacher instruction; Ensure alignment between planning and execution of plans; Opportunity to discuss teacher growth and development, and student achievement; Address immediate development needs and determine next steps; Support and challenge in areas of growth; Identify strengths to leverage (i.e., teacher leads a session at Whole Team PD; teacher is coached and developed to be school leader) Format: Individual, classroom-based
Excellent Classroom and School Visits	Participants: Leadership Team, Whole Team, Individuals Timeframe: On-going annually Purpose: To continue to improve and refine our practices by studying the highest performing schools Format: External visits
Grade Level Team Development	Participants: Grade Level Teams Timeframe: Weekly, On-Going Purpose: Analyze student academic growth; Align on instructional content, assessments, and intellectual planning; Address grade level specific needs; Practice-based professional development, including instructional delivery rehearsal Format: Grade Level Teams
Instructional Rounds	Participants: Leadership Team Timeframe: On-going Purpose: Conduct shared observations; Align using calibrated rubric; Determine trends and instructional gaps for prioritization in subsequent professional development sessions Format: Individual, classroom-based
Leadership Development	Participants: Individuals, self-selected or leadership team identified; Timeframe: On-going; Purpose: Provide opportunities for teachers and staff to assume more responsibilities; Format: By design (i.e., Family



Leadership Team Meetings	Participants: Sage Collegiate Leadership Team Timeframe: Weekly, On-going support Purpose: Align on key levers of development for whole team; Identify strengths and needs of team, school/staff culture Analyze data and trends across grade level, cohorts, school (i.e., behavior, assessments, attendance) Reflect on progress toward goals, vision, and mission; Format: Whole Team
New Staff Onboarding (during year)	Participants: New Staff Timeframe: As needed Purpose: Similar to Summer Staff Orientation; see above Format: Individual, as needed
Professional Development Sessions Data Analysis & Evaluative Skills Development	Participants: Whole Team Timeframe: Weekly - Abbreviated Fridays; Professional Development & Data Days (21) Purpose: Analyze student academic growth and areas of growth; Cut data along various lines (i.e., reading ability, ELL, SPED, race, attendance) to identify patterns and create responsive, intentional solutions; Reflect on students' current data to redesign fluid and flexible small groups for RTI; Align instruction, including small groups, to current student data Format: Whole Team, Grade Level Teams, Content Teams
Summer Staff Development	Participants: Whole Staff Timeframe: Annually. Y1: 3 weeks before school begins; Y2 & beyond: at least weeks before school begins; Purpose: Understand schoolwide expectations; Align on school mindsets, actions, and habits that create a strong student and staff culture; Participate in intentional, practice-based professional development that build strong teacher skills; To build professional relationships as a team Format: Whole Team, Grade Level Teams, Content Teams, Individual Goal Setting & Beginning of Year (BOY) meetings
Summer Staff Orientation – New Staff	Participants: New Staff beyond Y1 Timeframe: Week before Summer Staff Development Purpose: Understand schoolwide expectations; Align on school mindsets, actions, and habits that create a strong student and staff culture; Participate in intentional, practice-based professional development that build strong teacher skills; Develop an understanding of existing school culture, achievement results, and past years' success Format: Whole Team, Individual Goal Setting & BOY meetings
Whole Team Professional Development	Participants: Whole Team Timeframe: Weekly – Abbreviated Fridays; Daily - Morning Huddle Purpose: Continue to reflect and align on school mindsets, actions, and habits that create a strong student and staff culture; Participate in Demo Lessons in order to receive feedback from instructional leadership team and peers to ensure complete clarity for scholars; Format: Whole Team, Small Group



Onboarding and Orientation: Our professional development of teachers begins with Onboarding and Orientation. Teachers will have had a preview of the expectations of our Professional Development through our rigorous and selective hiring process, in which teachers model lessons, draft lesson plans, receive feedback, and role play coaching sessions. Prior to the first day of Summer Staff Development, teachers will come prepared for discussion and reflection around a shared text on which we start discussion and build culture, such as *Reading Reconsidered* or *Teach Like a Champion*. Summer Staff Development, which takes place the month before students start, allows us to understand schoolwide expectations, align on school mindsets, actions, and habits that create a strong student and staff culture, participate in the intentional practice based professional development that build strong teacher skills, and build professional relationships with another. Goal-setting meetings with individual teachers take place, and expectations are established, communicated, and enforced as part of teachers' Individual Professional Development Plans (IPDPs). Led by the Sage Collegiate School Leadership Team, Onboarding and Orientation will set the tone for schoolwide expectations, teacher/staff development, and ongoing support for a year of high academic achievement. As new staff onboard mid-year, they will receive individual development sessions to support the need to rapidly acclimate them to our culture, practices, and expectations.

Whole Team Professional Development: Our weekly, on-going professional development continues beyond the summer with daily, weekly, and semi-monthly whole team professional development sessions. Following holiday and seasonal breaks, as well as timed to the end of trimesters, the whole team meets to realign on mission-driven practices, habits, and skills, as well as to set shared goals, learn new skills, and continue team building to ensure a strong staff culture.

Each week, on abbreviated days, the whole team gathers for two-hour team sessions, and daily, we gather for 10-minute team huddles prior to students' arrivals. This allows for a total of 170 minutes of whole team professional development each week. During these sessions, we continue to reflect and align on school mindsets, actions, and habits that create a strong student and staff culture and continue development of targeted skills and taxonomies and participate in intentional, practice-based professional development. During their weekly meeting, the Leadership Team identifies key levels and priorities for Friday whole team meetings. These guide our practice and are aligned with identified weekly goals and immediate 'wins'.

Data Analysis and Evaluative Skills Development: At Sage Collegiate, data drives instruction. Research shows that when implemented well, data-driven instruction can transform student achievement in a school through targeted instructional planning and execution. Through the creation of rigorous assessments, strong analysis of the results, effective instructional action based on the results, and a culture in which data-driven instruction thrives, student achievement can greatly increase.¹

As supported by research, key strategies for student achievement include: *"(1) investing in professional development, (2) providing support for staff in how to use data and modeling data use and data discussions, (3) providing time for teacher collaboration, and (4) connecting educators across schools to share data and improvement strategies."*² Our teachers, through weekly team professional development, Data Days every six-to-eight weeks, ongoing coaching and support, shared

¹ Bambrick-Santoyo, Paul. *Driven by Data*. San Francisco, CA: Jossey-Bass, 2010.

² Datnow, Amanda, Vicki Park, and Priscilla Wohlstetter. *"Achieving with Data."* Center on Educational Governance, Rossier School of Education, University of Southern California, 2007. <http://newschools.org/files/AchievingWithData.pdf>.



collaboration time, and our relationships with other BES schools across the country, provide critical levels for student success and teacher professional development.

As part of our ongoing, whole team professional development days, at least six days each year are intentionally reserved for data analysis and evaluative skill development. Typically following our six-week, interim assessments, teachers and staff analyze student academic growth and areas of growth; cut data along various lines (i.e., reading ability, ELL, SPED, race, attendance) to identify patterns and create responsive, intentional solutions; reflect on students' current data to redesign fluid and flexible small groups for RTI²; and align instruction, including small groups, to current student data.

Grade Level Team Development: Grade levels work collaboratively to ensure our four priorities of professional development permeate the practices of this micro-team within the macro-team of the school. Grade level teachers share responsibility for working cooperatively and aligning on common practices, instruction, and cultural norms. Grade level team members collaborate on curriculum content and development, as well as practice execution to ensure all students receive the same high-level quality of instruction from classroom to classroom.

In addition to the weekly whole team development, grade level teams meet weekly during a shared prep time. During this time, the grade level team analyzes student academic growth; aligns on instructional content, common assessments, and intellectual planning; addresses grade level specific needs; and conduct practice-based professional development, including instructional delivery rehearsal.



Supplemental Appendix 5: Family Engagement



Supplemental Appendix 5: Family Engagement

Home Visits and Family Orientation: Our partnership with families begins before the school year with Home Visits and Family Orientations. Research shows that Home Visits strengthen students' chances for success in school¹ and have been identified as a best practice by the NEA.² Home Visits allow the school leader and other staff to get to know the new family, better understand the shared high expectations for student success, and discuss families' reasons for choosing to enroll their child(ren) in Sage Collegiate. Annual Family Orientations offer another opportunity for parents to learn about our cultural procedures and practices, routines and rituals, ambitious academic expectations, and day-to-day logistics prior to the first day of school. Families have a chance to learn about the processes around transportation, arrival, and dismissal, as well as the food options for scholars. We communicate proactively and clearly with all families, engaging them in conversations about school practices, including academic goals, homework, uniform, attendance, and behavior, making sure parents are clear on our consistent expectations and policies. We remind families we are a different type of school because if you want to be different, you have to *be* different.³ Each August, within three weeks prior to the start of school, Sage Collegiate will host at least 3 Family Orientations. We will provide opportunities both in the evening and during the day, and on a Saturday, to allow families ample opportunity to attend Family Orientation for which the goal is 100% attendance.⁴

Members of the school's leadership team will plan and lead Family Orientation for each grade level, and all teachers will be present to help facilitate. Students and their families will receive a formal presentation about promotion requirements for the grade level, during which the school leader will walk through each individual promotion requirement for the ensuing year and will make clear that falling short of meeting these promotion requirements may result in a retention decision. At this time, families will also receive the Student and Family Handbook, which outlines all expectations including those around promotion and graduation requirements.

After a family has accepted a seat at the school for their child(ren), and prior to the start of the school year, Home Visits will be scheduled for all new Sage Collegiate students and families. Additional Home Visits will be conducted throughout the year, as needed, to maintain positive relationships between school and family. At these individual meetings, invitational and not required, school leaders (and advisors, in Middle School) will meet with students and family members to review the Student and Family Handbook and walk through the Sage Collegiate Family-Scholar- School Commitment, which again lays out the school's promotion and graduation requirements as well as expectations regarding attendance, punctuality, Life Work (homework), and parent communication (daily homework tracker, bi-weekly academic progress report (middle school), bi-weekly phone call home, etc.). Again, family participation will never be a condition of enrollment at Sage Collegiate. During this meeting, the school leader will take the opportunity to conference with the student and family

¹ Kilgore, E. "Teacher Home Visits: The Importance of Sharing a Meal." *Education Week*. March 11, 2014

<http://www.edweek.org/tm/articles/2014/03/10/kp-kilgore.html>.

² "Research on Best Practices in Education." National Education Association. <http://www.nea.org/tools/17073.htm>.

³ This notion and concept of being different comes from many former BES Fellows and current schools, leaders, but specifically from Lagra Newman, 2011 BES Fellow and Head of School at Purpose Prep, during an August 2016 visit by Ms. Kinne as part of the BES Fellowship, and Kelly Dowling, Principal of Uncommon Schools' North Star Academy Downtown Middle School, during a September 2016 visit. At Purpose Prep, <http://www.purposeprep.org/>, scholars rank in the 90th percentile on nationally-normed assessments, and 93% of Kindergarteners and 96% of 1st graders read *above* grade level on STEP assessments. Uncommon Schools, <http://www.uncommonschoools.org/>, where students outperform their peers throughout the state, including the state's white and affluent students.



individually to discuss the student's academic and personal goals, their personal analysis of his/her academic and character strengths and areas for growth, and the school's behavior expectations and discipline plan. The tone of this meeting will be both celebratory and serious. The school leader will congratulate the student and family on committing to the rigorous academic challenges of the ensuing year; they will also describe the communication milestones and intensive support that the student and family will receive if the student is struggling.

Cafecitos: On the third Thursday of every month, the Executive Director hosts hour-long Cafecitos, a chance for parents to engage in conversation with our school leader, build and strengthen relationships between home and school, share concerns and praise about the school's team, and learn more about the school's vision. Pastries and beverages are provided, and younger siblings are welcome along with parents. We offer a blend of curriculum exposure, workshops for families, and open forum for families to share ideas and ask questions. As our school grows, other School Leadership Team members, such as the Director of Student Services and Community Coordinator and Family Liaison, participate with the Executive Director to provide opportunity for even deep relationship building with families.

Families for Sage Collegiate: We work diligently and purposefully to involve and invest families in our school. If parents want to be more involved, Families for Sage Collegiate is a group all families are welcome to join; parents can also just attend the monthly meeting. Each month, the group works closely with the Executive Director, and other school leadership, to identify and coordinate support for the school. The group coordinates May's Teacher Appreciation Week, identifies parent volunteers for field trips, facilitates welcoming events for new families, and plans other events as identified. Based upon strong family engagement practices at high performing schools observed by the proposed Executive Director during the BES Fellowship and her Leadership Residencies, Families for Sage Collegiate also engage and coordinate parent volunteers for everything from helping to copy reading books (Reading A-Z books, which many Kindergarteners and 1st graders use for Life Work) to organizing the school library and establishing rituals that infuse the community.

Family Nights and Conferences: Every month, we have at least one family event, including Family Nights and Family-Teacher Conferences. Family Nights are centered around math and literacy and provide engaging workshops to help parents learn strategies for at-home skill practice. In our first year, we will have one Family College Night, growing this event each year as our school grows. We have other events to bring our school community together and to create safe alternatives and festive options and showcase our students' talents, including a Family Fall Festival each October, Family Holiday Arts Event each December, and an end-of-year Family Gathering during the last week of school. Families are invited to join students and staff at the fall Las Vegas Book Festival. This free, annual event provides students with exposure to authors, artists, and literature.

Conferences take place at the end of each trimester, with all families invited and expected to attend in November and March, and specific students' families asked to attend at the end of the school year. These conferences ensure parents and teachers are aligned with student achievement, support systems, and best practices for home and school.

College Campus Tours: Beginning Year 1, we have college campus tours each year for students. College begins in Kindergarten, and we invite and encourage families to participate in these college tours. Parent involvement in campus visits helps students and families better plan the path to college, and families have an opportunity to see the possible for their scholars. Costs are built into our budget as part of our field studies and subsidized through fundraising.



Communication: Families receive daily, weekly, and monthly updates on the academic and behavioral progress of their scholar(s). As part of their daily Life Work⁵ assignments, students share their Daily Log with their parents. Daily Log communicates to parents their child's attendance, school behavior, class participation, Life Work completion, and academic performance, keeping families informed daily. Families are required to sign scholars' Daily Logs and Life Work. These daily logs are linked to daily and weekly rewards at school that incentivize students to do and be their best. When needed, reports are customized for individual scholars and specific goals.

Each week, families receive a purple folder with all announcements, permission slips, monthly calendar, and students' weekly behavior reports/paychecks, detailing their earned incentives that show how well their child(ren) met behavior expectations during the week. These folders are signed and returned to the school as evidence parents have received and read the materials, in keeping with our shared goals for students as partners in our mission.

Each week, our family newsletter goes home to families. This allows us an opportunity to celebrate student achievement, share data around academics, attendance, and goals, and highlight upcoming school events. Newsletters are also shared on our website, which is updated regularly with school news and information.

Every six weeks, we send home our mid-trimester report to families, informing them of students' academic achievement and progress toward goals. These reports include updated performance data that outlines students' academic proficiency in literacy development, targeted intervention action plans that maximize academic progress, and tangible supports for families to provide at home. Sage Collegiate communicates scholars' progress as compared to state standards to keep parents apprised of the students' individual, collective (whole group), and comparative (ranking within classroom) achievement.

In addition to our outreach to families, teachers will answer phone calls from students and families up until 7:30 p.m. each school night. This allows parents to ask teachers about students' Life Work and student progress. Additionally, teachers make bi-weekly Sunshine calls to allow parents to hear about the great choices their students make and how proud we are of students' progress. Families receive automated calls the night before school events to remind and encourage families' attendance and following any unexpected safety issues at the school (i.e., lockdown) to keep families informed and have transparent communication.

Family and Community Engagement: We proactively engage and partner with community organizations to provide enrichment opportunities, afterschool programming, field trips, and health services. When aligned to our mission, we welcome community members as speakers, volunteers, and event sponsors. As we grow as a school, workshops are offered to families around college access, literacy, and character development to help parents and guardians sharpen the skills they need to be effective teachers at home.

We also provide ample opportunity for parents to volunteer at the school, though volunteering is not a requirement. Family members may assist in a variety of ways, from supporting drop-off and pick-up, helping with the set up and supervision of breakfast and lunch, assisting in our office, and more. Volunteers receive training and development to assure they are allies in school culture and practices.

⁵ Given the need to develop life-long habits, practices, and study skills, we refer to students' nightly assignments and reading as Life Work.



Given our anticipated Spanish- speaking population, we provide a translator at family events and family-teacher conferences, and we ensure all materials are translated so parents can stay informed.

Additionally, to allow families an opportunity to provide feedback and inform the school's growth, we seek parent input through semi-annual surveys. Conducted in concert with a third-party evaluator, such as TNTP, surveys are administered during Family-Teacher Conferences in November and March. We value the voice of parents, and we welcome their feedback.

Monthly Board Meetings: Every Board meeting is open to the public, and a forum for public comment is structured to solicit feedback from families at all meetings, in alignment with Open Meeting laws. Board meetings are open to the public, are announced on our website and in our weekly newsletters, and parents are welcome to attend. Families for Sage Collegiate serves as a consultative board, from which volunteer and organizers for school events, like Fall Festival, are identified.

Figure 3.1: Family Engagement Events 2021-22 (draft)

Family Engagement Events: 2020-21	
Spring & Summer	Post-lottery: Family Home Visits
July & August	07.19-7.30 Family Orientations (minimum of 3) 08.19: Third Thursday Cafecito TBD: Monthly Board Meeting
September	09.16: Third Thursday Cafecito 09.23: Family Literacy Night and Fall Scholastic Book Fair 09.23: 6-weeks report to families TBD: Monthly Board Meeting
October	10.21: Third Thursday Cafecito 10.28: Family Fall Festival TBD: Monthly Board Meeting
November	<i>NO Third Thursday Cafecito due to Parent-Teacher Conferences</i> 11.01: 6-weeks report to families 11.15: Report Cards to Families 11.17-11.19: Family-Teacher Conferences and Semi-Annual survey #1 TBD: Monthly Board Meeting
December	12.04: College Campus Visit #1 12.16: Family Holiday Arts Celebration 12.16: Third Thursday Cafecito TBD: Monthly Board Meeting
January	01.20: Third Thursday Cafecito 01.18: 6-week reports to families 01.27: Family Math Night TBD: Monthly Board Meeting



February	02.10: Family College Night: Learning is Love 02.17: Third Thursday Cafecito TBD: Monthly Board Meeting
March	04.12: 6-week reports to families 03.17: Third Thursday Cafecito Monthly Board Meeting 03.30-04.01 Family-Teacher Conferences, 6-week reports, and Semi-Annual Survey #2
April	04.21: Third Thursday Cafecito 04.28: Family Literacy Night and Spring Scholastic Book Fair 04.30: College Campus Visit #2 TBD: Monthly Board Meeting
May	05.20: Family EOY Celebration (picnic) 05.23-05.25: Family-Teacher conferences for identified families TBD: Monthly Board Meeting