Table of Contents	
SPCSA Cover Sheet	1
Meeting the Need	7
Academic Plan	30
Operations	95
Financial Plan	125
Addendum	128
Attachment 1 Letters of Support and Community Partnership	129
Attachment 2 MOU between Charter School or University	177
Attachment 3 Annual Academic Schedule	186
Attachment 4 Board Member Template	188
Attachment 5 Board Member Information	191
Attachment 6 Board's Proposed Bylaws, Code of Ethics, and Conflict of Interest Policy	271
Attachment 7 Leadership Job Descriptions	289
Attachment 8 Leadership Team Resumes	295
Attachment 9 Previous student achievement data for the individual primarily	302
responsible for academic programming	
Attachment 10 Competencies Used for School Leader Selection and Evaluation	306
Attachment 11 Teacher Evaluation Tool	319
Attachment 12 Leadership Evaluation Tool	358
Attachment 13 Evidence of Demand from Prospective Students and Families	372
Attachment 14 Incubation Year Planning Table	400
Attachment 15 Operational Execution Plan	409
Attachment 16 Facility Proof of Commitment	414
Attachment 17 Insurance Coverage	423
Attachment 18 Budget Narrative	426
Attachment 19 Financial Plan Workbook	432
Appendix 1 Community Vision Meeting Quotes	434
Appendix 2 Community Vision Meeting Information	437
Appendix 3 Community Focus Group Information	460
Appendix 4 Weekly Communication	474
Appendix 5 Family and Community Engagement	538
Appendix 6 Grade Point Averages and Graduation Requirements	543
Appendix 7 RTI Interventions	550
Appendix 8 Mental Health Strategies	554
Appendix 9 Daily Schedules	557
Appendix 10 Hiring Process Timeline	563
Appendix 11 School Emergency Planning Timeline	567

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2021 CALL FOR QUALITY CHARTER SCHOOLS Updated March 31, 2021

Schools Opening Fall 2022 and Beyond

MS Word Application Template

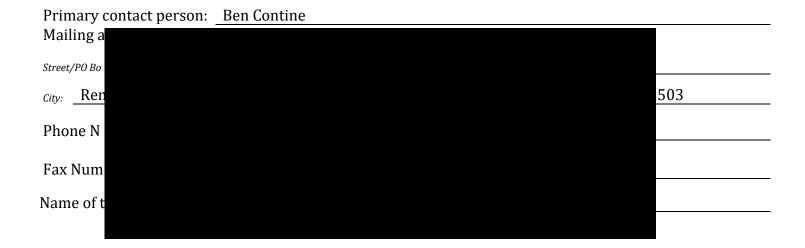
Previous versions of this application had been divided into four tracks. However, this version incorporates all four tracks into one standard application along with an addendum that must be completed by certain applicants. Please see the addendum to determine if you are required to answer those additional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



(1) SPCSA Charter Proposal Cover Sheet

Identify the **primary point of contact** for your Committee to Form. If you are a Charter Management Organization applying directly for sponsorship, please also identify the **primary point of contact for your organization**.

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





In accordance with NRS 388A.249, a Committee to Form or a Charter Management Organization may submit an application to the State Public Charter School Authority. For Committee to Form applicants please refer to the membership requirements below and note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an educational management organization.

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

- 1. A committee to form a charter school must consist of:
- (a) One member who is a teacher or other person licensed pursuant to <u>chapter 391</u> of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;
 - (b) One member who:
 - (1) Satisfies the qualifications of paragraph (a); or
- (2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;
- (c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and
- (d) Two members who possess knowledge and expertise in one or more of the following areas:
 - (1) Accounting;
 - (2) Financial services;
 - (3) Law; or
 - (4) Human resources.
- 2. In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members as follows:
 - (a) Members of the general public;
 - (b) Representatives of nonprofit organizations and businesses; or
- (c) Representatives of a college or university within the Nevada System of Higher Education.
- 3. A majority of the persons who serve on the committee to form a charter school must be residents of this State at the time that the application to form the charter school is submitted to the Department.
 - 4. As used in subsection 1, "teacher" means a person who:
- (a) Holds a current license to teach issued pursuant to <u>chapter 391</u> 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.
- \rightarrow The term does not include a person who is employed as a substitute teacher.



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

Is the	applicant a Committee to	Form or a charter management organization (CMO)?
	□Committee to Form	□Charter Management Organization

If the applicant is a	
CMO, identify the	
CMO and any	
affiliated NV non-	
profit:	

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. For CMO applicants, please instead list members of the applicant team including CMO employees, proposed school employees, board members, etc.

Full Name	Current Job Title and Employer	Position with Proposed School
Robert Hernandez	Attorney – Carmen Cooney Forbush	Board Member
Dr. Erin Trapanese	Leadership Team- The New Teacher Project	Board Member
Dr. Kendra Beitz-Thompson	Clinical Psychologist-Nevada Behavioral Health	Board Member
Scott Oliver	Parent	N/A
Lily Baran	Small Business Owner/Community Advocate – Lessons with Lily	Board Member
Jennifer Linn	Real Estate Agent Ferrari Lund	Board Member
Yolanda Robles Wicks	Community Member	Board Member
Taylor Kockenmesiter	Teacher - Honors Academy of Literature	Curriculum and Community Director
Ben Contine	Teacher – Honors Academy of Literature	School Director



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?

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

Stat e	Authorizer	Proposed School Name	Applicatio n Due Date	Decisio n Date

Does this Committee to Form, charter management organization, or education				
management organization have new schools scheduled to op	en elsewhere i	n the		
United States in the 2021-22 or 2022-23 school years?	□Yes			

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

Proposed School Name	City	Stat	Opening
		e	Date

Proposed School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Reno Inquiry School	2022	9-11	9-12

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	54	59	61	61	61	61
10	36	54	61	61	61	61

RENO

11	36	36	61	61	61	61
12		36	61	61	61	61
Total	126	185	244	244	244	244

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
2450 Oddie Blvd.	Washoe County	89431

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	organization (EMO) or charter management organization (CMO) to provide school management			
services? □Yes	□No			
If yes, identify the				
name of the EMO or				
CMO and specify				
which designation:				



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.

charter school or CMO, or by and management organization? Add Form the charter school, CMO, o	a person who is not a member of the Committee to Form the ther entity including, without limitation, an educational tionally, did a person who is not a member of the Committee to another entity including, without limitation, an educational the committee in preparing the application?
If yes, what is the name of the person(s) and/or entity(s)?	
Please list any affiliations this person(s) and/or entity(s) has to existing schools and the dates of such affiliation.	
Please provide a resume for the person(s) and or entity(s)?	
Applicant Certification:	7/15/2021
Signature	Date
Benjamin Contine	
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

A School Co-Designed by the People of Reno/Sparks

At the heart of the Reno Inquiry School are the people of our community, particularly our young people. We derived the mission and vision for the school from an intentional co-design process with the Reno/Sparks community that included hundreds of community members, students, teachers, and families. Through community meetings, door-to-door canvassing, focus groups, personal interactions/outreach, and social media, we engaged people from all walks of life, focusing specifically on the question of what they would like to see in our community and in a school. We heard a desire for more meaningful and applied learning, the chance to be part of a safe and connected community, and opportunities to make a difference. Community leaders and individuals alike expressed that mental health should be a priority, meaningful relationships should be at the forefront of youth education, and that issues of social justice and equity must be examined and addressed. Mostly, we heard a call from students that they want to be seen and listened to in a system where they often feel overlooked or disregarded. The following plan is our best attempt at honoring those contributions from our community. And, we respectfully submit it for review.

Mission

In full partnership with our community, high school students at the Reno Inquiry School become part of a challenging, supportive, innovative, and democratic learning environment, where diversity and equity are at the forefront, personal agency is fostered and expected, and students engage in authentic interdisciplinary learning, inquiry, and study that prepares them to be engaged democratic actors with the capacity to make our community better.

Vision

We believe that a school can be a source of community improvement, a disruptor of inequity, and a place where democratic principles are practiced with all community members having full voice. Our school is a place where agency is fostered, meaningful relationships are built, and everyone is honored for the role they play in our society.



Expected Outcomes

Goal 1 Every student at the Reno Inquiry School will graduate with a completed academic course of study, applied skills, and community connections that align with and prepare them for specific, identified post-secondary goals (measured by specific goals in Program of Study and formally monitored and reviewed by a student driven team twice a year—aligned with standards of college and career readiness)

Goal 2 As part of their Program of Study, every student will complete a program of community-based and/or work-based learning that includes a continuum of exploration, shadowing, and internship. (Measured by specific goals in the Program of Study and formally monitored and reviewed by a student driven team twice a year—aligned with standards of career readiness)

Goal 3 As part of their Program of Study, students at every grade level will complete courses and demonstrate mastery of content standards through rigorous and transparent learning targets, based on the NVACS, contained in accessible Learning Guides and Course Sequence Documents, with authentic and varied assessments. (Measured by unit and course assessments, and correlated with on time credit acquisition and grades—aligned with standards of college readiness)

Goal 4 Every student will find value in their connection to the school and demonstrate high levels of morale and engagement with the school community. (Measured by surveys, attendance, engagement in practices of democratic schooling, school activities, and maintained connections with alumni—aligned with best practices of at-risk communities and drop-out prevention)

Key Components

In Full Partnership with the Community With We Seek to Serve

Traditional approaches to closing the "achievement gap," such as accountability measures and standardization of curricula and assessment, have mixed results. Wilson and Urick note that testing culture, and its narrow focus on tested content (i.e. math, science, literacy), neglects to address the pervasive inequity plaguing US culture. They write "...the gaps in learning that exist before students even start school (Alexander et al. 2014; Jencks and Phillips 1998) due to differences in early childhood experience associated with social class...continue to widen as students' progress through school (Chatterji 2006; Potter and Roksa 2013) as class-based opportunity gaps are exacerbated by in-school opportunity gaps."

Borrowing from Bourdieu, the authors argue that schools tend to be sites of cultural and social reproduction, where students who enter school with social and cultural capital that aligns with that of the dominant class, reap the benefits of schooling by being offered greater opportunities to learn (OTL).

At the Reno Inquiry School, we counter and disrupt these systems of inequity, not through narrow standardization, but through the intentional building of an adaptive learning organization, transparency to our community, deep collaborative relationships driven by individual agency and purpose, and highly personalized support and student driven Programs of Study. We believe that

¹ Alison Wilson and Angela Urick, "Cultural Reproduction Theory and Schooling: The Relationship between Student Capital and Opportunity to Learn," *American Journal of Education* 127, no. 2 (2021): 193–232, https://doi.org/10.1086/712086, 194.



every student is entitled to and capable of agency, should have access to deep, meaningful learning, and that opportunities for high level problem solving and community impact should not be respites of privilege.

Foundational to our model are

- a. The intentional and systemic building of a *Learning Organization*
- b. Community of care
- c. Interdisciplinary study and transparent and meaningful curriculum
- d. Personalized *Programs of Study*
- e. Engagement with our community through integrated and equitable partnerships
- f. Democratic principles and practices and a commitment to social justice

(a) Learning Organization

Foundational to the Reno Inquiry School's plan for transformational change and the achievement of our vision is the intentional and systemic building of a "learning organization." In his seminal book, *The Fifth Discipline*, Senge described a learning organization as one "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together."² At the Reno Inquiry School, inquiry and questioning is not a specialized activity, it is a way of being, in which all members of our community are seen as capable carriers of knowledge and agents of change.

As Senge noted, the development of a Learning Organization does not happen by accident, but rather by intentionally creating systems and processes that support these activities and integrating them into the fabric of daily operations. To build our learning organization at the Reno Inquiry School, we use a multi-pronged approach, derived from our mission and vision, and codified into measurable, actionable strategies, that include specific approaches for implementation and review.

(b) Community of Care

The Reno Inquiry School puts meaningful relationships and personal health at the forefront of everything we do. Through a thorough and specific intake process that includes home visits, interviews, surveys, and collaborative identification of student strengths, opportunities for growth, and personal passions, students and their team, consisting of parents, teachers, community members, and the student themself, are able to build Personalized Programs of Study (See Below). Though the Program of Study includes an integrated academic plan aligned with specific post-secondary goals, the plan also identifies personal health goals, and provides support, including a cohort (school family) composed of peers that serve as a place to form foundational relationships, build agency, and facilitate connection to the school. The Program of Study also includes community partnerships that students engage with for mentorship, community and work based learning, and Service Learning Projects. These partnerships provide networks of community members that students can call upon for support. These networks are one of the distinguishing features of the achievement gap between privileged and marginalized communities. Communities of privilege have

² Peter M. Senge, *The Fifth Discipline : The Art and Practice of the Learning Organization*, Revised and updated. (New York: Doubleday/Currency, 2006).



consistent access to wider wealth networks that persist in maintaining social inequity. By providing all students with wider access to the community in which they live, they have the opportunity to engage in wider networks of social capital which has been correlated with higher achievement.

Health

It is with intention that we provide health with its own sub-section. People in fields of education tend to think of academic achievement in a vacuum, as something that happens solely within the scope of pedagogy and intervention and outside of everything else that drives the human experience. Yet, repeated failures to address the holistic experience of students and families, particularly those from marginalized communities has yielded predictable, and often unsatisfactory, results. In our focus groups, mental health support was rated as the highest priority across all groups. By investing in this human process, students are able to develop shared capital in the community and fully engage in a strength-based approach to learning and growth. (See Learning Environment)

(c) Interdisciplinary Study

Reno Inquiry School utilizes an interdisciplinary approach to curriculum development. An interdisciplinary, or integrated, curriculum makes connections and looks at ideas and problems from multiple perspectives. Interdisciplinary curriculum authentically combines multiple content areas into cohesive projects or modes of study to promote meaningful outcomes. Learning is centered on relevant and creative contexts that are connected to the broader Reno/Sparks community. Curriculum is crafted specifically to the needs and interests of our students and the needs of our community. This might look like a cross curricular project integrating statistics and U.S. History with the investigation of current systems of inequity as shown by statistical graphs and identifying root cause in the setup of the U.S's agreements, treaties, and systems.

Interdisciplinary learning has been shown to "increase student engagement, raise achievement, and reinvigorate stale teaching" and be used to "reflect 'real world' problems in which many disciplines and perspectives may be brought to bear"³. The NVACS provides the foundation for planning interdisciplinary curriculum and ensures our focus is on what students will do, and that the outcomes are observable and able to be measured.

We have a strong belief in authentic assessment where students are expected and trusted to navigate and demonstrate capability with a variety of audiences, including families, community members, and staff. It is important to our school that our students don't see coursework as separate bodies of knowledge with little connection, but as lively, evolving, and integrated opportunities to make learning meaningful.

Foundational to our academic plan is a transparent and applied curriculum, with learning targets clearly defined in language that is accessible to students, teachers, families, and other stakeholders. These learning targets are contained in Unit Learning Guides and Course Sequence Documents, which are developed collaboratively (see Curriculum section below) and provide a clear picture of how a student might be assessed and ways to demonstrate mastery of learning targets. Students consistently receive two-way feedback on their progress towards mastery, and, due to the clarity

³ Arthur N Applebee, Mary Adler, and Sheila Flihan, "Interdisciplinary Curricula in Middle and High School Classrooms: Case Studies of Approaches to Curriculum and Instruction," *American Educational Research Journal* 44, no. 4 (2007): 1002–39, https://doi.org/10.3102/0002831207308219.



and transparency of targets, are able to engage in regular metacognitive self-assessment of their growth. This transparency and clarity also empowers families and members of the community to engage in full partnership to support students.

(d) Personalized Programs of Study

The foundation of each student's learning at the Reno Inquiry is their personalized Program of Study (see sample below). This adaptable, accessible plan is developed collaboratively, with the student and family as the primary driver. The personalized plan includes an intentional building of meaningful relationships with peers (see cohort), and a common, transparent and equitable place for engagement with teachers, families, and stakeholders. At the Reno Inquiry School, students' progress towards mastery of learning targets, unit targets, and semester goals are directly tied to the students' personalized Program of Study, which are reviewed by a student driven team twice a year. This enables students to make connections between short term learning targets and larger outcomes. The consistent monitoring of progress towards mastery of learning targets provides opportunities for specific, targeted, and early intervention. Further, the Program of Study provides for an authentic progress monitoring tool for both graduation and post-secondary goals.

(e) Integrated and Meaningful Partnerships

At the Reno Inquiry School, students engage in authentic and applied learning that goes beyond the classroom and the school. We have intentionally developed meaningful partnerships (See partnerships below) that serve in roles as mentors, collaborators, and provide opportunities for Community and Work Based Learning Programs. (See Curriculum Section)

(f) A Commitment to Democratic Principles, Social Justice, and Equity

Democratic engagement fosters a sense of belonging in all members of the school community. When guided by the democratic free schools approach, students are active participants in what and how they learn. They support the school in creating their own vision for the learning environment (See Discipline Section). In concert with a democratic principles approach, the Reno Inquiry School is committed to addressing issues of social justice and equity. "This approach recognizes that difficulties experienced by individuals, families, and cultural groups are inextricably bound up with larger social inequalities of poverty, marginalization, and disadvantage". Disrupting these patterns of inequity must begin with recognizing this dynamic, then "altering the structural impediments in the community and in the school so that learners may thrive."⁴

Key Partnerships

Foundational to the mission and vision of the Reno Inquiry School is the integration of the school and its student body into the community through purposeful and equitable partnerships. To maintain the benefits of a small school model while still providing the opportunities for students to explore and thrive, expanding the capacity beyond our walls is critical. Key partnerships that will contribute to the success of Reno Inquiry School are Truckee Meadows Community College, Northern Nevada Behavioral Health, Educational Access Group, This is Reno, The Generator, Kid Rocker, Outdoors Calling, Wellness Weaver, Opportunity 180, iLead Charter School, Kidder Matthews, Reno Bike Project and Reno/Sparks Indian Colony.

⁴ Wanda Cassidy and Anita Bates, "'Drop-Outs' and 'Push-Outs': Finding Hope at a School That Actualizes the Ethic of Care," *American Journal of Education* 112, no. 1 (2005): 66–102, https://doi.org/10.1086/444524.

RENO-

These partners have all played an active role in the development of our school regarding its focus on mental health, social justice, and the creation of a meaningful and interdisciplinary learning experience.

- (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.

(a) Improving the academic achievement of pupils;

Reno Inquiry School is committed to the academic achievement of its pupils. As part of our mission, students will engage in authentic interdisciplinary learning driven by transparent learning targets, learning guides, and course sequence documents for every course. This process aligns with the goal of academic achievement as students authentically apply strategies and knowledge across different content areas, as well as practicing these skills in the community when engaging in a work-based placement or service learning.

(b) Encouraging the use of effective and innovative methods of teaching;

The use of interdisciplinary learning encourages teachers to develop curriculum across content areas, providing more meaningful lessons to their students. When implementing interdisciplinary lessons, teachers develop strong strategies to encourage inquiry, critical thinking, and a deeper understanding of the content. Interdisciplinary learning requires students to approach a topic from several perspectives and to recognize bias and analyze ethical concerns. Teachers must utilize innovative methods of teaching for implementation. This includes locating engaging and complex original and secondary sources, making meaningful connections across content, and connections between the content and the community we are serving.

(c) Providing an accurate measurement of the educational achievement of pupils;

The personalized Program of Study guides the learning of students at Reno Inquiry School and provides a shared space of progress monitoring. The Program of Study is student-driven, students work with team members to draft, implement, and regularly assess progress through their Program of Study. During Program of Study meetings, held biannually, the team sets specific goals that extend beyond course completion. The Program of Study encourages students to link short term goals with long term, post-secondary aspirations.

(d) Establishing accountability and transparency of public schools;

Reno Inquiry School is committed to accountability and transparency. Every semester, the School Director will compile a report that evaluates the school's progress towards goals and benchmarks outlined in the "Driving for Results" section of this application. This includes information about students' Programs of Study, their mastery of learning targets, as well as an evaluation of the



community of care culture. The report also provides information about school finances and operations. This report will be presented at the RIS community meetings, the stakeholder PLC, the Board of Directors meeting, and to all appropriate state agencies.

(e) Providing a method for public schools to measure achievement based upon the performance of the schools; and

Reno Inquiry School is an open and transparent learning community. We hope to share our educational philosophy with institutions and individuals in the larger educational community and exchange ideas. Reno Inquiry School will utilize the Program of Study to authentically and meaningfully measure student achievement. In these documents, students will have the opportunity to think critically about how the skills and content they learn in school applies to their life outside of it, as well as make necessary connections to their aspirations beyond high school. Student progress, therefore, is measured beyond testing data as the staff of Reno Inquiry School are committed to helping youth conceptualize learning as authentic, relevant to their everyday lives, and a continual process.

(f) Creating new professional opportunities for teachers.

Reno Inquiry School is committed to providing teachers with voice and agency. Teachers have autonomy to solve problems and have ownership over curriculum. Teachers engage in discussion through democratic principles, and are encouraged to integrate individual passions into the classroom and school community. We have built time into our schedule for teachers to collaborate on curriculum. This includes developing curriculum, as well as sharing strategies for successful interdisciplinary classrooms. Democratic principles provide teachers with full agency over school culture, rules, and regulations. Teachers can voice concerns or suggestions to rules and regulations at the RIS community meeting. In alignment with our mission and vision, we honor the entirety of who our teachers are as people. Reno Inquiry School's commitment to community integration welcomes connections between teacher's interests outside of school with their teaching inside the classroom.

TARGETED PLAN

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

The Community We Seek to Serve

Reno Inquiry School plans to open in a historically disadvantaged neighborhood, where students are zoned for one-and-two-star schools. Wilson and Urick write that "Gaps in educational attainment have been particularly pronounced for Black and Latino/a students compared with their White peers (Boykin and Noguera 2011; Irizarry 2011) and for low-income compared with high-income students (Reardon 2011; Weiss 2014)." This is mirrored in the demographic data for the two two-star high schools in Reno, Hug High School and Sparks High School. Thus, Reno Inquiry School plans to ameliorate the gaps in the achievement for students in this community by utilizing research that demonstrates the positive impact of increasing social capital and ensuring that all students benefit from strong teacher-student relationships, the social capital indicator most correlated with academic success. At the Reno Inquiry School, in concert with our mission and

⁵ Wilson and Urick, "Cultural Reproduction Theory and Schooling: The Relationship between Student Capital and Opportunity to Learn," 194.



vision, we seek to increase agency of all students, with specific emphasis on practices that serve traditionally marginalized groups. The following components of our model have all been shown to increase engagement, decrease dropout rates, and ensure that all students are prepared for ambitious post-secondary goals.

Community of Care

Stanton-Salazar⁶ posits that historically disadvantaged students struggle to establish lasting relationships with institutional agents because of the implicit alienating forces inherent to United States schooling. He explains that institutional agents often fill multiple roles, creating ambiguity about their relationship to students. This ambiguity is exacerbated by the US testing culture in which teachers are inclined to support and form relationships with high-achieving students. Finally, traditional high school schedules create limitations on the time students and teachers spend with one another. Stanton-Salazar points out that it often requires an entire semester for a student to gain the trust of an instructor.

Reno Inquiry School counters this systemic inequity by intentionally building a community of care—specifically focusing on teacher-student relationships, peer socialization, democratic schooling models, and interdisciplinary learning. These forms of social capital, specifically strong relationships between students and institutional agents (i.e., teachers, administrators, counselors) provide students with access to greater social networks. These networks are unequally distributed, with disproportionate access reserved for areas of privilege, and maintain the status quo. Reno Inquiry School understands relationships to be foundational to academic success as they provide students with the social capital necessary to achieve life goals.

Further, the philosophy of the Reno Inquiry School understands the power dynamic inherent to teacher-student relationships. Teachers operate as gatekeepers who can unequally distribute not only knowledge and content, but access to essential social networks as well. Reno Inquiry School disrupts the position of teacher as gatekeeper by emphasizing teacher-student relationships and student access to community partnerships. Because of their ability to ensure opportunities to learn and provide problem solving content, teacher-student relationships are the greatest social capital predictor of academic success⁷. Further, teacher-student relationships provide students with connections to social networks within and beyond the institution that enhances access to social and schooling opportunities.

Interdisciplinary Learning

Interdisciplinary learning focuses on relevant and applied learning targets. At the Reno Inquiry School, our curriculum is crafted specifically to the needs and interests of our students and of the community. It is particularly important for at-risk students to develop efficacy through their own agency. Interdisciplinary learning provides students with the skills necessary to succeed at college and in the workplace because "learning interdisciplinary competence is needed to address urgent

⁶ RD Stanton-Salazar, "A Social Capital Framework for Understanding the Socialization of Racial Minority Children and Youths," *Harvard Educational Review* 67, no. 1 (1997): 1–40, https://doi.org/10.17763/haer.67.1.140676g74018u73k.

⁷ Wilson and Urick, "Cultural Reproduction Theory and Schooling: The Relationship between Student Capital and Opportunity to Learn."



problems regarding sustainability, also called the "grand challenges" of our time (Frodeman, 2014). These complex problems cannot be solved within one discipline (Schmidt, 2008)."8

Transparent Curriculum, Learning Targets, and Assessment

For students from marginalized communities, one of the greatest barriers to success in school is the "unwritten curriculum" which refers to the norms and procedures of school. Research has demonstrated a significant gap in knowledge of the unwritten curriculum exists between those who are from more privileged backgrounds. The Reno Inquiry school disrupts this inequity through an intentionally, highly transparent approach to curriculum development where learning targets are accessible and clear to all stakeholders. Clear learning targets and learning guides are provided for every unit and serve as a common space for feedback and progress monitoring.

Personalized Programs of Study

Expanding on the foundational values of student agency and transparency, the Program of Study provides a tool for students to engage in high level meaning making and shared ownership of outcomes. While engaging in the surrounding community, a common theme we heard was that families did not feel valued or seen by schools. Students were simply responding to the demands of the institution as best they could and were often made to feel shame when they did not perform. Using the Program of Study as a common and equitable touchstone allows families, particularly those considered at-risk, to work in full partnership and share in a common vision for success.

Integrated and Meaningful Partnerships

One of the largest discrepancies separating students considered at risk is access to a network of expanded community members that provide guidance on anything from institutions of power, professional modeling, or insight in how to gain access to success. At the Reno Inquiry School, we believe that all students should have access to members of their community that they can call upon for mentorship, support, or exposure to real world experiences.

A commitment to Democratic Principles, Social Justice, and Equity

As mentioned above, students from at-risk communities are often made to feel out of place within a school setting. Because of the systemic nature of this marginalization, schools must intentionally disrupt these barriers. Intentionally facilitating agency through democratic engagement creates shared ownership of school outcomes for all students. At the Reno Inquiry School, we facilitate critical thinking around systems of inequity. It is through this critical inquiry that agency is created in disrupting these systems.

(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.

⁸ Mirjam Brassler and Jan Dettmers, "How to Enhance Interdisciplinary Competence—Interdisciplinary Problem-Based Learning versus Interdisciplinary Project-Based Learning," *Interdisciplinary Journal of Problem-Based Learning* 11, no. 2 (September 2017): 1–14, https://doi.org/10.7771/1541-5015.1686, 2.



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

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.

We have identified a critical need for schools of choice and high-quality, high-performing schools in three specific zip codes—89503, 89512, and 89431 based on the presence of one and two-star schools. Our interest in serving this community is based on demonstrated need. Within these zip codes there are two underperforming, two-star high schools, Hug High School and Sparks High School. All students at Hug High School and 48% of students at Sparks High School receive free and reduced lunch, while the percentage of all high school students in Washoe County School District receiving free and reduced lunch is 33%. Utilizing free and reduced lunch statistics as an indicator of Economically Disadvantaged Students reveals vast inequities between the students zoned for Sparks High School and Hug High School and students enrolled at other Washoe County high schools.

Reno Inquiry School will address the needs of Economically Disadvantaged Students by emphasizing a model that builds, supports, and shares social capital. The research on social reproduction and education demonstrates that students from poverty and historically disadvantaged groups who "adopt middle class, white linguistic codes and rhetorical styles are more likely to get ahead in U.S. society as it is currently organized and governed." Thus, many schools aim to enforce white, middle class standards as a way to ensure access to the dominant

Meeting the Need

⁹ Dennis Carlson, "Are We Making Progress? Ideology and Curriculum in the Age of No Child Left Behind," in *Ideology, Curriculum, and the New Sociology of Education : Revisiting the Work of Michael Apple* (New York: Routledge, 2006), 91–114, 107.

class. Reno Inquiry School recognizes that all students come to school with valuable social and cultural capital to share. Rather than enforcing skills that reproduce dangerous hierarchy, Reno Inquiry School believes that fostering and emphasizing relationships will encourage that sharing of social capital. Returning to Wilson and Urick¹⁰, fostering teacher-student relationships will increase access to social capital networks for all students and increase academic achievement. Rather than expecting students to modify their behavior and attitudes to meet the needs of our school, Reno Inquiry School's foundation in strong relationships will encourage students to activate their agency and invest in the education that fits their unique needs, desires, and aspirations.

Reno Inquiry School's emphasis on community of care, while essential to the mental health and growth of all students, specifically addresses the needs of students at risk of dropping out. Cassidy and Bates explain that "students at risk of educational failure or dropping out of school tend to be viewed from either an individual deficit perspective or from a wider social inequities perspective (Cummins 1986; Deschenes et al. 2001; MacLeod 1995; Wotherspoon and Schissel 2001). Solutions generally involve providing the same kind of schooling that students are finding challenging but offering it earlier through early intervention strategies or offering more of it through on-task support and extra help."11 A community of care directly challenges this philosophy by emphasizing a strengths-based perspective that focuses on building relationships. At-risk students in Cassidy and Bates' study who attended a school that emphasized care were successful at school because they were not defined by their deficits and/or their past. Rather, their worth and potential for success was communicated to them every day by teachers and staff who made an effort to build relationships and model an ethics of care. Cassidy and Bates explain that a singular emphasis on testing and academic success, while seemingly positive, does little to help students feel invested in their education. A philosophy that centers a community of care ensures that students will be valued, heard, and understood by a community of people who believe in their potential for success.

Reno Inquiry School will open in August 2022 with 126 students: 54 in 9th grade, 36 in 10th grade and 36 in 11th grade. Using a slow growth model, we will add one grade level of 59 students in our second year of operation. In Year 3, our first year of full enrollment, there will be 61 students in each grade, with 244 students total. This strategy of slow growth and a personalized, small school approach sewn with mission and vision, will ensure a successful growth model that serves our targeted population. Please refer to Table A.

Table A: Projected Enrollment					
Grade	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
9	54	59	61	61	61
10	36	54	61	61	61
11	36	36	61	61	61

¹⁰ Wilson and Urick, "Cultural Reproduction Theory and Schooling: The Relationship between Student Capital and Opportunity to Learn."

¹¹ Cassidy and Bates, "'Drop-Outs' and 'Push-Outs': Finding Hope at a School That Actualizes the Ethic of Care," 69.

RENO

12		36	61	61	61
Total Students	126	185	244	244	244

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.

The response below answers questions one and two.

From the beginning, Reno Inquiry School held firm to the belief that the development of this school did not belong to a small group of "experts," but rather rightfully is held by every member of our community. This requires active and intentional disruption of traditional hierarchies and the creation of safe and open opportunities for two-way communication. While there were highly trained educators involved, equally important were the voices of students, families, businesses, non-profits, and members of traditionally underserved communities. Our co-design process is supported by research—active and meaningful community engagement leads to increased student outcomes, improved attendance, and increased enrollment¹².

Community members were at the forefront of the development of the vision, mission, values, and guiding principles of the Reno Inquiry School. Our local community have been active participants within the development process. Community members have engaged in authentic collaboration through participating in vision and community meetings and one-to-one conversations during our canvassing efforts. We have committed to transparency during the school development process as evidenced from our newsletters, Sunday school development meetings agenda and notes, and social media outreach. We have sought to achieve shared vision-creation and decision-making at every step of our school development process. At Reno Inquiry School, authentic community engagement is a priority for the success of our school and future students and will continue to be post-authorization.

Community Vision Meeting

We began our journey in the development of our school with a community vision meeting, where community members (students, parents, and organizations) met to shape a common vision for a school that the Reno community needs. The goal of this meeting was to brainstorm and share ideas, strategies, and a vision for a desired school. It was a priority that there was no hierarchy in the decision making or amount of "airtime" that one person received; everyone had an equal role and the opportunity to share their ideas. Through this meeting, we captured the Reno community's ideas: authentic learning experiences outside the classroom, more arts integration, outdoor learning, mental health supports, projects within the community, interdisciplinary learning, and more. Our committee analyzed and coded the notes taken from the meeting, and began the process of writing our shared mission, vision, and draft of academic plan. A week after the meeting, we followed up with an email, our first newsletter, with a synthesis of what was discussed at the meeting. Supplemental Appendix 1 includes direct quotes from community members that helped

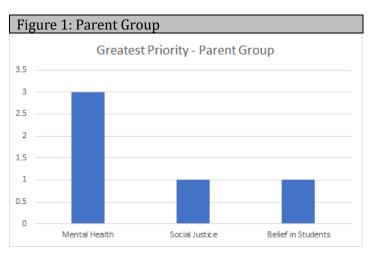
¹² Kenya Bradshaw, "The Case For Community Engagement," TNTP, accessed July 12, 2021, https://tntp.org/blog/post/the-case-for-community-engagement.

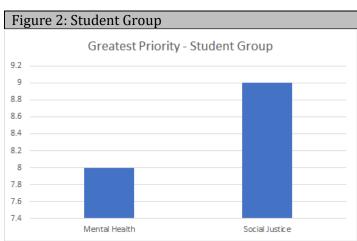


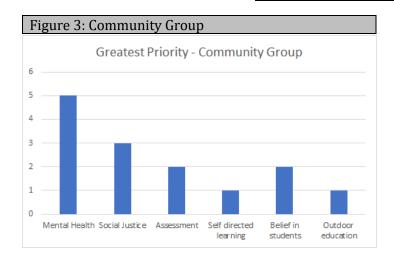
guide our school development. Supplemental Appendix 2 includes slides, sign-in sheet, and coded data.

Community Focus Groups

The founding team held three community focus groups to elicit feedback on the language, clarity, and attractiveness of our mission/vision and academic program. We hosted a student group, a prospective parent group, and a community organization group. During these focus groups, we shared 10 main priorities gathered from the community vision meeting. We shared each priority and posed questions to the group which included "How necessary is this program for the Reno community?" and "What do you envision this looking like?" to assess necessity and clarity. Last, we had an opportunity for participants to discuss and prioritize the topics shared. The parent and community groups cited mental health as the number one priority in high school, and the integration of social justice and holding a strong belief in students tied for second most important. The student group cited social justice as the most important issue and mental health as the second. See figure 1 for parent group, figure 2 for student group, and figure 3 for community group. After the meetings, our committee analyzed the notes from these meetings, and a new vision emerged with the prioritization of the development of student agency, mental health supports, and social justice. See Supplemental Appendix 3 for slides, sign in sheet, coded notes from the meeting, including specific quotes.







Community Communication and Transparency

Our Committee to Form and any interested community members attended weekly meetings on Sundays at a physical location and via Zoom to collaboratively work together and to share ideas regarding the development of the school. The work from these meetings was then shared to those subscribed to our newsletter in an effort to be transparent about the school development. Additionally, we utilize our website, www.renoinquiryschool.com, our Facebook page, and our Instagram account to share events, ideas and to engage in conversations with our followers. See Supplemental Appendix 4 for our weekly detailed notes.

- (2) Describe how you have engaged the local community to date as active partners in this application. What specific strategies have been implemented to date?
- Please see response above.
- (3) Describe how you 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 will continue to be relied upon to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

Our community engagement plan post-authorization will build on the work already done by the CTF, and will be one that challenges the traditional assumption that engagement of the community only happens within the school cafeteria. Our focus is on harnessing the collective power of school team members, students, families, and members of the community together in authentic and meaningful ways. We aim to create a community-based approach to the continued development of our school. The full participation of all families, including parents of students with limited English proficiency, parents of students with disabilities, and parents of migrant children, is our utmost priority and we will put in place the necessary structures to ensure effective outreach practices and clear, understandable information for all families and stakeholders. The CTF and board members will engage in our ongoing canvassing campaign to engage in one-on-one conversations, host multiple information sessions in English and Spanish with childcare available at the Evelyn Mount Community Center (located in one of our target zip codes 89512), and engage in events like the Nevada School Choice Coalition, Northern Nevada Food Bank events, Nevada Pep Events, Catholic Charities of Northern Nevada events, and the Northern Nevada International Center events in order to engage specific community members that meet our target demographic.



Home Visits and Intake

Effective family engagement built on relationships is linked to student engagement and learning. The purpose of home visits at the Reno Inquiry School will be to build trust and learn from families¹³. We believe that engaging in a home visit from an anthropological viewpoint creates rich contexts for learning and collaboration with students and their families, as well as be culturally sustainable and challenge present practices that perpetuate an oppressive norm¹⁴. Home visits can take place beyond the home environment, at parks, places to eat, and community centers, and can also involve extended family members like grandparents, aunts, etc.

Reno Inquiry School staff will engage in home visits prior to the beginning of school to start the process of building relationships with our community, to establish a collaborative approach to solving problems with families, and to engage in discussions families may have regarding general school questions. All staff at Reno Inquiry School will be trained in effective and ethnographic home visit practices to support equitable and positive discussions between the parent, student, and the staff member. These conversations will be centered on learning from the families, with all members of the meeting having a full voice.

During the home visit, a student intake form will be completed. The student intake form helps Reno Inquiry School staff learn more information about the student's academic history, strengths, interests, and experiences with trauma and other mental health concerns. Through this form, we hope to learn important information about the student so we can begin planning ways to best support them in their areas of growth and interests. These intake forms are directly used to create a personalized Program of Study.

Community Meetings and Communication

Reno Inquiry School is committed to effective communication with our families. We will provide weekly and monthly opportunities for families to access information and to engage with the school based off of the work done in Equipo Academy High School in Las Vegas. Our leadership team will record weekly videos that detail upcoming events, important school information and reminders, and opportunities to engage in the school community. Monthly, our teaching staff and administration will host community meetings for families to engage in discussion surrounding common interests, ideas, and challenges via open forum. Conversations will be centered on a wide range of issues, and feedback and advice will be offered to the administration and staff. Our community meetings will provide families and all stakeholders with an important opportunity to contribute to the creation of school policies and programs and improvements. Additionally, all written communication will limit the use of educational jargon, be translated into the home language of the child's family and ensure accommodations for parents with limited reading ability and/or learning/physical disabilities.

Stakeholder PLC

Each semester, Reno Inquiry School will hold an open public meeting and workshop that mirrors the approach of a PLC. Students, families, staff, and other stakeholders will review the data

¹³ Maria Luiza Dantas and Patrick C Manyak, *Home-School Connections in a Multicultural Society: Learning From and With Culturally and Linguistically Diverse Families*, vol. 7, Language, Culture, and Teaching (London: Routledge, 2010), https://doi.org/10.4324/9780203868430.

¹⁴ Dantas and Manyak.



contained in the School Director's semester report and collaborate on strategies for improvement. This approach is based on the "Community PLC" in the Carson City School District, which proposed School Director Ben Contine developed and implemented.

Board Meeting

All RIS board meetings welcome public participation from the Reno community. We have time for open comment, as supported by Open Meeting Laws. We will advertise our monthly board meetings and agendas on our website and on our weekly recorded meetings from the leadership team to encourage families to participate. Dates of meetings will be determined by the board. Please refer to Supplemental Appendix 5 for a detailed Family and Community Engagement Schedule.

(4) Describe any expectations for parent volunteering.

Based on state and federal law, R 131-16 Section 8, parent volunteering at RIS will be completely optional. There will be no requirement for parent volunteering, however, we will welcome any families that would like to do so. Parent volunteering opportunities might include supporting teachers in classrooms, chaperoning on field trips, and volunteering expertise on projects. Any additional funds in our budget will be utilized to pay for background checks for volunteers.

(5) 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.

The identified partners below are central to the mission, vision, and academic plan of our school. These organizations and nonprofits listed below have developed a plan for an active and integrated partnership with the Reno Inquiry School. See Attachment 1 for evidence of support for MOU, letters of intent/commitment, and letters of support.

Kendra Beitz Thompson-Clinical Psychologist		
Description of Partnership	Dr. Kendra Beitz Thompson is a licensed clinical psychologist in the state of Nevada. Dr. Kendra Beitz Thompson will provide consultation in the development of our approach to mental health support at Reno Inquiry School.	
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	See attachment 1 for a Memorandum of Understanding detailing this partnership.	
Truckee Meadows Community College		

Description of Partnership	Truckee Meadows Community College is Northern Nevada's jobs college, preparing qualified students for jobs in industries right here in Nevada. TMCC will partner with RIS to offer dual-credit opportunities to students.
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	See attachment 1 for a Memorandum of Understanding detailing this partnership.
Sierra Nevada University	
Description of Partnership	Sierra Nevada University is an accredited 4-year private college in Northern Nevada. This partnership will provide opportunities to engage in best practices related to education and to support the future teachers in Reno. SNU will create a teacher lab school within RIS and will be a place of inquiry and experimentation for future teachers to apply innovative practices. Additionally, SNU will support RIS in PD opportunities and programs of study.
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	See attachment 1 for a Memorandum of Understanding detailing this partnership.
The Generator	
Description of Partnership	The Generator is an inclusive maker space that is driven by the power of art and community. The Generator will partner with RIS to provide access to their makerspace to create final products and assist in interdisciplinary projects.
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	See attachment 1 for a Memorandum of Understanding detailing this partnership.

Northern Nevada International Center	
Description of Partnership	A leader in Nevada's global engagement, the NNIC fosters understanding through public diplomacy programs, language and culture projects, and foreign policy forums. The NNIC will partner with RIS to refer students from their organization and to provide RIS staff with training on best practicing for working with students and families referred by NNIC.
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	This partnership is still being developed. An additional meeting with the NNIC team to solidify this partnership is scheduled for 7/19/21.
National Association for the Advancem	nent of Colored People (NAACP)
Description of Partnership	The National Association for the Advancement of Colored People is America's oldest and largest civil rights organization. The NAACP will partner with RIS to provide supports and strategies to best support the achievement of Black students.
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	This partnership is still being developed. They have provided input into the creation of our school. Further meetings to solidify this partnership are scheduled for August of 2021.
Outdoors Calling	
Description of Partnership	Outdoors Calling is an adventure travel and guiding company. Specializing in hiking tours of the National Parks and Wilderness Areas of the Western United States, their guides have lead trips from the desert of Death Valley National Park to the Arctic National Wildlife Refuge. Outdoors Calling will partner with RIS to support in the creation of field study work within our area.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or	See attachment 1 for a Memorandum of Understanding detailing this partnership.

in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	
Kidder Matthews	
Description of Partnership	Kidder Mathews is the largest independent commercial real estate firm on the West Coast. Kidder Matthews is partnering with RIS to assist in acquiring a facility.
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	See attachment 1 for a Duties Owed form detailing this partnership.
Kid Rocker	
Description of Partnership	Kid Rocker supports students in their musical development within the classroom. Kid Rocker will partner with RIS to provide music classes during electives.
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	See attachment 1 for a Memorandum of Understanding detailing this partnership.
This is Reno	
Description of Partnership	This is Reno is a local journalism organization that supports Reno, Sparks, the Truckee Meadows and beyond. This is Reno will partner with RIS to provide guidance and support for our journalism program.
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	See attachment 1 for a Memorandum of Understanding detailing this partnership.

Opportunity 180	
Description of Partnership	Opportunity 180 is a non-profit dedicated to supporting the access of great schools for all students in Nevada. Opportunity 180 will partner with RIS to support placement of a board member with a background in finance, and to support us financially through the CSP grant.
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	See attachment 1 for a letter of support detailing our partnership.
Innovation Education Collaborative	
Description of Partnership	Innovation Education Collaborative is a local nonprofit dedicated to the creative thinking of students in Nevada. IEC will partner with RIS to support the creation of our "Creative Inquiry" passion projects.
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	See attachment 1 for a Memorandum of Understanding detailing this partnership.
Reno Bike Project	
Description of Partnership	The Reno Bike Project is a non-profit dedicated to improving the access of bicycle transportation in the Reno/Sparks community. RBP will partner with RIS to provide the Major Taylor Program. The Major Taylor Program is a bicycle riding and commuting education course available for youth in Reno/Sparks.
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	See attachment 1 for a Memorandum of Understanding detailing this partnership.
Educational Access Group	

RENO-

Description of Partnership	This non-profit supports the implementation of trauma-informed practices within the school building. EAG will partner with RIS to provide professional development throughout the school year regarding trauma-informed practices.
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	See attachment 1 for a Memorandum of Understanding detailing this partnership.

(6) Describe the Committee to Form or CMO'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?

The majority of members of the Committee to Form (CTF) are residents of the Reno/Sparks community, and all members are committed to the long-term success of a program that challenges inequities and traditional approaches to education. The proposed board and school leadership team exhibit extensive knowledge of the Reno/Sparks community. Members include former elementary, middle, high school and university teachers, former administrators, small business owners and those practicing in the mental health field.

Our proposed School Director, Ben Contine, is a longtime Nevadan, holding degrees from both the University of Nevada, Las Vegas and the University of Nevada, Reno. He has served as a special education teacher in both Southern and Northern Nevada, has served in a wide variety of leadership roles including site ESL Director, Testing Coordinator, Special Education Coordinator, Safety Director, Facilities Manager, and Discipline Coordinator. He holds credentials in Administration, TESOL, and Special Education.

As a special education co-teacher, headquartered in the math department at Carson High School, Ben Contine was widely considered an expert on co-teaching, having effectively implemented multiple approaches that specifically targeted at-risk students. His implementation and technique was recorded and used as an example of best practices for other co-teachers. In this position, Ben also developed and chaired a specialized Professional Learning Community, with math teachers and special education teachers collaborating to review student achievement data and develop specific interventions to support students with IEPs in meeting graduation requirements - specifically passing the Nevada state math proficiency exam. In one years time, the percentage of students with IEPs who met proficiency standards increased from 49% to 73%, allowing the school to meet Adequate Yearly Progress. There was a concurrent increase in pass rates for other at risk groups, including ELLs.

In 2012, Ben was selected by the Carson City School District Superintendent to lead the development of the district's first strategic plan. Within one year, Ben oversaw a process that included hundreds of community members, educators, families, and students. This voluntary

operation included five full committees operating under the guidance of Ben. Ben specifically engaged and worked with members of underserved communities, including families of students considered at risk. The process was lauded for its inclusiveness and transparency, receiving a unanimous vote of approval from the Carson City School Board. At the packed meeting, more than 70 people testified in support. And, as a show of partnership and shared ownership of the plan, the Carson City Board of Supervisors also adopted the plan.

After his success with the strategic plan, Ben was chosen as one of a select group of implementation specialists under a Race to the Top-District grant in Carson City. Ben served as both the Community Engagement Coordinator and a Curriculum Development Specialist for CTE. As Community Engagement Coordinator, he developed community partnerships and internship programs, including identification, facilitation, and progress monitoring. As Curriculum Development Specialist, he facilitated the development of clear learning targets, unit learning guides, course sequence documents, and assessments that were transparent to all stakeholders.

In 2016, Ben was hired as middle school lead at the Honors Academy of Literature. In his 5 years at HAL, the middle school grew from a 3 star school to a 5 year school, a designation it has held for the past three years. This growth is widely credited to clear articulation of outcomes, a commitment to authentic, collaborative work, and the intentional development of agency with staff, students, and families.

Outside of his education career, Ben has led neighborhood redevelopment efforts in underserved communities, facilitating the development of neighborhood plans that focused on the empowerment of residents. For these efforts, he was named a "Local Hero" by CityLife. He served on the board of the Northern Nevada Children's Museum, has served as a youth coach for over 15 years, and led voter registration drives in the Spanish speaking community.

Our proposed Curriculum and Community Director, Taylor Kockenmeister, is a long-time Nevadan and has served in the field of education for nine years, six of which have been in Reno. She has worked with diverse populations, and taught grades 1st through 8th, in both English and Spanish. She has worked with a team of teachers to develop Girls Math Workshop, a program that supports middle school aged girls in their mathematical skills and mindset, serving a diverse representation of local students. She currently serves as a volunteer for the Northern Nevada International Center, the Northern Nevada Food Bank, and is a member of the 2021-2022 cohort of the New York Times Teacher Project to develop middle and high school curriculum with a focus on social justice.

One of our proposed board members, Yolanda Robles-Wicks, is a current Parent Teacher Organization president for a charter school in Reno. She works closely with families to elicit feedback about their concerns and ideas for improvement within the school setting. Dr.Kendra Beitz-Thompson is a clinical psychologist who provides mental health services to community members at her private practice. Lily Baran, acting and vocal coach, is an active member of Black Lives Matter and Black Wall Street. Jennifer Linn works as a real estate agent and has her finger on the pulse of the housing struggle. She has also worked closely with communities to develop personal finance skills. Scott Oliver is an artist, educator and middle-school parent. Since moving to Reno in 2016 he has served as the Shop Manager for the Department of Theater and Dance at University of Nevada, Reno; and as an adjunct faculty member of Sierra Nevada University's MFA in Interdisciplinary Arts program. Oliver also maintains a professional art practice and is active in the



local arts community. He joined the Reno Inquiry School, Committee to Form as a volunteer in May of this year and has helped establish our dual-credit partnerships and contributed to the Charter School application. Robert Hernandez has six years of experience as an attorney working in family law in Nevada.

The CTF will continue to engage the targeted communities through our canvassing efforts, a community survey to learn specifically about community needs, and through volunteering opportunities through the Northern Nevada Food Bank. Additionally, we will continue to engage in conversations with the Reno/Sparks Indian Colony and the Northern Nevada International Center to learn how we can best support their populations.



(3) Academic Plan

TRANSFORMATIONAL CHANGE

In its 2019-2024 <u>Strategic Plan</u>, 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?

English Language Proficiency (10 points)

All staff at Reno Inquiry School will be trained in the best practices for teaching English language learners. Teachers will engage in PD that emphasizes building on the strengths of ELL students, this includes the scaffolding of lessons to provide entry points and using sheltered instructional strategies. Fasching-Varner et al. suggest that teachers need to reshape their perception of English language learners to "to push past equality and toward equity." ¹⁵ They recommend that teachers connect with families to understand the positionality of a bilingual family/student. This, they state, happens when the educators listen twice as much as they speak. Educators learn to do this when they experience learning a second language themselves. Ben Contine, the school director, and Taylor Kockenmeister, the curriculum and community director, both have conversational Spanish skills from time living abroad and learning from speakers in Mexico and Chile. They are both TESOL endorsed and have extensive experience facilitating the achievement of English Language Learners. Fasching-Varner et al. state that when preservice United States teachers swap roles and become the students in another country, this shift in power creates greater empathy for the bilingual English language learners they intend to teach in the US. They understand the fatigue, struggle, and perseverance required to learn another language. Ben and Taylor have both experienced this struggle and they have the conversational skills to speak with Spanish-language families in order to build connections and listen to understand how their position as bilingual speakers impacts their children in a culture that often celebrates monolingualism.

Strategy	Timeline	Person Implementing
Specific PD for Teachers	By June 2023	ELL Coordinator and School
building on strengths of ELLs		Director

Student Engagement/Countering Chronic Absenteeism (10 points)

¹⁵ Kenneth J Fasching-Varner et al., "'...4542 Miles from Home...': Repositioning English Language Learners as Power Brokers and Teachers as Learners in the Study Abroad Context," *Education Sciences* 9, no. 2 (2019): 146, https://doi.org/10.3390/educsci9020146, 10.



Reno Inquiry School centers a community of care to ensure that students are valued, heard, and respected. Guzzardo et al. write "Effective communication (without condescension or disparagement) and availability are key aspects for student motivation."16 They explain that an ethics of care provides this environment to students by emphasizing the well-being of the learner, such as remaining sensitive to their background and engaging in dialogue with students to help them overcome issues or barriers to success. In their study, students in higher education, especially nontraditional learners and/or students from underrepresented backgrounds, were more likely to succeed in a class if educators were flexible, communicative, and intentionally inclusive of all learners. Reno Inquiry School's commitment to a community of care will ensure that students attend school regularly by ensuring that they feel supported and that barriers that prevent them from attending are discussed and problem-solved together rather than punished. Walberg and Walberg write that "Smaller high schools promote student satisfaction, sense of belonging, participation in school activities, attendance and retention, and avoidance of cigarettes, smokeless tobacco, alcohol, and marijuana. Several studies suggest that smaller schools may benefit at-risk students of lower socioeconomic status more than others." ¹⁷ In alignment with this research, the small school model supports RIS's emphasis on building strong teacher-student relationships, peer socialization, and the sharing of social capital. Further, Walberg and Walberg found that small schools encourage effective democratic management and an absence of hierarchy, values central to RIS's mission and vision. The small school model will ensure that students remain connected to the school and attend regularly.

Strategy	Timeline	Person Implementing
Home Visits	By December 2022	Curriculum and Community Director

College and Career Readiness (25 points)

Reno Inquiry School is committed to providing high school students with access to higher education. Our goal is that 70% of our juniors and seniors will be enrolled in a dual credit course. We plan to support our students in their pursuit of higher education by providing them time during the school day to receive help/tutoring on their college coursework from peers and teachers. In addition to participating in college classes, all students will engage in a program of Community based, and/or Work Based Learning. RIS has already established several partnerships where students can participate in engaging work-based learning, including the Reno Bike Project and The Generator. We anticipate continuing to build our network to provide our students with even more opportunities to engage in work-based learning in the Reno community.

Finally, Reno Inquiry School will offer students two specific Programs of Study: journalism and future teachers. In the journalism Program of Study, students are presented with a course sequence that teaches writing, interviewing, and other journalism skills that they can utilize when participating in an internship with This is Reno. In the future teachers Program of Study, students are presented with coursework that introduces them to educational philosophy, as well as practical teaching strategies that will guide them as they pursue a career in education. One goal of this program is to contribute to diversifying the teaching force in Northern Nevada.

¹⁶ Mariana T Guzzardo et al., "'The Ones That Care Make All the Difference': Perspectives on Student-Faculty Relationships," *Innovative Higher Education* 46, no. 1 (2021): 41–58, 52.

¹⁷ Herbert J Walberg and Herbert J. Walberg III, "Losing Local Control," *Educational Researcher* 23, no. 5 (1994): 19–26, https://doi.org/10.2307/1177029, 21.



Strategy	Timeline	Person Implementing
Develop Programs of Study	All completed by October of	ELL Coordinator and School
	2022	Director

Academic Achievement (25 points)

Students at Reno Inquiry School learn necessary skills and content through an interdisciplinary curriculum. This curriculum is connected to transparent learning targets and learning guides that allow all stakeholders to contribute to student achievement. McNair reports that greater transparency through the use of transparent learning guides increases student achievement and strengthens students' sense of belonging¹⁸. While this practice increases student engagement because it allows students to make authentic connections between content areas, it also increases student achievement. Drake and Burns (2004) explain "teachers from four Virginia secondary schools who used interdisciplinary, teamed instruction reported greater student enthusiasm for learning, increased participation, more completion of assignments, better understanding of concepts and skills, increased connections across disciplines, fewer discipline problems, and improved attendance. Teachers noticed these positive effects particularly with at risk students." ¹⁹. The authors often note that interdisciplinary projects have often been provided to gifted students as a way to engage high level thinkers, however, they found that all learners perform better when offered interdisciplinary learning. Thus, Reno Inquiry School will increase academic achievement of both "at risk" students and gifted students using this approach.

Strategy	Timeline	Person Implementing
Develop Learning Targets,	By August 2022	Curriculum and Community
Learning Guides, and Course		Coordinator
Sequence Documents		

Graduation Rate (30 points)

Reno Inquiry School has set ambitious, but achievable, goals regarding graduation rates, particularly for underserved students (see Driving for Results). Reno Inquiry School is committed to maintaining student engagement in school by utilizing the personalized Program of Study. Students are the main drivers of their personalized Program of Study, and they have the opportunity to build an educational plan that meets their unique interests and needs. Their personalized Program of Study team meets twice a year to ensure that the goals continue to align with student interests and to address any issues (such as disengagement in coursework). Bost and Riccomini explain that increasing student engagement in school will prevent students from dropping out²⁰. They write that providing students with opportunities to experience success will increase the graduation rate and prevent students from dropping out. Reno Inquiry School is

¹⁸ Tia Brown McNair, "Designing Purposeful Pathways for Student Achievement through Transparency and Problem-Centered Learning.(FROM THE GUEST EDITOR)," *Peer Review : Emerging Trends and Key Debates in Undergraduate Education* 18, no. 1–2 (2016): 3.

¹⁹ Susan M. Drake and Rebecca Crawford. Burns, *Meeting Standards through Integrated Curriculum* (Alexandria, Va: Association for Supervision and Curriculum Development, 2004), 22.

²⁰ Loujeania Williams Bost and Paul J Riccomini, "Effective Instruction: An Inconspicuous Strategy for Dropout Prevention," *Remedial and Special Education* 27, no. 5 (2006): 301–11, https://doi.org/10.1177/07419325060270050501.



committed to utilizing a strength-based approach with students. This communicates to students that they are valued and increases the likelihood that students will perceive themselves as successful individuals. Further, students will be provided opportunities to be successful in nontraditional environments through our work-based learning programs.

Strategy	Timeline	Person Implementing
Conduct a review of credit status for all students	August 2022	School Director
Develop Programs of Study	See above	See above

(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?

A Personalized Path

At Reno Inquiry School, educators understand and honor where a student is and where they hope to go. This starts with a home visit at the beginning of school to develop relationships with a student's family and to help them co-create a Program of Study for each student. This Program of Study is tied specifically to post-secondary outcomes driven by the student. By engaging in areas of meaning, students are able to make direct connections between personal goals and academic study. These close relationships combined with high degrees of agency provide a foundation for student growth. These relationships are then extended beyond the school to include members of the community. Students thrive when they have close relationships with mentors who believe in their potential, hold them to high expectations, and guide them through the steps necessary to achieve success. Mentors can include teachers or members of the community who have knowledge and skills to share and can provide applied learning opportunities in alignment with students' academic and life goals.

A Curriculum that Matters

A challenging, hands-on approach to education with high expectations at the Reno Inquiry School equips them with skills to make a difference in the world. In addition to traditional interdisciplinary classes, students spend a significant portion of their time in the community: visiting community members; meeting with mentors; interviewing local experts and professionals; and learning about the vibrant, complex city around them. Students learn how to directly impact their community through exploration of local and global issues. Students gain exposure to the wide range of post-graduation options—all while developing deep connections to the community in which they live.

Interdisciplinary Approach

While classes are based on transparent learning targets aligned to the NVACS, the design is shaped by the intellectual and imaginative powers and competencies that the students need, rather than by subjects as conventionally constructed. An interdisciplinary curriculum combines several school subjects into one active project or is organized to cut across subject-matter lines, bringing together various aspects of the curriculum into meaningful association. It focuses on broad areas of study since that is how children encounter subjects in the real world—combined in one activity. In the interdisciplinary curriculum, the planned learning experiences not only provide the students with a unified view of commonly held knowledge (by learning models, systems, and structures) but also



motivate and develop students' power to perceive new relationships and thus to create new models, systems, and structures. Interdisciplinary curriculum involves using the knowledge view and curricular approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

- (3) Describe the distinguishing features of your school, including programming and curricular choices that make your school unique. For each feature, describe how it will be implemented. Key features may include:
 - (a) Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)

Personalized Program of Study

Students create their personalized Program of Study with a student-selected team, including a parent. The plan incorporates long and short-term student goals, as well as develops intentional space for peer collaboration through the building of cohorts. These programs are intended to be modified as students move through RIS and discover new areas of interest and passions. Given this, the team meets biannually (or more often, if necessary) to make appropriate modifications.

Community and Work-based Learning

The personalized Program of Study also helps students identify potential community organizations of interest that would provide experience working outside the classroom. Every student will engage in a continuum of Community and/or Work-based learning housed and monitored through their Program of Study. Community and Work-based opportunities help students connect skills they learn in the classroom with work in the community. In addition, when participating in service-learning, students learn to practice an ethics of care, an essential component of Reno Inquiry School's culture, with people and organizations outside their immediate environment. Community based learning also helps students develop responsibility and to understand that people are counting them to succeed. RIS will implement this program through the several partnerships already established, as well as making new and important connections moving forward.

Professional Development: Study of Educational Theory/Philosophy

Teachers at Reno Inquiry School will participate in professional development that goes beyond ensuring teaching competency. Wringe explains that "The contribution of philosophy to the preparation of teachers lies not in the conclusions of any particular philosopher or philosophical doctrine but in the general attitude it engenders and in its insistence on returning to fundamentals rather than relying too heavily on tradition, received wisdom, current fashions in 'common sense' or religious and political ideology." ²¹ Reno Inquiry School offers its teachers development in educational philosophy and theory as a way to encourage educator inquiry and to provide the dissonance necessary for shifts in thinking. We believe that excellent teachers question dogmatic practices and reading of educational theory and philosophy will allow teachers to engage in thoughtful discussions surrounding the process of schooling.

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

²¹ Colin Wringe, "Learning to Teach and Becoming a Teacher," 2015, 23–37, https://doi.org/10.1002/9781118977859.ch2, 36.



Mental Health

According to the World Health Organization, the onset of about half of mental health conditions occur by age 14, most of which go unaddressed. Additionally, suicide is the third leading cause of death among 15–19-year-olds. Mental health problems are correlated with poor academic performance and can significantly impact peer relationships.

Since children spend a significant portion of their day at school, schools are in a unique position to implement preventative measures that offset certain environmental factors that contribute to the development of mental health problems (e.g., an unsupportive, hypercritical, or abusive home life; poverty and neglect; society judgments and stereotypes; etc.). Reno Inquiry School will implement the following protective factors to promote emotional well-being:

- Fostering a culture that combats perfectionism and deemphasizes traditional academic
 achievement using principles derived from Positive Psychology. This branch of psychology
 focuses on identifying and working to one's strengths vs. identifying and addressing
 problems and weaknesses.
- Implementing coping skills programs that target stress management, nonjudgmental stance toward others and self, emotion regulation, conflict resolution, etc.
- Prioritizing activities that help build peer connections, particularly things designed to "fold in" children who do not fit in or who are feeling isolated.

Reno Inquiry School Recognizes that school programs cannot be a panacea, so it will develop a method to screen and triage mental health problems as follows:

- Identify at risk students through mental health screening measures or behavioral indicators (e.g., decline in attendance, social withdrawal, lack of engagement, etc.)
- Maintain a list of community resources for mental health treatment and social services.
- If possible, arrange for a "traveling" mental health provider to come to the school to provide on-site interventions, with parent permission, of course.

Democratic Principles

Reno Inquiry School, as part of a reconceptualization of schooling, will implement democratic principles as a way to challenge the traditional teacher/student hierarchy that perpetuates youth disengagement. Democratic principles facilitate practices that encourage analytical worldviews and discussions about the nature of individuals' relationships to one another. Reno Inquiry School will utilize RIS community meeting where students, in conjunction with staff, develop rules and regulations for their school community, and a judicial committee, composed of staff and students, to discuss consequences for rule breaking. Luke describes an impetus to dismantle traditional hierarchies and "refigure teaching as a complex set of relational exchanges between heterogeneous and differentially positioned human subjects."²².

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

Permeable Boundaries (College Classes and Internships)

Reno Inquiry School believes in permeable boundaries that provide students access to diverse and engaging learning opportunities. Dual-credit programs offer students the opportunity to learn high-level content and to pursue academic interests not offered at Reno Inquiry School. Further, students can leave RIS with an associate's degree if that aligns with a life goal. RIS's internship program

²² Allan Luke, "Teaching After the Market: From Commodity to Cosmopolitan," in *Ideology, Curriculum, and the New Sociology of Education : Revisiting the Work of Michael Apple* (New York: Routledge, 2006), 115–41, 124.



allows students to explore local organizations and to connect skills developed in the classroom with projects in the community.

Cohorts

Relationship building is foundational to Reno Inquiry School. In order to ensure that students feel connected to their school community, every student becomes part of a creative cohort. Based on the intake and their program of study, we facilitate small student cohorts that provide foundational relationships and support their time at Reno Inquiry School.

(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.

Dual Credit Classes

Opportunities for dual credit classes are highly associated with student success. Hemelt et al. report that dual credit math courses "altered students' math course-taking trajectories during late high school, shifting students away from remedial or lower-level options and toward more advanced math courses."²³ Further, they found that 11th graders who participated in dual credit math courses were less likely to enroll in remedial math courses during their final year of high school, and instead opt for an AP or precalculus course. Researchers Struhl and Vargas found that dual credit students were 1.66 to 1.78 times more likely to complete college relative to non-dual enrollment students six years post high school graduation²⁴. An found that dual enrollment participants increased their probability of earning a bachelor's degree 8 years after graduation by 7%. First-generation dual enrolled students increased their probability of earning a degree by 8%²⁵.

Community and Work

Engagement in authentic and applied learning is highly correlated with achievement and preparation for post-secondary goals. V. Gamboa et al. describe several benefits to providing students with internships: "gives them the opportunity to intentionally and directly explore a reality that, until this point in their careers, had always been mediated by other sources of information...promote greater complexity and cognitive integration in the process of career choice and adjustment, more easily explore the different aspects of themselves, test new roles, and develop social and decision-making skills." ²⁶ Integral to these findings is the opportunity to authentically transfer classroom skills to work-based locations, as well as the space to explore new roles, develop social skills, and practice decision-making that impacts the community at large.

Community of Care

In her seminal work, *Subtractive Schooling: U. S. - Mexican Youth and the Politics of Caring*, Valenzuela describes caring as "properly premised on the notion that individuals need to be recognized and addressed as whole beings. All people share a basic need to be understood,

²³ Steven W Hemelt, Nathaniel L Schwartz, and Susan M Dynarski, "Dual-Credit Courses and the Road to College: Experimental Evidence from Tennessee," *Journal of Policy Analysis and Management* 39, no. 3 (2020): 686–719, https://doi.org/10.1002/pam.22180, 715.

²⁴ Ben Struhl and Joel Vargas, "Taking College Courses in High School: A Strategy Guide for College Readiness--The College Outcomes of Dual Enrollment in Texas," *Jobs for the Future*, 2012.

²⁵ Brian P An, "The Impact of Dual Enrollment on College Degree Attainment: Do Low-SES Students Benefit?," *Educational Evaluation and Policy Analysis* 35, no. 1 (2013): 57–75, https://doi.org/10.3102/0162373712461933.
²⁶ Vitor Gamboa, Maria Paula Paixão, and Saúl Neves de Jesus, "Internship Quality Predicts Career Exploration of High School Students," *Journal of Vocational Behavior* 83, no. 1 (2013): 78–87, https://doi.org/10.1016/j.jvb.2013.02.009, 79.



appreciated, and respected."²⁷ She continues to explain that while this appears to be a remarkably simple idea, many US-born, Mexican American students in her study do not have this need met throughout their school day, creating disconnection from the school community, and as evidenced in other research, leading to increased drop out, lower graduation rates, and chronic absenteeism. Reno Inquiry School will center a community of care in order to ensure that every student feels connected to our school community and to counter chronic absenteeism, student dropout rates, and increase graduation rates.

Democratic Principles

Bryan and Henry report that "Successful partnerships are intentionally infused with the principles of democratic collaboration; student, family, and community empowerment; social justice; and strengths focus (Bryan, 2005, 2009; Bryan & Henry, 2008; Nelson, Prilleltensky, & MacGillivary, 2001). Democratic collaboration means that school, student, family, and community partners have shared decision making, ownership, and responsibility for the partnership vision, goals, and outcomes." In alignment with this description, Reno Inquiry School believes that developing a school that centers democratic principles will increase partnership between parents and the school, as well as the community at large, producing greater student engagement and success. The RIS Collective and the judicial committee, foundational aspects of democratic schools and participatory democracy encourage students to feel responsibility in the success of their school community. It also develops agency and increases student empowerment.

Service Learning

Service learning not only benefits the youth participating in the activity, but community members are also more likely to hold a positive impression of youth as they are more likely to view them as valuable resources and active community problem solvers²⁹. For students, authentic service programs that genuinely fill a need in the community are more likely to engage youth and produce positive outcomes. Bilig reports that service-learning programs that have the greatest impact on students involve a high degree of student responsibility, student autonomy, student choice, direct interaction with the community, and teachers who are active partners³⁰. Reno Inquiry facilitates this process by centering student autonomy and utilizing democratic principles that enhance student's ability to understand and engage in activities that require a high degree of responsibility. Finally, the personalized Program of Study encourages student choice and authenticity when identifying a community issue to address when doing service learning.

(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.

²⁷ Angela Valenzuela, *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*, SUNY Series (State University of New York, 2010) 114.

²⁸ Julia Bryan and Lynette Henry, "A Model for Building School-Family-Community Partnerships: Principles and Process," *Journal of Counseling and Development* 90, no. 4 (2012): 408–20, https://doi.org/10.1002/j.1556-6676.2012.00052.x., 209

²⁹ SH Billig, "Research on K-12 School-Based Service-Learning: The Evidence Builds," *Phi Delta Kappan* 81, no. 9 (2000): 658–64.

³⁰ Billig.



While we have researched many schools, including tours, networking, and video observations, the structural overlap is not significant enough to provide a good comparison to our model.

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. Required courses, such as physical education, financial literacy³¹ and computer science³², should be included.

Reno Inquiry School's curriculum for English Language Arts (ELA), mathematics, science and social studies are aligned to the Nevada Academic Content Standards (NVACS) and this alignment is foundational to achieving our school's mission. These standards encompass the Common Core State Standards in ELA and mathematics, including the Standards for Mathematical Practice and the Next Generation Science Standards for science. The NVACS will be utilized to guide our year-long progression, unit planning, and assessments to ensure our students are prepared for post-secondary goals. These standards will be reflected in transparent learning targets and learning guides. As required by NRS 389.018, we provide coursework in all 9-12 core content areas, as well as specials and enrichment opportunities. To support the development of students to contribute to our local community and to our school must provide a curriculum that is rigorous, interdisciplinary, and meaningful. Diverse forms of curriculum that are sociologically grounded across disciplines recognize and honor the multiplicity of lived experiences and ways of understanding/being in the world.

Inquiry-Based Learning

An imperfect inquiry-based approach to course and unit design helps students at Reno Inquiry School develop the ability to pose meaningful questions, solve issues, and engage in the process of learning from failure which counters the banking model of learning (accumulation of facts, knowledge to be perfectly reproduced and demonstrated within inorganic anti-intellectual contexts). The inquiry approach is not simply designed around questions, like when and why something happened. Rather, it embraces the basic insights of a topic, or critical theory. This approach seeks to challenge widely accepted narratives of what we know to be true, interrogate facts that are too often considered unproblematic, and strive to understand multiple perspectives and realities depending on how an individual is positioned or situated. This method encourages students to continuously ask, "What is it that we know, and how do we know it?" The inquiry approach supports students in understanding the knowledge construction, how acceptable findings are questioned or changed as part of the process, and how important failure is to the learning process. Inquiry takes multiple forms-it can be discovery-based, hypothesis based, validate what is already known, individual or collaborative. Overall, learning that utilizes an inquiry approach

³¹ NRS 389.074

³² NRS 389.072



centers the student's thinking and emphasizes the research process-with an end goal of conceptual understanding of a topic, idea, or problem.

Interdisciplinary Curricula

The curriculum at Reno Inquiry School utilizes an interdisciplinary approach. An interdisciplinary, or integrated, curriculum makes connections and looks at ideas and problems from multiple perspectives. Interdisciplinary curriculum combines multiple content areas into one cohesive project or mode of study in order to promote a meaningful outcome. Learning is centered on relevant and creative contexts that are connected to the broader Reno community and curriculum is crafted specifically to the needs and interests of our students. Interdisciplinary learning can "increase student engagement, raise achievement, and reinvigorate stale teaching" and be used to "reflect 'real world' problems in which many disciplines and perspectives may be brought to bear." ³³ Our approach to planning interdisciplinary curriculum requires teachers to make some of the same cross curricular connections. This work is housed in learning targets, learning guides and assessments all aligned to the unit and the NVACS. It is crucial that students do not see coursework as separate bodies of knowledge with little connection, but as lively, evolving, and integrated opportunities to make learning meaningful.

A Focus on Social Justice

RIS borrows David Omotoso Stovall's definition of social justice: "individual contribution to the collective efforts to articulate the day-to-day processes and actions utilized in communities and classrooms centered in critical analysis and reflection for the purpose of changing our conditions...These processes include the critical examination of power as it relates to race, class, gender, age, sexual orientation, and disability coupled with action plans and concrete strategies" ³⁴. Central to this definition is the idea of actionable change. Curricula focused on issues of social justice is a pillar of the Reno Inquiry School, not only because of the relevance within learning, but it's pathway to a critical analysis of power, and its potential for increased power-sharing within the school community and beyond. Our curriculum provides opportunities for students to notice and question local, national and global issues around diversity, justice, identity and action. A curriculum that is rooted in social justice is interconnected with all content areas. Our curriculum will explore topics of climate change, free speech, voting rights, immigration policy, gender equality, LGBTQ rights, civil rights issues, Black Lives Matter, affordable housing, intersectional identities, access to health care and healthy food, and more.

Historically disadvantaged groups do not have limited social capital, they have different social capital that often is not recognized/valued in traditional school institutions. At-risk students are often solely viewed through a prism of deficit in relation, rather than for the unique strengths they bring. As an example, English language learners do not have limited

³³ Applebee, Adler, and Flihan, "Interdisciplinary Curricula in Middle and High School Classrooms: Case Studies of Approaches to Curriculum and Instruction." 1003

³⁴ David Omotoso Stovall, *Born Out of Struggle: Critical Race Theory, School Creation, and the Politics of Interruption*, SUNY Series, Praxis: Theory in Action (Herndon: State University of New York Press, 2016), 34.



language skills. In fact, they likely have more cumulative language skills than a monolingual student.

We believe that a curriculum with a foundation in social justice allows students to learn to respect and engage with those who are similar and different from them, to recognize inequities, to develop positive social identities within their own unique membership of a group, and to develop a sense of empathy that leads to action. We believe that rooting a curriculum in social justice has the power to transform our community³⁵.

Curriculum Planning and Support

Reno Inquiry School will provide professional development in the planning and development of interdisciplinary curricula based on the NVACS. Professional development will be done at the beginning of the year to create long term plans to develop curriculum. This work will continue at weekly Professional Learning Communities (PLCs). Every course will be mapped with transparent and accessible learning targets, that are housed in available Learning Guides and Course Sequence Documents. The following describes our approach.

Standards Unpacking

To understand the standards, it's important to look at the nouns and verbs within a standard. The nouns indicate what the students should know. The verbs indicate what the students should do. Working in cross curricular teams, vertically and horizontally, educators look at the grade above and below each of their required standards, circle the nouns (write them as knowledge that students must attain in their own words), underline the verbs (write them as skills students must master in their own words), and predict potential student misconceptions, and finally summarize the standard completely in their own words. This practice will help educators to deeply understand the NVACS they are planning for, and how to best interconnect them with other content areas. This practice will be done at the beginning of the year, and each week during PLCs.

Interdisciplinary Curriculum Mapping and Learning Guides

When teachers have a firm understanding of the standards, they can begin mapping out their interdisciplinary and inquiry-driven curriculum. This involves vertical and horizontal planning, and mapping for the integration of multiple standards. This process leads to teachers feeling more empowered to teach their content and projects, becoming more reflective, and holding students and themselves to higher academic expectations. Curriculum mapping and the development of specific learning targets supports teachers in gaining clarity of objectives and standards, seeing connections between details and the bigger picture, building on the work of their colleagues, sharing resources, and clustering standards together. Vertical mapping supports teachers in understanding how standards, content and skills build on each other over the course of students' experience. Mapping vertically allows teachers to specifically pinpoint what it means for a student to have demonstrated mastery of a learning target and to identify support and enrichment/acceleration within their project planning. Horizontal mapping is the mapping of an entire course or content area through the year. This entails developing all essential course learning targets, essential questions, interdisciplinary connections, enduring understandings, big ideas, and the outcomes for each course or content area. Mapping horizontally helps teachers to plan for interdisciplinary learning opportunities.

³⁵ Pat Dolan, "Social Support, Social Justice, and Social Capital: A Tentative Theoretical Triad for Community Development," *Community Development (Columbus, Ohio)* 39, no. 1 (2008): 112–19.



Utilizing these mapping structures leads to the creation of interdisciplinary projects because teachers are able to see the cross-over of standards, the partnership of standards, and opportunities for integration across content areas. It also provides common understanding of learning targets between teachers, students, families, and other stakeholders.

Once educators have a firm understanding of the standards they'll be teaching, and how they align to other content areas, they'll start to map them out on a shared excel spreadsheet that includes: date, lesson topic, NVACS standards addressed, instructional strategies/activities, and formative assessment. This document will help our school team to see what/how standards are being addressed at a specific time, what projects are being worked on, and what lessons are being instructed.

Learning guides will be created to provide students and their families information about what they are learning, how they're learning it, and how to improve their learning.

Personalized Program of Study

The foundation and "shared space" of each student's learning at the Reno Inquiry is their personalized Program of Study (see sample below). This adaptable, accessible plan is developed collaboratively, with a student and family as the primary driver. The personalized plan includes an intentional building of meaningful relationships with peers (see cohort), and a common, transparent and equitable place for engagement with teachers, families, and stakeholders. At the Reno Inquiry School, students' progress towards mastery of learning targets, unit targets, and semester goals are directly tied to the students' personalized Program of Study, which are reviewed by a student driven team twice a year. This enables students to make connections between short term learning targets and larger outcomes. The consistent monitoring of progress towards mastery of learning targets provides opportunities for specific, targeted, and early intervention. Further, the Program of Study provides for an authentic progress monitoring tool for both graduation and post-secondary goals. See figure 4 for an example

41



Figure 4: Program of Study (SAMPLE)				
Program of Study (SAMPLE)				
Community Partners/Sponsors:	Reno Bike Project, Generator, TMC	CC, Sierra Nevada University, Rive	er School Farm	
Name of Student: Your Child Graduation Year:2025		Community Cohort: Growers Change the world: Provide local, community-based food for marginalized communities Passions: Art, Growing Food, Outdoors, Basketball		
9 th	10 th	11 th	12 th	13 TH
English I	English II	ENG 101/102 (TMCC)	ENG 201	
Geometry	Algebra II	Statistics	MAT 126	
Biology	Chemistry	Physics	Internship: Reno City Council	
Art	World History	US History	Government	
PE	PE	Art 2	Art Concepts	
Spanish I	Spanish II	ESP 101/102 TMCC		
Cohort: Community Garden	Cohort: Community Garden Management and Sophomore Capstone	Cohort: Building an Effective Non-Profit	Cohort: Application for Graduation	
	Work/	Place Based Learning Experiences		
Intake Develop 4-year Plan; Guest Speakers, Attend Workshops through community, seminars	Job Shadow, Guest Speakers, Complete	Work with local growing organizations	Program development with the Generator	Summer Internship/Employment
Beyond the Classroom				
Engage in Expedition Learning Attend Student Conferences Basketball Team Art Club	Lead an Expedition Attend Student Conferences Basketball Team Art Club Treasurer	Basketball Team Art Club President Auditions for a play First Art Show Postsecondary Articulation	Basketball Team Coach Attends a two week conference on Food Justice Art Club	

Professional Learning Communities

Weekly, teams of educators will meet in Professional Learning Communities (PLCs) to analyze student's progress and mastery of learning targets, aligned with the NVACS, using the DataWise process from Harvard University³⁶. This process of data analysis and inquiry supports teachers in making informed instructional decisions based on evidence. Educators will bring student work with them to their weekly meeting, collaborate with team members in an inquiry process to discover misconceptions or mastery, and collectively create next steps to implement immediately. Using the Datawise process, PLCs will follow protocols to engage in the data analysis and action process: prepare for organized work (relationship building and norms), building assessment literacy (determine assessments utilized throughout this process), create data overview (synthesize data types and formats used by our school), dig into student data (analyze, evaluate, sort, etc.), examine instruction (recordings of yourself, team observations, and reflection), develop action plan (determine what will be done to fill gaps, make changes, etc.), plan to assess progress (determine ongoing monitors), act and assess (engage in the plan, assess progress, and reflect), and repeat steps again. Due to our small school model This cyclical and inquiry-driven process supports teachers in the examination of data from an objective perspective and creates structures for reflection, data driven action, and collaboration.

Learning Environment

The learning environment at the Reno Inquiry School will be focused on student agency and autonomy and emphasizes proactive approaches to mental health. Pivotal to that success are the

³⁶ "Data Wise," accessed July 12, 2021, https://datawise.gse.harvard.edu/home.



utilization of democratic principles, a belief in permeable boundaries, and a proactive approach to mental health. We understand the "one size fits all" approach is ineffective for building engaged students, and especially for creating empathetic, engaged community members. Through flexible grouping and a small school model, the Reno Inquiry School is able to offer small group learning environments to meet the needs of all students. The following principles are foundational to achieving that vision.

Democratic Principles

Democratic engagement fosters a sense of belonging and agency in all members of the school community. Students are active participants in what and how they learn. They support the school in creating their own vision for the learning environment, as long as it doesn't interfere with anyone's freedoms. Students at the Reno Inquiry School can use their agency to create everything from campus labor arrangements to student governance systems, from internet and cell phone policies to social media presence, and from institutional traditions to community ideals. Students have the opportunity to examine their own ideas and opinions in weekly meetings and specialized committees. Students have opportunities to collaborate as peers with staff and community members. Students on the Recruitment Committee help with student and staff recruitment. Students serve on the Curriculum Committee, which helps develop academic frameworks and support with the development of coursework. Reno Inquiry School students have the ability to shape their educational experience by reflecting on and shaping their own learning community. Students learn the mechanics of change through self-governance, it's benefits and challenges. Students learn that their academic content is just as important as being a strong communicator, the importance of developing relationships, and that significant change is a result of many small actions. These self-determination teachings are as vital as anything students learn throughout their time at Reno Inquiry School. Self-governance prepares students for the obstacles that they will face in their academic and professional careers, as well as in the wider society.

Permeable Boundaries

Consistent with our commitment to creating a Learning Organization, with agency throughout, the Reno Inquiry School will facilitate permeable boundaries within the learning environment, as we recognize that schools can often be dehumanizing spaces. Students are often isolated from each other and from free forms of inquiry. Modern schools tend to be spaces of surveillance and control, which cultivates anxiety, conformity, and fear – repressive emotions, not democratic capacities and agency. To counter this, we provide open spatial arrangements that foster interdisciplinary study and collective inquiry. Boundaries are permeable and democratically negotiated, and should foster engaged forms of inquiry and action within the school building or out in the community. This permeability also extends beyond the walls of the school and encourages and supports students in engaging with community partners.

Proactive Approach to Mental Health

Consistent with our commitment to a community of care, RIS learning environment will be one that is human-focused, kind, and deemphasizes traditional hierarchies. We focus on identifying each student's strengths and assets they bring to the school community, as opposed to viewing students through the prism of individual deficit. We prioritize the creation of a learning environment that builds peer connections, particularly designed to "fold in" students who don't fit in or who are feeling isolated using the direction of Martin Seligman. Additionally, we believe that if we want to support the well-being of our students, it's important that we don't solely focus on those who are



suffering or showing signs of distress; supporting the overall well-being and mental health of all students is imperative to the mental health of the entire school.

Community Support

Foundation of Service

Each year, students at RIS will engage in a service-learning experience that improves the Reno/Sparks community. It is critical that students and partners are able to share, discuss, and analyze their experiences and are able to articulate the skills necessary to move the project forward. Students learn the significance of real, hands-on community engagement through participating in service and labor. Students support local organizations and contribute to the community's long-term health throughout their time at Reno Inquiry School.

Students develop ties with local organizations early in each semester, with the help of staff, and work with them to identify how best to assist their efforts. Student service is for the community's benefit and involves any effort — attractive or not — that is necessary to the organization's success. Service projects might include but are not limited to the following: utilizing the framework of Youth Participatory Action Research to create projects within the community, working alongside the Desert Research Institute to create and carry out a plan for eliminating microplastics in Lake Tahoe, managing communications and social media for Reno/Sparks Indian Colony, organizing a survey and volunteer event for the Keep Truckee Meadows Beautiful, or assisting with the building and creation of new boxes for homeless supplies for The Karma Box³⁷.

The accountability stakes are authentically raised with the service and labor program. Reno Inquiry School entrusts students with the task of keeping the school running and its relationship with the Reno/Sparks community strong. A mistake by a student might cost a local group time and money. Yet, these practices also allow students to engage in productive failure. Failure is a great teacher, and risk taking is encouraged, and when sewn with a community of care can be an opportunity for growth.

Students learn about the collective impact that a group of individuals may have when they work together to achieve something bigger than themselves during their time at Reno Inquiry School. Together, they discover that service and labor are more than just a collection of hours; they are a collective obligation to each other and to the greater Reno/Sparks community. Results of service learning should be transparent and publicly shared. This can be through end-of-semester presentations, presentations to policy makers, or to community members.

Mathematics

Our mathematics program is centered on reasoning and sense-making, as proposed by the NVACS and Standards of Mathematical Practice. By teaching context-based mathematics, we foster equity from algebra to precalculus, and develop critical thinkers who can appreciate the value of math in our world and utilize math as a powerful tool to help them navigate challenges in their time at Reno Inquiry School and beyond. A strong foundation in mathematical thinking is essential in preparing our students for their post-graduation paths, whether that be the workplace or in further study and active citizenship. A strong mathematical understanding supports our students in future decisions regarding their health, personal finances, and community challenges.

³⁷ "YPAR Hub | YPAR Hub," accessed July 12, 2021, http://yparhub.berkeley.edu/.

RENO INQUIRY SCHOOL

Mathematical reasoning is defined as drawing conclusions based on mathematical evidence or mathematical assumptions: it helps students not just see *how* something works, but *why*. Sense-making connects students' previous knowledge of a problem, concept, or situation to new knowledge as well as the greater context and applications. Reasoning and problem-solving support students in making connections, communicating, and drawing conclusions. Mathematical assessments will primarily focus on reasoning and sense making to communicate what we mostly value.

Because mathematics is a constantly evolving social-content area, our pedagogical focus is on making mathematics relevant to students' time and culture, thus fostering interdisciplinary connections and emphasizing meaning and relevance. Furthermore, utilizing a problem-solving approach will help students recognize patterns and structures and promote mathematical inquiry. When students see the relevance and meaning of mathematics, they transfer their knowledge to future learning and across content areas.

Fostering mathematical equity is key to challenging current gatekeeping practices. Our program emphasizes the importance of mathematical struggle, offers multiple pathways to success, and supports each student in meeting the shared goal of mathematical proficiency. Instructors will support students in the critique of the world of mathematics to raise awareness of community social issues; this will also build identities as mathematical thinkers.

The Reno Inquiry School will utilize the NVACS and the Standards of Mathematical Practice as a foundation of our curriculum planning and instruction. We will utilize horizontal and vertical team-planning sessions to come to an agreement of the sets of mathematical-content standards in each grade level and effective means of measurement.

9-12 Math Program Courses

Alaebra 1

This problem-solving- focused course explores one-variable statistics, data collection and display, data distribution measurement, and data interpretation as per required by the NVACS for mathematics. Students then progress to learning more about linear equations, inequalities, and systems of linear equations and inequalities. They not only utilize these representations to model relationships and restrictions, but they also use them to reason abstractly with them. Students write, rearrange, evaluate, and solve equations and inequalities with greater precision, explaining and verifying their reasoning. They apply their newfound understanding in a unit on two-variable statistics, where they build on their earlier knowledge of scatter plots and lines of best fit. To evaluate linear models, understand quantitative data, and distinguish correlation from causation, students employ residuals and correlation coefficients. They also use two-way tables and relative frequencies to determine connections in categorical data. They deepen their grasp of functions and their ability to express, interpret, and communicate about them, examine and solve quadratic equations, and interpret rational and irrational number solutions.

Geometry

This analytic geometry coursework integrates the use of algebra and geometry together, as recommended by the NVACS for mathematics. Students begin their coursework by practicing making conjectures and observations. They then prove the triangle congruence and similarity theorems rigorously using transformation-based concepts of congruence and similarity, results



about quadrilaterals, isosceles triangles, and other figures using these theorems. They calculate volume formulas and investigate the impact of dilation on both area and volume and construct equations for circles, parabolas, parallel lines, and perpendicular lines using transformations and the Pythagorean Theorem. Geometric modelling will be emphasized using mathematical tools and geometric software.

Algebra 2

Students begin the course by learning about sequences, which also gives them the chance to review linear and exponential functions. Students also learn about polynomial identities and how to apply them to find the formula for the sum of a geometric sequence's first terms. Exponent rules are then extended to incorporate rational exponents. They solve problems with square and cube roots before coming up with the concept of a number whose square is, which allows them to expand the number system to include complex numbers. They may solve quadratic equations with non-real answers as a result of this. Students return to their study of exponential functions, building on their understanding of rational exponents, to show that the property of expansion by equal factors across equal intervals stays true even when the interval is non-integer in length. Students learn to graph and algebraically transform functions. Students learn to use sampling and simulations to account for data variability and estimate population mean, margin of error, and proportions. They learn to practice skepticism and critique data that is overly simplified.

Statistics

Knowledge of statistics is imperative to daily decision-making post-graduation. Understanding the variability of an outcome, assessing the reasonability of an outcome, and understanding quantitative data will be central to this course as required by the NVACS in mathematics. This course will rely heavily on real-life scenarios, critical analysis, and graph and data interpretation. Students will explore interpreting categorical and quantitative data, making inferences and drawing conclusions, conditional probability, the rules of probability, and how to utilize probability to make important decisions.

Calculus

This course strengthens students' understanding of functions in preparation for the process of differentiation and integration. This course focuses on functions that are represented by the rule of 4, basic algebra derivatives, transcendental functions, limits and continuity, curve sketching, related rates, implicit differentiation to find the derivative of an inverse, optics include functions represented by the rule of 4, limits and continuity, derivatives of basic algebraic and early transcendental functions, applications of the derivative, implicit differentiation, curve sketching, related rates, implicit differentiation to find the derivative of an inverse function, integration, and the geometric interpretation of differential equations via slope fields.

English Language Arts

Reno Inquiry School offers a rigorous and meaningful literacy curriculum guided by the NVACS with a focus on applied skills related to journalism and social justice. As stated in the NVACS, students will be supported to engage in rigorous and diverse literature and various forms of digital media. In addition, through interdisciplinary learning opportunities and a critical lens, RIS students will engage in inquiry-centered learning opportunities that challenge their thinking on issues of equity, and the shared and unshared parts of the human experience.



Throughout our four-year program, students will develop strong critical thinking, writing, and analytical skills centered on diverse literature, cultures, and historical periods. Supporting students in developing their proficiency in literacy disciplines will help them to reflect critically on the community and world around them, propose solutions to problems, and effectively share their solutions to a broader audience.

Our writing program shows writing in its greater contexts, by having students write to different audiences and purposes, whether they be for further study, the workplace, or in their communities. Audience awareness will help students challenge their linguistic awareness of varying rhetorical situations and determine appropriate voices and authority and interrogate issues of linguistic justice. By learning about writing as a recursive process, students will draft and revise for peer review and offer comments in a constructive manner. Guest speakers will discuss workplace writing, specifically, their use of audience awareness and writing contexts.

9-12 ELA Program Courses

English 9

This English 9 course is designed to meet CCSS and ELA standards while also preparing students for any path they choose after graduation. This course continues to improve students' grammar abilities as well as their ability to communicate verbally and in writing. It also exposes pupils to a variety of literary forms. Work will focus on improving vocabulary, language mechanics, punctuation, analyzing by literature, identifying patterns and connections within the material offered, and applying various presentation styles through directed reading and writing projects (power point, posters, newspapers, speeches, memorizations), using planning, research, drafting, editing, and revising to improve writing skills through diverse narrative, expository, persuasive, and descriptive essay assignments students improve their writing skills in the analytical, persuasive, creative, and informative domains, with an emphasis on planning and drafting. Commentary, expository essay, short tale, poetry, pastiche, report, and reviews are some of the formats available. Group discussions, speeches, oral commentary, dramatic readings, and formal presentations will all be part of the oral activity.

English 10

The literary analysis and writing abilities taught and mastered in 9th grade are reinforced and expanded in this sophomore-level course. All aspects of the course content – literature, grammar, vocabulary, and writing assignments – help students improve their ability to construct and communicate well-founded concepts. Students will explore the evolution of numerous literary trends throughout the year in order to broaden their understanding of the human experience. Students are guided to determine the writer's intent through close reading. Students will engage in a variety of oral, multimedia, and written activities as they learn about the written word, including journals, narratives, compare-contrast, and synthesizing.

English 11

Through a concentration on the American Experience, this course continues to emphasize composition skills and literary analysis as done in previous grades. Students will study America's colonialism and war for independence, while developing into many different areas. The exploration of English as a dynamic and evolving language will be part of the course. As recommended in the NVACS, students will analyze themes and topics from 18th, 19th, and 20th century texts as well as foundational American texts including the Constitution and other seminal, legal documents.



English 12

This course is designed to help students improve their functional literacy and technical writing skills. This course will look at and assess MLA (Modern Language Association) and APA (American Psychological Association) styles. Furthermore, students are immersed in a historical and critical study of English language and literary forms. Students concentrate on classic European and American literature, recognizing and interpreting discrepancies in perception and interpretation. Students must also assess and evaluate relevant themes and issues that are related to the larger goals of European and American social studies. They read and respond to representative works of historical or cultural significance using literary interpretation, analysis, comparisons, and evaluation. All of the content adheres to the NVACS for English Language Arts.

Science

The Next Generation Science Standards (NGSS) will serve as a foundation of the science curriculum we offer at RIS and will utilize an inquiry-driven approach. Our curriculum will support each student's scientific understanding by making explicit connections between science with other content areas, specifically with literacy skills. We understand the value of scientifically literate students and the impact they can have on our local community. As suggested by the National Science Teaching Association, and NGSS, our program will integrate three-dimensional teaching and learning, teach science from interdisciplinary and multidisciplinary approaches, and emphasize becoming scientifically literate as applied to our community and global challenges³⁸. We will emphasize real-world experiences to enhance the subject matter and a significant amount of in class time will be devoted to exploring scientific phenomena and potential applications.

Per NGSS, scientifically proficient students must be able to engage in scientific practices, understand cross-cutting concepts of the domain, and have a clear understanding of the core ideas³⁹. The scientific practices we will support our students in are investigating theories, concepts, and building models and systems, as well as engage in the scientific inquiry process. We will support our students in discovering the meaning of crosscutting concepts in science like systems and system models, stability and change, and proportion and quantity. We'll bridge the disciplinary core ideas by providing a multidisciplinary approach to science education so they can recognize concepts of importance, see connections between multiple scientific concepts and understand how their learning connects to societal and personal concerns that require scientific knowledge and thinking.

Scientific literacy is the ability to utilize scientific information to make decisions that impact your life. An understanding of science helps people to critique, think creatively and solve problems, and it is imperative we support students in developing these skills within our curriculum. In order to promote scientific literacy, we will encourage peer reviews and presentations to share scientific findings and practice speaking and listening skills and incorporate authentic problems in our community that involve science like invasive species or air pollution to promote critical thinking and decision making.

³⁸ "Learning Conditions for High School Science | NSTA," accessed July 12, 2021, https://www.nsta.org/nstas-official-positions/learning-conditions-high-school-science.

³⁹ "Three Dimensional Learning | Next Generation Science Standards," accessed July 12, 2021, https://www.nextgenscience.org/three-dimensions.



9-12 Science Program Courses

Biology

Biology aids our understanding of the living world and the various creatures that inhabit it (including humans). The application of scientific principles as powerful conceptual tools for comprehending the diversity, linkages, and complexities of life on Earth is emphasized in this course, guided by the NGSS. Homeostasis, energy transmission and usage, the relationship between structure and function, and change over time are some of the major biological principles students will explore in this course. Learners engage in hands-on activities that teach them to use biological knowledge to make decisions and solve problems.

Integrated Environmental Science

Environmental science is an interdisciplinary course where students study the environment and engage in environmental issues by combining physical, biological, and information sciences as well as the relationship between the earth's natural systems and the demands that humans place on them. This course, guided by the NGSS, looks at the scientific concepts that underpin natural phenomena and resource cycles, as well as how we use these systems and our impact on them, as well as potential solutions to the problems that come from resource mismanagement and exploitation.

Chemistry

Our basic needs of food, clothing, shelter, health, energy, and clean air, water, and soil all require chemistry. This course, guided by the NGSS, brings the theoretical parts of the physical and life sciences together in real-world applications. This course teaches the fundamental concepts of the periodic table bonding, properties of liquids, solids, and gasses, solutions, kinetics, nuclear chemistry and more. Learners expand their grasp of physical science by analyzing problems and difficulties in our world through the lens of chemistry in this chemistry course. They study the core analytical skills and knowledge needed for a thorough comprehension of chemical principles in this framework. Students study chemical concepts in their context and do laboratory studies that allow them to build on and expand upon these concepts, with an emphasis on developing their capacity to think critically and explain chemical concepts in an academic manner.

Physics

The goal of this course is for students to understand how physics is seen in the real world. Physics aids in the organization of the universe and deals with the fundamentals in the recognition of links between seemingly unrelated things. Physics provides us with great tools for expressing our creativity, seeing the world in new ways, and changing it. This course, guided by the NGSS, will promote learning through hands-on activities, laboratory practices, and science demonstrations which help students gain ideas, information, and abilities. Much of the learning in this course is tied to concepts of algebra and math.

Social Studies

Through emphasis on expeditions and project-based learning, social studies at Reno Inquiry School is interwoven utilizing the Nevada Academic Content Standards. Both disciplines are taught to students in integrated, thematic units that support students in examining our past and how they can reimagine and create a better future and prepares our students to engage as democratic actors. Our comprehensive program will emphasize critical inquiry based on the following main content themes as provided by the Nevada Academic Content Standards: A. power and politics B. identity,

RENO INQUIRY SCHOOL

people and places C. international relations D. social justice E. respectful engagement with diverse people F. diverse contributions to the world G. civic and political institutions H. civic dispositions and democratic principles I. rules and laws J. geographic representations K. human environmental interaction L. human population, movement and patterns M. global interconnections N. economic principles from our national and global economy.

Students will read critically, analyze, and persuade with the main goals of: A. constructing compelling questions B. gathering and evaluating sources C. developing claims and evidence and D. taking informed action. Students will examine art and writing, moral and ethical issues, explore concepts of social justice and environmental stewardship. The goal is to provide a relevant and meaningful social studies curriculum and support students to have a passion for understanding the broad range of human experience. We emphasize the importance of the application of social studies topics. Our program focuses on developing contributing members to our local community who can identify problems and injustice through a contemporary and historical lens, propose solutions and effectively communicate those solutions. These skills will put our students in a position to have a direct impact on their communities both now and after graduation.

9-12 Social Studies Program Courses

World History and Geography

This content area focuses on World history from approximately the 1300s to modern day. This includes the study of geography, history, and culture in global regions, with an emphasis on critical historical inquiry. Students analyze significant events, individuals, developments and processes across the world within this time frame. This content area is taught from multiple and varied perspectives for a vivid and complex picture of history. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach.

U.S. History

This content area focuses on the history of the United States (1877-Present), per the recommendation of the NVACS for Social Studies. This course analyzes the United States' unique cultural, historical, and social context from the Civil War to contemporary concerns in the twentieth century. Students identify, research, and evaluate important pre-war national events such as US industrialization and expansionism/imperialism. Students investigate the United States' role in World War I, as well as the socioeconomic transitions that occurred. They study the role the US played within the WWI conflict, and how the Great Depression followed. They also explore the Industrial Revolution in the 1950's, the Cold War, Civil Rights, various movements of the 1970's, globalism, terrorism and modern issues. Students study how we are impacted by these historical events now, and what to do about them for our future.

Government

This coursework covers the fundamentals of government and citizenship and focuses on the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system, as directed by the NVACS for Social Studies. Students will explore the specific processes of government institutions, how to apply democratic principles and how it



connects to our economy. Analytical readings and writing are embedded within all aspects of this course, with the goal of practicing argumentative and informative speaking skills.

Financial Literacy

Coursework in financial literacy is imperative to a student's post-graduation path. Within this course, students will learn to evaluate and practice financial literacy skills that involve goal setting, analyzing and evaluating financial information, investigating loans and exploring debt, learning about financial risks, investments and more. Students will also be supported in learning about post-secondary finance options and ensuring they are making smart financial decisions within the following programs: Free Application for Federal Student Aid (FAFSA), Western Interstate Commission for Higher Education, Governor Guinn Millennium Scholarship, Silver State Opportunity Grant Program, prepaid tuition, and college savings programs. This course development will be partnered with Jennifer Linn from Ferrari-Lund, one of our community partners.

Economics

Starting in 2023, coursework in economics at the Reno Inquiry School will teach imperative economic principles that create informed thinkers post-graduation with the ultimate goal of thinking like an economist. An emphasis on supply and demand, economic policies, media literacy, and the relationship between economics and our social/political challenges. The study of economic problems and the techniques by which civilizations solve them is the priority of this course. Students will examine the characteristics of the US market economy and how it functions in the world. Economics is based on an understanding of how individuals choose to use resources. Setting goals and determining the resources available to achieve those goals are two aspects of economic decision-making.

Instructional Methods and Materials

Reno Inquiry School will utilize curricula and materials that are in alignment with the NVACS and our vision and philosophy, which is research-based. Some possible curricula and instructional strategies are listed below in Table B, however, our materials and methods will be constantly evolving as we learn innovative research and practices. Materials and methods will be chosen based on relevance, active engagement, inquiry-focus, and ability to support interdisciplinary curriculum development.

Table B: Research-Based Instructional Materials		
Content	Curricula	Rationale
English Language Arts	• Expeditionary Learning	These materials are research-based, aligned to the NVACS for English Language Arts and focus on the variety of writing and audience types, include focus areas for projects, are relevant and have a large focus on social justice.

RENO INQUIRY SCHOOL

	 Louisiana Curriculum Hub⁴⁰ New York Times Learning Network⁴¹ 	
Mathematics	 Open Up Resources⁴² SpringBoard⁴³ 3 Act Math Tasks 	These materials are research-based, aligned to the NVACS for mathematics and focus on reasoning and sense-making, provides opportunities for problem solving, are technology focused, and provide SPED and ELL Supports
Science	 Pearson (Savvas)⁴⁴ Discovery Education⁴⁵ Vernier⁴⁶ 	These materials support the 3 Dimensional Learning Model for learning science as directed by the Next Generation Science Standards, are inquiry focused, promote scientific literacy and provide ample materials for scientific lab work.
Social Studies	 Project Tahoe⁴⁷ New York Times Learning Network⁴⁸ OER Project⁴⁹ Learning for Justice⁵⁰ Facing History & Ourselves⁵¹ 	These strategies are research-based, aligned to NVACS for social studies, have strong connections between our past and current issues of social justice, and are literacy/technology-rich.

⁴⁰ "Louisiana Curriculum Hub," accessed July 14, 2021, https://louisianacurriculumhub.com/.

52

⁴¹ "The Learning Network - The New York Times," accessed July 12, 2021,

https://www.nytimes.com/section/learning.

⁴² "High School Math Curriculum | Online Math Curriculum," *Open Up Resources* (blog), accessed July 14, 2021, https://openupresources.org/math-curriculum/high-school/.

⁴³ "Math Curriculum and Resources – SpringBoard | College Board," accessed July 14, 2021, https://springboard.collegeboard.org/math/curriculum-and-resources.

⁴⁴ "School Level Curriculum Solutions - Savvas (Formerly Pearson K12 Learning)," accessed July 14, 2021, https://www.savvas.com/index.cfm?locator=PS2x4w&filter_423=6732&PMDbSiteid=2781&PMDbSolutionid=672 4&PMDbSubSolutionid=&PMDbCategoryID=814&&.

⁴⁵ "High School Science Curriculum & Resources | Discovery Education," accessed July 14, 2021, https://www.discoveryeducation.com/programs/science/high-school/.

⁴⁶ "High School Science | Experiments & Equipment," Vernier, accessed July 14, 2021, https://www.vernier.com/high-school/.

⁴⁷ "Projecttahoe | Northern Nevada Council for the Social Studies," accessed July 14, 2021, https://projecttahoe.org/. ⁴⁸ "The Learning Network - The New York Times."

⁴⁹ "OER Project Home," https://www.oerproject.com/, accessed July 14, 2021, https://www.oerproject.com/.

⁵⁰ "Learning for Justice | Education Resources," accessed July 14, 2021, https://www.learningforjustice.org/.

⁵¹ "Facing History and Ourselves," Facing History and Ourselves, accessed July 14, 2021, https://www.facinghistory.org/.



• Discovery Education	

Special Areas Classes

Health and Physical Education

Although health and physical education are often considered extraneous classes conducted solely in compliance with state requirements, health and physical education are at the forefront of all that we do at Reno Inquiry School. Health courses, based on the Nevada Academic Content Standards for Health, emphasizes defining overall wellness; understanding drug abuse, personal safety and nutrition, family health history, and also analyzing societal and environmental factors and how they influence our choices and health⁵². Physical Education courses are based on the Nevada Academic Content Standards of Physical activity that emphasize safety, establishing healthy patterns and values, and management. Our programs allow students to create their own, personalized health and fitness plan to lead a healthy lifestyle. They learn about kinesiology, personal fitness, nutrition and team activities. They will learn about disease prevention, how to access health information and services and analyze how our culture influences our health.

Computer Science

Although not all fields of work will require the knowledge of computer science, exposure to software programs and computer science will support our students in whatever post-graduation path they choose in our interconnected, technological world. Our program aims to demystify the challenges technology presents, and to encourage critical thinking, creativity and problem solving. Applications in computer science allow students to create end products for their interdisciplinary projects like a web page, an app, or coding a robot to solve a problem in the community.

Arts/Humanities/Language

The Reno Inquiry School is committed to providing coursework, support, and opportunities which support the individual student's artistic interest. Our partnership with the Generator provides multiple pathways to engage in an artistic discipline of the students' choosing. Artistic disciplines lend themselves to meaningful outputs of student learning; being visual art, music, and theater. Teaching adolescents to use a language which is different from their native language is a key component of a well-rounded curriculum. Language teaching methods have shifted over the years from a study focused on grammar and reading to a focus on the ability to communicate effectively in the non-native language. With this end in mind, teaching materials incorporate more authentic sources as soon as possible. Studies show that students who pursue learning another language increase their overall academic performance. Additionally, social justice goals are more easily met when another culture and language are embraced by students. Career success in the long term is also enhanced by knowing another language. All these outcomes are goals of the Reno Inquiry School. For these reasons, learning a language different from one's native tongue is a high priority for the school.

College and Career Ready Flex Credits

⁵² "Nevada Academic Content Standards for Health," Office of Standards and Instructional Support, 2019, https://doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/Health_and_PE/CurrentNVACSforHealth.pdf.



As required by Nevada Law, students must complete two "College and Career Ready Flex Credits." These credits can include a fourth year of math at an Algebra II level or higher, a third year of social studies, a third year of science, or a Level II or III course in a career-technical program. We will work with students to support them in deciding how to best utilize these flex credits within their individualized Program of Study.

Electives/Creative Inquiry

Our electives are student-driven and are based on individual passions. We seek to develop in our students the mind-sets and qualities of character that define a creative, collaborative person. To achieve this end, our elective coursework supports and facilitates creative action in whatever form it may take. The direction or end of creative action matters less than the experience of taking genuine responsibility for a meaningful endeavor. Students design their own experience based on their passions and interests. Examples of elective/passion project coursework may include writing a script for a community play, constructing a piece of wooden furniture, or creating their own non-profit. Students may connect with one of our community partners to extend their learning.

Journalism

Students learn about journalism's historical significance in America as well as contemporary issues involving journalism. They investigate the importance of printed news media in our society while studying the fundamental concepts of print and internet journalism. As they read, respond to, and create their own news and feature items, they learn investigative skills, responsible reporting, and journalistic writing practices. Interviews are conducted by students. This course is created and supported by our community partner, This is Reno, a local journalism organization.⁵⁴

(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.

Educators at the Reno Inquiry School will use a variety of instructional strategies to support their planning, instructional delivery, student engagement, and assessment. Many of these strategies are research-proven to support learning in all students, and specifically for those who come to school with less social capital (English Language students, students with specific learning needs, students of color, etc.). Regardless if a student is high achieving, or has a negative relationship with school, these strategies will support them in engaging actively in their learning, accessing the language within the curriculum, and reflecting on their work.

Relationships

Central to our success in delivering a high-quality curriculum is our most valuable instructional strategy: building meaningful relationships through our community of care with each student. Supported by research, building high-quality teacher to student, student to student, and student to community relationships expands a student's social capital by building confidence and self-concept. At Reno Inquiry School, we build relationships by seeing each student as unique and special, promoting peer to peer interactions within our small, cohorts, embracing spontaneous social

^{53 &}quot;2020-2023 Graduation Requirements," n.d., 2.

⁵⁴ "This Is Reno • Reno News and Events, Updated Daily," This Is Reno, accessed July 14, 2021, https://thisisreno.com/.



networking within the school setting, and supporting students in mentorships/internships in the community. 55

Small Group Instruction

Reno Inquiry School will utilize frequent progress monitoring and formative data points to inform the structures of small group instruction based on the research of John Hattie. We recognize the value of small group instruction and its benefits to differentiate the needs of our students. Small groupings should be framed from the perspective of the assets a student brings to the learning, rather than a deficit approach, and teachers will guide their group to support each other, rather than becoming overly reliant on the teacher. Small groups can be organized homogeneously based on similar needs, or heterogeneously to support collaborative work with diverse learning abilities. Small group instruction allows students who are struggling, and those who have mastered the content to be challenged in rigorous content at their level. RIS understands the power of the implementation of using small group models to support all diverse learners (Gifted and Talented, English Language Learners, students on IEPS, etc.). Small groups allow teachers to personalize instruction, provide direct feedback to students, pre teach or reteach content areas, and to build confidence by collaborating with fewer students. Please refer to Table C for more teaching strategies.

Table C: Instructional Strategies		
Instructional Strategy	Description and Rationale	
Inquiry	Inquiry-based, based on constructivist theories of learning, is an approach that centers student thinking. Teachers lead the students through the process of posing questions, developing methodologies, and interpreting results. Students actively explore and discover knowledge to support their investigations through inquiry. Students develop their own questions on themes, topics or issues, and seek out their own evidence to support their thinking. When prompted to think critically and own their own thinking, ownership of learning occurs and benefits all students. ⁵⁷	

⁵⁵ Gilberto Arriaza and Christie Rocha, "Growing Social Capital in the Classroom," *Issues in Teacher Education* 25, no. 1 (2016): 59–71.

⁵⁶ John Hattie, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (Routledge, 2009), https://www.routledge.com/Visible-Learning-A-Synthesis-of-Over-800-Meta-Analyses-Relating-to-Achievement/Hattie/p/book/9780415476188.

⁵⁷ Yanhui Pang, "Empowering ELL Students to Improve Writing Skills Through Inquiry-Based Learning," *The New England Reading Association Journal* 51, no. 2 (2016): 75.



[
Questioning Strategies	Effective questioning tactics pique students' interest, encourage participation, and promote a positive, dynamic learning environment. Teacher questions and cues are most effective when they focus on what's essential, encourage students to react at higher levels, allow enough wait time after a question is posed, and generate a compelling lesson beginning. Effective questions might also help students concentrate on what's most critical and important, can be scaffolded to support those building their English proficiency, and enrich the thinking for those who are identified as gifted. Examples of questioning strategies might include including open-ended/divergent questions that have more than one answer, ordering questions based on the Depth of Knowledge to allow all students to participate in discussion, providing "wait time" to allow for processing, and acknowledging student contributions as important.
Socratic Seminar	With the questioning and attentive guidance of a teacher, the Socratic method, based on Plato's Dialogues, teaches students to engage in intellectual discourse. Students meet in a group to examine themes offered by a text, art, or current community, national or global problems which are generally controversial or have moral dilemmas. Utilizing the Socratic method emphasizes the importance of community to build knowledge. It's important that all have the opportunity to share their perspectives and opinions based on evidence, and to share the "air time."
Essential Questions	Essential questions lead students to deeper understanding and create the basis for subsequent inquiry. This helps students develop critical thinking and problem-solving abilities by teaching them how to ask the correct questions to get the answers they need. When developing essential questions, it's critical that teachers are intentional about what they want students to know and do at the highest level of learning. Essential questions support students in developing their reasoning past a "yes" or "no" and promote opportunity for extended response.
Conferencing	Conferencing gives each student an equal opportunity to approach learning with confidence and ask for any necessary assistance, as well as receive a genuine appraisal of their ability from the teacher. Conferences can be used for relationship building, goal setting, providing formative feedback, and supporting students in reflection. By determining exactly where students are, conferences can also be utilized to guide students toward greater comprehension and more polished work. One-to-one student/teacher conferences about their work promote meaningful conversation about student's progress and development of skills or goals. Conferences can be utilized in the moment responsive strategy when a student is struggling or needs more, or can require preparation with the presentation of evidence over time. In preparation for presentations, student-to-student conferencing is

⁵⁸ Ana Taboada, Sarah Bianco, and Virginia Bowerman, "Text-Based Questioning: A Comprehension Strategy to Build English Language Learners' Content Knowledge," *Literacy Research and Instruction* 51, no. 2 (2012): 87–109, https://doi.org/10.1080/19388071.2010.522884.



	beneficial to practice speaking and listening skills, and to gain authentic feedback from peers. ⁵⁹
Movement	Students are more focused on learning and improve cognition when movement is incorporated into the school day. ⁶⁰ Student movement doesn't always necessarily mean direct exercise, it means they are engaged in their learning. Examples of this might be cooperative learning strategies like gallery walks, four corners, stand up, hand up, pair ups, providing answers based on body movements, etc. The utilization of field work and promoting permeable boundaries within a school all promote more engagement in learning by allowing movement.
Sheltered Instruction	Sheltered instruction (SI) allows English students to access grade-level information while continuing to enhance their English language skills. Using the Guided Language Acquisition Design (GLAD) strategies and Sheltered Instructional Observation Protocol (SIOP) framework both support the acquisition of English language in all content areas. GLAD strategies include five components: focus/motivation, comprehensible input, guided oral practice, reading/writing and closure, all of which supports the achievement of ELLs. Specific strategies may include but are not limited to the following: inquiry charts, connection to home knowledge, providing pictorial input, graphic organizers, mind mapping, team tasks, etc. The SIOP model provides a framework to focus on important terminology, making language accessible, teaching students learning strategies, offering practice and application of learning, reflecting on class delivery, and providing appropriate review and assessment. ⁶¹

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

The Reno Inquiry School is committed to supporting the learning of the NVACS in all students, and specifically for those with unique learning needs. Our proposed model provides multiple opportunities for differentiation, scaffolding, and one to one support for learning. Further, transparent learning targets and learning guides provide a shared and transparent space for progress monitoring and reflection. We have daily blocks of time for individual support from general education teachers, special education teachers, or support from the gifted and talented teacher. Utilizing the Datawise process and in combination with our philosophy of seeing each student as an individual, we are able to monitor and support student needs daily and weekly. The

⁵⁹ Anonymous, "Using Pair and Group Work to Develop ELLs' Oral Language Skills," Text, Colorín Colorado, November 17, 2014, https://www.colorincolorado.org/blog/using-pair-and-group-work-develop-ells% E2% 80% 99-oral-language-skills.

⁶⁰ Eric Jensen, *Teaching with the Brain in Mind* (Alexandria: Association for Supervision & Curriculum Development, 2005).

⁶¹ Erick Herrmann, "Guided Language Acquisition Design (GLAD) and the Sheltered Instruction Observation Protocol (SIOP)," GLAD SIOP, n.d., http://projectgladstudy.educationnorthwest.org/files/glad-siop.pdf.

RENO-

Datawise provides protocols for providing effective intervention, or for those who are showing mastery and might need GT support like enrichment or acceleration.

(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?

The Gifted and Talented (GATE) Program at Reno Inquiry School is built on a foundation of nurturing one's identified gifts, creativity and social emotional wellness. We understand the complexity within gifted learners and recognize the necessity for multiple pathways of learning. The Reno Inquiry School defines Gifted and Talented Students based on the definition from the Nevada Department of Education per NRS 385.080 stating that "Gifted and Talented" means a person who possesses or demonstrates outstanding ability in one or more of the following: General intelligence, academic aptitude in a specific area, creative thinking, productive thinking, leadership, visual arts or performing arts. We recognize the importance of a holistic identification practice in order to achieve equity within the field. We utilize multiple pathways to identification to ensure we are screening all domains within giftedness.

Identification

Reno Inquiry School will use state-recommended testing to formally identify students who are gifted and talented (GATE) and an additional process to identify those for our "Talent Pool" programming. After reviewing a list of criteria commonly identified among GATE learners, instructors, parents, and administrators refer students for testing and receive the state-recommended assessment. RIS's GATE coordinator will arrange all testing and communicate results with each family to discuss GATE eligibility. Students who score at or above the 98th percentile are state-eligible for GATE services. For those who score between the 90 and 98 percentiles, we will utilize a state-approved matrix that uses a point system with cognitive ability, academic achievement, and rating scales. For eligible kids, the GATE Coordinator, teachers, and parents will work together to establish a Gifted Education Plan that outlines how services and education will be offered based on the student's strengths within their identified gifted domain, and areas of affective needs growth.

In order to ensure equitable practices within identification, we're proud to offer an alternative pathway called "Talent Pool" for services through the curation of a portfolio and the utilization of additional gifted screeners. If a student is placed in a talent pool, it signifies that a teacher has discovered evidence of a student's ability to flourish in a certain area but has not yet been formally identified. A student's talent pool designation permits them to receive gifted and talented programming based on their abilities without the formal GT identification. No formal Gifted Education Plan will be created for those in the Talent Pool.

Portfolios used in Talent Pool identification may have specific domain requirements and will be reviewed by the gifted coordinator to determine qualification for additional services.

Portfolios must include the following:

• 1 qualifying data point



- Cognitive test score > 90 percentile
- o Academic Domain Assessment
- o Observation scale score using the SIGGS or Renzulli Scales
- Torrance Test of Creativity
- 3-5 representative and diverse work samples* for specific content/talent area *AND* at least two examples demonstrating content/talent area(s) of the following:
 - Informal anecdotal evidence
 - Self-reflection**
 - Student interview
 - Talent area ID checklist (portfolio guidebooks)
 - o Top Ranking in State or National Competition
 - o Iuried Performance
 - Formal Recommendation letter including one or more specific examples of strengths and area of ability (teacher, mentor, expert, activity leader, etc.)

*Work samples can be developed in a classroom, at home, or in the community, and can be current or examples presented over time in their heritage language, nonverbal, project-based, or performance-based, among other things.

**It can be in whatever format preferred (written, oral, transcribed, artistic, etc.)

Supports

Gifted Education Plan

Once a student is formally identified as Gifted and Talented based on the state-approved matrix, they will work in partnership with their families, the gifted and talented coordinator, and a general education teacher to create a Gifted Learning Plan (GLP), which is incorporated into their Program of Study. The purpose of a GLP is to create 1-3 S.M.A.R.T. goals within each of the following areas:

- 1. Academic strength
- 2. Self-advocacy
- 3. Affective needs

Students will be supported and monitored in their GLP S.M.A.R.T. goals in their selected strengths as well as in the area of social emotional or personal growth by the gifted education coordinator and team.

Mentorships

Mentorships are imperative in the furtherment of learning with gifted and talented students. Within these relationships, students are able to mature their affective needs, apply knowledge learning at school, and gain role models.⁶² Mentoring can be from a teacher at Reno Inquiry School or from a list of our community partners. The identified mentor will become a member of the student's team and participate in the creation and monitoring of Gifted Learning Plans.

Enrichment Opportunities

Within our school's academic programming, we provide a wide array of enrichment opportunities like extracurriculars, internships, and additional learning opportunities. Additionally, due to the flexible nature of our curriculum development being done at school, gifted education supports will be authentically built into projects to deepen learning.

⁶² Amy Bisland, "Mentoring: An Educational Alternative for Gifted Students," *Gifted Child Today* 24, no. 4 (October 1, 2001): 22–64, https://doi.org/10.4219/gct-2001-550.



College/Dual-Credit

Our partnership with Truckee Meadows Community College makes acceleration accessible and driven by the student's choice. Students are able to take whatever course they choose on a college campus without the restraints of a GPA requirement and earn college credit.

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

At Reno Inquiry School, we understand the importance of supporting teachers as agentive leaders in their practice with the autonomy to creatively respond to problems and support students. Our approach to teacher professional development (PD) takes a radical step by authentically supporting and understanding teacher development. Because current professional-learning opportunities are not translating to student success and "more" opportunities for professional learning show no impact on teacher improvement, we focus our efforts on building an adaptive Learning Organization which empowers all members of the organization to respond confidently and assertively to challenges, then quickly distribute that knowledge to the rest of the organization. Our comprehensive, detailed professional-development schedule ensures teachers will be supported in becoming highly capable educators providing rigorous curriculum, instruction, and social-emotional support to our students. Teacher improvement means measurable progress toward an ambitious standard for teaching, learning, and joy.

Based on current research, development should be rooted in the following three concepts: (1) relationships and school culture, (2) curriculum development, (3) and the study of educational theory.⁶⁴

Our staff will receive support through weekly, monthly, and annual professional development centered around school culture and mental health, curriculum development focused on inquiry and interdisciplinary learning, and educational theory. Improvement means teachers are able to reflect on their growth over time based on goals set by themselves, focused on relationships, theory, and curriculum design/instruction.

Relationships and School Culture

Reno Inquiry School will create lasting change with a positive school culture co-designed by the staff and focused on building a community of care. The goals of these ongoing PD opportunities are to build connections amongst staff, build a sense of shared purpose, to embed trauma-informed practices, to co-create high expectations for effective teaching based on our values, and to create spaces to provide authentic feedback in order to support each other.

In support of the population we will serve, it is important that our school includes PD on social-emotional learning and trauma-informed practices. Bullying at school, systemic racism, lack of access to health care and food, and even day-to-day exposure to situations like divorce or homelessness can trigger traumatic stress. In a trauma-informed school, professionals in the community are trained to recognize and respond to students who have experienced traumatic stress. Furthermore, students are given clear expectations as well as communication strategies to help them through challenging situations in ways that comprise more than only coping

⁶³ "The Mirage," TNTP, 2015, https://tntp.org/assets/documents/TNTP-Mirage_2015.pdf.

⁶⁴ "The Mirage."



mechanisms. Our partnership with the Educational Access Group would support school staff in the following:

- Professional development, coaching, observation and evaluation support for educators to help them connect neuroscience, youth development and the impacts of trauma to their students, practices, selves and systems
- Capacity building within the school including in-depth training and certification of a core team of staff who are then positioned to take ownership and lead the work
- Collaboration with administrators and staff to ensure that all aspects of the work are aligned with and supportive of both individual and schoolwide goals, mission and vision
- Support to identify what is working well and what "magic teachers" and practices can be replicated across the building
- Evaluation and data analysis support that is designed to complement and make use of current systems already in place
- o Content based in the Neurosequential Model in Education (NME)65

Curriculum Development

Pivotal to the success of our school is the development of an ongoing authentic and engaging interdisciplinary curriculum development aligned to the NVACS. Planning interdisciplinary projects requires extended planning time with colleagues to plan unit overviews, develop learning targets, daily lesson plans, formative and summative assessments, and community integration. PD will include unpacking standards, mapping out connections among standards, identifying underlying themes and essential questions, determining weekly/daily learning targets, determining community partners/supports, developing learning targets and aligned assessments, and brainstorming potential end products. Additionally, due to the specific target demographic of RIS, teachers will engage in training on sheltered instructional strategies to assist their curriculum development to support English Language Learners Students will have the opportunity to engage in curriculum planning by utilizing the structures of Youth Participatory Action Research from Berkeley University, which provides research and structures to co-create projects with students regarding issues of social justice within local communities. Additional professional development will be provided through one-on-one academic coaching sessions with teachers for project facilitation and instructional feedback.

Study of Educational Theory/Philosophy

A weekly/monthly book club would serve as PD about our current systems and structures. Educational theorists might include but not be limited to: Henry. A. Giroux, Wayne Au, Michael W. Apple, and Bowles & Gintis, all of whom write about equity, social theory, social reproduction, testing culture, access, and challenging traditional concepts of achievement. Theories provide a foundation for understanding how schools connect to the larger community and provide insight into issues of social/racial justice. Additionally, they provide a means of explaining, describing, analyzing, and forecasting learning. In this way, theory aids us in making more informed judgments about learning design, development, and delivery.

61

⁶⁵ "Educational Access Group," Educational Access Group, accessed July 14, 2021, https://educationalaccessgroup.org/.

^{66 &}quot;YPAR Hub | YPAR Hub."



(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.

While student Programs of Study are individualized, including a continuum of Community and Work Based Learning, there will be two embedded programs in year one. These programs were selected based on the following criteria: A. Alignment with the mission and vision B. Established Community Partnerships and C. A need to increase diversity in the given fields.

Iournalism and Multimedia

In partnership with This is Reno and TMCC (See MOUs), The Reno Inquiry school will develop a Journalism and Multimedia program that includes a course sequence, professional support and workshops, opportunities for real world application of skills, including job shadowing, internships, and potentially paid positions.

Future Teachers Program

In partnership with TMCC and Sierra Nevada University (See MOUs), the Reno Inquiry School will develop a Future Teachers program that includes a course sequence, professional support and workshops, and opportunities for real world application of skills. This program provides a foundation for students to become teachers. Students from underrepresented communities will be intentionally encouraged to become part of the program.

PROGRAMS OF DISTANCE EDUCATION (Distance Education Applicants Only)

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

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils. Please include an explanation as to how the proposed school will document and monitor student attendance to ensure meaningful participation in courses.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- (6) Describe the support that will be available to each pupil, in his or her home or community, including the availability and frequency of interactions between the pupil and teachers.
- (7) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.



Reno Inquiry School has no plans to offer distance learning, this is not applicable. Although we acknowledge that the current worldwide pandemic has demanded remote/distance learning, this is an exception. We shall comply if the state requests that schools submit a distant learning plan

PRE-KINDERGARTEN PROGRAMS

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

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

Reno Inquiry School is a 9-12 high school and will not offer a Pre-Kindergarten program, this is not applicable.

PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS

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

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

The Reno Inquiry School will ensure that all students meet the Nevada state requirements for an advanced diploma and that those standards, sewn with the larger Program of Study, are in alignment with specific post-secondary goals related to college and career readiness. Students will earn ½ credit for each semester course completed to standard. While most courses follow a full year continuum, credits are earned by semester. As part of our plan for stakeholder engagement and communication, a student driven team that includes students, families, staff, and other relevant

RENO INQUIRY SCHOOL

stakeholders, develops a personalized Program of Study that includes a specific, but adaptable map to meet Nevada Graduation requirements. The student driven team meets every semester to review, monitor, and amend the plan. This meeting also provides an opportunity to clarify requirements and expectations for graduation. In addition to the requirements, all students will develop a portfolio of career and college readiness skills developed as part of a continuum of community and or work-based learning, which is also contained in the Program of Study. See Supplemental Appendix 6 for graduation requirements grade-point calculations.

Transcripts will contain student information such as the student's grades, Community and/or Work Based Learning Portfolio, and ACT scores. In addition, student transcripts will list the student parent/guardian information including home address. All registered courses will show a letter grade. Each semester report card will provide a semester Grade Point Average and a Cumulative Grade Point Average. Contained in their Program of Study, students and families will also receive a full progress report as part of their review meeting every semester that clearly articulates progress towards goals.

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

Grade-point averages are calculated in a chart in Supplemental Appendix 6. Transcripts will contain student information such as the student's grades, Community and/or Work Based Learning Portfolio, and ACT scores. In addition, student transcripts will list the student parent/guardian information including home address. All registered courses will show a letter grade. Each semester report card will provide a semester Grade Point Average and a Cumulative Grade Point Average. Contained in their Program of Study, students and families will also receive a full progress report as part of their review meeting every semester that clearly articulates progress towards goals.

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

At the Reno Inquiry School, all students develop a personalized Program of Study, reviewed biannually, that aligns with specific post-secondary goals (i.e. college, trade school, or entering the workforce). (See Meeting the Need section for more detail).

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

As previously discussed in our tiered intervention model, students are supported and engaged in full partnership for their learning outcomes. Our model provides early and multiple points of intervention and our small school model ensures that those interventions are appropriately aligned with a student's needs. We have also intentionally developed an adaptive Learning Organization that allows all stakeholders to respond and problem solve. Reno Inquiry School will provide



students in need of credit recovery options with the opportunity to retake a class, or to enroll in a class online. A teacher will be available to assist with online learning. Students can also take a credit by exam to assess their knowledge of content, and if they receive a passing grade, earn credit for the course. We will address all credit recovery options on an individual basis in alignment with our mission and vision.

DUAL-CREDIT PARTNERSHIPS

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

(1) Discuss the scope of the services and resources that will be provided by the college or university.

Reno Inquiry School has entered into an agreement with Truckee Meadows Community College (TMCC) to provide dual-credit opportunities for it's students. Students enrolled at the Reno Inquiry School may enroll in dual-credit courses through TMCC's Jump Start Program. Jump Start students will have full access to TMCC support services including Tutoring and Writing Center. TMCC may provide student support for high school students enrolled in TMCC classes, which may include orientation and assistance with registration and enrollment in college classes. TMCC shall develop and offer appropriate college courses in which Reno Inquiry School students, grades 9th through 12th, who meet minimum enrollment requirements may enroll in college credit courses to meet high school elective or graduation requirements. Only approved courses may be used for Dual Credit (either academic or elective). Academic credit refers to those courses which have been approved by the Reno Inquiry School to meet graduation requirements. All other approved courses will count for elective credit. Any course offered through TMCC and approved by both Reno Inquiry School and the Nevada State Board of Education is available for dual credit. Additionally, TMCC and Reno Inquiry School may jointly develop "cohort" dual-credit courses specifically for Reno Inquiry School students. These courses may be offered at a TMCC site or on the Reno Inquiry School Campus (following TMCC guidelines). TMCC will provide one unofficial transcript for each student to the participating Reno Inquiry School registrar within three weeks after grades are posted at the end of each TMCC academic term.

- (2) Describe the proposed terms of the relationship between the charter school and the college or university including
- (a) proposed duration of the relationship and the conditions for renewal and termination

The relationship between TMCC and Reno Inquiry School, formalized in the attached memorandum of understanding, is for a period of 1 year from the effective date of the agreement (July 1, 2021 through June 30, 2022) and may be extended upon written mutual agreement. It shall be reviewed annually to ensure that it is fulfilling its purpose and to make any necessary revisions. Either organization may terminate the MOU upon thirty (30) days written notice without penalties or liabilities. The agreement will be in effect once Reno Inquiry School is fully chartered by the state of Nevada. The agreement may be amended upon mutual consent of Reno Inquiry School of Nevada and the Board of Regents of the Nevada System of Higher Education, on behalf of the Truckee Meadows Community College, so long as it is consistent with the law of the State of Nevada.

RENO INQUIRY SCHOOL

The agreement shall be interpreted under the laws of the State of Nevada. Jurisdiction and venue for any dispute under this agreement shall be in the district court of the county of Washoe, State of Nevada.

- (b) the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university
 - TMCC shall charge the following fees in addition to course registration fees, as established annually by the college:
- For new students: a one-time application fee
- For all students:
 - 1. A technology fee per credit hour
 - 2. A student association fee per credit hour
 - 3. A Health and Sports fee
 - 4. Any special fees associated with the course
 - 5. Other fees approved by TMCC
- For on-line courses, the following additional fees will be charged to all students:
 - 1. A distance education fee
 - 2. An on-line fee
- Textbook costs shall be the responsibility of the Reno Inquiry School.
- For on-line courses, TMCC shall charge \$50 per course registration plus mandatory fees based on space availability. For in-person courses taught on a TMCC campus by a TMCC instructor at any time during or outside of the school day shall receive a 50% discount on the per credit registration fee.
- Courses taught on a Reno Inquiry School campus by a Reno Inquiry School instructor (who has been approved as part-time faculty for TMCC) during the school day and considered part of the Reno Inquiry School 's instructor's full or part-time course load shall receive a 66% discount on per credit registration fee.
- Reno Inquiry School will send vouchers directly to the TMCC Cashier's office showing which students are enrolled at TMCC and which courses are to get covered. TMCC will invoice Reno Inquiry School as a part of its normal billing cycle. TMCC may not allow registration of subsequent courses if there is an outstanding balance due. Reno Inquiry School will be responsible for payment on any outstanding charges on student's accounts. Reno Inquiry School understands that failure to pay as agreed upon will result in immediate termination of third-party billing.
 - (3) Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits. The Community Engagement Coordinator will serve as the liaison between TMCC and RIS with primary responsibility of monitoring pupil enrollment, attendance and the acquisition of college credits. Specific responsibilities are included in the MOU, which is attached.

Embedded in every school day is studio time, which, once a week, will be used for an "advisory" for all students enrolled in dual credit courses. This provides the necessary time for the students to receive the support necessary to compensate for any struggles with the expectations of a college level course. This might include advising the student on how to manage time, how to effectively attend the college professor's office hours, or seek out additional academic support. The Curriculum and Community Director will hold the syllabus for every college course that students



are enrolled in. The advisory teacher may also contact the college professor to discuss student progress.

(4) Identify any employees of the college or university who will serve on the governing body of the charter school.

No members of TMCC will be members of the RIS board.

(5) Provide as Attachment 2, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

Please see Attachment 2.

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.

The Reno Inquiry School is intentionally designed as an adaptive Learning Organization that provides a Community of Care and high levels of authentic engagement. As such, the most important, rigorous, and aspirational standards that students must meet are those authentically developed in collaboration with families and students. We have a rigorous assessment plan and a commitment to have that system reviewed by an external vendor determined by the SPSCA. This is accounted for in our budget.

Goal 1 Guided by their personalized Program of Study, every student at the Reno Inquiry School will graduate on time with a completed academic course sequence that aligns with graduation requirements, specific and demonstrated applied skills, a completed continuum of Community and/or Work Based Learning, and an identified community network, all which align with and

RENO INQUIRY SCHOOL

prepares them for specific, identified post-secondary goals (measured by completion of specific goals in Program of Study and formally monitored and reviewed by a student driven team twice a year—aligned with standards of college and career readiness)

- Benchmark 1.1 By the end of the first semester of enrollment, 100% of students will have developed their initial personalized Program of Study that includes all components of the document, and is developed in alignment with the standards and values of the school (Percentage of students meeting this benchmark, disaggregated by at risk populations to ensure equity, to be kept by school director and reported to Stakeholder PLC, RIS Community Meeting, Board of Directors as part of Semester Report)
- Benchmark 1.2 By the end of each semester, each student will meet with their
 Program of Study team to review the goals in the Program of Study and determine
 whether satisfactory progress is being made. For standards of satisfactory progress,
 please see section on Response to Intervention (Individual data to be utilized for
 specific intervention (See RTI process) and School Wide measurement of percentage
 of students making satisfactory progress, disaggregated by at risk populations to
 ensure equity, to be kept by school director and reported to Stakeholder PLC, RIS
 Community Meeting, Board of Directors, and any appropriate state agencies as part
 of Semester Report)

Goal 2 As part of their Program of Study, every student will complete a program of Community based, and/or Work Based Learning, that includes a continuum of exploration, shadowing, and internship. (Measured by specific goals developed in the Program of Study and formally monitored and reviewed by a student driven team twice a year—aligned with standards of career readiness)

- Benchmark 2.1 In alignment with their Program of Study, by the end of year one, each student will have satisfactorily completed a community and/or career based exploration as developed by the Program of Study team which might include exploration of opportunities for service, community problem solving, and/or career possibilities
- Benchmark 2.2 In alignment with their Program of Study, by the end of year two, each student will have completed a Community and/or Career based applied experience project as developed by the Program of Study which might include an applied service, addressing a community problem, and/or job shadow/work experience. (This benchmark is met through an authentic "Sophomore Capstone")
- Benchmark 2.3 In alignment with their Program of Study, by the end of year four, each student will have completed a Community and/or Career based internship or equivalent that aligns with post-secondary goals as developed by the Program of Study team.

Goal 3 As part of their Program of Study, students at every grade level will complete a course sequence that demonstrates mastery of content standards through rigorous and transparent learning targets, based on the NVACS.

• Benchmark 3.1 By the end of each unit, 70% of students will meet the standard of 70% mastery of English Learning Targets appropriate for grade level and on time graduation (Measured by unit assessments, with assessments directly aligned with

RENO INQUIRY SCHOOL

- learning targets. Individual data to be utilized for specific intervention (See RTI process) and class data to be utilized in PLCs for instructional purposes)
- Benchmark 3.2 By the end of each unit, 70% of students will meet the standard of 70% mastery of Science Learning Targets appropriate for grade level and on time graduation (Measured by unit assessments, with assessments directly aligned with learning targets. Individual data to be utilized for specific intervention (See RTI process) and class data to be utilized in PLCs for instructional purposes)
- Benchmark 3.3 By the end of each unit, 70% of students will meet the standard of 70% mastery of Math Learning Targets appropriate for grade level and on time graduation (Measured by unit assessments, with assessments directly aligned with learning targets. Individual data to be utilized for specific intervention (See RTI process) and class data to be utilized in PLCs for instructional purposes)
- Benchmark 3.4 By the end of each unit, 70% of students will meet the standard of 70% mastery of Social Studies Learning Targets appropriate for grade level and on time graduation (Measured by unit assessments, with assessments directly aligned with learning targets. Individual data to be utilized for specific intervention (See RTI process) and class data to be utilized in PLCs for instructional purposes)
- Benchmark 3.5 By the end of each semester, 85% of students will meet the standard
 of 80% mastery of English Learning Targets appropriate for grade level and on time
 graduation (Measured by unit and end of course assessments, with assessments
 directly aligned with learning targets. School Wide measurement of percentage of
 students making satisfactory progress, disaggregated by at risk populations to
 ensure equity, to be kept by school director and reported to Stakeholder PLC, RIS
 Community Meeting, Board of Directors, and any appropriate state agencies as part
 of Semester Report)
- Benchmark 3.6 By the end of each semester, 85% of students will meet the standard
 of 80% mastery of Science Learning Targets appropriate for grade level and on time
 graduation (Measured by unit and end of course assessments, with assessments
 directly aligned with learning targets. School Wide measurement of percentage of
 students making satisfactory progress, disaggregated by at risk populations to
 ensure equity, to be kept by school director and reported to Stakeholder PLC, RIS
 Community Meeting, Board of Directors, and any appropriate state agencies as part
 of Semester Report)
- Benchmark 3.7 By the end of each semester, 85% of students will meet the standard of 80% mastery of Math Learning Targets appropriate for grade level and on time graduation (Measured by unit and course assessments, with assessments directly aligned with learning targets. School Wide measurement of percentage of students making satisfactory progress, disaggregated by at risk populations to ensure equity, to be kept by school director and reported to Stakeholder PLC, RIS Community Meeting, Board of Directors, and any appropriate state agencies as part of Semester Report)
- Benchmark 3.8 By the end of each semester, 85% of students will meet the standard of 80% mastery of Social Studies Learning Targets appropriate for grade level and on time graduation (Measured by unit and course assessments, with assessments directly aligned with learning targets. School Wide measurement of percentage of students making satisfactory progress, disaggregated by at risk populations to ensure equity, to be kept by school director and reported to Stakeholder PLC, RIS

RENO-

Community Meeting, Board of Directors, and any appropriate state agencies as part of Semester Report)

Goal 4 Every student will find value in their connection to the school and demonstrate high levels of morale and engagement with the school community. (Measured by surveys, attendance, engagement in practices of democratic schooling, school activities, and maintained connections with alumni -- aligned with best practices of at-risk communities and drop-out prevention)

- Benchmark 4.1 Average Daily Attendance will exceed 97% (Measured by attendance reports. Data kept by school director and reported to Stakeholder PLC, RIS Community Meeting, Board of Directors, and any appropriate state agencies as part of Semester Report)
- Benchmark 4.2 By the end of each semester, students, staff, families, and stakeholders will complete a survey (standards and survey to be developed in collaboration with our community) that will assess morale, feelings of connection, and meaningful relationships (Data kept by school director and reported to Stakeholder PLC, RIS Community Meeting, Board of Directors, and any appropriate state agencies as part of Semester Report)
- Benchmark 4.3 Average attendance at RIS Collective will exceed 90% of staff and students (Data kept by school director and reported to Stakeholder PLC, RIS Collective, Board of Directors, and any appropriate state agencies as part of Semester Report)
- (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. While true baseline data will be established through formal course pre-assessments and our thorough intake process, our projected baseline data is based on a correlational review of our projected student population and data from comparable surrounding schools.
 - (b) Articulate how the organization will measure and evaluate academic progress of individual students, student cohorts, sub-groups, campuses (for invited multisite applicants), and the entire school throughout the school year, at the end of the academic year, and for the first three years of operation.

At the Reno Inquiry School, all students, teachers, and families understand the connection between mastery of academic skills and the short/long term outcomes contained in their Program of Study. Each course is intentionally and collaboratively designed to align with standards with clear and accessible Learning Targets, Learning Guides, and Course Sequence Documents that are transparent about learning outcomes and assessment (See Curriculum Design for more details). These documents are public and serve as the foundation for reporting and evaluating academic progress. In concert with the community we seek to serve (see Meeting the Need Section), all data is disaggregated by populations considered at risk, with particular intention provided to achievement gaps.

• For each course unit, a formal pre-assessment is conducted that provides common individual and class baseline data and instructional guidance for the unit.

RENO INQUIRY SCHOOL

- For each course unit, Learning Targets, aligned with NVACS, and standards for mastery are clearly articulated in Learning Guides.
- Progress towards mastery is formatively assessed throughout the unit by both student and teacher
- Each unit includes an end of unit assessment that aligns with Learning Targets. The standard for year 1 is 70% of students reaching mastery of 70% of Learning Targets, year 2 is 80% of students reaching mastery of 70% of Learning Targets. This data is primarily used at the classroom level. Learning Targets that are not mastered are spiraled and connected to the next unit.
- End of course assessments are given for every course, with the standard for year 1 set at 85% of students demonstrating mastery of 80% of standards, year 2 90% of students demonstrating mastery of 80% of standards, and year 3, 90% of students demonstrating mastery of 90% of standards.
- To meet the goals of increased graduation rates, every semester, each student's Program of Study team meets to review progress towards on time graduation, specifically credit acquisition and ensures that progress is being made to standards of College and Career Readiness.

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2022-23	2023-24	2024-25
85% of students are on pace to graduate with an Advanced Diploma	Aligns with College and Career readiness and graduation standards in the NSPF and SPCSA Graduation Rates Indicator	Program of Study document and semester report. Results are reports biannually as part of	60%	70%	80%	85%
95% of students on pace to graduate with at least a Standard Diploma	Aligns with College and Career readiness and graduation standards in the NSPF and SPCSA Graduation Rates Indicator	Program of Study document and semester report. Results are reports biannually as part of	80%	85%	90%	95%

RENO

70% of students Juniors or higher enrolled in a dual credit course	Aligns with College and Career readiness standards in the NSPF and SPCSA College and Career Readiness Indicator	Records Review provided coordinated by TMCC Jumpstart and Reno Inquiry School (See MOU)	0	30%	60%	70%
40% Proficient ACT Math	Aligns with Academic Achievement portion of the NSPF and SPCSA Proficiency Indicators	ACT	15%	25%	30%	40%
70% ACT English	Aligns with Academic Achievement portion of the NSPF and SPCSA Proficiency Indicators	ACT	25%	35%	60%	70%
60% Proficient in Science	Aligns with Academic Achievement portion of the NSPF and SPCSA Proficiency Indicators	Next Generation Science Assessment	16%	30%	50%	60%
60% of ELLs meeting AGP	Aligns with English Proficiency portion of the NSPF and SPCSA English Language Proficiency Indicator	WIDA Access	20%	40%	50%	60%

RENO INQUIRY SCHOOL

- (3) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.
- (a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs? As articulated in our curriculum section, teachers engage in a collaborative process of unpacking standards, developing specific and clear learning targets, authentically group targets into units, and develop a course sequence. Embedded within each unit are pre assessments, formative assessments, and end of unit assessments. (See Curriculum Development)

At the Reno Inquiry School, all students, teachers, and families understand the connection between mastery of academic skills and the short/long term outcomes contained in their Program of Study. In concert with the community we seek to serve (see Meeting the Need Section), all data is disaggregated by populations considered at risk, with particular attention paid to achievement gaps.

- For each course unit, a formal pre-assessment is conducted that provides common individual and class baseline data and instructional guidance for the unit.
- For each course unit, Learning Targets, aligned with NVACS, and standards for mastery are clearly articulated in Learning Guides.
- Progress towards mastery is formatively assessed throughout the unit by both student and teacher
- Each unit includes an end of unit assessment that aligns with Learning Targets. The standard for year 1 is 70% of students reaching mastery of 70% of Learning Targets, year 2 is 80% of students reaching mastery of 70% of Learning Targets. This data is primarily used at the classroom level. Learning Targets that are not mastered are spiraled and connected to the next unit.
- End of course assessments are given for every course, with the standard for year 1 set at 85% of students demonstrating mastery of 80% of standards, year 2 90% of students demonstrating mastery of 80% of standards, and year 3, 90% of students demonstrating mastery of 90% of standards.
- To meet the goals of increased graduation rates, every semester, each student's Program of Study team meets to review progress towards on time graduation, specifically credit acquisition and ensures that progress is being made to standards of College and Career Readiness.
 - (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.

Each course is intentionally and collaboratively designed to align with standards with clear and accessible Learning Targets, Learning Guides, and Course Sequence Documents that are transparent about learning outcomes and assessment (See Curriculum Design for more details). These documents are transparent and public and serve as the foundation for reporting and evaluation of academic progress. While this process is rigorous, it is critical to ensure assessments are true indicators of mastery of standards.

RENO INQUIRY SCHOOL

(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.

As part of the intentional building of our Learning Organization, our school is designed with adaptability in mind. By empowering all levels of the organization to engage in problem solving through shared ownership, our school is able to respond quickly and appropriately when we fall short of goals. Responses would be triggered in different ways throughout the organization. At the individual level, if a student is struggling to make progress in meeting learning targets, that would be evident to the teacher, family, and student through the shared space of the learning guide. For class wide issues with progress, the end of unit assessments would serve as shared data allowing teachers to engage in our Datawise process and develop an action plan. For school-wide issues, we have multiple places to engage. While ultimate responsibility for implementation sits with the School Director, our model relies on infrastructure that fosters agency of all stakeholders and shared ownership of outcomes. The Datawise process allows us to specifically identify the person responsible for implementing a corrective action plan.

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

Every course has clearly articulated Learning Targets. Teachers will be authentically trained as they will be developing all assessments through the curriculum development process articulated in the Curriculum section.

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

Goal	Assessment	Quarter 1 Goal	Quarter 2 Goal	Quarter 3 Goal	Quarter 4 Goal
70% of students	Unit Exams aligned to	60% of	70% of	70% of	70% of
reaching mastery of	Learning Targets. This	students	students	students	students
70% of Learning	includes all core classes	reaching	reaching	reaching	reaching
Targets in core	(English, Math, Science,	mastery of	mastery of	mastery of	mastery of
classes	and Social Studies)	60% of	70% of	70% of	70% of
		Learning	Learning	Learning	Learning
		Targets	Targets	Targets	Targets
85% of students	End of Course/Semester		85% of		85% of
reaching mastery of	Exams. This includes all		students		students
80% of Learning	core classes (English,		reaching		reaching
Targets in core	Math, Science, and Social		mastery of		mastery of
classes	Studies)		80% of		80% of
			Learning		Learning
			Targets in		Targets in



	core classes	core classes

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

Every student, teacher, and family will have an expected role in monitoring and supporting the progress towards academic and post-secondary goals. Each Learning Guide and Course Sequence Document provides the structure for progress monitoring and immediate feedback. This information will be available online and in paper form. While a specific system has not been decided upon, those under consideration in year 1 are Google Classroom, Altitude, and Microsoft Teams.

(5) How will the school monitor for disparities in academic performance between student groups? What actions with the school take to address identified disparities?

In alignment with our mission and vision, the Reno Inquiry School holds as a high value the disruption of systemic inequity. All data that we collect will be disaggregated to ensure that all students are making progress towards their goals. When identified disparities do exist, our first step is always to return to the student's Program of Study. By making those authentic connections and reiterating a shared vision for student success, effective conversations and interventions can occur. At the class and schoolwide level, the school community is regularly engaged in the Datawise process which provides for deep dives into student data.

AT-RISK STUDENTS AND SPECIAL POPULATION

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 necessary, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest need 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?

Reno Inquiry School uses current Nevada state law, NRS 388.045, to define "at risk" students: "A pupil is "at risk" if the pupil has an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, pupils who are English language learners, pupils who are at risk of dropping out of high school and pupils who do not meet minimum standards of academic proficiency. The term does not include a pupil with a disability."

The first step to identifying a student as "at risk" is our extensive intake process. This process includes home visits, academic review, identification of interests/passions, and personal approaches to learning. This intake process facilitates the development of meaningful outcomes, provides a foundation for strong, collaborative relationships, and ensures that there is trust in the identification of struggles or barriers that might hinder a student's progress. In addition, in alignment with suggestions from Johnson et al. (2009), Reno Inquiry School will collect the following information as part of the universal screening process: enrollment information (when they entered the district and, if applicable, the number of times they moved), transcript information (courses attempted, courses completed, grades, credits earned, and how many times a student has been retained), attendance information (to identify students who may be at risk for not receiving credit), and discipline records. Reno Inquiry School will garner information about economically disadvantaged students based on free and reduced lunch forms. In addition, once students are enrolled at Reno Inquiry School, we will discuss academic and behavioral progress at least twice a year during the review of the Personalized Program of Study. This, in addition to content-based assessments, will inform decisions about the Response to Intervention (RTI) process/tier.

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

The foundation of the academic program at the Reno Inquiry School is the establishment of relationships through our intake process and school infrastructure, a transparent, accessible curriculum that provides authentic assessment opportunities, and the collaborative development of personalized Programs of Study. Each of these serve to provide access to every student for high level learning targets and clear, achievable outcomes.

In alignment with our philosophy on transparency and student agency, students at Reno Inquiry School will drive the creation of their Personalized Program of Study as well as the members of their team who are responsible for its implementation. The student, their family, and the staff members on the team will help the student identify strengths, and short- and long-term goals. The staff members will be responsible for ensuring the student access to the general education curriculum, as well as helping devise strategies for success in the general education classroom. The Program of Study team serves concurrently as the RTI team. Given this, and depending on each student's individual needs, team staff members may include a special education teacher or school psychologists/therapist. The team will meet regularly to discuss progress for students who have been identified as "at risk." The team will help teachers implement research-based strategies.



(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?)

Reno Inquiry School will use the problem-solving approach to the Response to Intervention model. Similar to the Standards Protocol Approach, the Problem-Solving Approach begins with a universal screener. As described by Gresham, "Problems are defined in a problem-solving approach as a discrepancy between current and desired levels of performance; as such, the larger the discrepancy, the larger the problem." This phase involves setting goals after initiating the gap analysis. Team members ask "Where are we?" and "Where do we want to go?" The next stage in the process is evaluating why the problem is occurring, thus differentiating between won't do (performance deficits) and can't do (acquisition deficits). The last stage, after delivering the intervention, is evaluating the success of the support using data.

Identification Strategy

Reno Inquiry School defines underperforming in two ways: credit deficient and/or not meeting learning targets. The chart below provides further detail on identification of underperforming students. The identification of underperforming students is described in Table F.

Table F: Underperforming Identification			
Label	Explanation/Definition		
Credit Deficient	Mid-year of 9th grade: fewer than 2 credits Beginning of 10th grade: fewer than 4 credits Mid-year 10th grade: fewer than 7 credits Beginning of 11th grade: fewer than 10 credits Mid-year 11th grade: fewer than 13 credits Beginning of 12th grade: fewer than 16 credits Mid-year 12th grade: fewer than 20 credits		
Not meeting learning targets	Student is meeting 70% or below of their learning targets in one or more courses as measured by unit assessments.		

Interventions

See question 4 of this section.

Measure of Success

Reno Inquiry School will use weekly progress monitoring for students in tiers 2 and 3 to measure the success of the interventions. Long term goals are stated below.

Year 1: 80% of students in tiers 2 and 3 will be reclassified as tier 1.

Year 3: 70% of the student population will perform at tier 1, 15% at tier 2, and 15% tier 3.

Year 5: 80% of the student population will perform at tier 1, 15% at tier 2, and 5% tier 3.

⁶⁷ Frank Gresham, "Evolution of the Response-to-Intervention Concept: Empirical Foundations and Recent Developments," in *Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention* (New York, NY: Springer, 2007) 15.



(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.

Johnson et. Al describe three main purposes for RTI in high school that is distinct from its role in elementary schools.⁶⁸ The authors write "The primary purpose of RTI at the secondary level is to build the capacity of the school to meet the increasing demands for a diverse student population to meet rigorous standards for graduation. A secondary purpose is to ensure appropriate instruction and intervention is provided to all students. A final purpose is to provide a system that will support continuous school improvement to improve outcomes for all students."

On Time for Graduation (intervening in credit deficiency)

Foundational to our intervention plan and ensuring on time graduation is a transparent and accessible curriculum, with learning targets clearly defined in language that is accessible to students, teachers, families, and other stakeholders. These learning targets are contained in Unit Learning Guides and Course Sequence Documents, which provide a clear picture of how a student might be assessed and ways to demonstrate mastery of learning targets. Students are consistently receiving feedback on their progress towards mastery, and, due to the clarity and transparency of targets, engage in regular metacognitive self-assessment of their growth. This transparency and clarity also empowers families and members of the community to engage in full partnership to support students.

Demonstrating Mastery of Learning Targets (not meeting learning targets)

Progress towards mastery of learning targets, unit targets, and semester goals are directly tied to the students' personalized Program of Study, which are reviewed twice a year. This enables students to make connections between short term learning targets and larger outcomes. The consistent monitoring of progress towards mastery of learning targets provides opportunities for specific, targeted, and early intervention. Further, the personalized Program of Study provides for an authentic progress monitoring tool for both graduation and post-secondary goals.

A Cycle of Continuous Improvement

The step to continuous improvement is to identify students at risk of dropping out/credit deficient, in need of sustained support (ELL/SPED), and not meeting learning targets. This process will help predict long (high school graduation) and short term (passing a class) outcomes and inform where interventions need to be focused. The approximate percentage of students in each tier is based on local numbers in the target community. Frequent progress monitoring is an essential part of continuous improvement. Other important elements, as outlined by Johnson et. al (2009) include regular and consistent access to student data for staff members, providing training on program evaluations, and ensuring collaboration time. ⁷⁰ Please see Supplemental Appendix 7 for a detailed description of RTI interventions.

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

⁶⁸ Evelyn Johnson, Lori D Smith, and Monica L Harris, *How RTI Works in Secondary Schools* (Thousand Oaks: Corwin, 2009).

⁶⁹ Johnson, Smith, and Harris, 16.

⁷⁰ Johnson, Smith, and Harris.

RENO INQUIRY SCHOOL

Parents and family members are crucial members of the Program of Study team. Parents also have full access to all learning targets and learning guides, which supports them in being full partners in the process. These meetings provide an opportunity to discuss student progress toward short- and long-term learning goals. In addition, Unit Learning Guides and Course Sequence Documents are available to all stakeholders and provide ways that students may be assessed as progressing toward meeting learning goals. Families will be provided these documents during family orientation meetings, where the RTI identification process will be explained, as well as making these documents readily available online.

(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?

Inherent to establishing a community of care is seeking to understand behavior, before seeking to change it. Staff at Reno Inquiry School will seek to find the root cause of students who show early signs of behavioral concerns. This process includes taking data and meeting frequently with team leaders and support staff to discuss the student's behavior. Facilitated by the Curriculum and Community Director, a root cause discussion will ensue, and a support plan developed to help the student modify their behavior. Multiple points of support will be identified including peer and peer families, community partners, and strengthening of specific relationships in the school. Measurable goals will be developed with the identification of who is responsible for implementation. The goal of these meetings is to help the student maintain positive relationships within the school community, not intentionally alter a student's behavior. A community of care philosophy believes that a school community should modify to fit the student, rather than disciplining the student into modifying behavior to fit into the school.

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.

Ben Contine, one of the founding members of Reno Inquiry School, has a Master's degree in Special Education, as well as seven years experience teaching high school special education. As a special education co-teacher, headquartered in the math department at Carson High School, and working with students with mild and moderate disabilities, Ben Contine was widely considered an expert on co-teaching, having effectively implemented multiple approaches that specifically targeted at-risk students. His implementation and technique was recorded and used as an example of best practices for other co-teachers. Ben Contine was also the site director for a CLS (comprehensive life skills) program at Seeliger Elementary School while he served as the vice principal. Taylor Kockenmeister worked at the Lovaas Center, utilizing ABA therapy to assist in the treatment of children with severe disabilities. In addition, both Ben Contine and Taylor Kockenemeister currently teach at a school that practices the full inclusion model. Given this, they both have experience providing services to students with disabilities, including ASD, and intellectual and learning disabilities.

(2) Identification: How will the school identify students in need of additional supports or services? Reno Inquiry School will adhere to the provisions of IDEA, ADA, and Title III to assure that all students with disabilities, ELLs, students with 504 plans, etc. are afforded a free, appropriate public education. Reno Inquiry School will ensure that no students will be denied entry based on their

RENO-

special education status. During the intake (onboard) process, educators and staff at RIS will identify enrolled students who have active IEPs. In order to identify students in the early grades for appropriate services, RIS will analyze the results of the most recent teacher-made tests and universal screeners. This information, coupled with student records and the intake survey, will be used to determine if further testing is necessary.

If an educator or staff thinks a student may benefit from special education services, based on information from the intake survey and initial data (teacher feedback, previous testing), they will work with a qualified special education team member to write a Prior Written Notice to the parents to meet and review data, and if deemed appropriate, sign a Consent to Evaluate. The multidisciplinary team will include the parent, general education teacher(s), designated specialists/interventionists, school psychologist and LEA. Once the Consent to Evaluate has been signed by the team, including parents, RIS has 45 days to perform the evaluations. Evaluations will be conducted in all areas of suspected disability, based on data and multi-disciplinary team discussion. The assessments will be conducted by trained individuals and conducted in the language the student knows and can perform academically. This is consistent with state and federal law.

Once a student has been formally evaluated by trained professionals, the multidisciplinary team, including the student's parents, will meet to determine if the student is eligible for special education services. The multidisciplinary team will document its determination of eligibility in a written evaluation and statement. All team members will indicate that the evaluation report is an accurate summary of their analysis and conclusions by signing the final report. The parent will be provided a final, signed version of the report and statement of eligibility/ineligibility. Within 30 days of eligibility, RIS will convene a meeting to develop an Individualized Education Plan (IEP) that outlines the educational plan for the student. Team members will include the parent, a special education teacher, a general education teacher, and an administrator.

Embedded within RIS's academic program are personalized programs of study with transition plans for all students, including specific post-secondary goals. In the IEP, for students aged 16 and older, post-secondary goals will address employment, training, and independent living skills. The IEP team will work with the student to identify specific goals, as well as strengths and interests.

If students with IEPs are meeting their annual behavior and learning goals, the IEP team will discuss exiting the student. We will adhere to all state and federal guidelines. Parents and families will be an integral part of this process.



- (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?
- (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.

Reno Inquiry School believes in the full inclusion model. In order for students with disabilities to reap the benefits of full inclusion, support and services need to be put into place to help students access the general education curriculum (i.e. meaningful inclusion). Stelitano et al. explain that meaningful inclusion "prioritizes the quality of students' educational opportunities above placement-based definitions of inclusion."⁷¹ RIS will implement meaningful inclusion by using student data, rather than student labels, to provide meaningful instruction for students. This is in alignment with RTI (response to intervention). This is designed to ensure educators' collective responsibility for all students at RIS, regardless of a student's label. Staffing decisions will ensure special education professionals are available to provide necessary support. These staffing decisions will be in response to student needs.

(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?

Reno Inquiry School, in alignment with educational research, believes that students are most successful when all staff feel collective responsibility for student achievement. The following strategies/services are tangible methods for ensuring collective responsibility, and thus, student success.

Assistive Technology: All staff will be responsible for implementing assistive technology for students. This includes electronic books, text to speech/speech to text software, mobility aids, assisted listening devices, etc. Staff will be trained on locating, implementing, and teaching students how to use assistive technology. This will provide students with disabilities access to the general education classroom.

Staff Training: Bakken and Obiakor report that general education teachers are both the biggest facilitators and barriers to successful inclusion for students with Autism Spectrum Disorder,

⁷¹ Laura Stelitano, Jennifer Lin Russell, and Laura E Bray, "Organizing for Meaningful Inclusion: Exploring the Routines That Shape Student Supports in Secondary Schools," *American Educational Research Journal* 57, no. 2 (2020): 535–75, https://doi.org/10.3102/0002831219859307, 537.



specifically related to teachers' perception of behavior.⁷² While this data may be specific to ASD, it provides insight into the need and benefit of training teachers about the variety of student learning behaviors and reinforcing one of the main values at RIS, teacher-student relationships. Providing training regarding specific disabilities provides teachers with the knowledge they need to understand and build productive relationships with all the students in their classroom.

Collaborative learning (less lecture/whole group learning): Chung et. Al found that general education teachers can positively increase the learning and social interactions of students with intellectual and developmental disabilities in an inclusive classroom when they purposefully include less whole group/lecture and more small group/independent work time.⁷³ When implementing whole group learning/lecture, they recommend chunking content and taking frequent breaks to check for progress and provide time for social interaction.

(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.*

Reno Inquiry School has an established partnership with Sierra Nevada University to expand their expertise and certifications, specifically providing education to help teachers at RIS become highly qualified special education teachers. Sierra Nevada University has committed to working within the Reno Inquiry School's budget and to provide flexible scheduling to working teachers. RIS will utilize traditional programs as well as alternative routes to licensure.

(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?

Bettini et al. report that high achieving, inclusive schools have administrators who "shaped a culture in which all teachers felt responsible for ensuring students with disabilities achieved high standards."⁷⁴ School administrators who cultivate strong interpersonal relationships among staff, as well as students and staff, find greater success at maintaining a school culture of collective responsibility. For example, the authors recommend posting the school mission and providing new staff with enculturation tours around the school building as well the school community to explain "how these sites relate to the district's history, values, and mission."⁷⁵ Similarly, the authors suggest providing staff with shared language surrounding a school culture of collective responsibility as a way to continue this process of enculturation.

(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.

⁷² Jeffrey P. Bakken and Festus E. Obiakor, *General and Special Education Inclusion in an Age of Change : Impact on Students with Disabilities*, First edition., Advances in Special Education, Volume 31 (Bingley, England: Emerald, 2016).

⁷³ Yun-Ching Chung et al., "Interactions of High School Students With Intellectual and Developmental Disabilities in Inclusive Classrooms," *Intellectual and Developmental Disabilities* 57, no. 4 (2019): 307–22, https://doi.org/10.1352/1934-9556-57.4.307.

⁷⁴ Elizabeth Bettini et al., "Cultivating a Community of Effective Special Education Teachers: Local Special Education Administrators' Roles," *Remedial and Special Education* 38, no. 2 (2017): 111–26, https://doi.org/10.1177/0741932516664790, 112.

⁷⁵ Bettini et al 116.



Zendarski et al. write "Promoting school engagement over the high school transition period may be key to keeping students with ADHD engaged in their high school education. Students entering the first year of high school may benefit from additional social and learning support as they adapt to their new school environment, and strategies to reduce rates of suspension in high-risk students seem particularly pertinent to addressing the high rates of disengagement and school dropout in students with ADHD."⁷⁶ In alignment with this research, Reno Inquiry School will provide students with disabilities additional support when they enter our school to ensure a successful transition. This will help students maintain a positive attitude about school and promote engagement with the school community. This may include (although not limited to) teaching specific organizational skills, emphasizing the building and maintenance of social networks (i.e., peers, teachers, etc.), and promoting positive learning experiences. This will reduce the likelihood that students with disabilities will demonstrate undesirable behavior. Our commitment to a community of care ensures that all students, including students with disabilities, will be viewed through a strengthbased approach. This philosophy and a proactive mental health curriculum will also reduce the likelihood for punitive disciplinary action. Reno Inquiry School will adhere to all state and federal policy when formally disciplining a student with an IEP. The school director has a master's degree in Special Education with a high-level expertise of compliance standards for special education and a long history of meeting compliance requirements.

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

The IEP team will decide on the nature of the data that will be collected and analyzed to evaluate the student's progress towards goals. RIS will use a progress monitoring system with data collected and graphed weekly. This data will be used to make instructional decisions. The annual goals outlined in the IEP will be specific, relevant, realistic, and relevant to the student's personalized program of study. The general education and special education teacher will be responsible for collecting, analyzing, and using the data to make instructional decisions. If the student's IEP includes related services, the provider will be responsible for working with the special and general education teachers to collect, analyze, and determine instructional next steps for the student. Reno Inquiry goes further than federal requirements by intentionally developing transparent learning guides and personalized programs of study for all students. All stakeholders have access to the learning guides.

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

We seek to engage parents as full partners, not just involve them. Reno Inquiry School families participate in full partnership in supporting the success of individual Programs of Study. RIS teachers will have the opportunities to involve the families of students with IEPs during our initial home visits and intake surveys. At this time, RIS staff will ensure that families are aware of all pertinent special education laws and relevant timelines. Families will have the opportunity to ask about special education procedures at RIS. Further, the family orientation meetings will introduce

⁷⁶ Nardia Zendarski et al., "Early High School Engagement in Students with Attention/Deficit Hyperactivity Disorder," *British Journal of Educational Psychology* 87, no. 2 (2017): 127–45, https://doi.org/10.1111/bjep.12140, 141.



related service providers, review the special education monitoring process, provide information about special education eligibility/eligibility, and review relevant special education timelines.

(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.*

We are not offering distance education, this is not applicable.

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

We approximate the number of students receiving special education services to be 14%. This is an average of the percentage of students receiving services at both Hug High School and Sparks High School, which are located in our targeted zip codes.

English Language Learners

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

A Home Language Survey (HLS) will be included in the registration packet for enrollment and will include questions that meet the criteria in NAC 388.620. A student's primary language will be deemed a language other than English if the student's first language was not English, if the primary language in the student's home is not English, and/or if the language most often spoken by the student is not English.

Based on data from the HLS, students who have been determined to have a primary language other than English will be assessed using the state approved WIDA Screener, like the W-APT and Access Testing. Students who receive a composite score below 4.5 will be identified as English Language Learners. Any student who receives a composite score of 4.5 or above will be considered English Proficient. Teacher observation will be utilized to confirm results to ensure the correct information and results from W-APT are correct.

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

Program placement decisions will be made based on the criteria above. The results from the placement assessment and information about the program will be communicated to student guardians within 30 days at the beginning of the school year, or within 2 weeks during the school year, based on the time of student enrollment. A letter will be sent home in English as well as in the student's primary language. Within the same time period, a student who identifies as an ELL based on the results from the WIDA Screener will be flagged to Infinite Campus, and any staff who will be working with the student will be informed and provided with any related data.

(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students, conduct assessments, and monitor the progress 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.*

RENO INQUIRY SCHOOL

The primary teacher(s) providing ELL services will be certified with a TESL endorsement. This staff member will provide an annual, high-quality training surrounding the WIDA standards, instructional strategies, and assessment to the general education and supporting staff. The primary EL teacher will also support general-education teachers with making data-based instructional decisions. Based on the target demographic of the school, we will recruit and give hiring preferences to bilingual teaching candidates and for those who have their TESL endorsement.

WIDA Screener: Licensed teachers, administrators, and certified school staff who complete the WIDA online modules and quizzes can administer the test. Paraprofessionals who receive the W-APT Test administrator trainings and complete online modules or quizzes for grades 1-12 can administer the test under supervision of the personnel listed above. To be certified to administer and score WIDA Screener, Test Administrators must complete the WIDA online module and pass the relevant quizzes with a score of 80% or higher. Annual recertification is required for the speaking and writing domains on WIDA Screener.

WIDA Access: Licensed teachers, administrators, and certified school staff who complete the WIDA online modules and quizzes can administer the test. Staff involved in administration or coordination of the Access test will be required to complete the appropriate WIDA training with a score of 80% or higher.

(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 mentioned in the section detailing professional development, all staff will be trained in best practices to support English Languages Learners to support our target demographic. The leadership team will engage in PD to develop a vision for what high-quality teaching of ELLs looks like at Reno Inquiry School and how best to support teachers and staff, understand the variability of skills and academic needs of ELLs, and to develop a structure for successful learning environments for ELLs and teachers. All teaching staff will engage in PD which helps teachers identify and build on strengths of ELLs, to learn about and utilize research-based tools and processes which support in the scaffolding of lessons to provide entry points of learning, and to support the integration of language development, collaboration, and problem-solving within all lessons using sheltered instructional strategies. Sheltered Instruction is an instructional method that uses a range of strategies to help bilingual students learn a subject and acquire language at the same time. See Table C (In curriculum section) for specific sheltered instructional 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?

EL students will be monitored and evaluated annually through the WIDA Access test. A student will be exited from ELL services when they receive an overall score at or above 4.5 on ACCESS for ELLs, or if they receive an overall at or above 4.0 on ACCESS for ELLs and are proficient on state Math and ELA assessments and on track for graduation. Additionally, EL student progress and success will be informally monitored through high-quality classroom instruction using the WIDA standards and Can-Do descriptors.



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

Arias & Morillo-Campell state that "we recognize that that lack of English skills and knowledge of school practices may affect parental involvement with schools and In the last decade, ELL students and their families have become increasingly isolated, segregated by language, ethnicity, and socioeconomic status."⁷⁷ RIS will implement the following strategies to address these barriers:

- Communication: All staff will engage in home visits, RIS will provide a home-school coordinator/liaison to build trust and to fluently communicate with families, all communication will be provided in home languages, and we will provide translation services at all monthly community meetings.
- School/Parental Perceptions: Community will be incorporated in the curriculum, RIS will
 acknowledge and value all parent's cultural values, and all family and extended family will
 be encouraged to come to all school-related activities.
- Logistics/Structure: Childcare will be provided for any school function, all meetings will be scheduled around the parents work schedule, and transportation services will be provided to facilitate student involvement in any school-related activities.⁷⁸
- (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 is not applicable as we are not providing a distance education school.

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

We approximate the number of students receiving ell services to be 26%. This is an average of the percentage of students receiving ELL services at both Hug and Sparks High School, which are located in our target zip codes.

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?

Reno Inquiry School will comply with the regulations of McKinney-Vento Education for Homeless Children and Youth Act (EHCY) to ensure that students without housing, insecure housing, and in foster care, as well as migrant students, have equal educational opportunities. Staff will collect information about housing during the intake process. We will also discuss housing with students every year to ensure that we are identifying all qualifying students. This conversation will take place during one of the biannual personalized Programs of Study meetings. We will also provide training to staff to help them recognize potential signs of homelessness to avoid misidentification, as suggested by Purcell: students who provide home addresses of shelters or peers, changes in transportation services, attendance problems, falling asleep in class, dropping grades, hygiene

⁷⁷ M. Beatriz Arias and Milagros Morillo-Campbell, "Promoting ELL Parental Involvement: Challenges in Contested Times," 2008.

⁷⁸ Arias and Morillo-Campbell.



issues, and hunger.⁷⁹ The Curriculum and Community Director will serve as the McKinney-Vento liaison. The position will also be responsible for collecting student data and connecting families with community services, like those offered through Eddy House and Casa De Vida. Reno Inquiry School's emphasis on mental health and community of care will foster a culture of transparency that will encourage students and families to share housing concerns.

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

The McKinney Vento liaison will work with the staff at the SPCSA to ensure families have updated information regarding timelines and services. When a student is identified, the liaison will work with the family to provide necessary services. Reno Inquiry School is currently working with Catholic Charities of Northern Nevada (St. Vincent's) to develop a strong partnership and to learn more about the services in Northern Nevada for migrant and homeless youth. During the parent orientation meeting, the liaison will provide information to all attendees about available services and encourage families to seek school support.

(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.

Democratic principles, meaningful relationships, and student agency drive the ethos of the Reno Inquiry School and the intentional building of a Learning Organization drives the structure. Students take ownership of school rules and regulations. If they perceive a rule as unfair, the school culture at Reno Inquiry School expects them to take responsibility and actively change it. This encourages students to remain fully connected to school through feeling a sense of responsibility for its operations, thereby positively connecting academic performance with school climate.

Reno Inquiry School utilizes interdisciplinary learning to encourage inquiry, questioning, and agency in one's educational processes and outcomes. The ability to effectively implement this relies on students' sense of connectedness to their teachers, peers, and school community. The ethics of care provides a foundational theory for understanding and building these essential relationships. The ethics of care, explained by Noddings, refers to a moral education that centers the interdependence of individuals and seeks to encourage an environment that is "maintaining and enhancing caring relations—attending to those we encounter, listening to their expressed needs, and responding positively if possible." Based on research from Cassidy and Bates (2005),

⁷⁹ Ciara Purcell, *Education for Homeless Children and Youth : Assistance Efforts*, Education in a Competitive and Globalizing World (New York: Nova Publishers, 2014), 48.

⁸⁰ Nel. Noddings, *Caring a Relational Approach to Ethics & Moral Education*, 2nd ed., updated., Caring: A Relational Approach to Ethics and Moral Education (Berkeley: University of California Press, 2013), https://doi.org/10.1525/9780520957343, xii.



connectedness fosters agency and academic achievement when students believe and feel that the school community cares about their success, social-emotional health, and well-being.⁸¹ Thus, Reno Inquiry School is committed to building a school based on the ethics of care and strong shared social capital. Cassidy and Bates explain that schools that center caring relationships respond to the students "rather than to ask the student to adapt to the expectations of the school."

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

The intake process, which happens at the beginning of the year and whenever a new student enrolls, is an essential first step for enculturating students and families into the Reno Inquiry School culture. Staff learn about the student's strengths, interests, and goals. From the beginning, Reno Inquiry School staff begin building a community of care for the student by utilizing a strengths-based, rather than deficit-based perspective when teaching, discussing student behavior and learning, and building relationships among students and staff. This builds the foundation for creating the powerful personalized Programs of Study that drive the students' educational, emotional, and social life at Reno Inquiry School. The personalized program of study will help to identify a cohort for an incoming student. This cohort becomes a support network for students. This daily engagement fosters the community of care that is central to the mission and vision of Reno Inquiry School.

Home visits at the beginning and throughout the year provide a space for family members to engage in equitable conversations about Reno Inquiry School culture. This time also allows families and students to learn about the democratic principles that are central to Reno Inquiry School culture. The weekly meeting, a foundational element of democratic schooling, quickly enculturates students into participatory democracy. All enrolled students are encouraged to vote on all new rules/regulations and make suggestions for school improvements.

(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.

While all our stated goals (see driving for results section) are part of or derive from culture, Goal 4 specifically addresses how we measure it—through student surveys, attendance, and participation in school activities. Cassidy and Bates write that "For the caring relationship to be complete, care must be received; that is, the recipient of care must recognize, and in some way respond to, the care provided."⁸³ When implementing an ethics of care within educational institutions, students must respond to the care by feeling cared for and reporting and experiencing a sense of connectedness with institutional agents and peers.

Further, the implementation of democratic principles helps students recognize and enact their own agency. Students take responsibility for the school community, including a positive school culture, by developing, voting on, and helping to implement the rules. Reno Inquiry School will utilize participation at weekly meetings to assess school culture. If students are participating in meetings

⁸¹ Cassidy and Bates, "'Drop-Outs' and 'Push-Outs': Finding Hope at a School That Actualizes the Ethic of Care."

⁸² Cassidy and Bates, 97.

⁸³ Cassidy and Bates, 68.



regularly and suggesting modifications to school regulations, then they are demonstrating agency and thus, showing a sense of connection to their school community.

(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.

Reno Inquiry School believes in a proactive approach to mental health and social and emotional needs. One of our Board members, Dr. Kendra Beitz Thompson, clinical psychologist, was selected specifically for her expertise in the field. Our approach is based on the work of Martin Seligman and his theory of positive psychology. Positive psychology counters the field's reliance on deficit-based identification and treatment. Rather, positive psychology emphasizes the factors that influence an individual's ability and desire to thrive in life. Utilizing the tenets of positive psychology, Seligman developed the tenets of positive education: positive emotions, engagement, positive relationships, meaning, and accomplishment. Implementing these elements into daily life at Reno Inquiry School will ensure students' well-being. Seligman et al. explain that "well-being should be taught in school on three grounds: as an antidote to depression, as a vehicle for increasing life satisfaction, and as an aid to better learning and more creative thinking." See Supplemental Appendix 8 for mental health strategies.

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

In accordance with Reno Inquiry School's commitment to utilizing and practicing democratic principles, a dress code/uniform policy will be determined by the school community as a whole through the weekly meeting process.

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.

Reno Inquiry School believes in democratic schooling, preferring to compose a school culture that centers democratic principles, rather than traditional discipline, which has historically marginalized and further racialized students who do not conform. In alignment with the mission and vision of Reno Inquiry School, democratic school models, and the intentional building of a community of care, we exchange hierarchy and control, for trusting youth and to make decisions that are best for themselves and their communities.

The foundation of democratic schooling is active engagement, trusting youth, and linking responsibility and freedom to facilitate power sharing. Reno Inquiry School, following the Sudbury Education Model of governance, will facilitate regular weekly democratic meetings that cover all matters of school governance. Staff members and students each have one vote, as a way to ensure that all voices are equally heard. Students and staff collectively envision and vote on rules for the school community; these rules are constantly changing and adapting to new situations and new students. Through these weekly meetings, authority is shared among all members of the school community, and students are encouraged to be agents of change.

⁸⁴ Martin E. P Seligman et al., "Positive Education: Positive Psychology and Classroom Interventions," *Oxford Review of Education* 35, no. 3 (2009): 293–311, https://doi.org/10.1080/03054980902934563, 295.

RENO INQUIRY SCHOOL

In addition to the weekly meetings, there will be a judicial committee charged with investigating alleged issues of rule-breaking in which an individual's behavior infringes on the freedom of another student or staff member. Both students and staff will take turns sitting on the judicial committee (similar to jury duty), and students and staff can take grievances to the committee where, after hearing from both parties, resolutions are decided upon. If the parties are dissatisfied with the consequences, they can appeal to the Leadership Team.

Teachers and staff will respond to a student's undesirable behavior using de-escalation strategies. Teachers and staff will support these processes by providing the following tools: ladder of inference (checking assumptions), convergent to divergent thinking, guided meditation, mindfulness exercises, wise mind, and self-talk.

Reno Inquiry School believes in unconditional commitment to inclusion in the community. While we recognize the need for clear procedures on suspension and expulsion, RIS does not generally believe these to be effective measures of behavior intervention.

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

In alignment with democratic principles, the school community will develop specific expectations and codes of conduct, including behaviors that may warrant suspension and/or expulsion. Students who commit a suspendable violation are entitled to due process.

Due process: After a decision is made to expel a student, the student may request a hearing with the Leadership Team. The student may then appeal the expulsion to Reno Inquiry School Governing Board within 5 day of the decision. The decision from the School Governing Board will be final. In the event of an expulsion decision, 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).

Both the proposed School Director, Ben Contine and the proposed Curriculum and Community Director Taylor Kockenmeister have received significant training in restorative justice. Those practices are in alignment with the mission, vision, and values of the school and will be implemented in our discipline plan. Restorative justice is designed to engage students in authentic problem solving. Instead of responding to singular events, restorative justice encourages students, staff, and teachers to work together to support a struggling student. The focus remains problem solving and engaging from a place of empathy. Community circles, an essential component of restorative justice, provides a way for teachers to assess their students' emotional states and to encourage self-reflection. Implementing restorative justice into everyday practices, such as



community circles are proven to decrease office referrals and increase a student's feeling of safety at school.85

We will utilize justice circles in conjunction with the democratic model of schooling. Justice circles emphasize problem solving and maintaining a sense of connectedness to one's community. Reno Inquiry School will implement justice circles that ensure "students are supported and understood, focusing on having a support system" when they make choices that negatively impact the lives of those around them.⁸⁶

(4) Who will be responsible for implementing the school's discipline policy, including ensuring that accurate disciplinary records are maintained, and that discipline data Is reported to the SPCSA?

The school's discipline will be implemented by the entire school community, as appropriate for a democratic school model. Per the weekly meetings, students and staff, each awarded one vote, will make decisions on and modifications to school rules. The judicial committee, composed of rotating members, both staff and students, will be responsible for hearing issues of rule-breaking and for delivering consequences. The School Director will be responsible for all records and that data is reported to the SPCSA. The School Director will ensure that all practices regarding discipline are in compliance with relevant laws and regulations.

(5) How will the school track discipline data and how will this data be used make needed changes for school culture? What actions does the school plan to take in order to monitor for and prevent disparities in discipline practices between student groups? For CMO applicants, and applicants intending to contract with a CMO or EMO, describe how the schools currently affiliated with the CMO/EMO have monitored for and addressed any disparities in discipline practices between student groups.

Policies like "zero tolerance" discipline are not in concert with restorative practices nor the values of the Reno Inquiry School, and disproportionately impact students of color. Our commitment to social justice guides our decision to diligently track the demographics of students who are part of judicial committee hearings, as well as any other disciplinary processes, as well as the data on students with IEPs. The School Director will review this data, and provide this data transparently to the school community through the Stakeholder PLC. In alignment with Reno Inquiry School's commitment to social justice and democratic principles, this data will be provided to the school community to ensure that policies are modified, if necessary, to prevent any disproportionality.

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

We believe that families should be respected as full partners. In building a community of care, parents are in regular contact with staff and teachers are trained to have reflective inclusive conversations. This mitigates most grievances. Also, in concert with the democratic principles that guide Reno Inquiry School, parents, as well as other stakeholders, can attend the weekly meetings and express their grievances on a particular school policy. This offers transparency to parents who may want to observe how this policy impacts their student. In the event that a family feels their concern is not being appropriately addressed the parent would then meet with the School

⁸⁵ Patrice H. Goldys, "Restorative Practices from Candy and Punishment to Celebrations and Problem-Solving Circles," *Journal of Character Education* 12, no. 1 (2016): 75–80.

⁸⁷ Maisha T Winn and Nadia Behizadeh, "The Right to Be Literate: Literacy, Education, and the School-to-Prison Pipeline," *Review of Research in Education* 35, no. 1 (2011): 147–73, https://doi.org/10.3102/0091732X10387395.



Director. As a last resort, families have the option of bringing their grievance in writing to Reno Inquiry School's Board of Directors. The Board of Directors will then investigate the grievance and respond within 10 days of receiving the grievance.

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. While meeting all statutory requirements, the annual, weekly, and daily schedules are nontraditional when compared with surrounding high schools. They are driven by our vision and mission to provide students with authentic and deep connections that are interdisciplinary. This necessitates building in time where students are collaboratively pursuing authentic solutions to problems and applying the knowledge gained in the classroom. The schedule also reflects a systemic commitment to the building of our Learning Organization. There are 180 instructional days per academic year.

(2) Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. 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.

Please Supplemental Appendix 9 for an example of a daily (non-modified) schedule and for an example of the modified schedule. Included in the annual calendar (Attachment 3) is the layout for modified days versus non-modified days throughout the school year. Students will attend interdisciplinary classes for content areas during blocks 1 and 2 of a non-modified day, each 110 minutes, totaling 220 minutes. Each content area is 55 minutes a day on non-modified days. The total instructional time for language arts, mathematics, science, and social studies is 9,900 minutes each per year. The total number of minutes will be consistent throughout all grade levels.

Students will arrive at school between 7:30 and 8:00. This aligns with teacher schedules. In alignment with our mission and vision and our philosophy on attendance, this time will allow students to meet with peers and teachers and to welcome one another into the space. This time is not counted in our instructional minutes. The school day will formally begin at 8:00. Students will attend an interdisciplinary class (block 1) between 8:00-9:50. They will have a 10-minute transition break before attending project-based studio time for 55 minutes, from 10:00-10:55. This aligns with our mission because it allows students time to engage in collaborative problem solving with their cohorts and apply theories and skills learned in the classroom. Then, students will have a five-minute transition and a 45-minute lunch break (not included in instructional minutes). Their second interdisciplinary block takes place after lunch for 110 minutes, from 11:50-1:40. The final period of their day, 80 minutes, allows for students to engage in formalized elective classes that align with their personalized program of study and post-secondary goals.

The collaboration day provides opportunities for specific, targeted intervention. It also allows time for the school to revisit its mission and vision with its students. Students will be encouraged to



creatively engage in content with their peers and teachers. Reno Inquiry School centers relationships and the sharing of social capital. Given this, these days allow students to organically engage with the school community and to pursue projects of passion. This aligns with our attendance philosophy and current research, which states that students are more likely to come to school if they are engaged in a positive school climate. Teacher-student relationships shape the school climate and allowing time for students and teachers to authentically engage with one another during our collaborative days will increase attendance.

(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?

At the Reno Inquiry School, our intentional and unwavering focus on building relationships, interconnected partnerships, collaboratively developing meaningful curriculum, personalized Programs of Study, and honoring families as full partners have all been shown to improve attendance. At RIS, regular attendance is critical. RIS has set a goal of Average Daily Attendance at greater than 97%, with a specific focus on responding early to signs of chronic absenteeism. Daily calls will be made for students who are absent. We will track this through daily attendance. The School Director and Community and Family Engagement Coordinator will be responsible for collecting and monitoring data. The Office Manager will maintain a daily call log.

It is important to note that in our conversations with members of the community that they often felt shamed by institutions. We heard repeatedly that when families tried to explain their struggles, they were neither heard nor understood, rather they were judged. They felt their children and communities were viewed solely through the prism of deficit. In a meeting with the Reno Sparks Indian Colony, it was mentioned that there seemed to be no understanding of the trauma these communities had been through, nor commensurate implementation of trauma informed practices. There are a number of reasons why chronic absenteeism is much more prevalent in "at risk" communities—almost none of which have to do with personal shortcomings. Providing extrinsic rewards for attendance tends to reinforce inequity and systemic hierarchies. Resorting to quick fix, punitive, pressure tactics in communities already struggling is both immoral and ineffective and the Reno Inquiry School won't do it.

Instead, the Reno Inquiry School will utilize foundational principles of shared social capital - including multiple levels (student cohorts, staff, families, and community partners) that are counting on the student to succeed and noticing if something is wrong. For students who are demonstrating struggles with attendance (3 consecutive absences, 5 absences in a semester) a collaborative, solution-oriented approach will commence, as recommended by Daily et al., Facilitated by the Community and Family Engagement Coordinator, a root cause discussion will ensue, and a support plan developed to ensure families remain connected with the school community.⁸⁹ Multiple points of support will be identified including peer and peer families, community partners, and strengthening of specific relationships in the school. Measurable goals will be developed with the identification of who is responsible for implementation.

⁸⁸ Shay M Daily et al., "Using School Climate to Improve Attendance and Grades: Understanding the Importance of School Satisfaction Among Middle and High School Students," *The Journal of School Health* 90, no. 9 (2020): 683–93, https://doi.org/10.1111/josh.12929.

⁸⁹ Daily et al.

RENO-

As part of our daily schedule, we open our school early for studio work and collaboration -- or sometimes just hanging out. We seek to intentionally build social and creative communities that authentically extend the school day, and thereby improve attendance. These communities are supported and understood by families, staff, and community partners. Students are supported with multiple connections that include peers, staff, and community members. They are engaged in meaningful, rigorous Programs of Study that they helped develop. One final strategy in meeting the attendance needs of our students is our small school model. At the Reno Inquiry School, students simply will not go unnoticed. Due to the interconnectedness of the community, student absences will be conspicuous and matter to our entire school.



(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.

GOVERNANCE: The governance structure of the school will be an independent, directly funded charter school governed by an independent Board of Directors.

Board of Directors

The Board of Directors of The Reno Inquiry School will be composed of members that significantly exceed the minimum statutory requirement as well as additional members from the community with expertise in, and a commitment to, the vision and mission of the school. The Board of Directors sets policy, approves the budget, and ensures that the school maintains fidelity to the vision, mission, policies, and values of the school. Board members are selected based on their expertise, skills, and commitment. As a policy, the Reno Inquiry School values diversity and specifically seeks opportunities for board members from underrepresented communities.

Board seats are filled by community members who have the desired mix of experience and expertise needed by the Board of Directors to ensure the school's success, including curriculum, instruction and assessment, finance, business management, law, special education, fundraising and facilities.

All prospective board members will undergo a screening that ensures knowledge and understanding of the mission, vision, values, and operating procedures of the school. The screening and subsequent board member training will also determine whether the candidate has the requisite understanding and demonstrated capacity to follow board guidelines and standards of practice.

The vision and mission of the Reno Inquiry School, while actionable, is bold and innovative. The Board of Directors has a vital role in ensuring that the daily, weekly, and yearly practices stay true to that bold vision and are responsible to stakeholders (e.g. State of Nevada, students, families, and our community). While the school director, staff, students, and other stakeholders carry out day-to-day operations, the Board of Directors has the ultimate responsibility to ensure the school is meeting its promise.

Operation, Board of Directors

The Board of Directors will be composed of between 5-9 members that significantly exceed the Nevada statutory requirements, as well as possessing the necessary commitment and skills to ensure accountability to the mission and vision. The Board of Directors of the Reno Inquiry School will meet, at a minimum, quarterly. The Board of Directors retains the authority to meet more often as needed, provided all rules/procedures are followed related to, but not limited to, transparency and open meeting requirements.



All decisions of the Board of Directors of the Reno Inquiry School shall be made by a majority vote of an established quorum, unless otherwise specified. The Board of Directors of the Reno Inquiry School shall conduct its business in compliance with the Nevada Open Meeting Law, all other applicable laws, and the bylaws of the Reno Inquiry School.

Board Scope of Authority and Responsibility

The Board of Directors is charged with the overall policymaking affecting all areas of the Reno Inquiry School. The board is fully responsible for the operation and fiscal affairs of the Reno Inquiry School. Responsibilities of the Board of Directors include, but are not limited to, the following:

- Reviewing student performance, progress toward school-wide goals, objectives, academic achievements/student progress and financial status, and assessing any need for redirection
- Reviewing/approving all major educational and operational school policies
- Hiring of key personnel
- Evaluating the performance of the school administrator via a process approved by the board
- Collaboratively developing annual goals for the school and long-range plans with stakeholders (e.g. families, staff, students, community members)
- Approving all major contracts
- Approving the school's annual budget and overseeing the school's fiscal affairs
- Receiving reports from, and providing feedback to, the school director and staff
- Participating in the dispute resolution procedure and complaint procedures when necessary

Election, Term, And Removal Process for Board Member

The board members are interviewed by the Board as outlined in the bylaws:

- To establish continuity and sustainability for the charter school's long-term success, members of the Board of Directors will serve three years in staggered terms.
- A board member can be removed from the board with a "supermajority" vote (2/3 of current Board Members) in favor of removal by the board.

Structure Of the Board and Board Meetings

Meetings are held at the school site, or another suitable location which is accessible to the Reno Inquiry School community and the public. The board will appoint a member as chair, vice chair and others as secretary and treasurer (Chief Financial Officer). Accurate minutes of meetings are maintained by a secretary or other individual as designated by the board. Meeting agendas, minutes, and documents shall be maintained in the school office. All meetings will be conducted in compliance with the Nevada Open Meeting Law. Agenda items may be requested by The Board of Directors, the School Director, Teacher Organization, or Student Cohorts. All items, otherwise in compliance with applicable rules/laws, must be honored and heard in a timely manner, at the direction of the board chair.

The treasurer will be responsible for overseeing the fiscal status of the charter school and will provide guidance to the school's primary fiscal employee to ensure that the Reno Inquiry School is operating in a fiscally solvent manner. An Annual Meeting is held on a date chosen by the board in accordance with its Bylaws for the purpose of electing board members, designating officers, making



and receiving reports on corporate affairs, setting calendar of meetings for upcoming year, and transacting other business as comes before the meeting.

Evaluating the Success of the School and the School Director

The board will evaluate the success of the school utilizing the semester report that includes pertinent financial documents, operations, and the academic data discussed in Driving for Results. The board will utilize an approved tool to evaluate the School Director that is in alignment with the mission and vision of the school (See Attachment 12)

(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).

A 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.

Member	NRS Compliance	Proposed Role After Authorization
Dr. Kendra Beitz- Thompson	Parent	Board Member
Lillith Baran	Small Business, Community Organizer, Nonprofit	Board Member
Robert Hernandez	Law	Board Member
Jennifer Linn	Financial Service/Real Estate	Board Member
Yolanda Robles-Wicks	Parent	Board Member
Dr. Erin Trapanese	Human Resources	Board Member

- Dr. Kendra Beitz-Thompson is a clinical psychologist in Northern Nevada. She provides mental health services to clients at her private practice. Dr. Beitz-Thompson serves as an expert in her field and can provide knowledge on youth mental health practices.
- Lillith Baran owns her own performance company and is a community advocate. She brings a deep knowledge of how to make an organization work from the budget side to the vision

RENO-

side. She has served on the faculty of various K-12 institutions, teaching music and the performance arts.

- Robert Hernandez is an attorney in Las Vegas. He brings knowledge of law and insurance.
- Jennifer Lin is a real estate agent in Reno. She is passionate about teaching youth how to manage money efficiently.
- Yolanda Robles-Wicks, is a current PTO president for the Honors Academy of Literature in Reno. She works closely with families to elicit feedback about their concerns and ideas for improvement within the school setting.
- Dr. Erin Trapanese earned her PhD in Educational Leadership. She has also worked as a teacher and served as an administrator. She is a frequent contributor to The New Teachers Project.
- (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 full founding board has not yet been identified, explain how and when the additional board members will be identified.

Board recruitment is an ongoing process, whether it is for an immediate opening, or simply maintaining a database of strong candidates. Currently we are working to identify candidates with specific backgrounds in special education law and/or accounting. We are currently in discussion with a candidate with a background in special education law. We have also met with Opportunity 180 for recommendations. We expect to have those positions confirmed by the end of August.

(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.

Please see 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.*

No current conflicts exist. To the best of our knowledge, no board member is seeking a financial relationship with the school. This is specifically prohibited in the bylaws. In addition, board members will be trained on the code of ethics and the conflict of interest policy. Finally, the board is required to establish a Good Governance committee tasked with providing feedback on board operations.

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

A rotating subcommittee, Good Governance, will be charged with reviewing the performance of the board and making recommendations for areas of growth and strategies for improvement. This committee will also make recommendations for valid and reliable board performance indicators



that are in alignment with the mission and vision of the school. These indicators will be reviewed twice a year at the semester Stakeholder PLC; general feedback will be provided on performance indicators for the board.

(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.

New board members will receive regular and ongoing training in the following areas. In order to be prepared for year 1, as an onboarding program, new board members will participate in the following training along the prescribed timelines. These trainings will be conducted by an experienced third party vendor and the plan will include provisions for onboarding new board members.

Mission, Vision, and Culture of the School (January 2022)

One of the critical roles of the board is to ensure fidelity to the mission and vision. Board members will be provided training that facilitates a deep and meaningful understanding of the values and culture of the school and provides common vocabulary for shared communication.

School Law and Regulations (January 2022)

Federal, state and local laws all impact public education. Board members will receive training on relevant laws. This training will be ongoing as laws and regulations are regularly changed. Board members need to be aware of current law in order to make informed and effective decisions.

Effective Governance (January 2022)

An effective school board must be aware of the specific roles and procedures regarding governance. This ranges from meeting procedures to larger issues of ethics and conflicts of interest. Board members will receive training in governance procedures, including training on ethics, conflict of interest, and open meeting law.

School Finance (March 2022)

Financial oversight is a crucial part of board responsibilities. Possessing the necessary background to effectively review and provide feedback on the budget, as well as to provide accountability for financial management sets the board and the school up for success.

Inclusive Practices (March 2022)

The Reno Inquiry School is intentionally developed as a transparent and interconnected community, and the board will model that approach. Board meetings can often feel like intimidating spaces for many members of our community. To disrupt this dynamic, board members will receive training on inclusive practices that ensure that all students, families, staff, and other stakeholders feel welcome and that their input is respected and valued. This training will also include a component of larger community relations, including media.

Employment and Evaluation of the School Director (May 2022)

Providing feedback and accountability to the School Director is an important role. Effective relationships between the School Director and the board are predicated on frequent, open, and clear communication. The board will receive training on how to effectively evaluate the School Director, including establishing clear expectations for performance and reporting. This provides

RENO INQUIRY SCHOOL

opportunities for going beyond surface based binary evaluations and engaging in more deep and meaningful discussions that lead to improvement. Clarifying expectations and establishing a way to provide professional feedback on performance should be conducted through a quality evaluation system established between the board and the School Director.

Strategic planning and Goal Setting (May 2022)

Every part of the Reno Inquiry School must be dedicated to the realization of the mission and vision. This requires the capacity to develop goals and strategies for achieving those outcomes. Strategic planning and goal setting go hand in hand with the other parts of the board training - they are the vehicle to achieve the other parts.

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

For the Reno Inquiry School to function to capacity, it is critical that the Board of Directors and the School Director have a shared understanding and commitment to fulfilling the vision. To ensure this is happening, the School Director must keep the board informed on operations, academic achievement, and finances. The School Director is the board's chief advisor on issues related to the day-to-day operations of the school.

While the board is ultimately responsible for setting priorities, it is best practice for priorities, strategies, and policies to be established collaboratively. Developing administrative procedures necessary for the School Director to implement the plans set forth by the board.

To ensure that the board receives a clear and accurate picture of the performance of the school, including academics, financial, and operations, the School Director will provide a semester report which includes all performance indicators in the Driving for Results section, operations goals and progress, and a financial and budget update. The Board will be asked to provide feedback on the report.

(10) Describe any board committees, 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.

As part of our Learning Organization, the Reno Inquiry School intentionally builds multiple points of engagement and input, including the Stakeholder PLC, RIS Collective, and student cohorts. In the proposed bylaws, staff, students, families, and stakeholders, have clear, specific, and open processes for bringing items before the board. In addition, the board will establish a Good Governance committee that will ensure accountability of practices. The role of this committee is discussed in the bylaws and in other parts of the application. The board is also empowered to establish any other committees or advisory boards it deems beneficial.

(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.

As part of our Learning Organization, we intentionally put structures in place to ensure families are participating in full partnership. With the goal of consensus and collaboration and based on our model of community of care and democratic principles, families will feel heard. More often than not,

RENO INQUIRY SCHOOL

when members of a community feel heard, they are less likely to feel confrontational, even if the outcome is not what they had hoped. Engagement in a democratic community means that outcomes are often imperfect. All members accept their own agency in this process. In the above scenario, the process might start with a reflective conversation with the School Director to facilitate a better understanding of the objection followed by a discussion of solutions. That would likely be enough. If not, next steps might include engagement at the Stakeholder PLC or RIS Collective. These are all avenues for democratic discussion and pathways for re-engaging with the board.

(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?

Goal	Purpose	Outcome Measure
The Board of Directors provides effective oversight and support to ensure that the school is operating in alignment with the mission and vision.	Ensure fidelity to the mission and vision of the school.	After reviewing the semester report, the board provides feedback in the template and approves the report. The report, with Board feedback, is then distributed to the RIS Collective and the Stakeholder PLC and published on the school's website.
All board members will complete onboarding training (See question 8).	Ensure capacity to perform in an effective and ethical fashion.	The Good Governance committee will report Board progress towards goals biannually.
The Board of Directors provides effective oversight of the School Director.	Ensure the functional operations of the school.	The board completes the annual review in alignment with the approved evaluation tool.
The Board of Directors provides effective financial oversight	Ensure fiscal responsibility and school sustainability.	Approved budgets represent effective resource management as determined by annual audit.

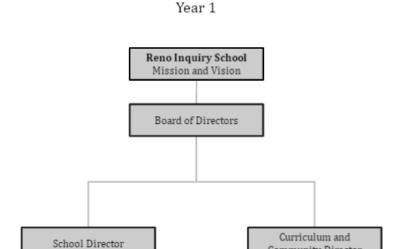
The processes for the removal of a board member are specified in the bylaws and are mentioned in other parts of this application. Some actions that might trigger the removal would be a) Disengagement—The parameters for disengagement are provided for in the bylaws, but generally involve missing a significant number of meetings or other required activities. b) Ethics Violation—The expectations for ethical behavior are provided for in the bylaws, code of ethics, and conflict of interest policy.

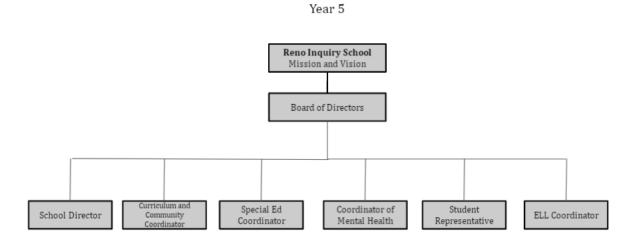


LEADERSHIP TEAM

- (13) 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

Community Director





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

RENO INQUIRY SCHOOL

(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 2022-23 school year.

Please see Attachment 8.

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

Please see Attachment 9.

(14) 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;

Ben Contine, proposed School Director, has served in a wide variety of leadership roles including site ESL Director, Testing Coordinator, Special Education Coordinator, Safety Director, Facilities Manager, and Discipline Coordinator. He holds credentials in Administration, TESOL, and Special Education. In 2007, Ben was selected by the Carson City School District Superintendent to lead the development of the district's first strategic plan. Within one year, Ben oversaw a process that included hundreds of community members, educators, families, and students. en served as both the Community Engagement Coordinator and a Curriculum Development Specialist for CTE in Carson City.

Taylor Kockenmeister, proposed Curriculum and Community Director, holds leadership positions as part of her role on the middle school team at Honors Academy of Literature. She is the leader of the Gifted and Talented Program. In this role, she developed a process for identifying and drafting implementation plans gifted students in grades K-12. This includes working with general education teachers to help modify curriculum to meet the needs of diverse learners. She also founded the Girls Math Workshop, which she is continuing to develop and grow. She also hosted the ShareLingo program at Samuels Elementary School in Denver.

(b) Curriculum, instruction, and assessment;

At the Honors Academy of Literature, Ben Contine has been the middle school lead in charge of curriculum and assessment for the past five years that raised their school rating from three stars to five. As an implementation specialist in the Carson City School District, he developed learning targets, learning guides, and course sequences.

Taylor Kockenmeister earned her master's degree in Curriculum and Instruction from the University of Denver. At Samuels Elementary School in Denver, she served as the 4th grade team lead for the Instructional Leadership Team, where she collaborated on schoolwide curriculum and course sequencing. She was selected to serve as one of The New York Times distinguished educators for their 2021-2022 Teaching Project. Through this fellowship, she is collaborating with educators from all over the country to develop an interdisciplinary project.

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

Ben Contine earned a master's degree in Special Education from the University of Nevada, Las Vegas. He worked as a special education teacher at Las Vegas High School for two years, where he co-taught multiple subjects and operated a resource room for special education students. As a special education co-teacher in Carson City for four years, Ben effectively implemented multiple

RENO INQUIRY SCHOOL

approaches that specifically targeted at-risk students. His implementation and technique was recorded and used as an example of best practices for other co-teachers. In this position, Ben also developed and chaired a specialized Professional Learning Community, with math teachers and special education teachers collaborating to review student achievement data and develop specific interventions to support students with IEPs in meeting graduation requirements - specifically passing the Nevada state math proficiency exam. In one year, the percentage of students with IEPs who met proficiency standards increased from 49% to 73%, allowing the school to meet Adequate Yearly Progress. There was a concurrent increase in pass rates for other at-risk groups, including ELLs.

As a fourth grade teacher at Samuels Elementary School, Taylor Kockenmeister taught students both in English and their native language (Spanish) in order to best support bilingual students. As an educator at Echo Loder Elementary School in Reno, Taylor taught Spanish guiding reading intervention for bilingual students. As part of her Teacher Residency program through Denver University, Taylor implemented sheltering strategies to create access to material for all students. She also operated small group learning circles to increase English and Spanish literacy skills for bilingual students.

(d) Performance management; and

In 2012, Ben Contine was selected by the Carson City School District Superintendent to lead the development of the district's first strategic plan. Within one year, Ben oversaw a process that included hundreds of community members, educators, families, and students. After his success with the strategic plan, Ben was chosen as one of a select group of implementation specialists under a Race to the Top-District grant in Carson City. Ben served as both the Community Engagement Coordinator and a Curriculum Development Specialist for CTE. AS part of this role, he supported Counselor Teams in developing student individualized plans and conducted Teach 4 Success classroom observations and follow-up "Cognitive Coaching" conversation. After this role, he accepted a position as the Assistant Principal at Seeliger Elementary School in Carson City where he was the evaluator for 23 teachers and 12 para professionals. He was also the Site ESL Director, Testing Coordinator, Solution Coordinator, Special Education Coordinator, Safety Director, Facilities Manager, and Director of Discipline and Cooperative Culture.

Taylor Kockenmeister is the current Gifted And Talented coordinator at the Honors Academy of Literature. She is responsible for overseeing GT plans and ensuring that general education teachers are reviewing the necessary support to engage and teach their GT students. She meets with parents, teachers, and students to review GT data and to assist in placement decision-making for GT students.

(e) Parent and community engagement.

In 2012, as lead for Carson City School District's first strategic plan, Ben Contine oversaw a process that included hundreds of community members, educators, families, and students. This voluntary operation included five full committees operating under the guidance of Ben. Ben specifically engaged and worked with members of underserved communities, including families of students considered at risk. The process was lauded for its inclusiveness and transparency, receiving a unanimous vote of approval from the Carson City School Board. In 2013, Ben worked as the Community Engagement Coordinator for the Carson City School District, where he developed

RENO INQUIRY SCHOOL

community partnerships and internship programs, including identification, facilitation, and progress monitoring.

Taylor Kockenmeister has performed several community engagement roles throughout her career in education. At Samuels Elementary School in Denver, she hosted the Sharelingo Program which supports language exchange between parents in the school community. She has also partnered with community members to operate a school garden in every school where she has worked. In addition, she is the founder of Girls Math Workshop, where middle school girls from 9 different schools in Reno have come together to collaboratively explore mathematical concepts and strategies. Taylor has also invited women in the Reno STEM community to act as mentors for youth participants in the Girls Math Workshop.

(15) Explain how the school leader will be supported, developed, and evaluated. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 10). Provide, as Attachment 12, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

The School Director will be hired, supported, developed and evaluated by the Board of Directors. The board will utilize the Leadership Selection Tool which was adapted from the Professional Standards for Educational Leaders under the National Policy Board for Educational Administration. This tool will not only serve as a leadership selection tool, but a resource for board members to continuously use to guide conversations with the School Director. On the Reno Inquiry School Board of Directors is Dr. Erin Trapanese, former teacher, administrator, and consultant from The New Teacher Project, who will serve as a mentor to the School Director. The School Director semester report will serve as a framework for conversations regarding alignment to the mission and vision of RIS, and progress on performance indicators.

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

While the entire school community will play a role in staff recruitment, hiring, and retention, the school leader will be responsible for guiding these processes. In addition to student agency, Reno Inquiry School values teacher agency. The school leader will facilitate and encourage teacher agency throughout these processes. The school leader will also establish a community of care amongst Reno Inquiry School staff that will model an ethics of care to students, represent a foundational aspect of school culture, and produce a school environment that is conducive to teacher retention.

Recruitment/Hiring

The school leader will develop a plan to train the school community on the hiring process. Part of this operation will include helping to develop a strong school tour for interested candidates and assisting in the establishment of a hiring pipeline. The school leader will facilitate the conversations necessary to develop the "ideal" teacher candidate qualifications. He/she will be responsible for collecting applications and resumes and distributing them to the school community for review and discussion.

Teacher Development

The school leader will be responsible for providing ongoing professional development around relationships and school culture, curriculum development, and study of educational theory. Dr. Erin



Mack Trapanese, Reno School Board Member, and contributor to The New Teacher Project, in her article "Helping Teachers Become Leaders," recommends encouraging teachers to take on greater leadership roles within the school community. The benefit of this, she explains, is to provide time for school leaders to address other issues and it encourages teacher retention. Thus, the school leader will foster teacher development by encouraging teachers to take on greater leadership roles, including providing feedback to peers and piloting new curriculum in their classrooms.

Teacher Retention

The school leader is responsible for modeling agentive behavior by being responsive to student and teacher needs. Hong and Looney report that teachers are more likely to stay at schools where the school leader actively fosters the building of social capital. This includes assisting teachers in finding mentors, building strong collegial relationships, and locating necessary resources. This enables teachers to meet challenges with knowledge and perseverance. In addition, the school leader is responsible for creating time for educators to meet collaboratively, as this has been shown to reduce teacher turnover.

(17) 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?

In year 1, the School Director (SD) and the Curriculum and Community Director (CCD) will work together to provide instructional guidance and set high expectations for a strong school culture. They will collaborate on opportunities for professional development, and both support teachers within their planning and instructional delivery. Additionally, they will both take on their own caseload of teachers to support in observation/feedback cycles and manage teachers' annual formal observations and evaluate their Professional Growth Plans. The SD will ensure that students are progressing towards goals by regularly reviewing relevant data that aligns to the goals of the school and facilitating response plans. The CCD will be in charge of curriculum development PD opportunities and support teachers in their interdisciplinary lesson creation. Additionally, the CCD will focus on creating and maintaining strong relationships with all community stakeholders. In subsequent years, additional leadership team members will join the team: ELL Coordinator, Special Education Coordinator, Mental Health Coordinator, and Student Representative. They will together take on specific roles related to instructional and school culture support for all staff. Reno Inquiry School will be able to fulfill its goal and vision thanks to this broad focus on developing staff capacity through collaborative, distributive leadership.

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

In the event of an emergency or temporary unavailability of the School Director, the Chair of the Board of Directors shall be immediately notified. The Board will immediately assume all responsibilities of financial oversight and external communications. In preparation for this

0

⁹⁰ "Helping Teachers Become Leaders," accessed July 15, 2021, https://tntp.org/blog/post/helping-teachers-become-leaders.

⁹¹ Ji Hong and Kristyna Looney, "Building and Sustaining Social Capital," in *Opportunities and Challenges in Teacher Recruitment and Retention : Teachers' Voices across the Pipeline* (Charlotte, North Carolina: Information Age Publishing, Inc., 2019).

⁹² Hong and Looney.

scenario, the Board Chair and Treasurer will have access to an emergency file that contains information for bank accounts and critical vendors, as well as a schedule of key tasks and deadlines crucial to operation. To maintain continuity and ability to conduct daily business, the Chair and Treasurer are empowered to access school accounts and to temporarily make purchases in alignment with the duties of the School Director.

In an emergency, the Board convenes an emergency meeting, and appoints a temporary director. The temporary director could be selected from either inside or outside of the organization. In the event it is necessary to have an onsite director prior to the emergency board meeting, those duties will fall to the Curriculum and Community Director. Those duties would be limited to onsite facilitation and logistics, and would not include purchasing power, human resource management, nor external communications. Once the Board designates a temporary director, the board will appoint a search committee to hire a new School Director.

STAFFING

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

Year	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28
EMO/CMO Organization Positions						
N/A						
School Staff						
School Director	1	1	1	1	1	1
Curriculum and Community Director	1	1	1	1	1	1

RENO

Classroom Teachers (Core Subjects)	3	6	7	7	7	7
Special Education Teachers	1	1	2	2	2	2
ELL/TESOL Teachers	1	1	2	2	2	2
Teacher Aides and Assistants	2	2	3	3	3	3
Office Manager	1	1	1	1	1	1
Community and Work Based Learning Facilitator			1	1	1	1
Total FTEs at School	10	13	18	18	18	18

HUMAN RESOURCES

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

The New Teacher Project recommends incorporating several components into a rigorous hiring process: multiple steps, beginning early, providing clear expectations about school culture, including all staff in the hiring process and offering training to do so, and tracking hiring and retention data. Reno Inquiry School will include all these components in our hiring process. Please refer to Supplemental Appendix 10 for an explanation of our hiring process. In alignment with our democratic principles, students will be an essential component of the hiring process.

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

Bristol and Martin-Fernandez explain that students of color who are taught by teachers of the same race/ethnicity experience greater success. They write "In addition to the added value created by

⁹³ "Human Capital Management in Charter Schools," TNTP, March 2012, https://tntp.org/assets/tools/RecruitmentandHiring_03.12_Final_3.pdf.

Latinx and Black teachers' support of the social and emotional development of their same ethnoracial students, students of color taught by same-race teachers learn more."94 They explain that Latinx students who learn from Latinx teachers experience greater and lasting connections with teachers who can share their language, culture, and lived experiences. This relationship increases the amount of Latinx students who participate in advanced placement courses and makes it more likely that Latinx students graduate from college. The authors also report that Black teachers have a higher level of multicultural awareness, which creates a more responsive classroom for Black students.95 With a foundational commitment to the mental health of our students at the forefront, and given the anticipated demographics of our students, we will ensure teaching representation that matches the demographics of our students. We will follow state and federal law, including the Equal Employment Opportunity Commission (EEOC).

The New Teacher Project provides suggestions for hiring a diverse teaching staff. They recommend recruiting through community-based organizations. We have met with the Reno-Sparks Indian Colony and NAACP and both organizations have provided feedback for our school development plan. We have made initial contact with the Nevada Association of African American School Administrators (NAASA). There has been intention with forming a governing board that is representative of the community that we seek to serve. In addition, including students throughout the hiring process will help ensure that their teachers are meeting their needs and serving as role models in their lives.

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

The Reno Inquiry School structures our salary schedule with the primary intent of retaining high quality teachers and staff. Base salaries for teachers will range from \$29,000 to \$40,000 in year one, not including benefits. This structure is represented in Attachment 19, with year one salaries on the low mid-range of comparable positions in the area but rising at a faster rate than those same positions. This allows us to retain teachers that are good fits for our model. Teachers will be offered competitive packages and benefits, including health coverage and PERS. It is important to note that, in a litany of teacher surveys, other factors such as being part of a caring community, being provided autonomy, and the opportunity to innovate all were important. Our mission and vision will be the strongest incentive for recruiting and retaining teachers.

- (4) What is the proposed teacher-student ratio, as well as the ratio of total adults to students? Our proposed teacher to student ratio is 25:1. Our proposed adult to student ratio is 13:1.
- (5) State the procedures including the individual responsible for each step for hiring and dismissing school personnel, including conducting criminal background checks.

The School Director provides oversight for all human resources. As part of our recruitment efforts we will intentionally recruit from non-traditional pools of talent and communities that are underrepresented in the education profession interview. When candidates, who would otherwise

⁹⁴ Travis J Bristol and Javier Martin-Fernandez, "The Added Value of Latinx and Black Teachers for Latinx and Black Students: Implications for Policy," *Policy Insights from the Behavioral and Brain Sciences* 6, no. 2 (2019): 147–53, https://doi.org/10.1177/2372732219862573, 149.

⁹⁵ Bristol and Martin-Fernandez.

RENO-

make great educators, are missing specific certifications, we will utilize partnerships with institutions of higher ed to provide opportunities to acquire the certification.

Prospective candidates will go through a process that includes a resume and application review, a round table interview with members of the school community, a mini lesson with a post feedback discussion, and a reference check. Teacher candidates will also participate in an educational philosophy discussion based on an article relevant to Reno Inquiry School's teaching philosophy. The process will include additional steps if necessary. Primary considerations would include alignment with and belief in the mission and vision of the school, demonstrated capacity to meet the needs of our school community, and, given our small school model, high degrees of versatility. When a staff member is recommended for dismissal, the cause(s) will be collected by the School Director. The School Director will consult with counsel to ensure legal compliance. For fingerprinting and background checks, the Reno Inquiry School will maintain a list of vendors that will be made available to candidates recommended for hire. Compliance oversight is under the direction of the School Director with support from the Office Manager.

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

Successful evaluation systems use multiple classroom observations across the year by various evaluators, look at multiple sources of data, and provide timely and meaningful feedback to the teacher⁹⁶. Reno Inquiry School believes the indicators of effective instruction are directly associated with desired student outcomes and goals, as stated in the Expected Outcomes in Meeting the Need section, which align with our school mission and vision. Our desired student outcomes are related to the following instructional indicators, as shown in the Teacher Evaluation Rubric Essential Elements (shown in Attachment 11):

- Promoting critical thinking through inquiry, problem solving, and reflection
- Establishing and maintaining learning environments that are physically, intellectually, culturally, and emotionally safe for all students
- Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- Using knowledge of students' academic readiness, academic language proficiency, cultural background, and individual development to plan instruction that incorporates appropriate strategies to meet the learning needs of all scholars
- Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Involving all students in self-assessment, goal setting, and monitoring progress and sharing timely and comprehensible feedback with all students.

This teacher evaluation tool was modified from the San Juan Unified School District and modified and implemented by the Honors Academy of Literature. This rubric was chosen for its connection to the instructional methods most valued by RIS. It details the specific behaviors of teachers and students that contribute to teacher feedback and improvements⁹⁷. Additionally, this resource contains suggestions of instructional strategies that might help drive feedback conversations between a teacher and a peer or leadership team member. Teachers will be observed and provided

⁹⁶ "Teacher Evaluation 2.0," TNTP, n.d., https://tntp.org/assets/documents/Teacher-Evaluation-Oct10F.pdf.

⁹⁷ "Teacher Evaluation 2.0."



feedback using these standards within our peer triad team observation cycle multiple times per year, annual leadership team observations, and utilized in the overall annual evaluation in their Professional Growth Plans.

Professional Growth Plan (PGP)

Teachers at the Reno Inquiry School will be empowered to create their own instructional goals, plans for improvement, and curate a portfolio of evidence to showcase their growth and alignment to our mission/vision at the end of the year in a Professional Growth Plan (PGP). At the beginning of the school year, each teacher will meet with either the School Director or the Curriculum and Community Director to create three to five goals for the year, directly related to our Expected Outcomes and mission/vision, to improve practice and demonstrate alignment with the values of RIS. The School Director or the Curriculum and Community Director will support the teacher in the creation of their plans to improve and provide resources and ideas. They will discuss what success looks like at the end of the year, how to show evidence of the growth made in their desired areas, and how they will be evaluated using a PGP rubric based on the same elements of the Teacher Evaluation Rubric Essential Elements with the ratings of "Not Meeting Standards," "Approaching Standards," and "Meeting Standards" which provides teachers a clear picture of their performance98. Throughout the year, teachers will add evidence of mastery to their portfolio: student work, teacher/student reflections, observation data (outlined below), and photos/videos of instruction. At the end of the year, each teacher will meet with the School Director or the Curriculum and Community Director to present their PGP. The School Director or the Curriculum and Community Director will evaluate the teacher's performance and provide feedback using the rubric and write a narrative evaluation regarding their progress and outcomes.

Teacher Observation

Teachers at RIS will engage in a cycle of observations from both their peers in a teacher triad observation, and from the leadership team. The main purpose of teacher observation at RIS is to provide support, individual reflection, and feedback that directly serves a teacher's chosen goals.

Triads: Peer observation has been shown to improve teachers' roles as critical practitioners, improve moral and professional responsibilities, and encourage meaningful reflection. Teachers will be placed in triads for their peer observation groups. Teachers will begin the year with relationship and trust building, to ensure feelings of comfort and vulnerability are established prior to being observed. Within the first month of school, with their triad groups, teachers will choose specific focus areas related to their PGP, as detailed below, and make connections to how their goals align to the Essential Elements in the Teacher Evaluation Rubric. Triads will support each other in the creation of goals, brainstorming of ideas, and in the preparation and engagement of a triad observation. Prior to the observation, the triad will meet for a pre-observation meeting to go over the identified goal, learning target and student outcomes. During a triad observation, one teacher will serve as the scribe, and the other as the coach, who primarily collects evidence that supports the identified goal of the observer. Post observation, the scribe and coach will meet to discuss evidence that aligns with the teacher's goals, and prepare questions regarding specific feedback for improvement, with the intent to engage in rich discussion. All triad observation meetings and engagements will be recorded in documents shown in Attachment 11, to add as evidence of growth within a teacher's PGP.

^{98 &}quot;Teacher Evaluation 2.0."

- **Leadership:** Both the School Director and the Curriculum and Community Director will observe teachers frequently in informal walkthroughs, and a formal annual observation. By regularly observing their teachers, a culture of excellent instructional practice develops. 99 These walkthroughs provide teachers with ongoing feedback on their performance and next steps. Ongoing observations from the leadership team support teachers and serve as an accountability measure for the leadership team, who are responsible for supporting the growth and development of RIS teachers. 100 Additionally, ongoing observations send the message that growth is continuously happening, and not just a behavior to show at the end of the year. After each walkthrough and formal observation, a feedback conversation will occur, supported with student data and the Essential Element indicators from the Teacher Evaluation Rubric and documented in writing to demonstrate evidence in PGP.
- (7) Please explain the responsibilities of each of your school's administrative/leadership team members with regard to Human Resources. Identify the staff member responsible for leading payroll, benefits, and employee relations and describe how key Human Resources responsibilities will be managed.

In alignment with our mission and vision, the Reno Inquiry School believes in shared and distributed leadership. While the School Director has primary oversight of all hiring and firing and compliance with all applicable regulations and laws, there are opportunities for involvement and feedback from many stakeholders. The Curriculum and Community Coordinator has direct oversight over instruction and curriculum development. She also coordinates the Family Engagement and Community Partners programs.

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

"The Widget Effect," a publication from The New Teacher Project, recommends that schools "Adopt dismissal policies that provide lower-stakes options for ineffective teachers to exit the district and a system of due process that is fair but efficient."101 In order to establish these policies, schools must have strong teacher evaluation systems in place that are meaningful to teachers and provide explicit and tangible feedback. "The Widget Effect" reports that teacher evaluation systems in many districts rate teachers as satisfactory or better and do not tie evaluations to any key decisions in the school. When this is the case, teachers rated as unsatisfactory often feel personally targeted and left confused about their performance. At Reno Inquiry School, teachers will use a narrative form of evaluation. School leaders are responsible for providing explicit feedback and suggestions for growth, as well outlining areas of strength. Conversations around teacher evaluations will inform several key decisions, such as leadership roles, professional development, and classroom assignments. As reported by the New Teacher Project, teachers who are rated unsatisfactory in this system often choose to leave voluntarily as their subpar performance is clear and tied to tangible negative outcomes. Teachers who are rated unsatisfactory at Reno Inquiry School will be provided with explicit feedback on their performance, tied to material student outcomes. Teachers not meeting satisfactory ratings will be provided weekly feedback and engage in goal setting with school leaders to increase performance. The teacher will be responsible for demonstrating growth

⁹⁹ "Teacher Evaluation 2.0."

^{100 &}quot;Teacher Evaluation 2.0."

¹⁰¹ "The Widget Effect," accessed July 15, 2021, https://tntp.org/publications/view/the-widget-effect-failure-to-act-on-differences-in-teacher-effectiveness, 8.

towards agreed upon goals. School leaders will take copious notes during this process to ensure that dismissal, if necessary, is clearly justified and no additional documentation is needed.

Should the board determine that the school leader is performing inadequately, they are responsible for utilizing an agreed upon plan with tangible goals for the school leader to meet in order to demonstrate proficiency. The Board of Directors retains the right to terminate the school leader if she/he is not demonstrating adequate progress.

(9) 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.

As stated in section 1 of the Financial Plan, the Reno Inquiry School will contract with a comprehensive and qualified provider to support back office duties. Under human resources, this would include benefits administration and payroll. The specific criteria for the selection of the vendor is provided in the Financial Plan, section 1 and the cost is accounted for in Attachment 19.

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.

Reno Inquiry School is committed to garner enrollment that reflects our community. We will market our school to those within our target zip codes of 89431, 89512, and 89503 to attain a racial and socioeconomic balance that is representative of the population living in those areas. Strategies that we will utilize to engage with diverse communities are: personal one-to-one conversations with families about the school via canvassing within two mile radius of target zip codes, host community engagement sessions within two mile radius of target zip codes with translation services and childcare provided, and distribute promotional material with equitable access of information and material in multiple languages.

Our recruitment strategy for students includes efforts to ensure those who are living in poverty, academically low-achieving students, students with disabilities and other at-risk youth are our top priority. In order to do this, we will engage in the following plan:

• All promotional and informative material will be created to appeal to those considered to be "at risk youth" and provided in languages other than English and distributed to laundromats, grocery stores, WIC centers, libraries, community centers, shopping centers,

social service agencies, housing projects, apartment complexes and faith-based organizations, with a focus of this distribution being within a two mile radius of our school's site.

- Create multiple opportunities for in person meetings specific to our targeted zip codes to reach prospective students and parents.
- Partner and present to Nevada PEP (Parents Encouraging Parents) to present our academic program and support for students with disabilities in order to recruit from this population.
- Partner and present to St. Vincent's Catholic Charities to present our academic program and receive support/referrals for ELLs and migrant students
- A random selection process and waiting list to fill openings as they occur
- Direct outreach strategies like mailing, home meetings, one-to-one conversations through canvassing campaigns to target specific communities in the area.

Reno Inquiry School will take specific steps to ensure diverse groups of students feel comfortable and supported, along with their families, within the recruitment and schooling process. Our staff will be trained on creating a culturally responsive environment to ensure all community members feel comfortable and welcome and will continue to improve this process through student/family/community surveys completed annually.

(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. Note that your proposed enrollment window should satisfy the requirements of NRS 388A.453(7).

Reno Inquiry School intends to serve a population within the zip codes of 89431, 89512, and 89503, which contains a wide range of demographic backgrounds. Any and all students who wish to attend RIS are welcomed enthusiastically. However, when the amount of inquiries to attend RIS exceeds our limit, a lottery will determine those next eligible. Preference will be granted to those who reside in the specific zip codes per the requirements of NRS 386.580(4). Our initial enrollment period will begin at 12:00am on January 3rd, 2022 and end at 11:59pm on February 17th, 2022 per the requirements of NRS 386.580 (7). The initial lottery will be held on March 3rd.

Reno Inquiry School will engage in a cycle of recruiting and admissions each subsequent year which will include ample time to do the following: outreach, marketing, admissions application, admissions lottery, and enrollment. In future years, our enrollment window will open the first Monday we return to school in January and close 45 days later, and the lottery will take place two weeks after. In order to meet the lottery date, families will be informed about our admission procedure and lottery at all community engagement events. Enrollment will be approved depending on current availability and the preferences laid out in NRS 386.580.

Students who reside within two miles of our facility will be notified 45 prior to the start of our enrollment window in order to prioritize the targeted demographic of our school as required by SB 208. Within two weeks of the lottery, families will be informed by telephone and mailed letter from the leadership team if their child has a confirmed spot or will be placed on the waitlist.

Exemptions from lottery are as follows per the requirements of NRS 386.580:

- Returning students from the prior year will retain admission status and will not go through the single public random lottery process.
- Siblings of current students are exempted from the single public random lottery and will be accepted into the school as long as there are available spots in the targeted grade. If spaces in the targeted grade level are not available, a separate sibling "wait list" will be established.
- Children of Reno Inquiry School founders, Board of Directors and employees will be exempt from the single public random lottery, as long as this exemption constitutes not more than 10% of the school's total enrollment.

After the single public random drawing, a waiting list for future openings will be established in the same drawing. This waiting list will be numbered based upon when students' names are called in the lottery. Each grade level will have a numbered waiting list based on the lottery results. The following actions must occur prior to enrollment:

- Parents are strongly encouraged to attend a parent orientation.
- Registration packets must be submitted by the date required in the registration packet, including proof of immunizations and physical examination.
- The registration packet shall include authorization for the school to request and receive student records from schools the student has attended or is currently attending.
- The registration packet shall include full disclosure by the parents, current teacher, and current school of any specific needs of the child.
- A copy of any existing Student Success Team/Student Study Team (SST) evaluations and recommendations for the student shall be provided.
- A copy of any existing Individual Education Program (IEP) or Gifted and Talented identification paperwork for the student shall be provided. Required procedures for the transition of students between Special Education Programs shall be followed as applicable.

Preferences in enrollment will be granted to the following in the following order:

- 1. Siblings of current students
- 2. Children of current staff members
- 3. Students who are identified English Language Learners that live within two miles of school site
- 4. Students who have an IEP that live within two miles of school site
- 5. Students who are identified as economically disadvantaged, proven by income verification, and live within two miles of school site
- 6. Those who are zone in schools that are 25% over capacity that live within two miles of school site
- 7. Any students who live within two miles of school site
- 8. Students who are identified as English Language Learners
- 9. Students who have an IEP
- 10. Students who are identified as economically disadvantaged, proven by income
- 11. Students who reside in Washoe County

(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.

The School Director and Community Engagement Coordinator will lead all recruiting initiatives, monitor enrollment based on a 90% goal. In subsequent years, the Student Recruitment team will join recruitment, enrollment and monitoring efforts with a 90% enrollment target. These 90% target goals are designated based on historical data and consult with similar schools like Honors Academy of Literature and Sage Collegiate Charter.

(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?

Reno Inquiry School values the demographic diversity of our future school. The proposed leadership team brings significant experience in meeting the needs of special populations, including compliance with legal requirements. RIS staff members will engage in professional development training to understand the recruitment and enrollment process and their legal duties so they can speak confidently to the state requirements when engaging in recruitment discussions with potential students, families and community members.

(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?

In subsequent years, our Curriculum and Community Director and student Application Committee will join the recruitment process. The student recruitment plan will utilize the same structures and recruitment strategies from the Year 1 plan. Some additions to the recruitment plan will incorporate our Application Committee from our school. Our democratic practices within the school will give voice and power to students to be a partner in creating a plan for the continued enrollment of students.

(3) Complete the following tables for the proposed school to open in 2022-23. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2022.

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

Grade Level	Number of S	Students				
	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027	2027- 2028
9	51	52	58	58	58	58
10	33	54	58	58	58	58

RENO

11	31	32	58	58	58	58
12		32	58	58	58	58
Total Students	115	170	232	232	232	232

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

Grade Level	Number of Students						
	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027	2027- 2028	
9	54	59	61	61	61	61	
10	36	54	61	61	61	61	
11	36	36	61	61	61	61	
12		36	61	61	61	61	
Total Students	126	185	244	244	244	244	

(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					
	22-23	23-24	24-25	25-26	26-27	27-28
9	60	60	66	66	66	66
10	38	50	66	66	66	66
11	38	50	66	66	66	66
12	0	40	66	66	66	66
Total	136	200	264	264	264	264

(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. 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.

In year one, our project our student body will be disproportionately 9th graders. This is based on two assumptions; 1) We will disproportionately recruit future 9th graders, who will provide a

RENO-

strong foundation for future enrollment and 2) Students are more likely to start at a new high school rather than transfer to one.

(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 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 14 ("Incubation Year Planning Table").

Please see Attachment 14.

(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 one of the school founders, Ben Contine, brings a wide range of expertise and demonstrated capacity in the areas of strategic planning, school leadership, community engagement, and increasing student achievement, particularly students considered at risk. With master's degrees in Special Education and Educational Leadership, Ben is well positioned to lead the school.

For year 0, Ben has identified two areas of growth in which he will pursue professional development; A. Culturally responsive practices B. Best practices in school finance

This professional development will fall under two categories; A. Formal training and conferences and B. Engagement with a support network of highly qualified professionals and experts in the identified areas of growth.

By December of 2021, workshops will be identified in the areas of identified growth. Development of a support network will begin in September with formal meeting structures in place by October.

(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.

Proposed Director Ben Contine, upon charter approval, will shift to working full time on the opening of the school. While funds for compensation will be pursued, Ben is prepared to lead the Incubation Year Plan uncompensated until year 1. Proposed Curriculum and Community Director Taylor Kockenmeister will work part time. While funds for compensation will be pursued, Taylor is prepared to support the Incubation Year Plan uncompensated.

RENO-

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

The Reno Inquiry School plans on enrolling most students from the zip codes surrounding the school facility. We anticipate that most students will live within a walking radius of the school. To ensure equal access, we will contract with a provider for transportation for students with specific requirements under an IEP or McKinney Vento. Our facility is located along public transportation routes and contains more than adequate parking. Ben Contine, school director, will work with the building manager to ensure drop off is safe and efficient. Reno Inquiry School has an established partnership with the Reno Bike Project (see MOU). Reno Bike Project is committed to providing low or no cost bikes to students in need.

Food Services

Reno Inquiry School will contract with an outside agency for food service needs. The contract will be approved by the board in accordance with stated rules and bylaws. The food service program will be overseen by the school director.

Facilities Maintenance

For the identified facility, the Reno Inquiry School will contract for custodial services. This is accounted for in attachment 19. Basic maintenance is covered under CAM costs.

Student Health and Nursing Services

Reno Inquiry School will contract with qualified health professionals on an as needed basis to meet the specific needs of students. All staff will be trained and certified in the administration of first aid and CPR. A health team will be developed at the site level that will include select staff, students, and stakeholders.

Purchasing Processes

In accordance with school policy and bylaws, all purchases must be authorized by the school director. Any major expenditure (defined as in excess of \$5000) should have multiple bids. Any contract that exceeds \$100,000 shall follow a competitive bid process that is approved by the board. The school director will ensure that any purchase is in alignment with the budget. Reno Inquiry School will follow NRS Chapter 332 and NRS 386.573 for bids or proposals applicable to competitive procurement provisions. The Board must approve any contract over \$10,000.

Safety and Security

Reno Inquiry School will establish a safety and security team that will include staff, students, and stakeholders. The school director is a required member of the team. The safety and security team will develop an emergency operations plan that will address all requirements under state law, including but not limited to plans to address fires, lockdowns, and earthquakes. Emergency drills will be conducted at least once a month, per state law. Building security is provided for under the lease, therefore, RIS will not hire specific security personnel for the school. Visitors to the school will be checked in at the front desk in accordance with school policies.

(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.

Reno Inquiry School is committed to providing the technology necessary for students to engage fully in the curriculum. RIS is particularly committed to ensuring technology equity. We plan to have a 1:1 device ratio for students and to help support internet access both at school and at home for all students. The estimated costs are reflected in the budget workbook. We are also committed to safety and security and therefore will develop specific protocols for access rights and procedures for removing access, policies that support storage in a secure cloud based system, back up routines, virus protection, and security of physical devices.

(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.

The Reno Inquiry School plans to use Infinite Campus as its student information system. The estimated costs are reflected in the budget workbook. The costs include professional development. Administrator rights will be held by the school director and the curriculum and community director which includes the enrolling and un-enrolling of students. Infinite Campus will be used by teachers to record daily attendance, grades, and student academic data. The leadership team will be responsible for oversight of the accuracy of information imputed into Infinite Campus. The leadership team will be responsible for documenting all disciplinary records. Ultimate responsibility for all reporting requirements falls under the responsibility of the school director who will ensure compliance with all applicable regulatory and state 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.

Reno Inquiry School will develop policies fully aligned and compliant with the requirements of FERPA and other applicable laws. RIS will develop and maintain clear policies related to the use of student information. These policies will be developed by the school director and approved by the board. The policies will specifically state access to student information for varying levels of personnel. The policy will provide for procedures for the use of school materials, communication, and social media policy. These policies will be developed in collaboration with our school community and other appropriate agencies. These policies will apply to the following: student records, personnel, special education, and the use of student likeness and images, and any other protected information. The policies will set forth procedures for the collection, storage, and deletion of records. The school director and/or designee will ensure that privacy controls are in place for all records.

(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 Gannt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well-developed narrative.

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

Consistent with our commitment to meeting the needs of traditionally underserved communities, our proposed site is located at 2450 Oddie Blvd, in zip code 89431. This provides a near equidistant location between two currently underperforming high schools and is consistent with the needs reflected in the demographic and academic needs assessment. Also, consistent with our commitment to integrated partnerships, the facility is in a shared space that includes current identified partners, including the Generator maker space (See MOU).

Given our shared space agreements, we are able to operate safely and effectively with 62 square ft/student in year 1, 84 sq ft/student year 2, and 64 square ft/student year 3 and beyond. Our school model is based on an open concept with permeable boundaries. This aligns with our mission and vision, specifically our commitment to interdisciplinary study and cross curricular collaboration. While most of the site will remain open, there are two specific closed off spaces at the proposed site for activities that might require it (i.e. meetings that include protected student information). We anticipate needing 45 parking spaces. There is considerably more than this available onsite currently. As developed, the facility is two stories and is ADA compliant. Please see site layout in attachment 16. Also, included in the space is a studio flex space. This space will be utilized for a variety of purposes, including project work, labs, and physical activity.

Our approach to project based and interdisciplinary study requires an "open concept", with permeable boundaries. This concept is modeled in various schools across the country, and we specifically observed it at ILEAD Charter Schools in California. As a space conversion, we would require the equivalent of 5 general education classrooms in year 1, 8 classrooms in year 2, and 10 classrooms in year 3 on. Each "class space" would average 700 square feet, adjacent small group work spaces. We will design the space intentionally for flexibility, allowing for adaptable uses for a variety of group sizes for special education and ELL services.

- (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 potential facility.

(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.

The identified facility is located at 2450 Oddie Blvd, Sparks, NV 89431

Otherwise known as the "Oddie Project", the building is a former Lowes and is being redeveloped as a shared creative space. Current tenants include complementary uses, such as the Generator Maker Space, artist studios, and potentially a performing arts space. Our space in year 1, would be 7829 square feet with the potential to expand our space to 15658 square feet by year 3. Please see supporting documents for the submitted Request for Proposal and preliminary components of a potential lease agreement.

Please see Attachment 16 for RFP, Pricing, and site plan.

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

The Committee to Form is working with Evan Meyer, a licensed commercial real estate broker with Kidder Mathews, a highly reputable firm. He will also consult on the build-out. The build out is within our budget and is amortized within the lease. (See Attachment 16)

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

Most of the maintenance services, including security and custodial services are included in the CAM fees associated with the building. For any additional building maintenance requirements, the Reno Inquiry School will contract for services.

(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 part of Attachment 16 to the final application.

Our Committee to Form has worked directly with the developer who has been in contact with local jurisdictions about potential uses. We will reach out to the local jurisdiction in the Fall. Here are some pertinent details of the site; While the larger building holds other tenants, the space for the school would hold its own entrance and exit and self-contained restrooms, with the capacity for a single point entry. There is significantly more parking than necessary, meaning that the logistics of drop off and pick up will be relatively straightforward. Adjacent to the building is a public art park (in development) that will serve as a recreation space and expanded learning opportunity. There is also a community garden in development.



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?

Reno Inquiry School will utilize recommendations from schoolsafety.gov, a collaborative project of the Departments of Education, Homeland Security, and Justice to develop an Emergency Management Plan. The school director will be responsible for initiating the planning process. We're not employing any additional security. Please see Supplemental Appendix 11 below for more information about the planning process.

(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.

See Attachment 17.



(5) Financial Plan

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

The Reno Inquiry School will contract with a comprehensive and qualified provider to support accounting, purchasing, payroll, and audits. The selection of a firm will be done transparently and in compliance with bylaws and state regulations and with established criteria. This will include a competitive bidding process and review and approval by the Reno Inquiry School Board. The criteria for selection will ultimately be developed and approved by the board but will include A. Demonstrated capacity to fulfill the requirements in a professional and ethical way B. Alignment with the mission, vision, and values of the school and C. Fair pricing that ensures fiscal sustainability of the school. The School Director will provide information for the board's consideration and approval of a vendor.

In consultation with a professional provider, the School Director will make recommendations to the board for financial and administrative processes that meet the standards of best practices. This would include, but is not limited to, the clear segregation of financial oversight by the School Director and the board, clear, mandatory, and independent processes of review, and in concert with all requirements of governing agencies. These specific processes, once approved by the board will be codified into the policies and procedures of the school. The anticipated costs of this provider are included in the budget workbook and are based on discussions with other similarly sized charter schools.

Whether it is our mission, vision, academic plan, operations, or financial plan, the Reno Inquiry School Team holds itself to the highest standards of transparency and ethics. The trust of our community is essential to meeting the mission and vision of the school and ensuring the long-term fiscal viability of the school is a critical part of that.

(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 and required contributions to the Public Employee Retirement System (PERS).
- (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. 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.

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

In compliance with state requirements and in concert with best practices, Reno Inquiry School will conduct the annual audit after the close of the fiscal year. We will utilize an auditor from the list provided by the SPCSA. The independent auditor will be selected by the board in a competitive bidding process. It is critical that the auditor maintains autonomy and independence and the School Director will be expected to respond in a timely manner to any requests put forth by the auditor.

Financial Plan



The auditor will ensure that Reno Inquiry School has complied with all relevant requirements and regulations governing schools, as well as any additional best practice standards adopted by the Board.

The School Director will actively seek out and attend trainings and support that help ensure financial sustainability. This includes, but is not limited to, support provided by the NSPCA, and maintaining current understanding and knowledge of any changing requirements. As mentioned in question 1, a provider will be hired to consult in the development of financial policies that will be codified and transparent. The School Director and treasurer will serve as independent financial agents of the school. The annual audit provides a further independent review and will be completed in compliance with all applicable laws, regulations, and policies. The audit will be conducted in a transparent and independent manner and will be available in compliance with public records requirements. Financial records will be maintained in a secure location in the school's office and be available upon request.

127 Financial Plan



(6) Addendum

This section is not applicable to our application; we are not part of a CMO/EMO.

128 Addendum



Attachment 1: Letters of Community Support/Partnership



Attach	ment 1: Memorano	lum of Understanding, Le	etters of Community Suppo	ort, Contracts
Letter	Name	Title	Affiliation	Document Type
1	Jillian Keller	Program Director	Reno Bike Project	MOU
2	Halley Mosely	Director of Operations	Educational Access Group	MOU
3	Bob Conrad	Executive Director	This is Reno	MOU
4	Kendra Beitz Thompson	Clinical Psychologist	Reno Behavioral Health	MOU
5	Alysia	Educational Outreach Coordinator	The Generator	MOU
6	Nick Eng	Reno Business Owner	Kid Rocker	MOU
7	Eliana Shapiro	Reno Business Owner	Wellness Weaver	MOU
8	Ashley Elledge	Reno Business Owner	Outdoors Calling	MOU
9	Evan Meyer	Commercial Broker	Kidder Matthews	Duties Owed
10	Mary Alber	CEO/Founder	Education Innovation Collaborative	MOU
10	Lindsay Pagni	Reno Business Owner	Community Member	Letter of Support
11	Andi Morency	School Director	Honors Academy of Literature	Letter of Support
11	Karen Preis	Former Teacher	Community Member	Letter of Support
12	Alissa Surges	NSPCA Parent	Community Member	Letter of Support
13	Nicole Sprague	Former WCSD Teacher	Community Member	Letter of Support
14	Hillair Chism	NSPCA Parent	Community Member	Letter of Support
15	Judy Kosterman	Founder	Brain Health Leadership Foundation	Letter of Support

16	Holly Neal	NSPCA Teacher	Comn	nunity Member	Letter of
					Support



Major Taylor Program Delivery

Date of Last Revision: 06/28/2021

Memorandum of Understanding

Following the formal recognition of Reno Inquiry School (RIS) by the Nevada State Public Charter Authority, Reno Bike Project (RBP) would partner with RIS to provide cycling and safety education to youth who attend RIS. The Major Taylor Program (MTP) will be hosted at the RIS campus; rides will be conducted at various off-site locations.

Reno Bike Project and Major Taylor Program shall provide:

- Bicycles, helmets, and other cycling tools
- One (1) instructor
- Educational aides and classroom materials
- Transportation for bicycles, as needed

RIS shall provide:

- A student roster including: age, height, shirt size, emergency contact information, and medical conditions/allergies; to be provided to RBP as early as possible
- Use of RIS facilities for MTP lessons. This includes classroom space, storage space, and use of outdoor facilities
- . MTP instructor to have daytime access and set of keys to any and all storage containing our equipment
- Transportation for participants to and from ride locations, as needed
- Up to 10 student participants from ages 12-18
- Compensation for MTP program. A grant thru the Nevada Department of Transportation & Regional Transportation Commission's Transportation Alternatives Program will cover the cost of the program (\$3683.00) at 95%. RIS will be responsible for a 5% community match fee of \$185, billable at the end of the semester.
- One staff member present, at all times, who is to ensure the safety of participants and support the RBP
 Instructor by (including but not limited to): assembling class participants in designated area by the start
 of class; managing student behavior to maintain safe and orderly conduct; supporting students in
 mastery of all topics covered. RIS staff agrees to engage in and contribute during rides and lessons, and
 support student/class outcomes.
- Staff member and participants are to be dressed and ready to ride prior to start of rides.

Contract is renewable after the end of each session. Each party will have the option to renew and amend the agreement up to two weeks prior to the start of another session.

Usage Time, Storage, and Transportation

Bicycles, helmets, and other ride materials will be stored on RIS campus in a secured storage area. The area will be inside a locked, secure enclosure on RIS property. Only the MTP Instructor and the RIS staff will have a key to the storage area. The MTP Instructor will have daytime access to said storage area for purpose of equipment maintenance and changes.

RBP employees and MTP participants will be tasked with making sure the space is kept clean and undamaged during class time. RBP is responsible for transportation of the bicycles to and from ride locations and RIS. RIS is responsible for transporting participants when needed, as well as the returning transportation. RBP assumes



no responsibility for MTP participants while RIS is transporting them, and RIS assumes no responsibility for MTP equipment while RBP staff is transporting it.

Maintenance of Program Equipment and RIS Campus

It is the responsibility of RBP to provide maintenance and repairs for the equipment used in the MTP. It is the responsibility of RBP staff and RIS staff to ensure that no damage occurs to the RIS campus. Staff and participants are to treat RBP equipment with care; any damage to or losses of RBP equipment beyond normal wear and tear, and accidental damage in the course of responsible riding, will be the responsibility of RIS. While MTP program equipment is housed on RIS's campus, RIS is responsible for any damages or losses. Maintenance and repair of the bicycles, including replacement of broken components due to normal wear and tear, is the responsibility of the RBP.

Insurance

Insurance for this program, which covers injury to the students as well as RIS property, shall be covered by a policy under RIS insurance. RBP will also have its own policy of general liability insurance as secondary insurance. Proof of RBP's insurance will be kept in the RBP office and is available to RIS. RBP is not responsible for students during transportation to and from program ride sites and RIS.

Termination of Relationship

Either party has the right to terminate this relationship by giving at least 7 days' notice in writing to the other party.

Required Credit and Language

In any event, public or private, marketing materials (including, but not limited to, fliers, web sites, and press releases), the official logos of all partners will be displayed. Participants must have their legal guardian sign the approved waiver of liability before riding the program bicycles and the photo/media waiver before being photographed. If the photo waiver is not signed be a legal guardian, the identity of the participant shall remain confidential.

Signatures	7/9/21
Representative of Reno Bike Project	7/ T / 2
Representative of Reno Inquiry School	Dale



Memorandum of Understanding

Memorandum of Understanding

Between

Reno Inquiry School

Reno, NV

and

Educational Access Group

Golden, CO 80403

This Memorandum of Understanding (MOU) sets forth the terms and understanding between *Reno Inquiry School* and Educational Access Group *(EdAG)* to participate in a yearlong implementation of Educational Access Group's Sustainably Integrated Trauma-Informed Education Framework (S.I.T.E. Framework).

Educational Access Group Overview

Born from a partnership between co-founders, Dr. Katie Lohmiller, a public health expert and Halley Gruber, a veteran teacher; Educational Access Group is a non-profit established in Denver, Colorado in 2017. The work of the EdAG was piloted in a large, urban, Title 1, Denver Public school in 2017 and the group now partners with both rural and urban elementary, middle and high schools (serving students 3 to 21 years of age) to support the adoption of trauma-informed approaches. The process

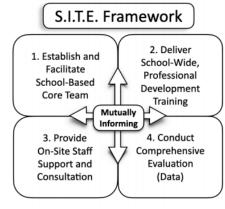
enables schools to integrate approaches in a way that is sustainable and complimentary to existing systems while eliciting tangible shifts in schoolwide practice. The group uses their multi-component *Sustainably Integrated Trauma-Informed Education Framework (S.I.T.E.*

Framework) (Fig. 1) to guide the provision of educator professional development, coaching and support and to conduct evaluation.

The four, mutually informing components of the framework include:

- 1. Comprehensive evaluation
- On-site/virtual staff support and consultation from EdAG staff members with training and expertise in grades ECE to 12, brain development and traumainformed approaches
- 3. School-wide professional development (PD) trainings

Figure 1. Sustainably Integrated Trauma-Informed Education Framework (S.I.T.E. Framework)



4. The establishment and facilitation of a select group of school staff known as the "Core Team" who inform the process and serve as on-site experts and champions of the work. The S.I.T.E. Framework is research-based and was developed with community input and the support of researchers from the Colorado School of Public Health. Ideally, schools partner with the EdAG for three years during which the external support from the EdAG diminishes, Core Team leadership and capacity is built and shifts towards sustainable, positive and meaningful change are made. Partner schools report decreased behavioral incidents and substantial, annual increases in educational best practice, equitable access to academic content, educator and student skill development, staff job satisfaction and behavioral and academic outcomes.

Memorandum of Understanding Between Reno Inquiry School and Educational Access Group



The overarching objectives of EdAG in supporting/partnering with schools are to:

- help students, specifically those impacted by trauma to remain productively in the classroom and school
- make learning accessible to ALL students
- · decrease behavioral incidents
- support students and staff in a safe context
- enable students to develop, practice and master skills with appropriate scaffolds and supports in the settings and spaces where they are asked to demonstrate them
- equip staff with the knowledge, skills and support needed to appropriately and positively teach, engage and form relationships with ALL students
- decrease staff burnout and improve staff job satisfaction.

By partnering with Educational Access Group schools will receive the support of two staff (Dr. Katie Lohmiller and Halley Gruber). Both women have completed the NME Trainers program and worked in schools across Colorado for the past 12 years. The team has worked with communities, students, staff, administrators and local educational and public health agencies and are able to leverage their experience and connections to adapt their approach and materials to best serve their partner schools. The EdAG has a close working relationship with the Neurosequential Network and experience in supporting educators and coaches globally with NME content and trauma-informed approaches. As a result, they are well positioned to partner with the leaders and staff at Reno Inquiry School to provide training and guidance around brain development, the impacts of trauma/toxic stress, and school/educator practices and systems.

EdAG can prioritize the integration of trauma-informed approaches and based on their roles and expertise help schools identify and complete the work required to support the S.I.T.E. Framework. EdAG focuses not only on supporting educators in their awareness, understanding and skills around the integration of trauma-informed approaches but spends time supporting internal coaching teams, facilitating exercises aligning evaluative frameworks and supporting educators in mapping social-emotional curricula to trauma-informed approaches and the core concepts of the NME.

Sample Professional Development Offerings Include:

- Adverse Childhood Experiences (ACEs)/toxic stress and the impact on youth
- Trauma-informed classroom tools and practices to support regulation and skill development
- Connecting SEL curricula to the foundations of trauma-informed approaches
- Translating neuroscience into classroom practice
- Regulation: What is it and why it is critical to educational best practice
- Trauma-informed approaches as a foundation for equity
- Trauma-informed practices Relevance and moves for educators supporting multilingual learners
- Data collection practices for educators How do we know if we are trauma-informed?
- Self-care, "Not just a hashtag" Supporting educators in understanding how self-care relates to the brain and their practice
- Positive narration, reward and the brain
- Introduction to the brain as it relates to education with a focus on Dr. Perry's "Cycle of Learning"
- Looking at school and classroom systems through a trauma-informed lens

Purpose

This MOU was established to ensure that Reno Inquiry School will make a good faith effort to partner with Educational Access Group in the 2022-2023 school year (Year 1).

Memorandum of Understanding Between Reno Inquiry School and Educational Access Group

137

2



Funding

Funding and payment for services will be determined during the 2021-2022 school year by EdAG and Reno Inquiry School leaders. *This MOU is not a commitment of funds*.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from Reno Inquiry School and Educational Access Group. This MOU shall become effective upon signature by the authorized officials from Reno Inquiry School and Educational Access Group and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Reno Inquiry School and Educational Access Group this MOU shall end on June 30th, 2023.

Memorandum of Understanding Between Reno Inquiry School and Educational Access Group

Contact Information

Taylor Kockenmeister

Leadership Partner, Reno Inquiry School
Reno, NV
775-233-7439
ms.taylorh@academyoflit.org

Kathleen Lohmiller
Director of Programming and Evaluation,
Educational Access Group
605 2nd Street,
Golden, CO 80403
303-916-3448

director@educationalaccessgroup.org

Halley Gruber

Director of On-Site and Educational

Support, Educational Access Group
605 2nd Street,
Golden, CO 80403
720-934-4159
director@educationalaccessgroup.org

Taylor Kockenmeister
Leadership Partner, Reno Inquiry School

Kathleen Lohmiller
Director of Programming and Evaluation, Educational Access Group

Date: 7-14-21

Halley Gruber
Director of On-Site and Educational Support, Educational Access Group

Memorandum of Understanding Between Reno Inquiry School and Educational Access Group

Memorandum of Understanding

This is Reno and The Reno Inquiry School

This Memorandum of Understanding (MOU) sets forth the understanding between This is Reno and the proposed Reno Inquiry School to collaborate on the development and support of a communications and media program of study and to provide opportunities for students to authentically apply skills in the Reno Sparks community.

Background

This is Reno and the proposed Reno Inquiry School share a commitment to quality journalism in the Reno Sparks community and to provide opportunities for students to learn about fields of communications, media, and journalism.

Purpose

This MOU provides a commitment to the following:

- This is Reno will provide guidance and consult on the development of a program of study in communications, journalism, and media studies
- This is Reno will provide periodic workshops and opportunities for students to learn from people in the field
- This is Reno will work to provide opportunities for applied practicums and internships for students to authentically apply the skills they learn in the classroom
- The Reno Inquiry School will work to market the program of study to students and to implement the curriculum
- The Reno Inquiry School will provide oversight and monitor student progress

Funding

This MOU places no financial expectation on either The Reno Inquiry School nor This is Reno.

7/8/21

Duration

This MOU is at-will and may be modified/terminated at any time by either party.

(Bob Conrad, This is Reno)

Date: (Ben Contine, Reno Inquiry School)

RENO INQUIRY SCHOOL



Memorandum of Understanding

Between Reno Inquiry School & Kendra Beitz-Thompson Last Revision 6/24/21

Memorandum of Understanding

Dr. Kendra Beitz-Thompson, PhD, Clinical Psychologist and The Reno Inquiry School This Memorandum of Understanding (MOU) sets forth the understanding between Dr. Kendra Beitz-Thompson, PhD, Clinical Psychologist and the proposed Reno Inquiry School to collaborate on the development and support of a mental health program.

Background

Dr. Kendra Beitz-Thompson, PhD, Clinical Psychologist and the proposed Reno Inquiry School share a commitment to youth proactive mental health services in the Reno Sparks community and to provide opportunities for students to develop, learn, and utilize mental health coping strategies in educational settings.

Purpose

This MOU provides a commitment to the following:

- •Dr. Beitz-Thompson will provide guidance and consult on the development of a proactive mental health program.
- •Dr. Beitz-Thompson will work with staff at the Reno Inquiry School to assist in the implementation of a mental health program.
- •Dr. Beitz-Thompson will assist in locating and recommending mental health services, as needed, for students at Reno Inquiry School.
- •The Reno Inquiry School will provide daily monitoring of the mental health program.

Funding

This MOU places no financial expectation on either The Reno Inquiry School nor Dr. Kendra Beitz-Thompson, PhD, Clinical Psychologist.

Duration

This MOU is at-will and may be modified/terminated at any time by either party.

Dr. Kendra Beitz/Thompson PhD, Clinical Psychologist

Ben Contine Reno Inquiry School

RENO INQUIRY SCHOOL





PO Box 11557 Reno, NV 89510 therenogenerator.com

7/12/2021

Memorandum of Understanding

Following the formal recognition of Reno Inquiry School (RIS) by the Nevada State Public Charter Authority, The Generator would partner with RIS to provide creative and artistic support to youth who attend RIS. This partnership will be hosted at The Generator's makerspace, and at times, RIS campus.

The Generator will provide:

- Access to makerspace
- Support from The Generator staff
- Creative materials

RIS shall provide:

- A student roster including: emergency contact information, and medical conditions/allergies; to be provided to The Generator as early as possible
- Transportation for participants to and from sessions at The Generator Makerspace
- Materials not supported or provided by The Generator
- Group of high school students, no more than at one time
- One staff member present, at all times, who is to ensure the safety of participants and support The
 Generator Instructor by (including but not limited to): assembling class participants in designated
 area by the start of class; managing student behavior to maintain safe and orderly conduct;
 supporting students in mastery of all topics covered. RIS staff agrees to engage in and contribute
 during rides and lessons, and support student/class outcomes.
- Staff member trained in safety/tools used at The Generator

RENO INQUIRY SCHOOL



Insurance

Signatures

Insurance for this program, which covers injury to the students as well as RIS property, shall be covered by a policy under RIS insurance. The Generator will also have its own policy of general liability insurance as secondary insurance. Proof of The Generator's insurance will be kept in The Generator's office and is available to RIS. The Generator is not responsible for students during transportation to and from RIS.

Termination of Relationship

Either party has the right to terminate this relationship by giving at least 7 days' notice in writing to the other party.

Required Credit and Language

In any event, public or private, marketing materials (including, but not limited to, fliers, web sites, and press releases), the official logos of all partners will be displayed. Participants must have their legal guardian sign the approved waiver of liability before working in The Generator makerspace and the photo/media waiver before being photographed. If the photo waiver is not signed by a legal guardian, the identity of the participant shall remain confidential.

	7/13/21
Representative of The Generator	Date
Taylor Kockenmeister	7/13/21
Representative of Reno Inquiry School	Date



MOU Kid Rocker

Memorandum of Understanding

Kid Rocker and The Reno Inquiry School

This Memorandum of Understanding (MOU) sets forth the understanding between Kid Rocker and the proposed Reno Inquiry School to collaborate on the development and support of a music program of study and to provide opportunities for students to achieve their musical goals.

Background

Kid Rocker and the proposed Reno Inquiry School share a commitment to quality music education in the Reno/Sparks community and to provide opportunities for students to learn about music theory, performance and gigging, and vocal/instrument techniques.

Purpose

This MOU provides a commitment to the following:

- Kid Rocker will provide guidance and consult on the development of a music program of study.
- Kid Rocker will provide periodic workshops and opportunities for students to learn from people in the field of music theory and music education.
- Kid Rocker will provide opportunities for students at Reno Inquiry School to take music lessons from the staff at Kid Rocker.
- The Reno Inquiry School will work to market the music program of study and music lessons to students.
- The Reno Inquiry School and Kid Rocker will work together to provide oversight and monitor student progress in music theory, instrument/vocal techniques, and music education.

Funding

This MOU places no financial expectation on either Reno Inquiry School nor Kid Rocker.

Duration

This MOU is at-will and may be modified/terminated at any time by either party.

Date: 7/7/2021

(Nick Eng, Multimedia Admin & Instructor, Kid Rocker)

Date: 7/7/2021

(Ben Contine, Reno Inquiry School)





Eliana Miranda, MPH

Memorandum of Understanding

Following the formal recognition of Reno Inquiry School (RIS) by the Nevada State Public Charter Authority, Eliana Miranda (WellnessWeaver, LLC) would partner with RIS to provide wellness trainings and curriculum for youth who attend, and teachers/staff of RIS. The Embodied Mind Project (EMP) will be hosted at the RIS campus and virtually.

Eliana Miranda and the Embodied Mind Project shall provide:

- Meditation, Movement, and Mindfulness tools
- Live and Recorded Classes
- One (1) instructor
- Teaching Curriculum, Classes, and Training

RIS shall provide:

- Use of RIS facilities for EMP lessons. This includes classroom space, computer access, and training space on/off site
- Teacher compensation for training
- Student incentives for participation.
- Compensation for EMP curriculum, facilitation & support.

Contract is renewable after the end of each session. Each party will have the option to renew and amend the agreement up to two weeks prior to the start of another session.

Insurance

General liability Insurance will be provided for EMP staff, but RIS is required to provide insurance for teachers, students, and RIS property. Proof of insurance will be kept available onsite at RIS.

Termination of Relationship

Either party has the right to terminate this relationship by giving at least 7 days' notice in writing to the other party.

Required Credit and Language

In any event, public or private, marketing materials (including, but not limited to, curriculum, fliers, web sites, and press releases), the official logos of all partners will be displayed. Eliana Miranda must have a signed waiver of liability on file for all instruction and facilitation onsite or otherwise, for each participant.





Eliana Miranda, MPH

Agreements

All parties are working together with the intention for embodied learning and full spectrum wellness. Healthy systems require healthy individuals. Regular connection between both parties will be maintained for cohesive and supportive offerings for all.

Signatures

Eliana Shapiro	7/1/21	
Representative of Wellness Weaver	Date	_
Taylor Kockenmeister	7/1/21	
Representative of Reno Inquiry School	Date	



Memorandum of Understanding

Between Reno Inquiry School And Outdoor Calling

This **Memorandum of Understanding** (MOU) establishes a type of partnership between Reno Inquiry School and Outdoor Calling.

Reno Inquiry School (RIS) believes in a school that fully integrates with the community through authentic learning and diverse and equitable partnerships. School can be a source of community improvement, a disruptor of inequity, and a place where democratic principles are practiced with community members having full voice.

The outdoors is our passion at **Outdoor Calling (OC)**. With decades of collective guiding experience we have extensive knowledge of the outdoors and a love for sharing it with others.

Together, the Parties enter into this Memorandum of Understanding to mutually promote place based learning in the form of outdoor education, field trips, and field study work. Accordingly, Reno Inquiry School and Outdoor Calling, operating under this MOU agree as follows:

Outdoor Calling shall provide:

- Support in development of outdoor education program
- Support in field trips and field study work
- Planning and guiding in any trips that RIS wishes

RIS shall provide:

- Space for planning
- Groups of students to engage in field trips/field study
- Transportation to locations
- Equipment needed for any trips

RENO INQUIRY SCHOOL





Insurance

Insurance for this program, which covers injury to the student, shall be covered by a policy under RIS insurance. OC will also have its own policy of general liability insurance as secondary insurance. Proof of OC's is available to RIS. OC is not responsible for students during transportation to and from program ride sites and RIS.

Terms of Understanding

The term of this MOU is for a period of 2 years from the effective date of this agreement and may be extended upon written mutual agreement. Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU.

On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

Outdoor Calling:	
Ashley Elledge-Kasp	e

Ashley Elledge-Kasper	6123121	
Outdoors Calling		
Guide/Founder		
Reno Inquiry School:		
Jaylor Kockenmeister	6/23/21	
Reno Inquiry School		
Committee to Form Member		



DUTIES OWED BY A NEVADA REAL ESTATE LICENSEE

This form does not constitute a contract for services nor an agreement to pay compensation.

In Nevada, a real estate licensee is required to provide a form setting forth the duties owed by the licensee to:

a) Each party for whom the licensee is acting as an agent in the real estate transaction, and

b) Each	unrepresented party to the r	eal estate transaction, if any.		
The licensee is who is/are the Broker: The E whose compar	licensee in the real estate transacting for [client's name(s)]: Seller/Landlord Buyer/ Broker is Brad Lancaster Bray is Kidder Mathews Inc. DB/ itional licensees involved in	Reno Inquiry School Tenant.	whose license nun	
A Nevada real e 1. Not dea 2. Exercis 3. Disclos a. An lice b. Eac	e reasonable skill and care wit e to each party to the real estat y material and relevant facts, d nsee should know, about the p h source from which licensee		estate transaction. le: knows, or with reasonable ca	re and diligence the
A Nevada real e 1. Exercisiagreeme 2. Not disciplate termina permiss 3. Seek as price ac 4. Present present 5. Disclos 6. Advise	ent; close, except to the licensee's tion of the brokerage agreeme ion; tale, purchase, option, rental of ceptable to the client; all offers made to, or by the client of the client material facts of the client to obtain advice from	broker, confidential information rent, unless licensee is required to der lease of real property at the price tient as soon as practicable, unless of the duty on a form prescribed by which the licensee has knowledgen an expert relating to matters while described the description of the difference of the description of the licensee has knowledgen an expert relating to matters while described by the licensee receives in	clating to a client for 1 year at a so so by court order or the clie and terms stated in the broke the client chooses to waive the Division; e concerning the real estate trich are beyond the expertise of	ther the revocation or int gives written erage agreement or at a the duty of the licensee to ansaction; of the licensee; and
Each licensee sha Licensee Acting The Licensee MAY [Il not disclose, except to the real for Both Parties: / or two or more parties who have licensee may act for two or molege receipt of a copy of this lies.	e interests adverse to each other. In the parties, the licensee must give you set of licensee duties, and have r	acting for these parties, the lice ou a "Consent to Act" form to	ensee has a conflict of sign.

Attachment 1

525 Revised 11/7/16

Approved Nevada Real Estate Division Replaces all previous versions



MEMORANDUM OF UNDERSTANDING RENO INQUIRY SCHOOL AND EDUCATION INNOVATION COLLABORATIVE.

This Interlocal Agreement, herein referred to as "Agreement", made and entered into this July 1, 2021, by and between the Reno Inquiry School, herein referred to as Reno Inquiry School located 3345 Barbara Cir, Reno, NV 89503, and the Executive Director of Education Innovation Collaborative, herein referred to as EIC, provides for the delivery of student personal and career development programs described below - and referred to herein as Selfpreneur development.

This agreement is established for a one-year period, to expire on June 30, 2022.

This agreement will be reviewed and revisions made as necessary, any time before the expiration date, with mutual agreement of both entities. Any renewal on or before June 30, 2022 will be subject to further negotiation and agreement.

WITNESSETH:

WHEREAS, Reno Inquiry School and EIC are mutually committed to promoting student success and preparing all students to thrive in college and career, and

WHEREAS, Reno Inquiry School and EIC are mutually committed to empowering students to be self-directed, collaborative and creative designers of their optimal learning, career, and life path, and

WHEREAS, Reno Inquiry School and EIC are mutually interested in students engaging in real world learning challenges in the community and workplaces with coaches and mentors, and

WHEREAS, Reno Inquiry School and EIC are mutually interested in students earning personal and career competencies and credentials for success while in high school,

NOW, THEREFORE, in consideration of the aforementioned premises and the mutual interests, goals and undertaking set forth herein, the parties agree as follows:

EIC and Reno Inquiry School desire to work in collaboration to offer project-based career exploration and development experiences to Reno Inquiry School students. This agreement describes the mutual understanding of EIC and Reno Inquiry School.



MEMORANDUM OF UNDERSTANDING RENO INQUIRY SCHOOL AND EDUCATION INNOVATION COLLABORATIVE

SECTION I: Personal Development Competencies

EIC agrees provide learning tools. curriculum. personal development coaches for students who seek certification as a Selfpeneur to three levels of mastery. Through small collaborative cohorts, students will enage in activities and projects that progressively develop their capacities for designing, creating and self-developing their optimal learning and life plan to leverage their unique talents, aptitudes, interests and passions. will learn to self-develop along 15 to 35 attributes" (depending on mastery level) that are empirically associated with high performance in learning and workplaces. The high level categories of competency development (with multiple sub-attributes in each) correlate with / occupational roles areas;

- · Self-developing / human growth, education & coaching roles
- · Vision & Design Thinking / planner, architect, designer of the future roles
- · Investigating & Systems Thinking / scholar & scientist roles
- · Collaborating & Care-taking / community leader & nurturing roles
- Creating & Activating /building of forms, structures, body movement

SECTION II: Career Path Development

1. Career Hub: Explore and Develop Projects

Reno Inquiry School students may enroll in a project with EIC for which they may receive multiple types of both high school and college credit:

- Community service credit helping local entities solve shared problems and meet commuity needs
- Career and technology education (CTE) credit solve challenges of employers and earning industry-accepted credentials to earn a job right out of school
- Core competency literacy using rubrics for English, Math, Science, SScience, Financial, Technical, and second language.

2. Reno Inquiry School Credentials

Reno Inquiry School students may enroll in one or more EIC projects to earn credentials recognized by colleges and/or employers: e.g., Career and Technology Education credits, early college credit, and/or specific employer/job competency credential.

RENO INQUIRY SCHOOL



MEMORANDUM OF UNDERSTANDING RENO INQUIRY SCHOOL AND EDUCATION INNOVATION COLLABORATIVE

b. Any project and credential that is offered and certified through the K-12 systems or Nevada System of Higher Eduction (UNR, TMCC, WNC, etc.) can be available to students to earn for credit for their transcript or Capacity Portfolio (when system is approved by state of Nevada).

SECTION II: Career Path Development

1. Career Project Program

V Participation

- Individual: Students may take a independent project that is available with coaching through the EIC catalog or through arrangement with the coach. Schedule and format (on-line, in-person meeting times) to be specified when registering.
- Cohort: This refers to coach-led series of projects designed for a small group of students (generally less than 7) who are pursuing a similar occupational direction.
 - a) Cohorts will have one or more coaches and mentors with experience and expertise in the functional area or industry sector.
 - Cohorts my conduct projects that are pre-designed or they may design projects from scratch with guidance from certified project coaches.

∇ Credits, Microcredentials & Assessment Process

- a) Academic competencies: Refers to common core standard competencies of English, math, science, and social sciences that a student can demonstrate in the course of project experiences. These are identified as goals prior to the project and assessed after the project is completed. Validation of microcredential mastery is determined by student's first self-assessing followed by peer review and adult coach review.
- Career competencies: Students may earn technical or specialized skill microcredentials that align to Nevada Department of Education high school career and technical education pathways.

2. Participation in Personal Plan & Microcredential Program Prototype

EIC is developing a Capacity Development System that offers personalized learning plans by each students (with coaching), microcredential validation (by third party and experts), and storage to a personal portolio for life.

- Reno Inquiry School, as one of the prototype programs in a collaborative network, would participate in research to study the impact of the EIC innovation programs.
- V The unique elements of the program that we will be studying include:
 - o Developing personal learning plan and goals with coaching support
 - o Engaging in project-based action learning with small cohorts
 - Using microcredentials in the learning plans and certifying them
 - Accruing microcredentials to a learning portfolio



MEMORANDUM OF UNDERSTANDING RENO INQUIRY SCHOOL AND EDUCATION INNOVATION COLLABORATIVE

- c. Reno Inquiry School counselors to coordinate with EIC coaches to confirm that projects in specific career areas are appropriate for each student to be taking.
- d. Where a student is falling behind or not completing team schedule, support services could be available through Coach Hub tutoring services.

4. Student-driven Collaborative Learning (replaces "Instruction")

- a. Collaborative Learning Projects will have varying lengths and content depending on the needs and interests of the students in the team and by the coaches. These do not have a fixed curriculum or a fixed time frame for completion.
 - When coaches register a project as the lead coach/guide, they assume there will be 2 to 7 students engaging in the project and they estimate the length to complete - which my change due to the variety of participants.
 - While completion time is flexible, students will be motivated to move quickly through their learning plans to reach conclusions because they have
 - 1. agency and choice about when, where, how, with whom
 - 2. competition to complete a challenges before another team does
- b. When enrolled in an EIC project, students and Reno Inquiry School understand:
 - Academic freedom and agency is a core principle for EIC and allows students and coaches to pursue inquiry topics that are important to them without fear of censorship.
 - Students may encounter adult language and images, different philosophical viewpoints and belief systems.
 - Parents will be invited to participate in the projects as part of the coach team. However, before participating, they must take a certification project on how to be a coach (guides student to become increasingly independent).
 - iv. Coaches (including parents) will be trained in effective communications and collaboration skills to ensure they have the skills to support young people in finding the best fit career and role in community - and any higher education they require to play their role with fulfillment.
 - Competencies earned during the prototype phase will be a part of student's lifelong record (which we call Capacity Portflolio).

RENO INQUIRY SCHOOL



MEMORANDUM OF UNDERSTANDING RENO INQUIRY SCHOOL AND EDUCATION INNOVATION COLLABORATIVE

SECTION III: Fees and Payment

- a. Project Fees: Each EIC project will have a different fee depending on several variables;
 - The depth and duration of the project as outlined/estimated by the lead coach
 - The extent and costs of equipment and technology being utilized for the project (beyond use of student's laptop)
 - . The amount of time spent in the EIC Learning Lab facility vs. online
 - · Type and extent of travel involved during the course of the project
 - Admission fees and other costs of visiting employers or community learning locations
 - · Level of expertise of the coach and mentors involved in the project
 - Number and level of microcredentials being developed/earned
 - Assessment costs for credentials validation (high tech vs. low tech)
- Printed material costs and other learning resources will be included in the cost of the project.
- c. EIC project costs will range from \$50 for a short, low technology needs project to \$500+ for a virtual reality immersive experience and multimonth project challenge with high market-value expert coaches.
- d. Payment Schedule
 - Reno Inquiry School will send vouchers directly to EIC's business office showing which students are enrolled at EIC and which course are to get covered.
 - EIC will invoice Reno Inquiry School as a part of its normal billing cycle. EIC may not allow registration of subsequent courses if there is an outstanding balance due. Reno Inquiry School will be responsible for payment on any outstanding charges on student's accounts. Reno Inquiry School understands that failure to pay as agreed upon will result in immediate termination of third-party billing.

SECTION IV: Hold Harmless

To the extent authorized by law, Reno Inquiry School agrees to indemnify and hold harmless EIC, its officers, agents, servants or employees, from any damages, costs, or expenses by reason of liability as a result of any negligent act or omission by Reno Inquiry School, or sub-users of Reno Inquiry School, in the operation, supervision, control, or sponsorship of any activity or program upon the EIC premises.

161



MEMORANDUM OF UNDERSTANDING RENO INQUIRY SCHOOL AND EDUCATION INNOVATION COLLABORATIVE

SECTION V: Insurance

EIC shall, at its option, procure and maintain general liability insurance or self-insurance in compliance with NRS Chapter 41.

EIC and RIS will both obtain and maintain \$1 million in general liability insurance and, if they own or lease any motor vehicles a minimum limit of \$1,000,000 combined single limit per occurrence for bodily injury and property damage of business vehicle insurance, naming each other as an additional insured. Both entities will obtain and maintain worker's compensation insurance on its employees as required by Nevada law.

The design content, and distribution of all marketing efforts (i.e., written materials, displays, broadcasts, media releases, announcements, etc.) associated with this partnership will be mutually developed and agreed upon by both parties prior to release/distribution. All promotional materials requiring the use of the EIC logo shall be approved by the EIC prior to being posted or distributed. All promotional materials requiring the use of the Reno Inquiry School logo shall be approved by the Reno Inquiry School Marketing Office via email prior to being posted or distributed. EIC will provide directory student information to Reno Inquiry School qualified personnel for targeted marketing only for the purposes and intentions set forth in this Agreement.

- Responsibility of EIC: I. EIC will comply with FERPA regulations.
 - Tuition will be refunded pursuant to the refund policies of EIC if the student elects to drop a project or if the student is administratively dropped.

SECTION VI: Amendment

This interlocal agreement may be amended upon mutual consent of Reno Inquiry School of Nevada and the EIC, so long as it is consistent with the law of the State of Nevada.

SECTION VII: Agreement Term

This agreement shall be interpreted under the laws of the State of Nevada. Jurisdiction and venue for any dispute under this agreement shall be in the district court of the county of Washoe, State of Nevada.

This agreement shall commence on July 1, 2021 and end on June 30, 2022.

This agreement will be in effect once Reno Inquiry School is fully chartered by the state of Nevada.



MEMORANDUM OF UNDERSTANDING RENO INQUIRY SCHOOL AND EDUCATION INNOVATION COLLABORATIVE

Reno Inquiry School and EIC agree and declare that it is their foregoing constitutes the complete and final expression of their		
Education Innovation Collaborative		
	_Date _	06/30/21
Mary Alber, Executive Director		
Reno Inquiry School		
	Date	
Benjamin Contine, Executive Director		



June 30, 2021

Dear Members of the Board,

My name is Lindsay Pagni, and I am a small business owner in Reno. Although I didn't grow up in this community, I set roots here in 2008 when I attended the University of Nevada, Reno. The community and education system in Reno has been instrumental in helping me build my business, Polished it, LLC. Additionally, I currently serve as one-half of the Technical Review Board at Sierra Nevada University, where we work closely with graduate students in the teaching program to research past and current teaching practices, strategies, and methods and apply them to today's classroom. Today, I write to you in support of the Reno Inquiry School and their mission to bring innovation and community partnership to public education, something I believe will benefit both the students and businesses in this community.

One of Reno Inquiry School's main objectives is to provide a cross-curricular approach to learning, which during my time as a technical reviewer, I have found to be an effective and lasting way to build content retention. I believe this unique approach is often underutilized in public education, and students could benefit from exploring how many of today's career paths require students to, for example, blend strong writing skills and science or employ mathematical equations to the arts. The Reno Inquiry School is made up of teachers and professionals who have spent countless hours researching these concepts, and even applying some to their current classrooms and careers, allowing for their expertise in this approach to be confidently applied to the future students of this school.

Additionally, as a local business owner, I have been both a recipient of community support as well as a donor. Providing a public school option like the Reno Inquiry School, which has set out to build relationships with the community and local businesses, is of huge benefit to our students. Not only will students be able to explore potential career paths before attending a technical or higher education institute—an experience many are not afforded—but they will also be able to cash in on real-world job training and experience from some of the community's leading professionals.

Reno Inquiry School is dedicated to providing a diverse curriculum that allows students to actively participate in their educational journey and celebrates the unique goals of our young learners. Students in our community deserve to have access to an education that not only meets content standards but also prepares and equips them with the real-world skills needed for their futures beyond high school. I am confident Reno Inquiry School and its vision can help fill some of the gaps in our current educational system and can serve as a bridge between our community members, businesses, and students. I fully believe Reno Inquiry School will be a valuable addition to our community.

Thank you for your consideration and potential support of this school!

Respectfully,

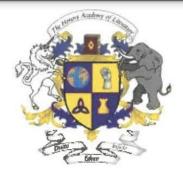
Lindsay Pagni

RENO INQUIRY SCHOOL



The Honors Academy of Literature

195 N. Arlington Ave Tel 775-737-4084 Fax 775-737-4533



JULY 8, 2021

State Public Charter Authority:

It is with much enthusiasm that I write to express my support for The Reno Inquiry School. I have had the pleasure of working with a number of members of the Committee to Form as educators and as parents of The Honors Academy of Literature, and am excited to see a proposal for another independent and small school choice for families in Washoe County be considered. The Committee to Form was formed to not only meet the requirements, but to best see the school through the application and pre-opening process. This group of passionate community members have expertise in education, finance, and law which will set the school up for future success. The Reno Inquiry School understands the demand for more school choice at the high school level, and propose an innovative model that will address need in our community.

It is without reservation that I offer my support for The Reno Inquiry School.

Thank you for your consideration, and should you have any questions do not hesitate to call me.

Warm regards,

Andi Morency, Ph.D.

EXECUTIVE DIRECTOR/PRINCIPAL

775-737-4084I DR.ANDI@ACADEMYOFLIT.ORG



July 7, 2021

Dear Members of the Nevada Public School Review Board,

I am writing in enthusiastic support of the Reno Inquiry School and my name is Karen Preis. As a retired educator with over thirty years of experience in secondary education, I am excited to see the development of the vision and mission of the Reno Inquiry School. I have been privileged to participate in a small way in the process, as the school founders engaged in information sessions and assessed the needs of the community, parents and students through zoom breakout meetings.

I began my teaching career in 1978 at West Philadelphia High School after receiving an M.S. in Secondary Education at the University of Pennsylvania in Philadelphia. My B.A. is in Spanish. During my career I have taught in both public and private high schools and middle schools and spent seven years as an adjunct faculty member at De Anza Community College in the Bay Area. As is the case with many educators, we see aspects of the system which we feel are lacking or need a new and fresh approach. The founders of the Reno Inquiry School have the motivation and desire to provide this innovative energy. When I moved to Reno a few years ago I met the founders as I became their tutor in Spanish. Over the past year, I have seen how the school plan has come to fruition.

This school will attempt to address three of the most important issues facing young people today: 1) involvement in community service and social justice 2) hands-on experience and exposure to potential career paths through engagement with community professionals and businesses and 3) an emphasis on mental health and overall well-being. These needs are often not met in the traditional school setting due to various factors. In my experience, not all students fit into the conventional academic mold. Many are getting by with as little authentic engagement in the learning process as possible because the system does not stimulate or engage them in their own education.

The founders of the Reno Inquiry School have set high standards to make a difference and give young people an option for a more creative, individualized, democratic and relevant experience. I wholeheartedly support their application to form the Reno Inquiry School as I believe it will benefit not only students and their parents but also the community at large.

Sincerely,

Karen A. Preis, Licensed Educator in Nevada and California

Retired Teacher of Spanish and French/Assistant Speech and Debate Coach/Environmental Club Moderator/Junior Class Moderator

Harker Middle School (2 years); Saint Francis High School (17 years); The Dorris-Eaton Middle School (3 years); Patterson High School (4 years) and West Philadelphia High School (2 years.)



July 8, 2021

Dear Members of the Board.

Thank you for the opportunity to express my support for the Reno Inquiry School. As both an educator and parent of a high-school-aged student, I believe the RIS curriculum and philosophy of community and social justice will serve not only students, but also our community.

As a writing instructor in UNR's Department of English, I work closely with first-year students, which gives me a unique look into post-graduate needs, particularly in the case of writing and critical-thinking skills. RIS' writing and literature curriculum is rooted in our current best practices of the teaching of writing and critical thinking; this curriculum is also notably diverse, reflecting a growing multicultural population and ways of seeing the world beyond the traditional canon. Students who follow this curriculum will be well prepared for the rigors of a college or university and/or those of the ever-changing workplace.

RIS' holistic philosophy of learning and community promotes a sense of empowerment, well-being, and—through the development of critical-thinking skills vis a vis the rigors of a social-justice curriculum—academic success. Having taught over 4,000 undergraduate students over the last fourteen years, I can confidently say that students who can examine their various worlds and communities are better students and citizens. They are often more able to reflect more deeply than their peers and interact more deeply with their writing and new ideas. This results in their ability to participate with the classroom community in ways that benefit them and their peers. RIS' social-justice curriculum will allow students to be a part of their various communities, whether that be in the classroom, in Reno, their workplaces, or as part of a higher-education institution. They will be better citizens by continuously examining our roles in a state and country that is becoming more multicultural and diverse each day.

In addition to instructing students, I am the internship coordinator for the Department of English. As you may be aware, UNR students must fulfill Core Objective 14, which requires most students to complete an internship with our community partners. However, the students are not the only beneficiaries of this program: our partners learn about new approaches and research and, often, form lasting partnerships and friendships. RIS' emphasis on service learning bolsters our community, by bridging the gap between students and the public and constantly asking us to examine our current practices and adopt fresh approaches.

The RIS curriculum of social justice and community is extraordinarily valuable and necessary, especially in our current time. When students can reflect, examine, and see themselves as part of a community, they learn valuable skills they can use in the classroom and workplace. Most important, they learn how to be citizens of the worlds they inhabit. For these reasons and many others, I support RIS.

Sincerely,

Alissa Surges

Lecturer II, Department of English, UNR



July 6, 2021

To the Members of the Board,

My name is Nicole Sprague, and I have been a resident of Washoe County for most of my life. I received my education from Washoe County School District until high school, when I transferred to a private school that could better support my learning needs. In 2015 I earned my Bachelor of Science in Elementary Education, as well as my endorsement to teach English Language Learners, from the University of Nevada, Reno. Since then, I served five years as an elementary teacher in one of WCSD's title 1 schools and served one year as a middle school teacher at a wonderful Nevada state charter. Today, I write to you in support of the Reno Inquiry school, and its unique commitment to empower Reno's youth through student voice, authentic learning experiences, and community partnership.

Through my experience with education in the state of Nevada, both as a teacher and a learner, I have found that too often school systems unintentionally adopt a 'one-size fits all' approach for academic content, student mental health, and pedagogy itself. As an example, in the 2019-2020 school year, a new literacy curriculum was adopted for all elementary schools in WCSD and was expected to be followed with fidelity. While I am sure the intent was to create an equitable education across the district's 66 elementary schools, I believe that it increased the divide between those who have the background experiences, English proficiency, and home support to fully engage with the content and pacing of the curriculum, and those who don't. The necessity to work around scripted curriculum while also creating space to support individual students with their academic, social, and emotional needs naturally forces out authentic, interdisciplinary learning experiences as well as the ability to incorporate arts into education. It is for reasons such as these that there is a need for ground-breaking schools like Reno Inquiry School in our state. There, our students will be seen as individuals, and their education will meet them where they are. The interdisciplinary and experience-based approach to education will motivate and provide opportunities for our teens to develop their distinctive skill set that will lead to a more diverse and innovative future for our city.

Reno Inquiry School will be an institution that is dedicated to fostering qualified, creative young adults through a truly equitable education. The students of Reno Inquiry School will be more than just proficient with the Nevada Academic Content Standards; They will move confidently into college or their careers knowing the meaning of community and teamwork, having built meaningful connections in both their school environment and within our city, and having practiced participation in democracy, leadership roles, and self-advocacy. This mission is clearly seen through Reno Inquiry School's vison, values, and democratic principles. More so, it is seen through the extremely talented and passionate group of educators, parents, and other stakeholders who have worked tirelessly to ensure the voice of the Reno community and its youth is the root of the school.

As a teacher, proud Reno citizen, and parent, I fully support the Reno Inquiry School and its mission to respond to our changing world and the strengths of today's youth. I know that the school, the team behind it, and RIS future graduates will be a valuable addition to our community. Thank you for your consideration and potential support of Reno Inquiry School.

Sincerely,
Nicole Sprague
ELL Director/Teacher
Honors Academy of Literature

RENO INQUIRY SCHOOL



July 8, 2021

Dear Members of The Nevada State Public Charter Authority,

I'm writing in support of Reno Inquiry School. This is a High School that Reno youth need—equitable, interdisciplinary, community-building, and human-centered.

A young person can't fully engage in their own becoming without the respect, flexibility, and encouragement of mentors and peers. Taylor Kockenmeister and Ben Contine have been pivotal mentors for my son, who previous to having them as teachers often felt anxious and lonely at school, didn't understand the lack of complexity in the lessons, was lost by the skills-driven teaching, and many times (very sweetly) refused to attend. Taylor and Ben both have a gift for listening to what the learner needs and encouraging self-reflection, independence, group relationships, questioning, and intellectual connections. I hear this praise for their teaching excellence repeated by all of the parents and kids who are fortunate to be in their classes. My child feels seen and feels that his peers are also seen. He uses that grounding to be a part of a learning community and follow his own interests as well. I feel supported knowing that other people care about who my son and each of his classmates are. This kindness is at the core of intrinsic motivation and 21st-century skills. And I am really excited that Taylor and Ben are part of the founding team at Reno Inquiry School, a school with a vision based on their teaching expertise and interest in encouraging and partnering with others.

My own work experience is interdisciplinary. I combine my background in biology, illustration, publishing, and learning design as a content analyst for best-selling Higher Education STEM courseware. My experience is also collaborative and diverse. I work with large, dynamic, and increasingly global teams of college professors, UX designers, artists, and publishing professionals. Each team member brings something unique to each project and roles are flexible and evolving. We can't anticipate what the world of work and economy will look like in 10-15 years, but an educational experience like the one proposed by Reno Inquiry School allows the learner to make connections between disciplines, contribute in a groups, and honor our diversity, and it is a good base for the rapid changes to come and building fulfilling lives.

Thank you for considering this amazing vision and plan for a new Reno High School.

Sincerely yours,

Hilair Chism

Reno, NV

775-432-8905



Brain Health Leadership Foundation

July 7, 2021

RE: Reno Inquiry School

Dear Members of the Board,

The purpose of this letter is to declare my support for the creation of the Reno Inquiry School.

As a former educator, I have served in the positions of teacher, counselor, principal and superintendent in public school districts in Washington State. My personal mission, to see no student's educational experience be in any way limited by barriers to learning . . . barriers created by schools and school systems themselves or learning that is stolen completely by personal barriers of physical, mental or emotional health conditions . . . took me beyond my local school district to create a nine-school-district consortium providing both Student Assistance and Employee Assistance programs.

Subsequently, I was called to serve as the Governors Special Assistant on Substance Use Issues taking me into statewide policy and legislative efforts. The success of our statewide development of community-based coalitions creating solutions to needs in individual counties funded by a dedicated revenue stream enacted by legislation, took me to Washington, DC. There we opened the doors of the national nonprofit, Community Anti-Drug Coalitions of America, to develop the concept nationwide. Today, there are over 5000 such coalitions in America, including Join Together of Northern Nevada which we originally seeded. While in DC, I was invited to serve directly in the White House Office of National Drug Control Policy leading the National Youth Anti-Drug Media Campaign focused on substance use prevention among Middle School youth and enlisting adults in the campaign who influence these lives. All of these efforts along my journey were, and still are sparked by my original sense of mission.

The journey continues . . . Today, having founded the Brain Health Leadership Foundation, I am directly involved with breakthrough neuroscience bringing the most advanced non-pharma and non-invasive medical protocols forward that are capable of changing the physiological condition of the brain, mitigating the causes of mental health and other brain disorders and optimizing brain function to see *no student's educational experience be in any way limited by barriers to learning* (EMBP treatment is now available in Reno).

Upon learning that the Reno Inquiry School's main objectives are to provide a cross-curricular/cross-culture approach to learning - honoring the broadest possible interests of an individual student and also considering the individual student's possible physical, mental and emotional barriers to learning - brings me to write this letter today. Obviously, from all that I have expressed in this letter, articulating my personal sense of mission and the journey on which it has taken me, one would conclude that I believe strongly that education can only be effective by meeting a student where they are, identifying their personal interests and aspirations as well as the potential challenges that may prevent them from achieving their most optimal life possibilities. Solving for these realities is not easy, especially for a system the size of Washoe County School District. However, the



goal to do exactly that through the Reno Inquiry School, is an opportunity not to be missed. Imagine what we all will learn when they are successful and how it could ultimately be translated district wide.

I enthusiastically support the charter of the Reno Inquiry School without reservation!

Respectfully,

Judi Kosterman, EdD Founder, Brain Health Leadership Foundation

Jkosterman@bhlfoundation.org

775-544-8840

RENO INQUIRY SCHOOL



7/12/21

To the SPCSA Board,

My name is Holly and I currently teach at a charter school in Reno, Nevada. I am writing this letter to show my support for the Reno Inquiry School as I feel it is a need for our area and hope to see it come to fruition.

I have taught with charter schools and within a district and I feel very strongly that it is important to have a diversity of schools available to families. As all teachers know very well, no two students are the same and they all have unique learning needs. This school will provide another great choice for families to have their students supported in ways they might not otherwise.

For the past few months I have been following the progress of this proposed school and I can only say that I am truly impressed. As a mother, the idea of my son receiving a personalized education in high school that allows him to pursue his interests and explore educational opportunities that are tied to real world experiences is astounding. As well as being provided with social and emotional education and a school who cares for and supports his mental health. Families deserve to have the choice of a school such as this.

Both of the founders of this school, Taylor and Ben, are teachers at my current school as well as friends of mine. I look up to both of them so much in their teaching as well as their leadership. Taylor amazes me constantly with the projects she does with her class that ties in mathematical concepts with current social justice issues, allowing students to use math in a real and meaningful way as well as being able to see, learn, and discuss actual issues facing our city. I often see her working with either a small group or individual students, building those relationships and being able to support them to their specific needs. She and Ben will be exceptional leaders for a high school and I look forward to the amazing things they do.

Please consider supporting the efforts of the Reno Inquiry School as they will provide a wonderful opportunity for students.

Thank you,

Holly Neal Flex Teacher The Honors Academy of Literature

RENO INQUIRY SCHOOL



Attachment 2: Draft MOU Between the Charter School and the College or University



MEMORANDUM OF UNDERSTANDING

RENO INQUIRY SCHOOL AND THE BOARD OF REGENTS OF THENEVADA SYSTEM OF HIGHER EDUCATION, ON BEHALF OF TRUCKEE MEADOWS COMMUNITY COLLEGE

This Interlocal Agreement, herein referred to as "Agreement", made and entered into this <u>July 1, 2021</u>, by and between the Reno Inquiry School, herein referred to as Reno Inquiry School located 3345 Barbara Cir, Reno, NV 89503, and the Board of Regents of the Nevada System of Higher Education, on behalf of Truckee Meadows Community College, herein referred to as TMCC, provides for the administration and operation of the TMCC Jump Start Program, located at 7000 Dandini Blvd., Reno, Nevada 89512, owned and operated by TMCC.

This agreement is established for a one-year period, to expire on June 30, 2022.

This agreement will be reviewed and revisions made as necessary, any time before the expiration date, with mutual agreement of both entities. Any renewal on or before June 30, 2022 will be subject to further negotiation and agreement.

WITNESSETH:

WHEREAS, Reno Inquiry School and TMCC are mutually committed to promoting student success and improving the college readiness of students, and

WHEREAS, Reno Inquiry School and TMCC are mutually committed to raising the graduation rate of Reno Inquiry School through cooperative programs, and

WHEREAS, Reno Inquiry School and TMCC are mutually interested in students completing college work while still in high school,

NOW, THEREFORE, in consideration of the aforementioned premises and the mutual promises, covenants and undertaking set forth herein, the parties agree as follows:

TMCC and Reno Inquiry School desire to work in collaboration to offer lower division college courses to Reno Inquiry School students. This agreement describes the mutual understanding of TMCC and Reno Inquiry School.

SECTION I: Dual Credit

1. Legislative definition governing dual credit coursework for high school students, Nevada Revised Statute (NRS) 389.160:

Credit toward graduation from high school for courses taken at community college or university:

A pupil enrolled in high school, including, without limitation, a pupil enrolled ingrade 9, 10, 11, or 12 in a charter school or a pupil enrolled in a program designed to meet the requirements of an adult standard diploma, who successfully completes a course of education offered by a community college or university in this State which has been approved pursuant to subsection 2, must be allowed to apply the credit received for the course so completed to the total number of credits required for graduation from the high school or the charter school in which the pupil is enrolled or the credits required for receipt of an adult standard diploma, asapplicable.

With the approval of the State Board, the board of trustees of each county school district and the governing body of each charter school shall prescribe the courses for which credits may be received pursuant to subsection 1, including occupational courses for academic credit, and the amount of credit allowed for the completion of those courses. (Added to NRS by 1989, 1089; A 1991, 1700; 1993, 103; 1999 3313; 2007, 1997.)

2. Jump Start Concept

Reno Inquiry School students may enroll in a course at Truckee Meadows Community College (TMCC) and receive both high school academic credit and college credit.

- a. Only approved courses may be used for Dual Credit (either academic or elective). Academic credit refers to those courses which have been approved by the Reno Inquiry School to meet graduation requirements. All other approved courses will count for elective credit.
- b. Dual Credit course may be applied for either elective or academic high school credit. During the traditional school day and/or regular public hours, Reno Inquiry School students may enroll in dual credit courses that qualify for college credit.

3. Reno Inquiry School Concept

- a. Reno Inquiry School students may enroll in a course at Truckee Meadows Community College (TMCC) and receive both high school academic credit and college credit.
- b. Only approved courses may be used for Dual Credit (either academic or elective). Academic credit refers to those courses which have been approved by the Reno Inquiry School to meet graduation requirements. All other approved courses will count for elective credit.
- c. Dual Credit course may be applied for either elective or academic high school credit. Reno Inquiry School students may enroll in dual credit courses that qualify for college credit from a common menu of courses approved by Reno Inquiry School.

4. Approved Courses

- a. College/Community College courses may be taken for college credit, for dual (high school/college) credit or for personal fulfillment/enjoyment.
- b. Any course offered through TMCC and approved by both Reno Inquiry School and the Nevada State Board of Education is available for dual credit.

SECTION II: TMCC Jump Start Program

1. TMCC Course Offerings

- a. TMCC shall develop and offer appropriate college courses in which Reno Inquiry School students, grades 9th through 12th, who meet minimum enrollment requirements may enroll in college credit courses to meet high school elective or graduation requirements.
- b. TMCC will provide one unofficial transcript for each student to participating Reno Inquiry School registrar within three weeks after grades are posted at the end of each TMCC academic term.

2. Jump Start Course Definitions

- a. Participation
 - i. Individual: Known as "J2," refers to individual students taking non-cohort dual credit college courses offered through the published TMCC catalog. No special arrangement or consideration is given for time or access in these courses.
 - ii. Cohort: This refers to courses arranged for specific groups where high school students are given first priority for enrollment.
 - a) Cohort Group Class: A class reserved for a specific group of high school students, usually at a single high school or targeted to a specific defined group (such as Gifted and Talented students, CTE students, etc.). These courses may be offered at a TMCC site.
 - b) Cohort/Public A class with a specific number of seats reserved for high school students (generally from a specific program, a specific targeted group, or any Reno Inquiry School student) that is also open for enrollment of any TMCC student.

b. Content

i. Definitions

- a) Academic: Refers to courses that align with academic graduation requirements, to include fine arts and those courses accepted as academic electives.
- b) Career: Refers to technical or skill-based courses that align to Nevada Department of Education high school career and technical education pathways.

3. Jump Start Student Enrollment

- a. Jump Start classes are regular college classes. Curriculum and expectations follow the same rigorous standards set by TMCC Academic Departments. Jump Start students are fully responsible for their academic success.
- b. Jump Start participants will be responsible for completing the required Steps to Enroll for Jump Start students which include:
 - i. submitting a TMCC application for admission,
 - ii. a dual credit orientation and
 - iii. submitting appropriate permission to enroll paperwork.
- c. Administrators or their designee will be responsible for approving all students enrolled in Jump Start courses to ensure the course is appropriate and the student is prepared to be successful.
- d. Jump Start students will have full access to TMCC support services including Tutoring and Writing Center.
- e. TMCC may provide student support for high school students enrolled in TMCC classes, which may include orientation, retention services and assistance with registration and enrollment in college classes.

4. Instruction

- a. Academic Jump Start classes are taught by TMCC college instructors, per course requirement.
- b. Students will be the only point of contact with professors regarding any questions they have. By enrolling in at TMCC, students and Reno Inquiry School understand:
 - i. Academic freedom is practiced at TMCC and allows faculty and students to pursue whatever inquiry they feel is important in the classroom without fear of censorship.
 - ii. Students may encounter adult language and images, different philosophical viewpoints and belief systems, as in any college environment.
 - iii. Parents are encouraged to help their students practice important communications skills to best support the student role as the main point of contact for all Jump Start inquiries.
- c. The grades earned through Jump Start will be a part of student's permanent college record. Students should review TMCC's dates and deadlines carefully and frequently.

i. Dropping a class:

- a) To drop a class, students must withdraw from the class by contacting the Jump Start Program in advance of the deadline.
- b) If dropped after the 100% refund deadline, the student will have a permanent transcript showing a grade of "W." After the deadline to Withdraw with a grade of "W" has passed, the student will keep the letter grade earned in the class.

ii. Students who do not request to be dropped a course and fail to attend or submit work will receive the grade for the course they earn.

SECTION III: Fees and Payment

- 1. Course Fees and Payment
 - a. Course Fees: TMCC shall charge the following fees in addition to course registration fees, as established annually by the college
 - i. For new students: a one-time application fee
 - ii. For all students:
 - 1. A technology fee per credit hour
 - 2. A student association fee per credit hour
 - 3. A Health and Sports fee
 - 4. Any special fees associated with the course
 - 5. Other fees approved by TMCC
 - b. For on-line courses, the following additional fees will be charged to all students:
 - i. A distance education fee
 - ii. An on-line fee
 - c. Textbook costs shall be the responsibility of the Reno Inquiry School.
 - d. For on-line courses, TMCC shall charge \$50 per course registration plus mandatory fees based on space availability.
 - e. For in-person courses taught on a TMCC campus by a TMCC instructor at any time during or outside of the school day shall receive a 50% discount on the per credit registration fee.
 - f. Courses taught on a Reno Inquiry School campus by a Reno Inquiry School instructor (who has been approved as part-time faculty for TMCC) during the school day and considered part of the Reno Inquiry School 's instructor's full-or part-time course load shall receive a 66% discount on per credit registration fee.
 - g. Payment Schedule

Reno Inquiry School will send vouchers directly to the TMCC Cashier's office showing which students are enrolled at TMCC and which course are to get covered.

TMCC will invoice Reno Inquiry School as a part of its normal billing cycle.

TMCC may not allow registration of subsequent courses if there is an outstanding balance due. Reno Inquiry School will be responsible for payment on any outstanding charges on student's accounts. Reno Inquiry School understands that failure to pay as agreed upon will result in immediate termination of third-party billing.

RENO-

TMCC and the Reno Inquiry School have worked hard to make courses affordable. However, we will work to keep the cost free for those who cannot afford it through fundraising efforts.

SECTION IV: Hold Harmless

To the extent authorized by law, Reno Inquiry School agrees to indemnify and hold harmless TMCC, its officers, agents, servants or employees, from any damages, costs, or expenses by reason of liability as a result of any negligent act or omission by Reno InquirySchool, or sub-users of Reno Inquiry School, in the operation, supervision, control, or sponsorship of any activity or program upon the TMCC premises.

SECTION V: Insurance

The Board of Trustees shall, at its option, procure and maintain general liability insurance or self- insurance in compliance with NRS Chapter 41.

The Board of Regents shall, at its option, procure and maintain general liability insurance or self-insurance in compliance with NRS Chapter 41.

NSHE/TMCC is self-insured and the parties agree that such self-insurance meets the requirements of this agreement. Reno Inquiry School will obtain and maintain \$1 million in general liability insurance and, if they own or lease any motor vehicles a minimum limit of \$1,000,000 combined single limit per occurrence for bodily injury and property damage of business vehicle insurance, naming TMCC as an additional insured. Reno Inquiry School shall obtain and maintain worker's compensation insurance on its employees as required by Nevada law.

The design content, and distribution of all marketing efforts (i.e., written materials, displays, broadcasts, media releases, announcements, etc.) associated with this partnership will be mutually developed and agreed upon by both parties prior to release/distribution. All promotional materials requiring the use of the TMCC logo shall be approved by the TMCC Marketing and Communications Office via email (marketing@tmcc.edu) prior to being posted or distributed. All promotional materials requiring the use of the Reno Inquiry School logo shall be approved by the Reno Inquiry School Marketing Office via email prior to being posted or distributed. TMCC will provide directory student information to Reno Inquiry School qualified personnel for targeted marketing only for the purposes and intentions set forth in this Agreement.

Responsibility of the College, Community College or University:

- 1. TMCC will comply with FERPA regulations.
- 2. Tuition will be refunded pursuant to the refund policies of TMCC if the student

183

RENO-

elects to drop a course or if the student is administratively dropped.

SECTION VI: Amendment

This interlocal agreement may be amended upon mutual consent of Reno Inquiry School of Nevada and the Board of Regents of the Nevada System of Higher Education, on behalf of the Truckee Meadows Community College, so long as it is consistent with the law of the State of Nevada.

SECTION VII: Agreement Term

This agreement shall be interpreted under the laws of the State of Nevada. Jurisdiction and venue for any dispute under this agreement shall be in the district court of the county of Washoe, State of Nevada.

This agreement shall commence on July 1, 2021 and end on June 30, 2022.

This agreement will be in effect once Reno Inquiry School is fully chartered by the state of Nevada.

Reno Inquiry School and TMCC agree and declare that it is their intention that all of the foregoing constitutes the complete and final expression of their agreement.

THE BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION, on behalf of Truckee Meadows Community College:

Harin M. Kelgersom Dr. Karin Hilgersom, President	Date_06/23/21
Reno Inquiry School	
	Date
Benjamin Contine, Executive Direc	



Attachment 3: Annual Academic Schedule



Annual Academic Schedule Reno Inquiry School

2022

	Reg	ular Sc	hool Da	ау			Мо	dified S	chedul	е			No	School			Profes	sional I	Develop	ment		Semes	ter Beg	inning			Semes	ster E
			May								June							July						4	lugus	st		
Su	Мо	Tu	We	Th	Fr	Sa		Su	Мо	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Мо	Tu	We	Th	Fr	s
1	2	3	4	5	6	7					1	2	3	4						1	2		1	2	3	4	5	
8	9	10	11	12	13	14		5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	1
15	16	17	18	19	20	21		12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	:
22	23	24	25	26	27	28		19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	
29	30	31						26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31			
															31													
		Se	ptem	ber						0	ctob	er					No	vem	ber					De	cem	ber		
Su	Мо	Tu	We	Th	Fr	Sa		Su	Мо	Tu	We	Th	Fr	Sa	Su	Мо	Tu	We	Th	Fr	Sa	Su	Мо	Tu	We	Th	Fr	Π
				1	2	3								1			1	2	3	4	5					1	2	Γ
4	5	6	7	8	9	10		2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	
11	12	13	14	15	16	17		9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	ı
L8	19	20	21	22	23	24		16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	Ì
25	26	27	28	29	30			23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	İ
						21 days		30	31					20 days							19 days							12



Annual Academic Schedule Reno Inquiry School

2023

	Reg	gular Sc	hool Da	ıy			Modifie	ed Scl	hedule	9			No	School			Profes	sional I	Develop	ment		S	emest	ter Beg	inning			Semes	ster En
January						February							March								April								
Su	Mo	Tu	We	Th	Fr	Sa	s	iu	Мо	Tu	We	Th	Fr	Sa	Su	Мо	Tu	We	Th	Fr	Sa		Su	Мо	Tu	We	Th	Fr	Sa
1	2	3	4		6	7					1	2	3	4				1	2	3	4								1
8	9	10	11	12	13	14	Ę	5	6	7	8	9	10	11	5	6	7	8	9	10	11		2	3	4	5	6	7	8
15	16	17	18	19	20	21	1	.2	13	14	15	16	17	18	12	13	14	15	16	17	18		9	10	11	12	13	14	15
22	23	24	25	26	27	28	1	.9	20	21	22	23	24	25	19	20	21	22	23	24	25		16	17	18	19	20	21	22
29	30	31					2	6	27	28					26	27	28	29	30	31			23	24	25	26	27	28	29
						16 days								19 days							23 days		30						15 days
May						June										July							Δ	ugus	st				
Su	Мо	Tu	We	Th	Fr	Sa	s	u	Мо	Tu	We	Th	Fr	Sa	Su	Мо	Tu	We	Th	Fr	Sa		Su	Мо	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6						1	2	3							1				1	2	3	4	5
7	8	9	10	11	12	13	4	4	5	6	7	8	9	10	2	3	4	5	6	7	8		6	7	8	9	10	11	12
14	15	16	17	18	19	20	1	.1	12	13	14	15	16	17	9	10	11	12	13	14	15		13	14	15	16	17	18	19
21	22	23	24	25	26	27	1	.8	19	20	21	22	23	24	16	17	18	19	20	21	22		20	21	22	23	24	25	26
28	29	30	31				2	5	26	27	28	29	30		23	24	25	26	27	28	29		27	28	29	30	31		
						22 days								13 days	30	31													



Attachment 4: Board Member Template



EXPERIENCED APPLICANT BOARD MEMBER ROSTER																		
	OCCUPATION	LARGEST BUDGET MANAGED/ OVERSEEN (\$ or N/A)				AR	EA OF	EXPER	TISE								IMENT cessary	,
CURRENT BOARD MEMBERS Name & Title on Board (if applicable)		(1)	Accounting/Finance	Fundraising/Development	Construction/Real Estate	Legal	Technology	PR/HR/Communications	Education	Medical	Community/Volunteer	Board Experience	Development	Real Estate	Board Development	Finance	Governance	Capital Campaign
Dr. Kendra Beitz Thompson	Clinical Psychologist	\$500,000							×	×	×	×	×					
Robert Hernadez	Attorney	\$20,000				x										x		
Yolanda Robles-Wicks	Parent	30,000						x	x		x	x			x		x	
Dr.Erin Trapanese	Administrator	\$20,000,000		x				x	x			х					x	
Jennifer Linn	Real Estate	\$890,000			x						x	х		х		х		
Lily Baran	Business Owner	\$900,000						x	x		x	х	x		x			
							_			_	_		_	_			-	



Attachment 5: Board Member Information



Curriculum Vitae KENDRA BEITZ THOMPSON, PH.D.

PERSONAL INFORMATION



EDUCATIONAL HISTORY

2005	Ph.D., Clinical Psychology, University of Nevada, Reno	Reno, NV
2003	M.A., Clinical Psychology, University of Nevada, Reno	Reno, NV
1997	B.S., Psychology, University of Washington	Seattle, WA

PROFESSIONAL EXPERIENCE

Research:

9/01 – 12/02	Project Coordinator, University of Nevada, Reno, Center for Behavioral Research & Treatment Development Supervisor: William Follette, Ph.D.
8/98 – 12/02	Research Assistant, University of Nevada, Reno, Center for Behavioral Research & Treatment Development Supervisor: William Follette, Ph.D.
2/01 – 8/02	Adherence/Competence Coordinator/Consultant, University of Nevada, Reno, Smoking Cessation Project Supervisors: Steven Hayes, Ph.D. & Elizabeth Gifford, Ph.D.
1/00 - 8/02	Site Coordinator, University of Nevada, Reno, Smoking Cessation Project Supervisors: Steven Hayes, Ph.D. & Elizabeth Gifford, Ph.D.
1995 – 6/98	Research Assistant, Department of Psychology University of Washington Supervisors: Robert J. Kohlenberg, Ph.D.



1996 – 2/98	Research Assistant, Department of Psychology University of Washington, Behavior Research and Therapy Clinic Supervisors: Marsha Linehan, Ph.D., Linda Dimeff, Ph.D.
Teaching:	
8/10-present	Adjunct Faculty, Department of Psychology, University of Nevada, Reno
12/08—1/09	Instructor, University of Nevada, Reno Supervisor: Victoria Follette, Ph.D., Chair of Psychology Department
6/04 – 7/04	Instructor, University of Nevada, Reno Supervisor: William Wallace, Ph.D., Chair of Psychology Department
5/03 - 6/03	Instructor, University of Nevada, Reno Supervisor: William Wallace, Ph.D., Chair of Psychology Department
8/99 - 5/00	Teaching Assistant, University of Nevada, Reno Supervisor: Kirk Brunswig, M.A., Instructor
1/00 - 5/00	Teaching Assistant, University of Nevada, Reno Supervisor: Deborah Davis, Ph.D., Instructor
8/98 – 12/99	Teaching Assistant, University of Nevada, Reno Supervisors: James Carr, Ph.D., Ramona Houmanfar, Ph.D., Instructors
Clinical:	
8/20-present	Postdoctoral Fellow Clinical Supervisor, Northern Nevada Behavioral Health, Reno NV
1/08-present	Private Practice, Northern Nevada Behavioral Health, Reno, Nevada
4/09-4/10	Consultant, CareIntegra, Reno Nevada
10/08-6/10	Consultative Examiner, State of Nevada Bureau of Disability Adjudication
9/05-8/07	Forensic Assessment Technician, William O'Donohue, Ph.D., LLC, Reno, NV
9/05-5/07	Psychological Assistant, State of Nevada
9/05-5/06	Health Science Specialist, Reno VA Medical Center, Reno, NV
9/04-9/05	Clinical Psychology Intern, Reno VA Medical Center, Reno, NV
6/02 - 8/04	Therapist/Program Coordinator, University of Nevada, Reno, Victims of Crime Treatment Center
9/01 – 12/02	Therapist/Program Coordinator, University of Nevada, Reno, Center for Behavioral Research & Treatment Development
9/01 - 8/02	Co-supervisor, Functional Analytic Psychotherapy, University of Nevada, Reno
8/98 -8/04	Clinical Psychology Therapist Trainee, University of Nevada, Reno

Business & Program Evaluation:

9/05-8/07 Project Coordinator, CareIntegra, Reno, NV

Other:

2015 Subject Matter Expert, State of Nevada Board of Psychological Examiners

PUBLICATIONS

- Follette, W.C., & **Beitz**, K. (2003). Adding a more rigorous scientific agenda to the empirically supported treatment movement. *Behavior Modification*, 27, 3, 369-386.
- O'Donohue, W.T., **Beitz**, K., Levensky, E.R. (2004). An introduction to psychology for attorneys. In W.T. O'Donohue & E. Levensky (Eds.). *The handbook of forensic psychology: Resource for mental health and legal professionals* (pp. 17-44). San Diego, CA: Academic Press.
- O'Donohue, W., and **Beitz**, K. (2005). Forensic interviews with children: Lying is not the major problem. *Nevada Lawyer*, 13, 10, 30-33.
- O'Donohue, W. T., **Beitz**, K., & Byrd, M. (2006). Overview of behavioral assessment with adults. In M. Hersen (Ed.), *Clinician's Handbook of Adult Behavioral Assessment* (pp. 3015). Burlington, MA: Elsevier Academic Press
- **Beitz**, K., & Bornstein, R. F. (2006). Dependent personality disorder. In J. E. Fisher & W. O'Donohue (Eds.), *Practice Guidelines for Evidence Based Psychotherapy*. Kluwer Academic Publishers.
- **Beitz**, K., & Rasmussen Hall, M. (2006). Treatment adherence in difficult (personality disordered) patients. In W. O'Donohue & E. Levensky (Eds.). *Promoting treatment adherence: A practical handbook for health care providers*. Sage Publications.
- Davis, D., Shaver, P. R., Widaman K. F., Vernon, M. L., Follette, W. C., & **Beitz**, K. (2006). "I Can't Get No Satisfaction": Insecure Attachment, Inhibited Sexual Communication, and Sexual Dissatisfaction. *Personal Relationships*, 13, 465-483.
- Levensky, E.R., Forcehimes, A., O'Donohue, W.T., & **Beitz**, K. (2007). Facilitating patient adherence to treatment recommendations with motivational interviewing: An introduction for healthcare providers. *American Journal of Nursing*, 107, 10, 50-58.
- O'Donohue, W. T., **Beitz**, K., & Cummings, N. A. (2007). A model for constructs relevant to child custody evaluations. *Journal of Forensic Psychology Practice*, 7, 4, 125-139.

O'Donohue, **Beitz, K.**, Tolle, L. (2009). Controversies in child custody evaluation. In Skeem, J. L., Douglas, K. S., & Lilienfeld, S. O. (Eds.). *Psychological science in the courtroom*. New York: Guilford Press.

PAPERS/POSTER PRESENTATIONS

- Beitz, K., Drews, A., Pearson, A., Lillis, J., & Follette, W. C. (2004). Weight Loss at What Cost? Stimulant Use as a Weight Management Strategy Among College Students. Poster presented at the 38th annual convention for the Association for the Advancement of Behavior Therapy, New Orleans, LA.
- **Beitz**, K., Rasmussen Hall, M. L., & Torch, M. C. (2004). *Analysis of the Short Affect Intensity Scale across populations*. Poster presented at the 38th annual convention for the Association for the Advancement of Behavior Therapy, New Orleans, LA.
- Beitz, K., Drews, A., Pearson, A., Lillis, J., & Follette, W. C. (2004). Epidemiology and Receptivity to Treatment of College Students Using and Abusing Ephedra and Related Drugs for Weight Management. Paper presented by Racionno, M. at the 66th annual scientific meeting of the College on Problems of Drug Dependence, San Juan, Puerto Rico.
- **Beitz**, K., & Follette, W.C. (2003). Assessing the etiology of problematic social functioning. Poster presented at the annual convention of the Association of the Advancement of Behavior Therapy (AABT), Boston, MA.
- **Beitz**, K., Cucciare, M. A., Lillis, J., & Follette, W. C. (2002). Assessing the etiology of benzodiazepine dependence. Poster presented at the annual convention of the Association of the Advancement of Behavior Therapy (AABT), Reno, NV.
- Lillis, J., Cucciare, M. A., **Beitz**, K., Follette, W. C. (2002). Assessing the relationship between psychotherapy outcome and social functioning in the treatment of benzodiazepine dependence. Poster presented at the annual convention of the Association of the Advancement of Behavior Therapy (AABT), Reno, NV.
- Follette, W. C., **Beitz**, K., Cucciare, M. A., Lillis, J. (2002). Functional Analytic Psychotherapy for benzodiazepine dependence. Poster presented at the annual convention of the Association of the Advancement of Behavior Therapy (AABT), Reno, NV.
- Follette, W. C., Ruckstuhl, L. E., Jr., & **Beitz**, K. (2001, November). Extending functional analytic psychotherapy to the treatment of interpersonal problems maintaining benzodiazepine dependence. In K. Beitz (Chair) *FAPplications: Applying Functional Analytic Psychotherapy and FAP-enhanced treatments to diverse clinical populations.*Symposium presented at the annual convention of the Association of the Advancement of Behavior Therapy (AABT), Philadelphia, PA.

- Chang, G., Turner, K. E., **Beitz**, K., Gifford, E. V., and Hayes, S. C. (2001). Inter-rater reliability of an adherence scale for Acceptance and Commitment Therapy Across Polysubstance Abuse and Smoking Treatments. Poster presented at the annual convention of the Association of the Advancement of Behavior Therapy (AABT), Philadelphia, PA.
- Beitz, K., Callaghan, G. M., Linnerooth, P., Ruckstuhl, L. E., & Follette, W. C. (2001, November). Assessment of discriminant validity of the Functional Analytic Psychotherapy Rating Scale-II. Poster presented at the annual convention of the Association of the Advancement of Behavior Therapy (AABT), Philadelphia, PA.
- Beitz, K., Callaghan, G. M., Linnerooth, P., & Follette, W. C. (2001, May). Psychometric properties of the Functional Analytic Psychotherapy Rating Scale-II. Paper presented at the 81st annual convention of the Western Psychological Association (WPA), Maui, Hawaii.
- Lillis, J., Callaghan, G. M., Beitz, K., Cucciare, M., Gregg, J. A., & Regev, L. (2001, May). Useable data for real life clients: Initial results using the Functional Idiographic Assessment Template. Paper presented at the 81st annual convention of the Western Psychological Association (WPA), Maui, Hawaii.
- Thorpe, S., **Beitz**, K., & Fruzzetti, A. (2000, November). Application of Dialectical Behavior Therapy with developmentally disabled clients. Poster presented at the annual convention for ISIT DBT, New Orleans, Louisiana.
- Beitz, K., & Follette, W. C. (1999, November). A reconceptualization of adherence and competence in the assessment of treatment integrity in Functional Analytic Psychotherapy. In W. C. Follette (Chair), Training Functional Analytic Psychotherapy: A Model for Evaluating and Training Nonspecified Effects in Pscychotherapy. Symposium presented at the annual convention of the Association for Advancement of Behavior Therapy (AABT), Toronto, Canada.
- Thorpe, S., Forsch, C., **Beitz**, K. (1999, November). Practical mindfulness. Poster presented at the annual convention for ISIT DBT, Toronto, Canada.
- Parker, C. R., Beitz, K., Contreras, S., Hord, N., Noonan, S., Card, A., & Kohlenberg, R. J. (1998, November). Evaluating methods of consolidating observer-based ratings of therapy sessions: A standard average and a "collaborated average." Poster presented at the annual convention of the Association for Advancement of Behavior Therapy (AABT), Washington, DC.
- Parker, C. R., Beitz, K., & Kohlenberg, R. J. (1998, May). The Experience of Self Scale (EOSS): A measure of private vs. public stimulus control of the experience of self. Poster presented at the annual convention for the Association for Behavior Analysis (ABA), Orlando, FL.



- Parker, C. R., Kohlenberg, R. J., & Beitz, K. (1998, May). Private versus social stimulus control of experiencing self: Measuring an important clinical phenomenon. Paper presented at the annual convention for the Association for Behavior Analysis (ABA), Orlando, FL.
- Parker, C. R., **Beitz**, K., Hord, N., Contreras, S. & Kohlenberg, R. J. (1997, November). Measuring therapist in-session strategies, comparing two ways to consolidate raters' scores: A standard average and a "collaborated average". Poster presented at the annual convention of the Association for Advancement of Behavior Therapy (AABT), Miami, FL.
- Parker, C. R., Bolling, M. Kohlenberg, R. J., **Beitz**, K. & Hord, N. (1997, May). Therapist In-Vivo Strategies Scale: A measure of the therapist's focus on the therapeutic relationship. Poster presented at the annual convention for the Association for Behavior Analysis (ABA), Chicago, IL.
- Parker, C. R., Bolling, M. Kohlenberg, R. J. & Beitz, K. (1996, October). The Therapist In-Session Strategies Scale: Some preliminary data comparing cognitive-behavioral therapy and FAP. In C. R. Parker (Chair), Relationship-Centered Psychotherapy: A Skinnerian Based Approach. Symposium presented at the annual convention of Northwestern Association for Behavior Analysis (NWABA), Ellensberg, WA.



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.

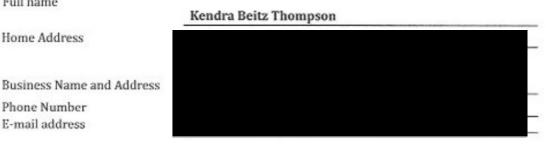
The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as 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

Reno Inquiry School

2. Full name



Phone Number E-mail address

Home Address

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

I have master's and doctoral degrees in clinical psychology, and I am a Nevada licensed psychologist, Currently, I work in private practice and I am an adjunct faculty member at the University of Nevada, Reno. I have experience teaching, conducting research, developing programs, and consulting. I also have psychological assessment experience, including but not limited to, forensic-related testing, intellectual and cognitive testing, and general assessment of learning and mental health problems common in adolescence (e.g., ADHD). I have extensive experience providing direct service to adolescent populations, including working with parents/caregivers to address mental health problems specific to this phase of life. Additionally, I have specialized training in Positive Psychology, which is

Start-Up Charter School Board Member Information

the scientific study of well-being and emphasizes the cultivation of individual strengths, as opposed to the remediation of weaknesses. Please see my CV.

Resume and professional bio are attached.

- 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. (1) Yes
- 5. Why do you wish to serve on the board of the proposed charter school? Reno Inquiry School is committed to centering mental health by de-emphasizing traditional models of achievement and combating perfectionism. This model will provide students with a caring and compassionate school culture that offers opportunity for personal, academic, and social growth without sacrificing student mental health. As a mental health professional, I look forward to serving on the Reno Inquiry School board and offering my expertise to help make this vision a reality.
- 6. What is your understanding of the appropriate role of a public charter school board member? A board member is charged with school governance. This includes working with school leader(s) on issues related to budget, school performance, and student/faculty conduct.
- 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Although I have not served on a school board, I was an active PFA member at Jessie Beck Elementary, including contributing to fundraising efforts and executing PFA sponsored school events. Additionally, I chaired a special committee at Jessie Beck to develop a school garden and support teachers in utilizing this resource as part of their science curriculum. Also, I chaired a committee at Honors Academy of Literature to optimize its "urban playground" setting to increase the physical fitness options to the diverse student body. Finally, I served as a subject matter expert on a special committee for the Nevada Board of Psychological Examiners, the purpose of which was to revamp the standardized state licensing examination.

8. Describe the specific knowledge and experience that you would bring to the board. As a trained clinical psychologist, I offer experience providing evidence-based therapies to aid in positive behavioral changes. I have knowledge and experience providing strategies to students with learning and mental health challenges. This expertise will help the board evaluate the success of student social, emotional, and behavioral goals.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?
 Reno Inquiry School's guiding beliefs include student autonomy and agency, critical inquiry and interdisciplinary learning, community engagement, and an emphasis on mental health.

2

RENO-

Start-Up Charter School Board Member Information

- What is your understanding of the school's proposed educational program?
 Reno Inquiry School will offer students an interdisciplinary educational program. Students and teachers work with a variety of material and across disciplines to examine a central theme, issue, or problem.
- What do you believe to be the characteristics of a successful school?
 A successful school centers student mental health and actively supports the development of the whole child. In addition, a successful school diligently works to fulfill the expectations outlined in its mission and vision.
- 4. How will you know that the school is succeeding (or not) in its mission? I will know the school is succeeding in its mission if students and teachers are setting academic, emotional, and social goals for students and demonstrating progress towards those goals. Teachers and administrators will provide student data to the board to demonstrate stated academic, emotional, and social progress.

Governance

- Describe the role that the board will play in the school's operation.
 The Board at Reno Inquiry School sets policy, approves the budget, and ensures the school maintains fidelity to its mission and vision. The responsibilities include hiring key personnel, developing long term goals for the school, approving contracts, evaluating the performance of the school administrator, reviewing student performance, and participating in dispute resolution hearings.
- How will you know if the school is successful at the end of the first year of operation?
 I will know the school is successful if students are meeting academic, social, emotional, and behavioral goals. In addition, the school is successful if it is adhering to its budget.
- How will you know at the end of three years of the school is successful?
 The school is successful at the end of three years if it is adhering to its mission and vision, tracking student progress, and maintaining its budget.
- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - The board members need to attend regular meetings where we review the budget, student progress toward designated goals, and review data that demonstrates the school is adhering to its mission and vision. The board will need to develop a plan to evaluate the school administrator(s) and offer constructive feedback.



Start-Up Charter School Board Member Information

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 are expected to recuse themselves should a conflict of interest arise. If a member violates our ethical standards, immediate action will be taken, with possible removal of the member, as outlined in the charter.

	removal of the member, as outlined in the charter.
Di	sclosures
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. $\square / \text{I / we do not know any such trustees. } \square \text{ Yes}$
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. 1 / 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.
	□ 1 / 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.
5.	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. ✓ 1 / we do not know any such persons. □ Yes
	y , as many any such persons. Li 165



Start-Up Charter School Board Member Information

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. \square N/A. \square I / we or my family do not anticipate conducting any such business. \square Yes
8.	Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes
9.	Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Kendra Beitz Thompson, 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 Reno Inquiry Charter School is true and correct in every respect.



RENO

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

 The charter school herein named, Reno Inquiry 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.

- 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.
- 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



Start-Up Charter School Board Member Information

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.





Dr. Beitz Thompson Professional Biography Proposed Board Member

Dr. Beitz Thompson is a clinical psychologist in Reno, Nevada. She has provided services to clients at her private practice, Northern Nevada Behavioral Health, since 2008. She earned both her M.A. and PhD in clinical psychology from the University of Nevada, Reno. During this time, she has also worked as an adjunct faculty for the psychology department at the University of Nevada, Reno. In 2020, she began a new role as a Postdoctoral Fellow Clinical Supervision. She has worked in several clinical settings throughout Northern Nevada, including CareIntegra, Reno VA Medical Center, State of Nevada Bureau of Disability Adjudication, and the University of Nevada, Reno. She has written over ten publications and continues to contribute research to the field of clinical psychology. Dr. Beitz Thompson volunteers on committees at her children's school and was a subject matter expert for the Board of Psychological Examiners. Dr. Beitz Thompson's experience providing mental health strategies to individuals of all ages, as well as her extensive knowledge of mental health theory and practice will help the school development team cultivate a thoughtful and enriching mental health program for the students enrolled at Reno Inquiry School.

RENO

Lilith Baran

Community Advocate/Organizer (2015-present)

Over the past several years, I have become passionate about bettering not just my community but communities at large. Through artistic endeavors, activism, research, organizing and work in government capacity, I use a good deal of creativity to organize for Justice. I am the chair of the Nevada Democratic Black Caucus Mobilization and Outreach Committee and was recently appointed to be a board member of the Reno Initiative for Shelter and Equality. I host a weekly radio talk show as an extension of The Mass Liberation Project, working directly with people affected by the carceral system. I am on the board of Sierra Nevada Ally, and am active with the Central Labor Council, Reno Sparks BLM, American Federation of Musicians Diversity committee. Recent highlights of my research and organization work include:

Justice for Miciah Lee: Organized to obtain body camera footage for Miciah Lee, a local black teen murdered by police while suffering a mental health crisis. We continue to seek justice.

Municipal Reparations: Organized an effort to appropriate city funds to Black organizations and projects. Thus far, funds exceed \$14k to seven non-profits supporting the black community and houseless neighbors. Hampton House Community Garden Project: Promoting food justice and land sovereignty among black and indigenous people, my backyard is now a community garden, with fiscal oversight provided by Black Wall Street. Stop the Sweeps: Organized a week long occupation outside of City Hall, packed the chamber for 3 hours of public comment, and met with City officials. Still working to achieve tangible results for houseless neighbors.

Attache, Nevada State Legislature (2020-2021)

I worked as a personal attachè for Assemblywoman Summers-Armstrong for Nevada's 81st legislative session, honing research and clerical skills, from a front-row seat into state government

Owner, Performing Arts Teacher, Coach (2005–2020)

For the past several years, my company "Lessons with Lily" has helped students with auditions for major motion pictures, commercial, and print work as well as Interlochen, Penn State, UCLA, The New School, Disney, Universal, among others. Additionally, since 2005, I have served on the faculties at various K–12 institutions, teaching music and the performing arts. I owned and operated the Tahoe Players Association, continuing the work of my grandmother, whose mission was to bring arts to "any child who wanted to perform."



Education & Skills

Public speaking, organizing large groups, teaching, performance, performing arts curriculum design.
Proficiency in clerical skills on Mac and PC, all social media platforms, critical thinking, team building. meeting facilitation, the ability to work extended hours with a positive and jovial demeanor.

College Degree in Progress

Owing to a lack of funds but a desire to learn, I have audited classes at the University level in childhood education, jazz history, the psychology of politics. I am currently petitioning for a life-experience degree.

Professional Performing Arts School, New York City

I am a proud graduate of the specialized High School for the performing arts, graduating in 2005.

Dance Educators of America

I am a certified dance instructor through a program designed by American Ballet theater and AMDA.



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.

3ac	kground		
1.	Name of charter school on whose	Reno Inquiry School	
	Board of Directors you intend to serve		
-	Lilith	Baran	
2.	Full name		
	Home Address		
	Business Name and Address		
	528 100 (63)		
	Phone Number		
	e:		
	E-mail address		

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

For the past several years, I have become passionate about bettering my community. Through artistic endeavors and advocacy, I have advocated for justice. I am a local business owner. My 15 year old company "Lessons with Lily" has helped students audition for major motion pictures, commercials, and print work.

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?
sh	m passionate about making my community better and the community of this new school ares my passion. I believe in fighting the issues that are holding kids back from reaching their lipotential.
7.	What is your understanding of the appropriate role of a public charter school board member?
W	te appropriate role of a board member is to make sure that all parts of the school are running all and that we are staying true to our beliefs. I work with the School Director to make sure all arts of the school are working well, including academics and financial.
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.
un fin	have worked with kids for over 15 years. As owner of Lessons with Lily, I have a clear iderstanding of what it means to run an organization that serves kids, while making it nancially viable. I have also been an active member of my community and have been on the out lines of advocating for policies of justice for underrepresented communities.
9.	Describe the specific knowledge and experience that you would bring to the board.
sic	oring a deep knowledge of how to make an organization work from the budget side to the vision de. I have served on the faculty of various k-12 institutions, teaching music and the performing ts. I also owned and operated the Tahoe Players Association, continuing the work of my

grandmother whose mission was to bring arts to "any child who wanted to perform"



School Mission and Program

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

The school is about caring for students as people first and building relationships. We look after the mental health of students and believe that students don't all fit the same box. Students should have a lot to say in how they learn.

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

The school is always looking for opportunities to include more people in the school community. When we work together, we can support every kid. In the classroom, kids apply what they learn in meaningful ways.

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

I think the characteristics of a successful school is a place where students feel free to pursue their passions, where they are supported by caring people, and where families are respected.

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

I will know that the school is succeeding if students are joyful in being there and that they want to come back, that they can tell me about what their learning and what they plan to do after graduation. I want the students to tell me that they feel cared for and inspired to make a difference in their community.

Governance

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

As a board member, my responsibility is to make sure the school is running well both in service to kids and is putting itself in a position to grow. I will work closely with the director to provide support and feedback. I will also ask difficult questions when needed.



At the end of year 1, I think we will be successful if we have worked well together and kids are excited to come back.

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

At the end of three years, I would know by the kids. Are they joyful, inspired, and engaged? Of course, I will also look at the reports and materials and make sure we are staying true to our mission. I will look at where we are financially to make sure we can keep doing the work. I will look at graduation rates and class performance and at their community work. All of that will be important, but the truth is, this is about kids and, as someone who has worked with kids for a long time, you can see it in their faces when students feel inspired.

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

As a board member, I think the most important thing is I bring is the courage to be honest. I am known as someone who speaks truth even when it is not convenient. To make this school work, a school we all believe in, we will need to have some hard conversations at times and still be able to work together. I will attend the meetings, review the materials, ask questions when I need to, and provide feedback.

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

First, I do not anticipate this happening because we are all doing this because of a belief in the school. Second, I am an advocate for justice. I would not hesitate to speak up if someone anyone was acting in an unethical way or doing something to hurt the school.

Disclosures

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

I / we do not know any such trustees.
Yes

RENO INQUIRY SCHOOL



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. 1 / 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. 1 / we do not know any such persons. Yes
	☐ 17 we do not know any such persons. ☐ 1es
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.
	T / we do not anticipate conducting any such business. Tes
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. 1 / we do not know any such persons. Yes
	17 we do not know any such persons. 1 res
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. 1 / 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.



Statement of Assurances

Revised June, 2015

1.	The charter school herein named, _	Keno Inwiry	
	and an artist with the control of the Antiberry of the An	(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.

- 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.
- 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.

RENO INQUIRY SCHOOL

RENO INQUIRY SCHOOL

 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	Lilith Baran
Board Member Title	7/15/2 Date

State of Nevada

County of Washoe

Subscribed and sworn to before me



Lilith Baran Professional Biography Proposed Board Member

Lilith Baran is the owner of "Lessons with Lily," a company that fosters youth performing arts in Northern Nevada. She also serves on the faculty of various K-12 institutions, teaching music and the performing arts. Lily is also a community advocate and organizer. She is chair of the Nevada Democratic Black Caucus Mobilization and Outreach Committee and was recently appointed to be a board member of the Reno Initiative for Shelter and Equality. She is on the board of Sierra Nevada Ally, and she is active with the Central Labor Council, Reno Sparks BLM, American Federation of Musicians Diversity committee.

Lily brings strong advocacy and organization skills to the board. She uses her creative talent to organize for justice and offers the board a plethora of knowledge surrounding issues of justice and equity.

RENO INQUIRY SCHOOL



Jennifer Linn



EXPERIENCE

Ferrari-Lund Real Estate, Sparks, NV. — Real Estate Agent

June 2015 - PRESENT

Independent contractor specializing in residential & multi-family sales, investments and exchanges.

Cadwell Realty Group, Albany, OR. — Real Estate Agent

June 2017- March 2019

Independent contractor specializing in residential & multi-family sales, investments and exchanges.

Mount Rose Brokerage, Reno, NV. — Real Estate Agent

June 2014 - June 2015

Independent contractor specializing in residential & multi-family sales, investments and exchanges.

Keller Williams Group One, Inc., Reno, NV. — Real Estate Agent

December 2012 - June 2014

Independent contractor specializing in residential & multi-family sales, investments and exchanges.

EDUCATION

At Your Own Pace, Online - OR Real Estate License

June 2017 - June 2017

Pre-licensing courses to take the state and national boards for licensing in the state of Oregon.

Northern Nevada Real Estate School, Home course — *NV Real Estate License*

October 2012 - October 2012

Pre-licensing courses to take the state and national boards for licensing in the state of Nevada.

SKILLS

Customer Service

Negotiations

Marketing

Event planning

1031 Exchanges

LANGUAGES

English

DESIGNATIONS

Realtor

At Home With Diversity

Equity Marketing Specialist (EMS) (July 2021)



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.

Ba	ckground
1.	Name of charter school on whose Board of Directors you intend to serve Reno Inquiry School
2.	Full name
	Home Address
	Business Name and Address
	Phone Number E-mail address
3.	Brief educational and employm of this charter school.
4.	Resume and professional bio are attached.
5.	Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes
6.	Why do you wish to serve on the board of the proposed charter school? I want to give back to My community and I truly love the vision of the school.
7.	What is your understanding of the appropriate role of a public charter school board member? I will be an objective remaining this is a position to keep the vision to be a public of the vision. Describe any previous experience you have that is relevant to serving on the charter school's
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 I currently sit on the board for my HOA (Foothills at Wingfield.)

RENO INQUIRY SCHOOL

RENO INQUIRY SCHOOL

Start-Up Charter School Board Member Information

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

9	Describe the specific knowledge and experience that you would bring to the board.
	I have ran my own business for over 8 years. I meneged employees
	the past. I enjoy regotating and solution-finding. I believe I am talk.
	chool Mission and Program a weetheaded person who toesn't talk just to talk.
1.	What is your understanding of the school's mission and guiding beliefs?
2.	Creating a new learning environment focusing on Social justice, internships mentor ships What is your understanding of the school's proposed educational program?
	students will be taught additional arement of success (13) "college is the only in
3.	What do you believe to be the characteristics of a successful school? to ao " + unbiased history
4	What do you believe to be the characteristics of a successful school? to go" + unblased his to the will seen be abults + they need a guide to new got atom w/ standard courses. How will you know that the school is succeeding (or not) in the mission?
•	I believe that his believe successful to make the will have
in	but the teachings success looks different for everyone, but graduation vernance rates will be telling; eventually we can look at what atomic did with Describe the role that the board will play in the school's meration.
Go	vernance rates withhe telling; eventually we can look at what atoming did with
1.	Describe the role that the board will play in the school's operation. Oversee and address the needs of the school, budget, maintain the vision
2.	How will you know if the school is suggestful at the end of the first year of operation?
20	The hudget worked to Pan teachers & for programs + we have a waithst.
3.	now will you know at the end of three years of the school is successful?
	We are able to expand to accommended the news of students, reachers,
4.	What specific steps do you think the charter school board will need to take to ensure that the school is successful? Focus on the vision, of the school and run the
	budget like a Successful business (make wise financial decisions.)
5.	
	board were acting unethically or not in the best interests of the school?
	Transparency is key; any board member's unothical behavior
	should be brought to light at an en-inclusive board meeting
	and dealt with accordingly
	sclosures
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.
	☐ 1/we do not know any such trustees. ☒ Yes
	Yolanda Wicks - personal friend
2	William and the control of the contr
4.	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.
	1 / we do not know any such employees. Yes
5.	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



	or entity is transacting or will be transacting with the school.
	1 / 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. 1 / 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. 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 1. Junifor Ann Line | 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 not be a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a supposed in the state Public Charter School Authority as a supposed in the state Public Charter School Authority as a supposed in the state Public Charter School Authority as a prospective board not be a supposed in the state Public Charter School Authority as a supposed in the state Public Charter School Authority as a supposed in the state Public Charter School Authority as a supposed in the state Public Charter School Authority as a supposed in the state Public Charter School Authority as a supposed in the state Public Charter School Authority as a supposed in the state Publi



Statement of Assurances

Revised June, 2015

1. The charter school herein named, Reno Inquiry 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.

- 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.
- 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.

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.





7/19/2021 Gmail - Missing Disclosure Statements M Gmail Missing Disclosure Statements 2 messages Taylor Kockenmeister <taylor.k.kockenmeister@gmail.com> Mon, Jul 19, 2021 at 4:21 PM To: "jennifer licensetolist.com" <jennifer@licensetolist.com> Upon submission of our application for Reno Inquiry School, the SPCSA noticed a few missing disclosure statements from your Board Member Information paperwork. You are missing your responses to questions 5, 6, and 7. I've included a picture of your missing responses below. Are you able to clarify this confusion in an email response and indicate your responses to these questions? 5. If the school intends to contract with an education management organization or other It 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 resolved management over-intended. provider or school management organization.

1 / 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.

1 / 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. 1 / we or my family do not anticipate conducting any such business. Yes Thank you so much, **Taylor Kockenmeister** 6/7/Flex Mathematics Honors Academy of Literature ms.taylorh@academyoflit.org Mon Jul 19 2021 at 4:29 PM Apologies for missing the answers to those questions. I understand Reno Inquiry School does not plan to partner with an EMO because we are going through the route of Committee to Form. Here are the responses to my three missing disclosures: 5. "Not applicable because the school does not intend to contract with education management service 6. N/A 7. N/A

https://mail.google.com/mail/u/0?ik=827527e612&view=pt&search=all&permthid=thread-a%3Ar3195699565785107425&simpl=msg-a%3Ar885382774080609503... 1/2



Gmail - Missing Disclosure Statements



On Jul 19, 2021, at 4:21 PM, Taylor Kockenmeister <taylor.k.kockenmeister@gmail.com> wrote:

[Quoted text hidden]

8. If the school intends to control with an education management organization or other subscalation services includes about proceeds, includes about pure or pre-relative solution designed of consequently or effectly because any enquiryees, offence, means, directions or against proceeding or the encourage in the directions (passed assemble on post infections). ☐ the applicable because the school does not intend to exceed with no otherwise services ☐ [In a part of the encourage in the encourage of the encoura

If the school contracts with an observior namagement organization or observing newther, please industry whether year, your opense or any relative within the third degree of namanagement or affinity have a direct or indirect contraction, negative rest, contracted or management interest in the provider. For any name and indicated, provide a detailed descript \$\Begin{array}{c} \begin{array}{c} \left\[\text{array} \end{array} \] \(\text{array} \) \

 If the school plans to contract with an education management organization or education service provides, indicate if you, your spouse or any relative within the third degree of consumpainty or affectly entiripate conducting, or are conducting, any frostence with the provides. If an, indicate the pressing pattern of the bessiness that is being or will be conducted. image.png 69K

 $https://mail.google.com/mail/u/0?ik=827527e612 \& view=pt \& search=all \& permthid=thread-a\%3Ar3195699565785107425 \& simpl=msg-a\%3Ar885382774080609503\dots 2/2 and a search=all \& permthid=thread-a\%3Ar3195699565785107425 \& simpl=msg-a\%3Ar885382774080609503 \& simpl=msg-a\%3Ar885382774080609503 \& simpl=msg-a\%3Ar88538274080609503 \& simpl=msg-a\%3Ar885382408 \& simpl$



Jennifer Linn Professional Biography Proposed Board Member

Jennifer Linn has worked as a real estate agent in Northern Nevada since 2012. She is committed to finding housing for all residents in Reno and has earned the At Home With Diversity certification. Jennifer holds an active real estate license for the state of Nevada and worked as a real estate agent in Oregon, her home state, from 2017-2019. She is particularly interested in ensuring that young people understand the financial world so they can make the best decisions and plan accordingly for their futures. She is committed to offering the best education to all students in Northern Nevada, her adopted hometown. She enjoys working on cars and loves attending Hot August Nights. Jennifer is one of the top selling agents in Reno, and she looks forward to bringing her knowledge of the housing community and business experience to the board at Reno Inquiry School. Jennifer's extensive knowledge of the financial world, as it pertains to real estate and investment, will serve the board as they help develop the financial success of the school. She also looks forward to sharing her knowledge with the students at Reno Inquiry School.



(1) University of Nevada, Las Vegas, William S. Boyd School of Law, Juris Doctor (2015) GPA: 3.12 Awards: CALI Award (Cyber Law)

(2) University of Nevada, Reno

Bachelor of Arts (2011) GPA: 3.891. Major: Criminal Justice Honors: Cum Laude.

EXPERIENCE

(1) Carman Cooney Forbush PLLC

4045 Spencer Street, STE A47 Las Vegas, Nevada 89119 Telephone: (702) 516-7113

Associate Attorney (August 2020- Present)

 Experience in Insurance Defense for Civil Litigation, Correspondence with Client/Adjusters/Experts/Opposing Counsel, Propound/Answer Discovery, Draft Pleadings/Motions. 1900 Annual Billable Hours.

(2) Ranalli Zaniel Fowler & Moran LLC

2400 W. Horizon Ridge Pkwy. Henderson, Nevada 89052 Telephone: (702) 477-7774

Associate Attorney (May 2017-April 2018) (August 2019-August 2020)

 Experience in Insurance Defense for Civil Litigation, Correspondence with Client/Adjusters/Experts/Opposing Counsel, Propound/Answer Discovery, Draft Pleadings/Motions. 1900 Annual Billable Hours.

(3) Springel & Fink LLP

10655 Park Run Drive, STE 275 Las Vegas, NV 89144 Telephone: (702) 804-0706



Associate Attorney (October 2015-October 2016) (April 2018-August 2019)

 Experience in Insurance Defense for Civil Litigation, Correspondence with Client/Adjusters/Experts/Opposing Counsel, Propound/Answer Discovery, Draft Pleadings/Motions, Attend Mediation/Hearings, Take Depositions. 2100 Annual Billable Hours.

(4) Canon Law Services, LLC 410 S. Rampart Blvd., STE 390 Las Vegas, NV 89145 Telephone: (702) 562-4144

Associate Attorney (November 2016-May 2017)

 Experience in Bodily Injury, Appeals, Super-Priority Foreclosure, Family, and Criminal Litigation. 45+ Caseload.

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

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



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

I have worked as an attorney for 6 years with experience in civil defense litigation, family, and minor criminal offenses. I am capable of understanding statutes, regulations, and codes in order to ensure compliance with the same. I attended law school and Boyd Law School at UNLV and graduated in 2015. Since that time, I have remained employed as an attorney with significant experience in mediation, arbitration, district court, and appeals.

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? Reno Inquiry School is committed to providing students with opportunities to think critically and authentically learn new skills. They have also committed to centering social justice and ensuring that all students in their community have access to an excellent education. I look forward to serving on the Reno Inquiry School board and offering my legal expertise.
7.	What is your understanding of the appropriate role of a public charter school board member? The appropriate role of a public charter school board member is assisting with school governance, specially related to the areas of student/staff conduct, budget, and school performance.
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 substantial experience complying with insurance company policy which includes strict deadlines, constant communication, updates, reports, strategy, and honesty. I am fully compliant with all Nevada Bar requirements and have never been the subject of a Bar complaint. I am capable of multitasking and handling complicated issues that require critical thinking.
9.	Describe the specific knowledge and experience that you would bring to the board. My role on the school board is that of legal counsel, I can provide insight on legal documents and issues of compliance. I have substantial experience with clause interpretation and negotiation.
	ool Mission and Program
1.	What is your understanding of the school's mission and guiding beliefs? Reno Inquiry School's guiding beliefs include providing interdisciplinary education and authentic learning opportunities with an emphasis on social justice. They believe in educating the whole child and centering the mental health of students.

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



Reno Inquiry School focuses on issues and problems in the community to authentically teach and incorporate a sense of place-based learning. This is in alignment with their commitment to interdisciplinary learning and providing students with valuable internships/mentorships.

- 3. What do you believe to be the characteristics of a successful school? The characteristics of a successful school include authentically incorporating social justice issues and offering students the opportunity to apply academic skills within their communities. Students feel a sense of ownership over solving problems that impact their friends and families, and their community as a whole.
- 4. How will you know that the school is succeeding (or not) in its mission? I will know if the school is succeeding in its mission if their enrollment numbers are increasing. Another indicator will be students enrolled in mentorships and internships within the community.

Governance

- Describe the role that the board will play in the school's operation.
 The role of the board includes ensuring accountability and fidelity to the school's mission and vision. It also includes reviewing operational school policies, hiring key personnel, approving the budget, reviewing student performance, and providing feedback to the director.
- How will you know if the school is successful at the end of the first year of operation?
 I will know the school is successful if enrollment is growing and the school is able to maintain its budget with compliance to all Nevada requirements.
- How will you know at the end of three years of the school is successful?
 I will know the school is successful at the end of three years if it is adhering to its budget, maintaining fidelity to its mission and vision, and continuing to garner enrollment.
- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?



School board members need to attend meetings regularly and punctually review material in order to provide timely feedback to the school director and personnel. The board is also required to develop a plan to evaluate the school director and offer constructive feedback.

5.	How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? If a school board member acts unethically or not in the best interests of the school, the member will be under immediate investigation and be subject to removal, based on regulations outlined in the school charter.
is 1.	closures 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.
	☐ 1 / we do not know any such persons ☐ Yes



4.	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. 1 / we do not know any such persons.
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. 1 / 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



t the
board

RENO INQUIRY SCHOOL

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

		Reno Inquiry School	
1.	The charter school herein named,		
		(name of charter school)	

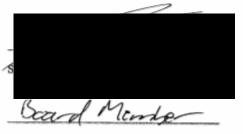
provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

- 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.
- 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.

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.



Name Printed

Title

Date

Subscribed and sworn to before me



8



Robert Hernandez Professional Biography Proposed Board Member

Robert Hernandez has been working as an attorney in Las Vegas since he graduated from Boyd Law School in 2015. Before that he moved from Las Vegas to Northern Nevada to attend the University of Nevada, Reno where he played football. He graduated cum laude with a degree in criminal justice. Early in his career, he worked at Canon Law Services, LLC and Springel and Fink, LLP. He gained experience in insurance defense for civil litigation. His work experience provided a strong understanding of insurance law, which he plans to use to guide the founders of Reno Inquiry School. After Canon Law Services, LLC and Springel and Fink, LLP, he continued to work in insurance defense for civil litigation at Ranalli Zaniel Fowler & Moran LLC and Carman Cooney Forbush, PLLC, where he is currently employed. Roberts looks forward to providing the school development team with legal guidance regarding insurance, facility maintenance and contracts, and other bylaws related to daily operations.



Erin Mack Trapanese

Employment

June 2016-Present TNTP

Various Locations

Leadership Coach

- Support 3 schools in Midland, Texas in "Improvement Required" (IR) status. Teachers in 2 of 3 schools lead the district in student outcomes for schools that serve a population where 80% or more of the student body qualifies for Free or Reduced Lunch.
- Supported 4 KIPP Austin campuses in designing and implementing school culture systems (2017). Contract was extended an additional year beyond initial agreement based on client satisfaction (2018).
- Supported 4 aspiring turn around leaders in the School District of Philadelphia. 100% of aspiring leaders moved 80% or more of their teacher caseload a minimum of 1 level on the TNTP Core Rubric and improved the rigor of student work in the 80% or more of the classrooms they coach on the EQUIP Protocol (2017).
- 100% of Preparing Leaders for Urban Schools (PLUS) Leaders in Shelby County Schools (SCS) hosted observation/feedback cycles and student work analysis meetings regularly for teachers in their buildings (compared with baseline of 0 at outset of year) (2016).
- NWEA data of teachers PLUS Leaders supervise outpaced SCS NWEA growth at statistically significant levels (2016).

April 2013-June 2016 Samuels Elementary School

Denver, CO

Principal

- Recipient of the annual Governor's Center of Excellence Award for distinguished student growth (Since 2013).
- Increased overall math/reading proficiency by 10% and 12%, respectively (Since 2013).
- Reduced baseline suspension rates by over 200% through school-wide implementation of Restorative Approaches (2013).
- Appointed to the Cabinet of the Elementary Superintendent of Schools (2014).
- Hosted over 600 parents, teachers, students and community members at Samuels' International Celebration, representing an increase of over 200% in participation (Since 2014).
- Awarded a Differentiated Roles grant in collaboration with the Instructional Leadership team to expand teacher-led observation/feedback cycles (2014).
- Partnered with Denver Parks and Recreation to provide a 2 hour weekly collaborative data/planning block for teachers (and blended learning for students) without loss of teacher planning or instructional time (2014).
- Furthered STEM initiatives through \$150,000 private donation for the opening of a Smart Lab (2015).
- Selected by Denver Public Schools and the Wallace Foundation to host a Principal in Residence (2015).
- Assigned by Denver Public Schools Human Resources as 1 of 10 mentors for new principals (out of 200+) (2015).
- Awarded a \$250,000 Imaginarium Grant for the purpose of personalizing learning at Samuels through blended and project-based learning (2015).
- Recognized as a top 5 school in DPS for student growth on ACCESS (2015).



2012-2013 Cole Arts and Science Academy (K-8)

Denver, CO

Wallace Principal Resident

- Co-founded and facilitated a short cycle assessment pilot network with Cole Arts and Science Academy and 5 other schools based on teachercreated assessments aligned to the Common Core State Standards.
 The short cycle assessment network (SCAN) continues to operate out of the Office of School Reform and Innovation.
- Supported the development of a tiered Response to Intervention (RtI) model and a Student Intervention Team (SIT) process; students averaged 1.5 years of growth in 1 year across all grade levels.
- Cole Arts and Science Academy posted exceptional gains on the district School Performance Framework and was recognized by the Denver Public Schools' Board for high growth.

2010-2012 West High School

Denver, CO

Assistant Principal

- Implemented a Response to Intervention system with tiered intervention courses for all 9th grade students reading below grade level; students have demonstrated an average growth of 2 years in reading in 1 year.
- Created and co-led a differentiated system of staff development; 83% of staff believe their practice has improved as a result according to the latest survey.
- Designed and co-facilitated a school-wide PLC process; oversaw the English Department, which posted overall median growth percentiles above 60% (compared to 50% average) in both Reading and Writing TCAP.

2009-2010 Denver Public Schools

Denver, CC

Response to Intervention Facilitator

 Provided support for the implementation of Response to Intervention for 14 kindergarten through 12th grade public, private and charter schools in Denver.

2006-2009 Kunsmiller Middle School

Denver, CO

Humanities Facilitator and Teacher Coach

- Provided focused and targeted professional development for all staff members, including strategic planning for intervention teachers and staff-wide data team meetings. School-wide student achievement scores rose 30% in 7th grade and 15% in 8th grade from the 1st trimester to the 3rd trimester on the Denver Public Schools Benchmark Exams.
- Co-taught and participated in a coaching cycle with all language arts and intervention teachers.
- Designed and led implementation of the school-wide Response to Intervention (Rtl) Program. As a result, 53 students reached gradelevel; students who remained in the program demonstrated an average 2 years of gain in reading comprehension in 1 academic year.
- Taught half-time; 84% of all students moved a minimum of one performance band on the CSAP (2006-2007).

2005-2006 P.S. 1 Charter School

Denver, CO

English Language Arts Teacher

- Taught a mixed grade level English Language Arts class (6-8th Grade).
- Developed an advisory curriculum to include field experiences for students.

2004-2005 Teach for America

Rio Grande City, TX

7th Grade Reading Teacher

 Assisted in writing the national Teach for America Summer Institute Curriculum, focusing specifically on the areas of classroom management and culture (2005).



 81% of students passed the Texas Assessment of Knowledge and Skills in Reading, compared to 54% at the beginning of the year (2006).

Education and Fellowships

2016-2019 Vanderbilt University

Nashville, TN

Doctorate, EdD K-12 Educational Leadership and Policy Program with a research emphasis on Socio-Emotional Learning (SEL) implementation in a large, urban district.

2014-2016 America Achieves Fellow Denver, CO 2012-2013 Wallace Foundation Resident Principal Denver, CO

 Reflected regularly on the DPS leadership framework with the support of an executive coach in order to intentionally grow areas of strength and improve areas of growth. Obtained principalship upon completion.

2008-2009 Denver University Denver, CO

Ritchie School Leadership Fellow and Leadership Licensure

2005-2007 University of Colorado

M.A. in Curriculum and Instruction and Reading Teacher Licensure

Activities and Interests

2015-2016 Colorado Department of Education

Denver, CO

Boulder, CO

P-3 (Preschool to 3rd Grade) Committee Member

 Participated in conversations about best practice for P-3 pipelines and hosted visitors from throughout Colorado.

2010 Teach for America Philadelphia, PA

Literacy Specialist

 Provided professional development on literacy best practices for corps members teaching in Baltimore, Camden, D.C. and Philadelphia Public Schools.

2008-2010 The New Teacher Project Denver, CO Selector

 Aided in the selection of Denver Teaching Fellows Candidates using a values-based framework.



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

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

Reno Inquiry School

2. Full name Erin Mack Trapanese

Home Address

Business Name and Address

Phone Number

E-mail address

 Brief educational and employ... board of this charter school.

I have an M.A. in Curriculum and Instruction from the University of Colorado, Boulder, and an EdD in K-12 Educational Leadership with an emphasis on Socio-Emotional Learning from Vanderbilt University. I was principal of Samuels Elementary School in Denver, Colorado, where I led approaches enabling student growth, community involvement, and innovative teacher development programs. For the past 5 years, I have been a Leadership Coach with TNTP, supporting public schools around the country in designing strategic systems and achieving goals for their students.

Resume and professional bio are attached.

RENO INQUIRY SCHOOL

Start-Up Charter School Board Member Information

- Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).Does not apply to me.
- 6. Why do you wish to serve on the board of the proposed charter school?

I believe the model proposed by the Reno Inquiry School has great potential to serve students and to provide an option for students who are looking for a model that varies from those offered at traditional, comprehensive public high schools.

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

Public charter schools benefit from experienced and engaged school board members. The governance role of the Charter School Board is to inform the vision of the school, hire and evaluate its leadership, and provide academic and financial oversight.

 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 extensive experience in K-12 leadership, both as a public school Principal, and as a leadership coach.

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

My experience supporting school culture and achievement at innovative public and public charter schools in cities around the country will be of great benefit to Reno Inquiry School as it develops its unique academic programs.

School Mission and Program

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

With a foundation of equity and inclusion and a focus on mental health and engagement, Reno Inquiry School (RIS) will support its students in creating personalized programs of study and participating in a democratic high school community.

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

RIS plans to create interdisciplinary learning opportunities through the authentic integration of content from different core areas of study. In addition, RIS will partner with local community organizations to create unique opportunities for learning, growth, and meaning.

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

A strong values-based vision developed in partnership with the community is key to student, and therefore school, success. An investment in collaborating with stakeholders to gather feedback, analyze it, and use it to inform growth and change allows the flexibility and responsiveness needed for a school to remain strong.

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



As a board member, I will support the development of measurable outcomes in the charter that are focused on student success in the areas of learning, mental health, and community connection. In addition, the school must meet the growth, financial, and student achievement goals outlined in the charter.

Governance

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

The Charter School Board hires and evaluates the Executive Director; provides financial oversight including budgeting, accounting, and payroll; provides some management of the school operations; monitors progression towards goals; manages enrollment and retention; and provides leadership and direction in other aspects of running the school as needed.

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

The school will demonstrate success by providing evidence of fulfilling the vision set out in the charter and through enrollment, fiscal, and student achievement data that meets sustainability requirements for the second year.

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

By the end of the third year, the mission of the charter will be demonstrably met; enrollment will be sustainable, with all four grades full and students on the waitlist; the schools budget will be balanced; and student achievement data and other measurable outcomes according to the charter will meet requirements.

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

Professional training and a positive working process is imperative and as a new Charter School Board is formed. Our initial responsibilities will include hiring the Executive Director and developing the budget and financial plan for the school and so clear communication and understanding among the members is essential from the outset. Managing enrollment through community outreach will also be important in the success of the school.

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

The school's charter outlines a code of conduct and has policies for avoiding conflicts of interest and ensuring confidentiality. If I believed a member of the board was violating their pledge to these codes and policies, I would escalate my concern through the appropriate channels, which would result in either conflict resolution, and possibly member removal.

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.

1 / 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



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.

I / we have no such interest. Yes

- 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. 1 / 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

1. Frio Mack Trapage 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 least logary Charter School is true and correct in every respect.

7.13.21 Date



 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.

:	Eria Mack Trapanese
Signature of Certifying Charter School Official	Name Printed
Leadership Coach	7.12.21
Title	Date





Dr.Erin Mack Trapanese Professional Biography Proposed Board Member

Dr. Erin Mack Trapanese began her career in education as a 7th grade reading teacher and member of Teach for America in Rio Grande City, Texas. After her time teaching in Texas and contributing to the Teach for America Summer Institute Curriculum, she moved to Denver where she worked in various educational settings for 10 years. While earning her Masters Degree in Curriculum and Instruction, she taught English Language Arts and provided professional development in interventions to middle school teachers in her role as Humanities Facilitator and Teacher Coach. After earning her Educational Leadership licensure in 2009 from Denver University, she worked as an assistant principal for two years and principal for three years in Denver. In 2016, she was accepted into Vanderbilt University's Educational Leadership and Policy Program, where she earned her doctorate, researching socio-emotional learning implementation in an urban school district. While at Vanderbilt and after graduating, she worked as a Leadership Coach for The New Teachers Project. In this role, Dr. Mack Trapanese supports school leaders at locations in Texas with 80% or greater of the population qualifying for Free and Reduced Lunch. She lives in Denver and is continuing to contribute to research and publications for the New Teacher Project.

Dr. Erin Mack Trapanese extensive experience in education and educational research provides the school with valuable insight on teacher hiring/retention, teacher evaluation, implementation of socio-emotional strategies, and curriculum development. Her experience in positions of leadership will help guide the school director through school development and implementation.



Yolanda Robles-Wicks

Production Manager

C

Phone: 313-574-1704



Over a decade of experience in diplomacy, customer service, marketing and leadership. Proficient in Microsoft Office, CLiC, Adobe Suite, Cisco Jabber, Kronos, ATS and social media sites. Exceptional written, verbal, active listening, supervisory, time, project and account management, multitasking, relationship building, motivational and organizational skill, complex and creative problem-solving recruitment and training, strategic event planning, management, and budgeting skill. Self-motivated, dependable, creative, patient, coachable and a team player with leadership capabilities

To flourish my interpersonal skills with an innovative company who strives for developing strong relationships, promoting optimal growth and heightening morale for the procurement of a successful future. Excellent reputation for resolving problems, improving customer satisfaction, and driving overall operational improvements. Experience in policy development and staff management positively impacting overall morale and productivity.

Experience

August 2019-Present

Board Member

President

Champions PTO

June 2021-Present

Board Member

General Member

Theater Works of Northern Nevada (TWNN)

August 2018–February 2019

Care Team Member

Educational Assistant

iLEAD Charter School Spring Meadows

Education

December 2019

Bowling Green, OH

College of Arts & Sciences, Bachelor of Arts: Telecommunications Management with a minor in

Theater

References

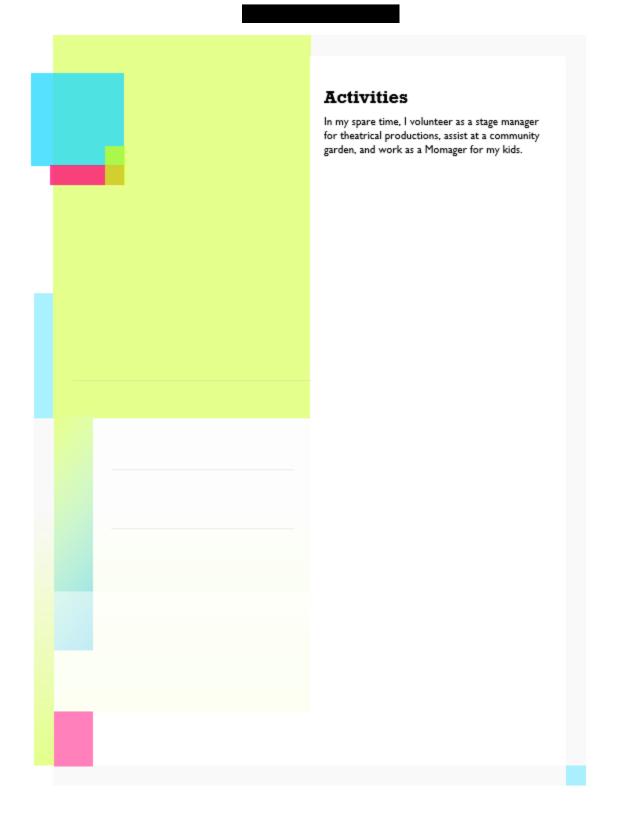
Professional

Elisha Harris, Executive Director for TWNN,

775-846-5816

Kari Buccambuso, Champions Secretary 775-376-4056







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

La	enground		
1.	Name of charter school on whose of Directors you intend to serve	e Board Reno Inquiry School	_
2.	Full name	Yolanda Robles-Wicks	
	Home Address		
	Business Name and Address		
	Phone Number E-mail address		

- Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
 - I have previously been a teacher's assistant for a kindergarten class at a charter school, iLEAD Charter School (Spring Meadows), in Perrysburg, OH. Also, at this charter school I was the president for the PTO and while in both positions, the PTO President and teacher's assistant, I worked very closely with our Outreach Coordinator. I am currently the PTO President for the charter school my children currently attend, Honors Academy of Literature. Before becoming president here, I was on the PTO Board as a general member. I am also currently on the board for a non-profit organization, Theater Works of Northern Nevada.
- Resume and professional bio are attached.
- 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).

RENO-

Start-Up Charter School Board Member Information

	-	
De la	5.2	**
 Does not apply to me.	-120	Yos

- 6. Why do you wish to serve on the board of the proposed charter school?
 - I wish to serve on the board of Reno Inquiry School because I believe in what the school is going to accomplish and the future it will help layout for its future students' lives.
- 7. What is your understanding of the appropriate role of a public charter school board member?
 - My understanding of the appropriate role of a public charter school board member is to
 make sure the school is being held accountable for reaching its goals, staying within the
 year's budget, staying true to its mission and vision, and hiring and evaluating the executive
 director for the school.
- 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 am currently the President of my children's school PTO and I am a general board member for Theater Works of Northern Nevada. Before my current positions, I was also President of my son's former school's PTO in Ohio.
- 9. Describe the specific knowledge and experience that you would bring to the board.
 - The knowledge and experience I would bring to the board is my previous and current experience on the boards for my children's previous and current schools serving as both a general member and holding the position of president. I am also a current and active board member for a non-profit theater, Theater Works of Northern Nevada.

School Mission and Program

- 1. What is your understanding of the school's mission and guiding beliefs?
 - My understanding of the school's mission and guiding beliefs is work with the whole child, in every sense of the word. To work and support them with their mental health, academic progression, and their aspirations. To truly listen to the students and what their needs, desires and/or concerns are. To provide the students with opportunity to not only meet the state of Nevada's educational standards but to also go beyond that and to provide them the support to become the young adults they are striving to be.
- 2. What is your understanding of the school's proposed educational program?
 - My understanding of Reno Inquiry School's proposed educational program is that it will
 provide meaningful, interdisciplinary program with a focus on social justice and challenges
 within the Reno community.
- 3. What do you believe to be the characteristics of a successful school?
 - I believe the characteristics of a successful school is a place where children are not dreading
 coming to it but instead looking forward to what the day will have in store for them. A place
 where the teachers are genuinely invested in the student's emotional, mental, and academic
 growth and progress. A place where the students are challenged and supported in ways
 that positively benefits their growth and successfully prepares them for the next stage of
 their lives.



- 4. How will you know that the school is succeeding (or not) in its mission?
 - I will know that the school is succeeding if the students are meeting their goals
 (academically, socially, and emotionally). The biggest way to notice the success of the
 school is witnessing its growth in enrollment each year. This would show how much the
 current students are enjoying the school and spreading the word about it. The desire for
 what the school is doing would show in its constant growth from the community.

Governance

- 1. Describe the role that the board will play in the school's operation.
 - The role that the board will play in the school's operation is an active one. The board will
 set policies, approve budgets, hire key personnel, collaboratively develop annual goals for
 the school and long-range stakeholders, approves major contracts, evaluates performance
 of school administrator(s) via the process approved from the board, review students'
 performance and progress, receive reports and providing feedback to the school director
 and staff, participate in the dispute/resolution procedure when necessary, ensure the
 school maintains fidelity to mission and vision.
- 2. How will you know if the school is successful at the end of the first year of operation?
 - I will know if the school is successful at the end of the first year of operation by seeing the
 data showing the students are meeting their academic, social-emotional, and behavioral
 goals. That the school is adhering to its budget and the influx of incoming students for the
 next school year.
- 3. How will you know at the end of three years of the school is successful?
 - I will know if the school is successful at the end of three years based on the student's
 progress towards their goals and staying true to the school's mission and vision and staying
 within its budget.
- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - The specific steps Reno Inquiry School board will need to take to ensure that the school is successful will be for all board members to attend regular meetings to review budget, students' progress toward designated goals, and review data that demonstrates the school is abiding by the mission and vision. The board will also develop a plan to evaluate the school's administrator and offer constructive feedback.
- 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 best way to handle a situation in which I believe one or more members of the school's
 board were acting unethically or not in the best interests of the school would be to recuse
 themselves and then immediate action will be taken with possible removal of the member
 as outlined in the charter.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or



	affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes
	 Jennifer Linn and Alicia Woods are friends of mine. Alicia and I met at Honors Academy of Literature, where her children and mine attend school. Jennifer and I met at an open house where she ultimately became a friend and my real estate agent.
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 Ben and Taylor from my children's school, Honors Academy of Literature. Have been working with them to get Reno Inquiry School developed and started up.
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.
	igtimes I / we do not anticipate conducting any such business. $igsqcup$ 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. 1 / 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



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
Ce	rtification
inf	Yolanda Robles-Wicks , certify to the best of my knowledge and ability that the formation I am providing to the State Public Charter School Authority as a prospective board embey for Reno Inquiry School Charter School is true and correct in every respect.

RENO INQUIRY SCHOOL

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1.	The charter school herein named,	Reno Inquiry School	8
		(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.

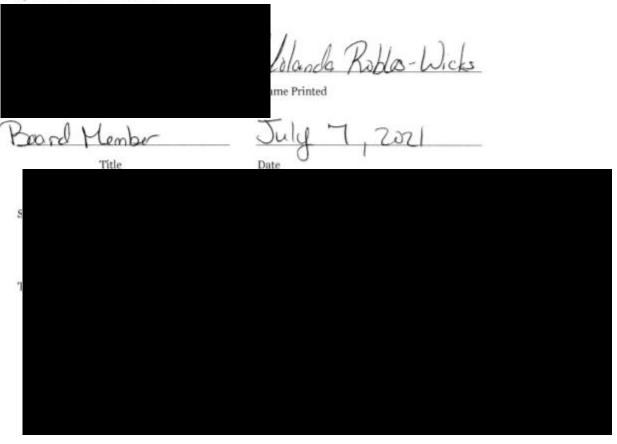
- The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
- The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components 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.



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.



RENO INQUIRY SCHOOL



7/19/2021

Gmail - Clarification on Disclosures-Board Member Information

I understand you worked on your Board Member Information paperwork weeks ago, and during that time Alicia Woods intended on serving as a board member for Reno Inquiry School. Alicia didn't end up turning in her required documents to us, so therefore, she is not a proposed board member for RIS at this time. Because of this, your response to Disclosure #1 is not consistent with the rest of our application when discussing our proposed board members. Are you able to respond to this

Thank you so much,

Taylor Kockenmeister

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or

email clarifying this as well, and a revised answer to question #1?

258

RENO-

Start-Up Charter School Board Member Information

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
- Jennifer Linn and Alicia Woods are friends of mine. Alicia and I met at Honors Academy of Literature, where her children and mine attend school. Jennifer and I met at an open house where she ultimately became a friend and my real estate agent.

Taylor Kockenmeister 6/7/Flex Mathematics Honors Academy of Literature

 $https://mail.google.com/mail/u/0?ik=827527e612 \& view=pt\& search=all\& permthid=thread-a \%3 Ar-8765431120917555146 \& simpl=msg-a \%3 Ar 610899587126731575... \quad 1/2 Architecture and the search-all\& permthid=thread-a \%3 Ar-8765431120917555146 \& simpl=msg-a \%3 Ar 610899587126731575... \quad 1/2 Architecture and the search-all\& permthid=thread-a \%3 Ar-8765431120917555146 \& simpl=msg-a \%3 Ar 610899587126731575... \quad 1/2 Architecture and the search-all\& permthid=thread-a \%3 Ar-8765431120917555146 \& simpl=msg-a \%3 Ar 610899587126731575... \quad 1/2 Architecture and the search-all\& permthid=thread-a \%3 Ar-8765431120917555146 \& simpl=msg-a \%3 Ar 610899587126731575... \quad 1/2 Architecture and the search-all\& permthid=thread-a \%3 Ar-8765431120917555146 \& simpl=msg-a \%3 Ar 610899587126731575... \quad 1/2 Architecture and the search-all\& permthid=thread-a \%3 Ar-8765431120917555146 \& simpl=msg-a \%3 Ar 610899587126731575... \quad 1/2 Architecture and the search-all\& permthid=thread-a \%3 Architecture and the search-a Architecture and the s$



7/19/2021

Gmail - Clarification on Disclosures-Board Member Information

ms.taylorh@academyoflit.org



I apologize for not updating this. I did fill this out and mentioned Alicia Woods when she and I were in discussion of her joining as a board member. I know she is still interested in joining but also understand she is not currently up for a board position due to not submitting her paperwork. I know she is still interested in joining in the future.

So, I would like to revise my answer now. I know Jennifer Linn and she and I met at an open house where she ultimately became my friend and my real estate agent.

Thank you for you time and please feel free to contact me if you have any other questions or concerns, [Quoted text hidden]





Yolanda Robles-Wicks Professional Biography Proposed Board Member

Yolanda Robles-Wick earned her Bachelor's of Arts from Bowling Green State University with a major in telecommunications management and a minor in theater. While in Ohio, she worked as an educational assistant and care team leader at iLead Charter School Spring Meadows. In 2019, she moved with her family to Reno where she volunteered her time as a board member for Theater Works of Northern Nevada and Champions of Honors Academy of Literature. This upcoming school year, 2021-2022, she will serve as the President of the Champions of Honors Academy of Literature (PTO). She is active in the film and theater community in Northern Nevada and is an executive producer for a recent horror film. In addition to this work, she manages the theater, film, and dance careers of her three children.

Although Robles Wick is a newcomer to Northern Nevada, she has developed strong and powerful relationships with several organizations, including several performing arts associations. Her experience serving on several other boards, as well as her experience working with iLead charters schools in a professional role as well as a parent, will provide the board with insight into the daily operations of charter school.

RENO INQUIRY SCHOOL



Attachment 6: Board's Proposed Bylaws, Code of Ethics, and Conflict of Interest Policy



BYLAWS and Conflict of Interest Policy OF SCHOOL

PREAMBLE

The following Bylaws shall be subject to, and governed by, the Non-Profit Corporation Act of Nevada and the School. In the event of a direct conflict between the herein contained provisions of these Bylaws and the mandatory provisions of the Non-Profit Corporation Act of Nevada, said Non-Profit Corporation Act shall be the prevailing controlling law. In the event of a direct conflict between the provisions of these Bylaws and the Articles of Incorporation of School, it shall then be these Bylaws which shall be controlling.

ARTICLE 1 NAME

The legal name of the Non-Profit Corporation/Organization shall be known as the Reno Inquiry School and shall herein be referred to as the "School"

ARTICLE PURPOSE

The general purposes for which this School has been established are as follows:

Education and Learning

The School is established within the meaning of IRS Publication 557 Section 501(c) (3)Organization of the Internal Revenue Code of 1986, as amended (the "Code") or the corresponding section of any future federal tax code and shall be operated exclusively for/to educational purposes.

In addition, this School has been formed for the purpose of performing all things incidental to, or appropriate in, the foregoing specific and primary purposes. However, the School 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.

The School 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 School. At no time and in no event shall the School participate in any activities which have not been permitted to be carried out by a School exempt under Section 501(c) of the Internal Revenue Code of 1986 (the "Code"), such as certain political and legislative activities.



ARTICLE OFFICES

The principal office of the School shall be at TBD.

The School may have other such offices as the Board of Directors may determine or deem necessary, or as the affairs of the School may find a need for from time to time, provided that any permanent change of address for the principal office is properly reported as required by law.

ARTICLE 4 DEDICATION OF ASSETS

The properties and assets of the School are irrevocably dedicated to and for non-profit purposes only. No part of the net earnings, properties, or assets of this School, on dissolution or otherwise, shall inure to the benefit of any person or any member, director, or officer of this School. On liquidation or dissolution, all remaining properties and assets of the School shall be distributed and paid over to an organization dedicated to non-profit purposes which has established its tax-exempt status pursuant to Section 501(c) of the Code.

ARTICLE 5 BOARD OF DIRECTORS

General Powers and Responsibilities

The School shall be governed by a Board of Directors (the "Board"), which shall have all the rights, powers, privileges and limitations of liability of directors of a non-profit corporation organized under the Non-Profit Corporation Act of Nevada. The Board shall establish policies and directives governing business and programs of the School and shall delegate to the Executive Director and School staff, subject to the provisions of these Bylaws, authority and responsibility to see that the policies and directives are appropriately followed.

Number and Qualifications

The Board shall have up to 9 members, but no fewer than one (5) Board members. The number of Board members may be increased beyond 9 members by the affirmative vote of a simple majority of the then-serving Board of Directors. A Board member need not be a resident of the State of Nevada, but board composition must be in compliance with provisions provided for in statute.

Board Compensation

The Board shall receive no compensation other than for reasonable expenses.

Board Elections

The Good Governance Committee shall present nomination for new and renewing Board members at the first meeting immediately following the end of the spring semester. Recommendations from the Good Governance Committee shall be made known to the Board in writing before nominations are made and voted on. New and renewing Board members shall be approved by simple majority of those Board members at a Board meeting at which a quorum is present.



Term of Board

All appointments to the Board shall be for a term of 3 year(s). No person shall serve more than 4 consecutive terms unless a majority of the Board, during the course of a Board meeting at which a quorum is present. No person shall serve more than 12 consecutive years. After serving the maximum total number of consecutive years on the Board, a member may be eligible for reconsideration as a Board member after 3 years have passed since the conclusion of such Board member's service.

Vacancies

A vacancy on the Board of Directors may exist at the occurrence of the following conditions:

- a. The death, resignation, or removal of any director;
 - b. The declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, convicted of a felony, found by final order or judgment of any court to have breached a duty pursuant to the Corporation Code and/or Act of the law dealing with the standards of conduct for a director, or has missed 4 consecutive meetings of the Board of Directors, or a total of 4 meetings of the Board during any one calendar year;
 - c. An increase in the authorized number of directors; or
 - d. The failure of the directors, at any annual or other meeting of directors at which director(s) are to be elected, to elect the full authorized number of directors.

The Board of Directors, by way of affirmative vote of a supermajority (2/3) of the directors then currently in office, may remove any director without cause at any regular or special meeting, provided that the director to be removed has been notified in writing in the manner set forth in Article 5 Meetings that such action would be considered at the meeting.

Except as provided in this paragraph, any director may resign effective upon giving written notice to the chair of the Board or the secretary of the Board unless the notice specifies a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be designated to take office when the resignation becomes effective.

Any vacancy on the Board may be filled by simple majority of the directors then in office, whether or not the number of directors then in office is less than a quorum. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires.

A Board member elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Resignation

Each Board member shall have the right to resign at any time upon written notice thereof to the Chair of the Board, Secretary of the Board, or the School Director. Unless otherwise specified in



the notice, the resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall not be necessary to make it effective.

Removal

A Board member may be removed, with or without cause, at any duly constituted meeting of the Board, by the affirmative of a two-thirds majority of then-serving Board members.

Meetings

The Board's regular meetings may be held at such time and place as shall be determined by the Board. The Chair of the Board or the Treasurer may call a special meeting of the Board in compliance with Nevada Open Meeting Law. The notice shall be served upon each Board member via hand delivery, regular mail, or email. The person(s) authorized to call such special meetings of the Board may also establish the place the meeting is to be conducted, so long as it is a reasonable place to hold any special meeting of the Board.

Minutes

The Secretary shall be responsible for the recording of all minutes of each and every meeting of the Board in which business shall be transacted in such order as the Board may determine from time to time. However, in the event that the Secretary is unavailable, the Chair of the Board shall appoint an individual to act as Secretary at the meeting. The Secretary, or the individual appointed to act as Secretary, shall prepare the minutes of the meetings, which shall be delivered to the School to be placed in the minute books. A copy of the minutes shall be delivered to each Board member via email within 3 business days after the close of each Board meeting.

Quorum

At each meeting of the Board of Directors or Board Committees, the presence of 60% of directors shall constitute a quorum for the transaction of business. If at any time the Board consists of an even number of members and a vote results in a tie, then the vote fails to pass. The act of the majority of the Board members serving on the Board or Board Committees and present at a meeting in which there is a quorum shall be the act of the Board or Board Committees, unless otherwise provided, these Bylaws, or a law specifically requiring otherwise. If a quorum is not present at a meeting, the Board members present may adjourn the meeting from time to time without further notice until a quorum shall be present. However, a Board member shall be considered present at any meeting of the Board or Board Committees if during the meeting he or she is present via telephone or web conferencing with the other Board members participating in the meeting.

Voting

Each Board member shall only have one vote.

Proxv

Members of the Board shall not be allowed to vote by written proxy.

Board Member Attendance



An elected Board Member who is absent from 4 consecutive regular meetings of the Board during a fiscal year shall be encouraged to reevaluate with the Chair of the Board his/her commitment to the school.

ARTICLE 6 OFFICERS

Officers and Duties

The Board shall elect officers which shall include a Chair of the Board, a Secretary, and a Treasurer (Chief Financial Officer), and such other officers as the Board may designate by resolution. In addition to the duties in accordance with this Article, officers shall conduct all other duties typically pertaining to their offices and other such duties which may be required by law, Articles of Incorporation, or by these bylaws, subject to control of the Board of Directors, and they shall perform any other such additional duties which the Board of Directors may assign to them at their discretion.

The officers will be selected by the Board at its annual meeting, and shall serve the needs of the Board, subject to all the rights, if any, of any officer who may be under a contract of employment. Therefore, without any bias or predisposition to the rights of any officer that may be under any contract of employment, any officer may be removed with or without cause by the Board. All officers have the right to resign at any time by providing notice in writing to the Chair of the Board, President, and/or Secretary of the School, without bias or predisposition to all rights, if any, of the School under any contract to which said officer is a part thereof. All resignations shall become effective upon the date on which the written notice of resignation is received or at any time later as may be specified within the resignation; and unless otherwise indicated within the written notice, a stated acceptance of the resignation shall not be required to make the resignation effective.

Any and all vacancies in any office because of death, resignation, disqualification, removal, or for any other cause, shall be filled in accordance to the herein prescribed Bylaws for regular appointments to such office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Directors.

Chair of the Board

It shall be the responsibility of the Chair of the Board, when present, to preside over all meetings of the Board of Directors. The Chair of the Board is authorized to execute, in the name of the School, any and all contracts or other documents which may be authorized, either generally or specifically, by the Board to be executed by the school, except when required by law that the President's signature must be provided.

School Director

It shall be the responsibility of the President, in general, to supervise and conduct all activities and operations of the school, subject to the control, advice and consent of the Board of Directors. The School Director shall keep the Board of Directors completely informed, shall freely consult with them in relation to all activities of the School, and shall see that all orders and/or resolutions of the Board are carried out to the effect intended. The School Director shall be empowered to act, speak



for, or otherwise represent the school between meetings of the Board. The School Director shall be responsible for the hiring and firing of all personnel and shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies which may be adopted and implemented by the Board. The School Director, at all times, is authorized to contract, receive, deposit, disburse and account for all funds of the school in compliance with other policies, to execute in the name of the school all contracts and other documents authorized either generally or specifically by the Board to be executed by the School, and to negotiate any and all material business transactions of the School.

Secretary

The Secretary, or his/her designee, shall be the custodian of all records and documents of the school, which are required to be kept at the principal office of the school, and shall act as secretary at all meetings of the Board of Directors, and shall keep the minutes of all such meetings filed in electronic format.

Treasurer (Chief Financial Officer)

It shall be the responsibility of the Treasurer to keep and maintain, or cause to be kept and maintained, adequate and accurate accounts of all the properties and business transactions of the school, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements.

The Treasurer shall be responsible for ensuring the deposit of, or cause to be deposited, all money and other valuables as may be designated by the Board of Directors. Furthermore, the Treasurer shall disburse, or cause to be disbursed, the funds of the school, as may be ordered by the Board of Directors, and shall render to the Chair of the Board, President, and directors, whenever they request it, an account of all the Treasurer's transactions as treasurer and of the financial condition of the School.

ARTICLE 7 COMMITTEES

Committees of Directors

The Board of Directors may, from time to time, and by resolution adopted by a majority of the directors then in office provided that a quorum is present, designate one or more committees to develop recommendations for the full board. Each such committee shall consist of at least one (1) director or non-director member, and may also include persons who are not on the Board but whom the directors believe to be reliable and competent to serve at the specific committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is present. The Board of Directors may also designate one or more advisory committees that do not have the authority of the Board. However, no committee, regardless of Board resolution, may:

a. Approve of any action that, pursuant to applicable Law, would also require the affirmative vote of the members of the Board if this were a membership vote.



- b. Fill vacancies on, or remove the members of, the Board of Directors or any committee that has the authority of the Board.
- c. Fix compensation of the directors serving on the Board or on any committee.
- d. Amend or repeal the Articles of Incorporation or bylaws or adopt new bylaws.
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable.
- f. Appoint any other committees of the Board of Directors or their members.
- g. Approve a plan of merger, consolidation, voluntary dissolution, bankruptcy, or reorganization; or a plan for the sale, lease, or exchange of all or considerably all of the property and assets of the School otherwise than in the usual and regular course of its business; or revoke any such plan.
- h. Approve any self-dealing transaction, except as provided pursuant to law.

Unless otherwise authorized by the Board of Directors, no committee shall compel the school in a contract or agreement or expend School funds.

Finance Committee

The Finance Committee, chaired by the Treasurer, shall be responsible for making sure school's financial reports are accurate. It shall also oversee the budget and perform other duties like establishing reserve funds, lines of credit and investments.

Good Governance Committee

The Good Governance Committee, if created, shall be responsible for the health and functioning of the Board. It shall be in charge of recruiting new members, conducting orientations, producing board materials, and evaluating the performance of the Board itself. The Governance Committee shall also be responsible for ensuring the effectiveness of the current Board, establishing priorities for Board composition, plan for Board director recruitment and succession, oversee Board development and take the lead in performing Board evaluations.

ARTICLE 8 - STANDARD OF CARE

General

A director shall perform all the duties of a director, including, but not limited to, duties as a member of any committee of the Board on which the director may serve, in such a manner as the director deems to be in the best interest of the school and with such care, including reasonable inquiry, as an ordinary, prudent, and reasonable person in a similar situation may exercise under similar circumstances.

RENO INQUIRY SCHOOL

In the performance of the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

- a. One or more officers or employees of the school whom the director deems to be reliable and competent in the matters presented;
 - b. Counsel, independent accountants, or other persons, as to the matters which the director deems to be within such person's professional or expert competence; or
 - c. A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director deems to merit confidence,

so long as in any such case the director acts in good faith, after reasonable inquiry when the need may be indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except as herein provided in Article 8 - Standard of Care, any person who performs the duties of a director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limitation of the following, any actions or omissions which exceed or defeat a public or charitable purpose to which the School, or assets held by it, are dedicated.

Loans

The school shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the Nevada Attorney General; provided, however, that the School may advance money to a director or officer of the School or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Conflict of Interest

The purpose of the Conflict of Interest policy is to protect the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or directors, or that might otherwise result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable corporations/organizations and is not intended as an exclusive statement of responsibilities.

Restriction on Interested Directors

No persons serving on the Board of Directors at any time may be interested persons. An interested person is (1) any person currently being compensated by the school for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director; and (2) any brother, sister, parent, ancestor, descendent, spouse, brother-in-law, sister-in-law, son-in-law,



mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the interested person.

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 who are considering the proposed transaction or arrangement.

Establishing a Conflict of Interest

After the disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board meeting while the potential conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

Addressing a Conflict of Interest

In the event that the Board should establish that a proposed transaction or arrangement establishes a conflict of interest, the Board shall then proceed with the following actions:

- a. Any interested person may render a request or report at the Board meeting, but upon completion of said request or report the individual shall be excused while the Board discusses the information and/or material presented and then votes on the transaction or arrangement proposed involving the possible conflict of interest.
 - b. The Board Chair shall, if deemed necessary and appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the Board shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the best interest of the School, for its own benefit, and whether it is fair and reasonable. It shall make its decision as to whether to enter into the transaction arrangement in conformity with this determination.

Violations of Conflict of Interest Policy

Should the Board have reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, the Board shall then inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose.



If, after hearing the interested person's explanation, and after making further investigation as may be warranted in consideration of the circumstances, the Board determines the interested person intentionally failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Procedures and Records

All minutes of the Board Meetings, when applicable, shall contain the following information:

- a. The names of all 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 Board's decision as to whether a conflict of interest in fact existed.
 - b. The names of the persons who were present for discussions and any votes relating to the transaction or arrangement, the content of the discussions, including any alternatives to the proposed transaction or arrangement, and a record of any vote taken in connection with the proceedings.

Acknowledgement of Conflict of Interest Policy

Each director, principal officer, and member of a committee with Board delegated powers shall be required to sign a statement which affirms that such person:

- a. Has received a copy of the conflict of interest policy;
 - b. Has read and understands the policy;
 - c. Has agreed to comply with the policy; and
 - d. Understands that the School is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Violation of Loyalty - Self-Dealing Contracts

A self-dealing contract is any contract or transaction (i) between this school and one or more of its Directors, or between this school and any corporation, firm, or association in which one or more of the Directors has a material financial interest ("Interested Director"), or (ii) between this School and a corporation, firm, or association of which one or more of its directors are Directors of this school. Self-dealing contracts are prohibited under these bylaws.

Interested Director(s) may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee thereof, which authorizes, approves, or ratifies a contract or transaction as provided for and contained in this section.

Indemnification



To the fullest extent permitted by law, the School shall indemnify its "agents," as described by law, including its directors, officers, employees and volunteers, and including persons formerly occupying any such position, and their heirs, executors and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," and including any action by or in the right of the School, by reason of the fact that the person is or was a person as described in the Non-Profit Corporation Act. Such right of indemnification shall not be deemed exclusive of any other right to which such persons may be entitled apart from this Article.

The School shall have the power to purchase and maintain insurance on behalf of any agent of the School, to the fullest extent permitted by law, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

ARTICLE 9 EXECUTION OF CORPORATE INSTRUMENTS

Execution of Corporate Instruments

The Board of Directors may, at its discretion, determine the method and designate the signatory officer or officers, or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the School.

Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contracts of the School, promissory notes, deeds of trust, mortgages, other evidences of indebtedness of the School, other corporate/organization instruments or documents, memberships in other corporations/organizations, and certificates of shares of stock owned by the School shall be executed, signed, and/or endorsed by the Board Chair and Treasurer.

All checks and drafts drawn on banks or other depositories on funds to the credit of the School, or in special accounts of the School, shall be signed by such person or persons as the Board of Directors shall authorize to do so.

Loans and Contracts

No loans or advances shall be contracted on behalf of the School and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Directors. Without the express and specific authorization of the Board, no officer or other agent of the School may enter into any contract or execute and deliver any instrument in the name of and on behalf of the School.

ARTICLE 10 RECORDS AND REPORTS

Maintenance and Inspection of Articles and Bylaws

The School shall keep at its principal office the original or a copy of its bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours.



<u>Maintenance and Inspection of Federal Tax Exemption Application and Annual Information</u> Returns

The School shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

Maintenance and Inspection of Other Corporate Records

The School shall keep adequate and correct books and records of accounts and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at a place or places as designated by the Board and committees of the Board, or in the absence of such designation, at the principal office of the School. The minutes shall be kept in written or typed form, and other books and records shall be kept either in written or typed form or in any form capable of being converted into written, typed, or printed form. Upon leaving office, each officer, employee, or agent of the School shall turn over to his or her successor or the Chair of the Board or President, in good order, such corporate/organization monies, books, records, minutes, lists, documents, contracts or other property of the School as have been in the custody of such officer, employee, or agent during his or her term of office.

Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the School and each of its subsidiary corporations/organizations. The inspection may be made in person or by an agent or attorney, and shall include the right to copy and make extracts of documents.

Preparation of Annual Financial Statements

The School shall prepare annual financial statements using generally accepted accounting principles. Such statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards. The School shall make these financial statements available to the Nevada Attorney General and members of the public for inspection no later than 10 days after the close of the fiscal year to which the statements relate.

Reports

The Board shall ensure an annual report is sent to all directors within 10 days after the end of the fiscal year of the School, which shall contain the following information:

- a. The assets and liabilities, including trust funds, of this corporation at the end of the fiscal year.
 - b. The principal changes in assets and liabilities, including trust funds, during the fiscal year.
 - c. The expenses or disbursements of the School for both general and restricted purposes during the fiscal year.



ARTICLE 11 FISCAL YEAR

The fiscal year for this School shall end on June 30.

ARTICLE 12 AMENDMENTS AND REVISONS

These bylaws may be adopted, amended, or repealed by a simple majority of the directors then in office. Such action is authorized only at a duly called and held meeting of the Board of Directors for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefore, is given in accordance with these bylaws. If any provision of these bylaws requires the vote of a larger portion of the Board than is otherwise required by law, that provision may not be altered, amended or repealed by that greater vote.

ARTICLE 13 CORPORATE/ORGANIZATION SEAL

The Board of Directors may adopt, use, and alter a corporate/organization seal. The seal shall be kept at the principal office of the School. Failure to affix the seal to any corporate/organization instrument, however, shall not affect the validity of that instrument.

ARTICLE 14 CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Non-Profit Corporation Act as amended from time to time shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a School as well as a natural person. If any competent court of law shall deem any portion of these bylaws invalid or inoperative, then so far as is reasonable and possible (i) the remainder of these bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

CERTIFICATE OF SECRETARY

I, , certify that I am the current elected and acting Secretary of the benefit School, and the above bylaws are the bylaws of this School as adopted by the Board of Directors on December 15, 2021, and that they have not been amended or modified since the above.		
EXECUTED on this day of the State of Nevada.	, in the County of Washoe in	



Code of Ethics for The Reno Inquiry School Board of Directors

Goal: To establish a set of principles and practices of the School Board of Directors that will set parameters and provide guidance and direction for board conduct and decision-making.

Code: Members of the Board of Directors of the School are committed to observing and promoting the highest standards of ethical conduct in the performance of their responsibilities on the board of School. Board members pledge to accept this code as a minimum guideline for ethical conduct and shall:

Accountability

- 1. Faithfully abide by the Articles of Incorporation, by-laws and policies of School.
- 2. Exercise reasonable care, good faith and due diligence in organizational affairs.
- 3. Fully disclose, at the earliest opportunity, in formation that may result in a perceived for actual conflict of interest.
- 4. Fully disclose, at the earliest opportunity, information of fact that would have significance in board decision-making.
- 5. Remain accountable for prudent fiscal management to association members, the board, and nonprofit sector, and where applicable, to government and funding bodies. Professional Excellence
- 6. Maintain a professional level of courtesy, respect, and objectivity in all School activities
- 7. Strive to uphold those practices and assist other School members of the board in upholding the highest standards of conduct Personal Gain
- 8. Exercise the powers invested for the good of all members of the organization rather than for his or her personal benefit, or that of the nonprofit they represent. Equal Opportunity



- 9. Ensure the right of all association members to appropriate and effective services without discrimination on the basis of geography, political, religious, or socio-economical characteristics of the state or region represented.
- 10. Ensure the right of all association members to appropriate and effective services without discrimination on the basis of the organization's volunteer or staff make-up in respect to gender, sexual orientation, national origin, race, religion, age, political affiliation or disability, in accordance with all applicable legal and regulatory requirements.

Confidential Information

- 11. Respect the confidentiality of sensitive information known due to board service. Collaboration and Cooperation
- 12. Respect the diversity of opinions as expressed or acted upon by the School board, committees and membership, and formally register dissent as appropriate.
- 13. Promote collaboration, cooperation, and partnership among association members.



Attachment 7: Leadership Job Descriptions



Leadership Role Job Descriptions

School Director (Year 1+)

Description: The School Director is responsible for ensuring that the day to day operations of the school are in concert with fulfilling the mission and vision. This includes the engagement of multiple stakeholders to assume roles in the strengthening of the school. The Director encourages school staff, families, and community members to assume leadership roles and provide opportunities for all stakeholders to engage in data-based conversations and decision-making.

Professional Outputs

- Ensures that students are progressing towards goals by regularly reviewing relevant data that aligns to the goals of the school and facilitating response plans
- Oversees day-to-day school operations
- Set high expectations and models behaviors that foster mutual respect, integrity, accountability and commitment which aligns with the value of Community of Care.
- Responsible for the financial well-being of the school in regards to maintaining goals related to budget and maintaining cash-flow.
- Ensures the school's long-term financial sustainability, allowing it to operate with a revenue cushion after year five.
- Maintains a strong adult culture with annual staff retention over 80%.
- \bullet Ensures the overall satisfaction of community stakeholders with annual attrition under 10%.
- Addresses conflict productively, professionally and proactively.

Professional Responsibilities:

- Maintaining board relations
- Creates final decisions for hiring in partnership with Curriculum and Community Coordinator
- Maintains contact and oversees relationship with future back-office provider
- Serves as liaison with authorizer
- Establishes annual and long term strategy and goals
- Evaluates members of leadership team and staff with Curriculum and Community Coordinator
- Supports in the development of all academic programing
- Trains staff on assessment tools
- Presents board with contractual options for operational decisions
- Creates and maintains marketing fundraising plans
- Handles emergencies and school crises
- Communicate data regarding school performance to board members

Professional Competencies:

Strong communicator with board, and all community stakeholders



- Curricular knowledge
- Strong data interpretation and analysis skills
- Strong leadership skills
- Problem solver
- Humble on behalf of school, make all decisions in schools best interest
- · Team builder of staff and board

Professional Requirements:

- Minimum of 5 years teaching experience
- Experience and success leading and training adults
- Bachelor's degree and advanced degree
- Bilingual preferred

Personal Characteristics:

- Self reflective
- Inquisitive
- Creative
- Vulnerable
- Collaborative
- Self-directed
- Enacts agency

Reno Inquiry School is an equal opportunity employer to all employees and applicants for employment without regard to race, gender, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, Reno Inquiry School complies with applicable state and local laws governing nondiscrimination in employment. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.



Attachment 8: Leadership Team Resumes



Ben Contine

Honors Academy of Literature, Middle School Lead Teacher Current

2015 -

- Implemented curriculum development, data review protocols/instructional strategies, cultural shifts, and scheduling changes that raised middle school star rating from 3 to 5 stars.
- Served as Math Coordinator, Data Team Lead, and PLC Chair

Seeliger Elementary School, Vice Principal

2014 - 2015

- · Evaluator for 23 teachers and 12 para professionals
- Site ESL Director, Testing Coordinator, Solution Coordinator, Special Education Coordinator, Safety Director, Facilities Manager, Director of Discipline and Cooperative Culture

Carson City School District, Implementation Specialist/Community Engagement Coordinator 2013 - 2014

- Facilitated Curriculum and Assessment development, including learning targets, learning guides, and course scope and sequence
- Lead(Chaired) the development of the Carson City School District Strategic Plan, serving as chair over a year long
 process that included hundreds of members of the community, leading to the unanimous approval by the school board
- Supported Counselor Teams in developing student individualized plans
- Coordinated Community PLC, where representatives from the community provide input to the school district
- Conducted T4S classroom observations and follow up "Cognitive Coaching" conversation
- Led Community Engagement and Partnership Program

Carson High School, Special Education Teacher

2008-2012

- Co-teacher headquartered in the Math Department, taught at risk continuum (Algebra IA, IB, and Proficiency)
- · Collaboratively developed and wrote IEPs, including analyzing student data and developing transition plans
- Increased achievement of diverse learners, specifically those with learning disabilities and English Language Learners
- Developed and chaired math co-taught PLC, which increased student achievement, and significantly increased success rate for HSPE
- Helped lead Professional Development in the areas of instructional intervention and co-teaching

Las Vegas High School, Special Education Teacher

2006-2008

- Co-teacher of multiple subjects including English, Reading Intervention, Algebra, and Geometry
- Resource teacher in Social Studies; taught 3 courses (US Government, US History, World History) simultaneously
- Collaboratively developed and wrote IEPs, including analyzing student data and developing transition plans

Political Campaigns Consultant

1998-2005

- · Supervised community outreach programs with up to 150 paid staff and volunteers
- · Helped elect political candidates at the Federal, State, and Local level
- Provided voter analysis and overview of electoral districts





Education

University of Nevada

Masters in Educational Leadership (Administrator Credential)

Southern Utah University

TESL (Teaching English Second Language) Endorsement

University of Nevada, Las Vegas

Masters in Special Education

University of Nevada, Las Vegas

B.A. Political Science

Leadership, Training, and Awards

- Completed Administrative Internship at Mark Twain Elementary School and District Administration Office (2012-13)
- Cognitive Coaching Foundation Training (End Date 6/11/14)
- Mastery Connect Trained
- T4S Trained
- Gifted and Talented Advisory Committee Member
- Carson City School District Strategic Plan Committee Chair
- Carson High School Accreditation Team, Chairman of College and Career Readiness
- . IC Team, Carson High School
- School Improvement Team, Carson High School
- District Improvement Team, Carson City School District
- · Rotary Teacher of the Month, Carson High School
- Longtime youth sports coach (Carson Little League and Carson City Rec Basketball)
- Board Member Nevada Children's Museum
- Named 2012 "Local Hero" for Community Organizing



IAYLOR KOCKENMEISTER

EDUCATION

University of Denver 2014 Denver, CO

Master of Arts: K-8 Education & Curriculum and Instruction

University of Nevada, Reno 2012 Reno, NV

Bachelors of General Studies: Psychology/Special Education

PROFESSIONAL TEACHING EXPERIENCE

Teacher August 2017-July 2021 Reno, NV

6th-8th Grade Math, Gifted and Talented Coordinator, Honors Academy of Literature, State Public Charter Authority

- Created and implemented a mathematics curriculum based on problem-solving and reasoning
- Supported GT students in developing their own projects surrounding areas of interests and challenges in community

Multi-age, 2nd-5th Grade, Gifted and Talented (GT) Teacher, Honors Academy of Literature, State Public Charter Authority

- Created GT programming which challenged traditional hierarchies and prioritized holistic GT identification in order to reduce GT identification biases
- Designed GT Education plans, implemented enrichment, acceleration, and curriculum compacting strategies, and supported students in their pursuits of passion.

Teacher August 2016-July 2017 Reno, NV

5th Grade Teacher, Echo Loder Elementary, Washoe County School District

- Provided Spanish guided reading intervention for Emerging Bilinguals
 - Planned and provided problem-based mathematics lessons, and the Concrete, Pictorial, Abstract strategy to support students in their conceptual reasoning, sense making, and modeling.

Teacher August 2014-July 2016 Denver, CO

4th Grade ELA-Spanish Teacher, Samuels Elementary, Denver Public Schools

- Served as 4th grade team lead for Instructional Leadership Team for student data and planning.
- Taught students both in English and their native language (Spanish) in accordance to their Language Allocation Guidelines in order to best support our Emerging Bilinguals in becoming biliterate.

1" Grade ELA-English Teacher, Samuels Elementary, Denver Public Schools

- Participated in parent/teacher home visits program to build strong relationships with students and families.
- Implemented and utilized No Nonsense Nurturing and Restorative Approaches in response to behavior concerns and to reduce suspensions.

Denver Teacher Resident August 2013-Present

1" Grade ELA-Sponish Teacher, Maxwell Elementary, Denver Public Schools

Denver, CO

- Provided sheltering strategies to create access to material for all students during English Language Development.
- Differentiated small-group lessons to meet student needs in literacy, Spanish, math and English Language Development all in order to support students in becoming biliterate.

PROFESSIONAL WORK EXPERIENCE

The Lovaas Center 2010-2013 Reno, NV

Applied Behavioral Analysis (ABA) Therapist

- Provided one-on-one ABA therapy to children ages 3-14 in school and home environments
- Collected data and provided support for behavioral and challenges, and engagement support for novel activities within the community.

Family Partners 2009 Phoenix, AZ

Intern

- Participated in training about therapeutic and educational services provided to adults and adolescents with disabilities and supported in the creation of Individual Service Plans.
- Aided in the training of job skills including packaging supplies, taking inventory or interacting with customers.

VOLUNTEER OPPORTUNITIES AND COMMUNITY INVOLVEMENT

Girls Math Workshop 2019-present Reno,NV

 Founder of Girls Math Workshop, created and implemented workshop that targeted girls with low selfconfidence in mathematics, and provided mentorship and supportive skills within projects.

Echo Loder Community Garden

2016-2017

 Established community Garden in the Echo Loder neighborhood and integrated mathematics lessons within topics of gardening for 4th to 6th grade students.

Girls on the Run 2014-2016 Denver, CC

 Planned and delivered lessons that foster emotional support and confidence in girls in 4ⁿ and 5ⁿ grade, and supported girls in their goal of running a 5k.

Sharelingo 2014-2016 Denver, CO

 Partnered with Denver parents in a Spanish/English language exchange weekly to support personal Spanish language development and the English of parents.

Garden Club 2014-2016 Denver, CO

 Supported students with gardening, composting and recycling in our school. Worked with students and community members in garden weekly.

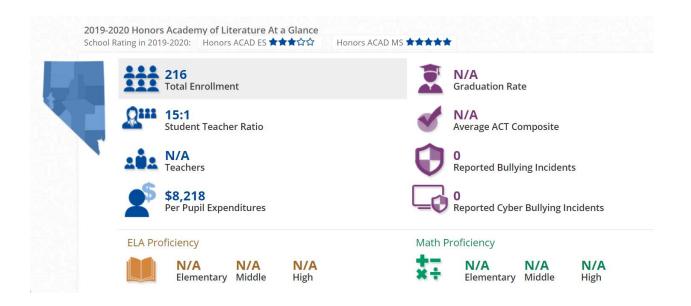
PROFESSIONAL DEVELOPMENT AND TRAINING

- Empowered Mathematics Problem Solving-July 2021
- Productive Math Struggle-March 2021
- Family and Community Engagement-June 2020
- Cognitively Guided Math Instruction-June 2017
- Datawise-August 2017
- Gifted and Talented Certification-June 2018
- Project Based Learning-September 2014-2015
- Biliteracy Framework-September 2014-2015
- Guided Reading Plus-September 2013-May 2014
- Connecting Teacher Practices to the Experiences of Young Black Male Students- January 2014
- Data Driven Instruction- January 2014



Attachment 9: Previous Academic Achievement Data

RENO-



RENO

2018-2019 Honors Academy of Literature At a Glance School Rating in 2018-2019: Honors ACAD ES ★★☆☆ Honors ACAD MS N/A Total Enrollment **Graduation Rate** 15:1 N/A Student Teacher Ratio Average ACT Composite N/A Reported Bullying Incidents Teachers \$8,318 Reported Cyber Bullying Incidents Per Pupil Expenditures **ELA Proficiency** Math Proficiency 67% 67.9% N/A 47.8% 47.1% N/A Elementary Middle High Elementary Middle High 2017-2018 Honors Academy of Literature At a Glance School Rating in 2017-2018: Honors ACAD ES ★★★★ Honors ACAD MS ★★★★★ 215 Total Enrollment N/A **Graduation Rate** 18:1 N/A Student Teacher Ratio Average ACT Composite N/A Teachers Reported Bullying Incidents \$9,134 Reported Cyber Bullying Incidents Per Pupil Expenditures **ELA Proficiency** Math Proficiency 66.6% 57.3% N/A N/A 33.3% Elementary Middle High Elementary Middle High



Attachment 10: School Leader and Evaluation Tool



Leader Selection Tool

The Professional Standards for Educational Leaders are arranged around the areas, traits, and values of leadership work that contribute to students' academic performance and well-being, according to research and practice. Each Standard includes a title and a statement that summarizes the work of competent educational leaders in that field. A series of 10 elements follow, each of which is elaborated upon and followed by a rubric scale for evaluators to capture notes regarding leader interview.

This framework has been adapted from the Professional Standards of Educational Leaders under the National Policy Board for Educational Administration, 2015.



Standard 1 Mission/Vision/Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Not Meeting	Approaching	Meeting	Exceeding	Evidence From Interview and Rationale for Rating
No evidence of meeting any of these standards	Infrequent implementation of these standards	Pattern of meeting expectation	Pattern of exceeding standards	

This framework has been adapted from the Professional Standards of Educational Leaders under the National Policy Board for Educational Administration, 2015.



Standard 2 Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
 d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
 e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Not Meeting	Approaching	Meeting	Exceeding	Evidence From Interview and Rationale for Rating
No evidence of meeting any of these standards	Infrequent implementation of these standards	Pattern of meeting standards	Pattern of exceeding standards	

This framework has been adapted from the Professional Standards of Educational Leaders under the National Policy Board for Educational Administration, 2015.



Standard 3 Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Not Meeting	Approaching	Meeting	Exceeding	Evidence From Interview and Rationale for Rating
No evidence of meeting any of these standards	Infrequent implementation of these standards	Pattern of meeting standards	Pattern of exceeding standards	

This framework has been adapted from the Professional Standards of Educational Leaders under the National Policy Board for Educational Administration, 2015.



Standard 4 Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love
- of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Not Meeting	Approaching	Meeting	Exceeding	Evidence From Interview and Rationale for Rating
No evidence of meeting any of these standards	Infrequent implementation of these standards	Pattern of meeting standards	Pattern of exceeding standards	

This framework has been adapted from the Professional Standards of Educational Leaders under the National Policy Board for Educational Administration, 2015.



Standard 5 Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

Not Meeting	Approaching	Meeting	Exceeding	Evidence From Interview and Rationale for Rating
No evidence of meeting any of these standards	Infrequent implementation of these standards	Pattern of meeting standards	Pattern of exceeding standards	

This framework has been adapted from the Professional Standards of Educational Leaders under the National Policy Board for Educational Administration, 2015.

312



Standard 6 Professional Capacity of School Personnel

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
 e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

 h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

 i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Not Meeting	Approaching	Meeting	Exceeding	Evidence From Interview and Rationale for Rating
No evidence of meeting any of these standards	Infrequent implementation of these standards	Pattern of meeting standards	Pattern of exceeding standards	

This framework has been adapted from the Professional Standards of Educational Leaders under the National Policy Board for Educational Administration, 2015.

313



Standard 7 Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

Not Meeting	Approaching	Meeting	Exceeding	Evidence From Interview and Rationale for Rating
No evidence of meeting any of these standards	Infrequent implementation of these standards	Pattern of meeting standards	Pattern of exceeding standards	

This framework has been adapted from the Professional Standards of Educational Leaders under the National Policy Board for Educational Administration, 2015.



Standard 8 Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning

Not Meeting	Approaching	Meeting	Exceeding	Evidence From Interview and Rationale for Rating
No evidence of meeting any of these standards	Infrequent implementation of these standards	Pattern of meeting standards	Pattern of exceeding standards	

This framework has been adapted from the Professional Standards of Educational Leaders under the National Policy Board for Educational Administration, 2015.

315



Standard 9 Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
 d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting
- practices.
 e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
 i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

 I) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Not Meeting	Approaching	Meeting	Exceeding	Evidence From Interview and Rationale for Rating
No evidence of meeting any of these standards	Infrequent implementation of these standards	Pattern of meeting standards	Pattern of exceeding standards	

This framework has been adapted from the Professional Standards of Educational Leaders under the National Policy Board for Educational Administration, 2015.

316



Standard 10 School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
 b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
 h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

 j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Not Meeting	Approaching	Meeting	Exceeding	Evidence From Interview and Rationale for Rating
No evidence of meeting any of these standards	Infrequent implementation of these standards	Pattern of meeting standards	Pattern of exceeding standards	

This framework has been adapted from the Professional Standards of Educational Leaders under the National Policy Board for Educational Administration, 2015.



Attachment 11: Teacher Evaluation Tool



Reno Inquiry School Teacher Evaluation Rubric Professional Growth Plan

Essential Element 1 for Practitioners

Essential Element 1	Not Meeting Standards	Approaching		Meeting Standards	
Promoting critical thinking through inquiry, problem solving, and reflection	Questions are rapidfire and convergent, with a single correct answer or focus on factual knowledge and comprehension. Questions do not or rarely invite student thinking. The teacher does not ask students to explain their thinking.	Regularly asks questions that address factual knowledge and comprehension. Rarely asks students to interpret or think critically.	Regularly guides students to think critically through use of questioning strategies, solving problems, and reflecting on issues in content.	Regularly supports students in developing questions, posing problems, and reflecting on multiple perspectives.	Regularly facilitates opportunity for students to apply critical thinking by designing inquiries into complex problems.

¹These rubrics and strategies included are adapted and modified from the Continuum of Teaching Practice and the San Juan Unified School District System of Professional Growth. Instructional Strategies CSTP list originally from work of the New Teacher Center and Mastery Teaching - Common Core Strategies by Marie Pagliero. Modified by BTSA Cluster 1 Director Work, the Teacher Effectiveness and Evaluation



Project – San Diego County Office of Education, and input from various stakeholders. This has been revised based on the 2017-2018 HAL Pilot Process.

Promoting critical thinking through inquiry, problem solving and reflection.

Strategies below are suggestions NOT requirements

How might I	P-12 Strategies
-encourage students to use multiple approaches and solutions to solve problems?	 Model and demonstrate ways to develop the ability to think independently, creatively, or critically in order to solve problems Encourage students to develop confidence in their ability to think independently, creatively, an critically in order to solve problems Ask questions to facilitate discussion, clarify and extend students' thinking Assign activities that include more than one method of approaching or completing the work Conduct debates from a variety of perspectives Allow for the teacher and students to share their thinking processes (e.g. think aloud) Employ group problem-solving Name the Steps-TLC Cold Call-TLC Follow On/Follow On Prompting-TLC Provide adequate time within instruction for students to think deeply Other



-encourage students to ask critical questions and consider diverse perspectives about subject matter?	 Teach students how to reflect on their progress and direct their own learning Facilitate interactive student practice activities while monitoring and providing feedback (e.g. cooperative learning, think-pair-share) Plan time in lessons for student reflection Use and promote brainstorming, webbing and the use of thinking maps Use open-ended questions and activities
	 Use Socratic seminars Use Philosophical Chairs Teach students to use inquiry methods Goal setting Peer feedback
	K-12 Strategies
How might I	II II DUI WOODIO
-provide opportunities for students to think about, discuss, and evaluate content?	 Provide opportunities for paired and group work Use think-pair-share Use open-ended journal prompts Provide opportunities for students to design and use rubrics Provide opportunities for students to present and reflect upon their own work Use reciprocal teaching

-ask questions to facilitate discussion, clarify, and extend students' thinking?	 Helps students become familiar with their progress towards standards Use open-ended, higher-order questions Check for understanding (e.g. thumbs up, choral response, signal cards, whiteboards, volunteers/nonvolunteers, student responders) Engage in class discussions Use "What if" questions, and higher order questioning strategies Use kinesthetic modality Give oral quizzes Discussion Builders Other 	
How might I	P-12 Strategies	
-support students to think and communicate with clarity and precisionhelp students apply previous learning to new situations?	 Allow adequate wait time for students to think Connect new learning to prior learning Use graphic organizers to connect new learning with prior content Include oral responses to allow students to explain their thinking Written responses Format Matters-TLC Other 	
-help students apply previous learning to new situations	 Students will use content knowledge from one subject area to demonstrate knowledge in another area (e.g. painting, music, radio show, dancing, power point) Use Venn diagrams to compare and contrast previous learning to new concepts Refer to previously taught skills when introducing new concepts Cross curricular planning Other 	



How might I	P-12 Strategies
-encourage students to create, imagine, and innovate?	 Model constructivist methods Assign activities that include more than one method or approaching or completing the task Allow students to demonstrate understanding of the content through a variety of products (e.g. painting, music, radio show, dancing, power point) Use Socratic seminars Maker space PBL strategies Culture of Error-TLC No Opt Out-TLC Stretch It-TLC Break It Down-TLC PBL
- help students to develop and use strategies and technologies for accessing knowledge and information?	 Integrate technology through the lens of instruction (e.g. choose technology to enhance learning) Provide credible resources to assist students in accessing knowledge Demonstrate appropriate use of technology Provide time for students to utilize technology to access information (e.g. internet, webcasts, video conferencing, Skype) Provide opportunities for students to collect and analyze data Other



Essential Element 2 for Practitioners

Essential Element 2	Not Meeting Standards	Approaching	Meeting Standards
------------------------	--------------------------	-------------	-------------------



Establishing and maintaining learning environments that are physically, intellectually, culturally, and emotionally safe for all students	Either does not recognize safety issues, does not attempt to address them and/or uses ineffective strategies	Recognizes and attempts to address safety issues regarding materials, student interactions, and the room organization Reacts situationally to safety issues, but does not have wellestablished practices and procedures in place	Recognizes and addresses safety issues regarding materials, student interactions, and the room organization Uses multiple strategies to support physical, intellectual, cultural, and emotional safety Models and provide instruction on skills that develop resiliency and support intellectual, emotional and cultural safety Occasionally celebrates student success	and curriculum Often celebrates student	Shares responsibility with the students for establishing and maintaining a physically, intellectually, culturally, and emotionally safe environment focused on high quality and rigorous learning Frequently celebrates student success
---	--	---	--	--	--

Establishes and maintains learning environments that are physically, intellectually, culturally, and emotionally safe

Strategies below are suggestions NOT requirements

How might I	P-12 Strategies

- arrange the learning environment to facilitate positive and productive classroom interactions?

- Teacher models value of self and peers, students demonstrate value of self and peers
- Provide seating for independent learning, group formations, teamwork, and paired assignments based on assignments and student needs
- Use a sound rationale, supporting all students, when designing the class seating chart
- Arrange seating so that all students are able to see and hear the teacher during instruction
- Ensure that all students are able to see the work space (e.g. white board, Smart Board)
- Fosters strong relationships through classroom arrangement for discussions
 Classroom ambiance-lighting, doterra oils, seating options, etc.
- Display student work
- Calm down area
- Incorporating Second Step and Mind Yeti within instruction
- Other

- encourage, support, and recognize the achievements and contributions of all students?

- Intentional opportunities for Joy created in the classroom
- Use proactive classroom management
- Post student work and the agenda
- Praise students for their accomplishments in and outside the classroom/school

setting

- Model praise that is purposeful
- Acknowledge and/or correct all students' contributions with positive words
- Conduct one-to-one conferences
- Establish individual attainable goals
- Foster a Growth Mindset
- Foster a sense of student leadership/ownership
- Positive calls home
- Other

How might I ...

P-12 Strategies

- encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?	 Model thoughtful and respectful language Provide opportunities for students to practice and use positive, supportive words Use "wait time" to encourage students to complete thoughts and express opinions Encourage different modes of expression and student choice Provide a "penalty free" environment that allows students to contribute and evaluate their ideas while receiving constructive and timely feedback Encourage reflective feedback after each lesson Foster careful listening among all class members including yourself Culture of Error-TLC Discussion builders Joy Factor-TLC Being transparent with own cultural biases or about your own lack of knowledge • Other
- foster the development of each student's self-esteem?	 Model teacher self-esteem and Positive Purpose Encourage students to strive for their personal best Encouraging Positive Self Talk and modeling Positive Self Talk Recognize incremental successes as students participate in scaffolded instruction

1	 Use positive and supporting words
	 Use "wait time" to encourage students to complete thoughts and express opinions
	 Positively acknowledge student work/accomplishments either verbally and/or visually
	 Stress student responsibility and accountability
	 Post student work samples
	 Peer positive box
	 Highlight students' strengths and uniqueness through activities
	 Support students in developing the attitude that helping each other is rewarding
	Student learning partners
	• Other

How might I	P-12 Strategies

- create a safe, accessible learning environment for all students?

- Reflect on student(s) academic and behavioral needs and develop a plan of support
- Provide supervision for students at all times
- Monitor student interactions for safe language
- Arrange seating to provide safety and accessibility for all students
- Adhere to school safety codes
- Follow fire code guidelines
- Post evacuation and emergency information
- Use positive language to encourage positive behavior change
 Other



Essential Element 3 for Practitioners

Essential Element 3	Not Meeting Standards	Approaching		Meeting Standards	
Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	Has foundational knowledge, but makes content errors and/or does not understand the prerequisite skills/knowledge students need when planning instruction.	Understands the subject matter concepts, academic language, and academic content standards, but rarely explains the relationship to students. Does not demonstrate awareness of common student error/misconception. Few, if any, attempts to demonstrate connections and relevance to students.	Understands and clearly explains the relationship between subject matter concepts, academic language, and academic content standards. Clearly demonstrates connections and relevance to students. Aware of common student error/misconception.	Uses broad knowledge of the relationship between matter concepts, academic content standards, and academic language in ways that ensure clear connection and relevance to students. Anticipates and is able to address common student error/misconception.	Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction to extend student learning and is able to connect topic to other disciplines.



$\label{lem:lemonstrating} \textbf{Demonstrating knowledge of subject matter academic content standards}$

Strategies below are suggestions NOT requirements

How might I	P-12 Strategies
- ensure that my subject matter knowledge is sufficient to support student learning?	 Access students' prior knowledge Utilize content related research in lessons Remain current with subject matter and teaching methods Participate in Professional Learning Community discussions Reflect on student assessment results and modify lessons and teaching as needed Other
- continue to keep my subject matter knowledge current?	 Research materials to teach standards, via professional texts, ancillary resources and internet Utilize • content related research in lessons Continue professional development through workshops, courses, and professional organizations Participate in Professional Learning Community discussions • Other



- identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?	Post and explicitly state learning targets and standards Make learning target connections to the real world, transparent Address basic, content, and academic vocabulary Align curricular materials and supplemental resources with state standards\ Other
How might I	P-12 Strategies
- integrate key concepts, themes, relationships, and connections across subject matter areas?	 Use resources to pre-plan Project Based Learning Use graphic organizers (e.g. Venn diagrams and thinking maps) Explicitly state connections across subject areas Ensure students express connections verbally or in written assignments Other
- ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?	 Include multiple perspectives in lessons Reflect on student assessment results and modify teaching as needed Use graphic organizers (e.g. Venn diagrams, compare/contrast charts or thinking maps) Utilize debates and discussions Use resources to pre-plan



	 Banks Model of Multicultural Learning in order to promote authentic diverse learning in the classroom Other
- maintain and utilize current understanding of relevant content standards and frameworks?	 Participate in Professional Learning Community discussions related to content standards Participate in cross grade-level content standards and frameworks conversations in core subject areas: English/Language Arts, Math, History/Social Studies, and Science Engage in cross grade-level (K-5, 6-8, 9-12) articulations meetings to unpack state standards relative to specific content areas Other



Standard 4

Essential Element 4 for Practitioners

Essential Element 4	Not Meeting Standards	Approaching	Meeting Standards

RENO

Using knowledge of students' (academic readiness, academic language proficiency, cultural background, and individual development) to plan instruction that incorporates appropriate strategies to meet the learning needs of all students	Is unaware and takes little to no responsibility to learn about student content readiness, interests, cultural heritage, or learning needs. Plans instruction that is not well aligned to instructional goals Does not plan differentiation based on needs of students.	Is aware of students' diverse learning needs. Plans are aligned to instructional goals, but rarely uses strategies to respond to the students' diverse needs student academic readiness (including IEP requirements, cultural background, and individual development) to plan instruction. Plans reflect differentiation but it is not regularly utilized when	Plans and conducts differentiated instruction based on knowledge of students' incorporates instructional strategies into ongoing instruction to address culturally responsive pedagogy, and students' diverse needs. Considers strategies to provide support and challenge students. Uses assessment of student learning needs to inform planning of differentiated instruction. Differentiation is planned and implemented as needed.	Plans and conducts differentiated instruction based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds. Integrates results from a broad range of assessments into planning to meet students' diverse learning needs.	Plans and conducts differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students. Instruction incorporating a repertoire of strategies to specifically meet students' diverse learning needs and styles to advance learning for all utilizing wide range of assessment results. Facilitates opportunities for students to reflect on their learning and the
---	---	--	---	---	--



	needed or is not appropriate.			impact of instructional strategies to meet their learning needs.
--	-------------------------------	--	--	--

Adapted from the Continuum of Teaching Practice



Plans instruction that incorporates appropriate strategies to meet the learning needs of all students

Strategies below are suggestions NOT requirements

How might I	P-12 Strategies
- develop unit and lesson plans that build on and extend students' understanding of subject matter?	 Design instruction based on student's prior knowledge, to include instruction on prerequisite skills Implement a series of lessons based on state standards and school guidelines Utilize curriculum mapping and backward planning Use assessments to develop and revise lessons Differentiate to meet the needs of all students Develop and use of Learning Guides Develop and use of Teaching Template Conduct student observations and record anecdotal notes Modify instruction based on the results of formative assessments Engage in dialogue and information discovery about the causes of the achievement gap and addresses those needs when planning Post It-TLC PBL plans Other



- incorporate students' prior knowledge and experience in my curriculum and instructional planning?	 Access student's prior knowledge when introducing a new concept Conduct student surveys Use assessments Review prior curricula and student data Use of family survey to plan instruction Other
- ensure that each instructional strategy is related to learning goals?	 Preview components of a lesson to ensure connections to goals Communicate lesson target Refer to learning goals throughout the lesson Other
- plan instruction to allow enough time for student learning, review, and assessment?	 Check for understanding throughout the lesson (e.g. white boards, thumbs up/down, manipulatives, pairs, table groups) Use warm-up activities that review skills or concepts needed for essential learning Embed assessments in instructional planning Differentiate to meet the needs of all students Other

- use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?	 Analyze student work (ongoing) Differentiate to meet the needs of all student Use a variety of instructional strategies Incorporate student information data into planning and differentiating instruction Reflect on student achievement data to modify instruction Use of visual timers Bright Lines-TLC Change the Pace-TLC Other
How might I	P-12 Strategies
- check for understanding, prepare for adjustments, remediate or accelerate instruction and individualize when appropriate?	 Re-teach and/or accelerate when necessary Use formative assessments to make adjustments both during and after the lesson Cross-grouping students Other
- address the IEP goals and objectives of my students with special needs?	 Participate in frequent and ongoing collaboration and communication with Special Education staff Attend IEP meetings Participate in goal-setting for students on IEP or 504 plans Apply modifications and accommodations consistent with IEP specifications Differentiate to meet the student's IEP goals Specific modifications that work for each rubric area for example work • Other

- select materials, resources, and technologies to support the learning needs of English learners and students with special needs?
- Participate in ongoing collaboration and communication with Special Education & support staff
- Using varied text levels to access information
- Using speech to text technology
- Using visuals to support text
- Other



Essential Element 5 for Practitioners

Essential Element 5	Not Meeting Standards	Approaching		Meeting Standards	
Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	objectives.	Uses some assessments that are aligned with learning objectives. Adjusts whole class instruction based on assessment data, but does not include adjustments for students' diverse learning needs. Rarely uses formative assessment strategies.	Uses a variety of assessment data to set student learning goals for content and academic language. Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs. Uses a variety of formative assessment practices.	Integrates a broad range of data to set learning goals for content and academic language across content standards. Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during instruction based on a variety formative assessments.	Reflects on a variety of evidence of student learning continuously to make ongoing refinements to learning goals for content and academic language for the full range of students. Uses a variety of evidence of student learning to systematically refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.



Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction

Strategies below are suggestions NOT requirements

How might I	P-12 Strategies
- draw upon assessment data to support development of learning goals?	 Prioritize learning targets according to student needs Utilize varied assessment types Set clear lesson targets and link instruction and activities to the objective Identify and analyze trends and patterns to determine next instructional steps within Data Wise Improvement Cycle Align appropriate instructional strategies with assessment data during instructional planning Use Mastery Connect Other
- review and revise learning goals with students over time?	 Revisit student learning goals at regular intervals Provide feedback to students on progress towards learning goal(s) Require students to keep a record of their learning and provide opportunities for self-reflection Use student created rubrics to support students understanding of learning goals Communicate learning targets/goals throughout the lesson Monitor achievement of learning targets

Provide opportunities for students to articulate their learning
■ Brighten Lines TLC
 Use of Progress Assessment Tool from Hacking PBL book Excavate the Error-TLC
Precise Praise-TLC
 Other

How might I	P-12 Strategies
- ensure that student learning goals reflect key subject matter concepts, skills, and applications?	 Link assessments to state standards Align assignments with learning objectives Design formative assessments to support mastery of learning objectives Develop rubrics that align with learning goals Other
- use formative assessments to adjust instruction while teaching?	 Use varied strategies to check for understanding (e.g. such as thumbs up/thumbs down and think-pair share) Monitor and check student work to formatively assess progress and provide timely and descriptive feedback Create a penalty-free environment so students are comfortable taking risks Utilize warm-ups and reviews



- Utilize question strategies to inform instruction
- Encourage students to use a "think aloud" format to explain their thinking processes
- Facilitate opportunities for students to construct their own questions and lead their own discussions
- Provide opportunities for students to keep journals (e.g. quick-writes and response journals)
- Other



Essential Element 6 for Practitioners

Essential Element 6	Not Meeting Standards	Approaching		Meeting Standards	
Involving all students in self-	Does not inform students about	Informs students about lesson objectives,	Models and scaffolds student self-	Implements structures for students to	Provides systematic opportunities for
assessment, goal setting, and monitoring	lesson objectives, outcomes, and summative	outcomes, and summative assessment results.	assessment and goal setting processes for learning content and	selfassess and set learning goals related to content, academic	student self- assessment, goal setting, and
progress	assessment results. Provides no	Provides students grades on assignments, but with	academic language development. Guides students to	language and individual skills. Integrates student	monitoring progress. Develops students' meta-cognitive skills
Sharing timely and comprehensible	feedback, or feedback is to the whole class or is	no specific feedback on strengths and areas in need of improvement.	monitor and reflect on progress on a regular basis.	selfassessment, goal setting, and monitoring progress	for analyzing progress and refining goals towards high levels of
feedback with students	directed to only one student.	Rarely encourage students to establish	Provides students with clear and timely	across the curriculum. Integrates ongoing	academic achievement. Facilitates students'
	Does not ask students to evaluate their own or classmates' work.	learning goals through single lessons or sequence of lessons that include goal-setting exercises.	information about strengths, needs, and strategies for improving learning.	descriptive feedback and engages students in constructive conversation that support students'	leadership in seeking and using ongoing comprehensible feedback to accelerate their learning.
	Does not include students in setting goals.	Rarely provides students with opportunities to monitor their own progress toward class or individual goals.		increased learning.	



Involving all students in self-assessment, goals setting and monitoring progress

Strategies below are suggestions NOT requirements

How might I	P-12 Strategies
- make assessment integral to the learning process?	 Share your methods of assessing mastery of content or skills with students Match assignments and tasks to the learning target Inform students that the completion of the assignment will support understanding of the target
	 Explain the scoring procedures and exemplars before exercises are implemented
	 Provide rubrics for large-scale assignments
	Assist students in tracking progress toward the objective
	 Identify procedures that assure the delivery of timely assessment results in a clear and useful manner
	 Respond to assessments by differentiating future instruction
	Connect school to real world goals
- make assessment an interactive process between teacher and student?	 Provide students with rubrics that detail goals Provide timely and descriptive feedback (written and oral) as students work Post grades regularly
	 Review test results and identify areas to reteach whole class or in small groups
	Return tests and quizzes expeditiously and provide guided time for remediation
- model self-assessment strategies for	 Discuss your own learning limitations and challenges on assessments and explain how you have overcome them
all students?	 Expose students to techniques to evaluate their analytical and reflective skills
	 Create achievement expectations in student-friendly language or designed by students



	 Provide samples of student work that illustrate levels of proficiency from beginner to fully competent
	 Use overt assessment strategies like thumbs up/thumbs down to check for understanding
	 Review tests and completed assignments with students and determine common errors
	 Model and collaborate with students related to the practice and use of the assessments and rubrics
	 Encourage students to communicate with peers, parents and teachers about their progress during the learning process
How might I	P-12 Strategies
- develop and use tools and guidelines that help all students assess their work and monitor their learning goals?	 Assist student in setting individual goals Communicate a clear plan for assessment to the students Provide feedback to help students self-assess progress
	 Organize student learning so that they can assume personal responsibility
	 Develop an understanding that learning requires effort, goals should be set, and persistence and practice are key
	Require students to write and revisit learning periodically
	 Help students to understand their own uniqueness by applying the teachings of learning styles, brain research, multiple intelligences, and learning modalities
	 Assist students in keeping track of their learning goals e.g. learning logs
	 Allow students to predict their grades and reflect on any differences
	Create rubrics with clearly defined criteria
	 Engage students by connecting personal meaning e.g. opportunities for self discovery, a growing sense of efficacy, worthy challenges and the value of their work



	• Embed metacognitive questions into student work e.g. "What was the most challenging aspect of this assignment?"
- provide opportunities for all students to engage in peer discussion and reflection of their work?	 Allow students to share rough drafts of assignments for peer review Teach students to use encouraging coaching language when working with peers Involve students in informal checks for understanding
- provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?	 Use journal prompts that encourage students to share positive learning experiences from outside the classroom Have students share experiences of overcoming learning challenges both inside and outside of the classroom
	 Use learning logs and metacognitive questions to encourage reflection on learning
	 Provide time at the end of a lesson for students to address progress toward meeting their learning targets, orally or in writing



RIS Professional Growth Template 2021-2022

Triad Pre-Observation Discussion Protocol¹

Directions: Teacher prepares to respond to these prompts in advance to share with the Coach and Scribe during the pre-conference meeting. Share any planned worksheets, data used to inform instruction, lesson plans or resources during the conversation to preview as a Triad. The Coach and Scribe can pose questions to clarify or expand upon these prompts as part of their preparation for observation.

Scribe will document the responses and any additional questions posed for clarification. This form will be used in the post-observation.

As relevant, note connections to the Essential Elements Rubric:

EE 1: Promote Critical thinking

· Promoting critical thinking through inquiry, problem solving, and reflection

EE 2: Learning Environment

 Establishing and maintaining learning environments that are physically, intellectually, culturally, and emotionally safe for all students.

EE 3: Demonstrate Knowledge of subject matter academic content standards

 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks

EE 4: Using Knowledge of student's to Plan Instruction

 Using knowledge of students' (academic readiness, academic language proficiency, cultural background, and individual development) to plan instruction that incorporates appropriate strategies to meet the learning needs of all students.

EE 5 & 6: Uses Assessment data to establish learning goals and to plan, differentiate, and modify instruction

- Using assessment to establish learning goals and to plan, differentiate, and modify instruction.
- Involving all students in self-assessment, goal setting, and monitoring progress.
 Sharing timely and comprehensible feedback with students.

¹ This Pre-Observation Protocol was adapted from the Danielson Framework for Teaching, 2011 and Honors Academy of Literature in 2021.



RIS Professional Growth Template 2021-2022

Pre-Conference Discussion Prompts

1.	What is your overall Practice Goal for the year? How does this unit/lesson
	connect to that goal?

2.	What is the unit and lesson focus for the observation (How does this learning "	'fit"
	in the sequence of learning for this class?)	

- 3. What are your learning targets for this lesson? What student information did you use to determine your targets?
- Describe your planned strategies for engagement. What will you do/what problems/questions will you pose? What will the students do? (Example: Will the students work in groups, or individually, or as a large group?)
- Describe your student needs at this time. How will you differentiate instruction for different individuals or groups of students in the class? What data was used to make this determination? (EE 5)



RIS Professional Growth Template 2021-2022

6.	How and	when	will	you	know	whether	the	students	have	learned	what	you
	intend?											

7.	What would you like us to specifically observe during the lesson?	Note: This is
	will be the focus of the Triad's feedback.	

Other Notes:



Teacher Should Bring:

Reno Inquiry School Triad Post-Observation Discussion Protocol¹

Coach and Scribe Should Bring:

Coach and Scribe Should Bring:		Teacher Should Bring:			
	oleted Notes Template	Pre-conference notes			
 Pre-Conference N 	7.7	 Curriculum/unit plan, lesson plans, class materials, 			
 Copies of the Rub 		data/student work			
are suggestions to s	upport the dialogue an	an estimated 30 minutes. The prompts included for each step d not intended to be used as a script. The scribe uses the This template will be included in the teacher's portfolio as			
		2-3 Minutes			
1 Confirm Feedback Focus	Sample Scribe Commi Your problem of practions preconference, you	of the pre-conference session and confirms the focus of the reflection conversation. ents: tice for the year isWe set a goal last week of In ou shared that the purpose of the overall unit is/was al for the lesson You requested this feedback from the			
	10 Minutes				
2 Teacher Reflection	clarifies any changes Sample Prompts: Who	f perspective on the lesson from their point of view and from the pre-conference plan. at were the areas of strength in this lesson? What were the low did the action of the lesson align to the plan?			
3 Collected Observation	Coach and Scribe share their captured evidence and links to the essential elements using the notes template.				
Recap					
•		15 Minutes			
4 Guided Reflection/ Probing Questions	observation template prompts below: We set a goal of step 3]. Sample Prompts (not What made this succe What would be a way	a linear script!): essful? How did it feel? to expand on what worked in that moment? meet this goal/objective? What changed? How or Why did you			

¹ This template uses prompts adapted from the Six Step Coaching Conversation from Uncommon Schools. Author: Paul Bambrick-Santoyo and was adapted from Honors Academy of Literature in 2021.



	What did the students' work collected during this lesson communicate to you about the design? What surprised you? What would you do differently? Making Connections: Are the areas of strength and growth identified at the beginning of our discussion still the same or are there adjustments based on the reflection? Using areas of strength surfaced in our discussion, where would be a good place to implement this in your upcoming lessons? Using areas for growth surfaced in our discussion, what would you do differently next time? What questions do you have or what resources do you need? What do you think would have happened if
	5 minutes
5	Using the feedback:
5	What is your next step tomorrow? Next week?
5 Determine	What is your next step tomorrow? Next week? How will you incorporate this feedback in your next unit?
5 Determine Next Steps	What is your next step tomorrow? Next week?



Attachment 12: Leadership Evaluation Tool



SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS

SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS			
STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
Creating and Sustaining a Focus on Learning	Creating and Sustaining a Culture of Continuous Improvement	Creating and Sustaining Productive Relationships	Creating and Sustaining Structures
Indicator 1 Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.	Indicator 1 Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	Indicator 1 Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.	Indicator 1 Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.
Indicator 2 Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.	Indicator 2 Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.	Indicator 2 Administrator provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Indicator 2 Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.
Indicator 3 Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Indicator 3 Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Indicator 3 Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Indicator 3 Administrator allocates resources effectively, including organizing time, to support learning goals.
Indicator 4 Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.	Indicator 4 Administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.	Indicator 4 Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.	

Nevada Department of Education - NEPF - July 2019 - RUBRIC WITH EVIDENCE AND DESCRIPTIONS - ADMIN. INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS - Page 1



STANDARD 1: CREATING AND SUSTAINING A FOCUS ON LEARNING INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Leadership Practice	Optional Evidence Sources of Leadership Practice	Description/Notes
Indicator 1 Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator notes Administrator pre/post conference	Vision reflects an emphasis on high levels of student learning Vision articulates the direction in which the organization is heading Involves staff, parents, students and the larger community in the decision-making process Conducts a formalized yearly review of the school's vision to ensure it reflects the cultural and organizational intent of the community
Indicator 2 Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator pre/post conference Administrator notes Student work Teacher work School performance data	Monitors data for accountability Leads shift from how well teachers teach to how well students learn Provides opportunities for teachers and students to participate in the monitoring and analysis process (SIP Team, Data Team, Focus Groups, Testing Committee, etc.)
Indicator 3 Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator pre/post conference Student interviews Teacher interviews	Supports teacher reflection Supports learning and growth goals for teachers Regular learning team meetings focus on the details of lessons and adjustments made based on assessment results Builds capacity of teachers to effectively implement rigorous curriculum for college and career readiness
Indicator 4 Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator pre/post conference Student interviews Teacher interviews	Supports teacher planning for student success. Creates differentiated professional development and training to reflect the needs of the teachers and students Provides ongoing, job embedded, content specific professional development to support teachers

Nevada Department of Education - NEPF - July 2019 - RUBRIC WITH EVIDENCE AND DESCRIPTIONS - ADMIN. INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS - Page 2



STANDARD 1: CREATING AND SUSTAINING A FOCUS ON LEARNING

PERFORMANCE LEVELS

Indicator 1 Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.	Indicator 2 Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.	Indicator 3 Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Indicator 4 Administrator systematically supports each teacher's short-term and long-term planning for student learning through a variety of means.
Level 4 Administrator engages a broad-range of stakeholders in the development and implementation of a coherent vision for high student achievement and college and career readiness, continually reviewing and adapting the vision as appropriate to achieve learning goals.	Level 4 Administrator holds all teachers and students fully accountable for learning through regular and systematic monitoring of a wide-variety and range of performance data.	Level 4 Administrator structures multiple and varied opportunities to actively engage all teachers in reflecting on their practice and taking improvement actions based on their own assessment to benefit student learning and support professional growth.	Level 4 Administrator systematically and consistently supports each teacher's short-term and long-term planning for student learning through multiple and varied means.
Level 3 Administrator engages most stakeholders in the development of a coherent vision for high student achievement and college and career readiness, reviewing and adapting the vision when appropriate.	Level 3 Administrator holds most teachers and students accountable for learning through regular monitoring of a range of performance data.	Level 3 Administrator structures sufficient opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 3 Administrator adequately supports teachers' short-term and long-term planning for student learning through a variety of means.
Level 2 Administrator engages some stakeholders in the development of a vision for high student achievement and college and career readiness, with limited review of the vision.	Level 2 Administrator holds some teachers and students accountable for learning through limited monitoring of performance data.	Level 2 Administrator structures limited opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 2 Administrator provides limited support of teachers' short-term and long-term planning for student learning.
Level 1 Administrator engages no, or almost no stakeholders in the development of a vision for high student achievement and college and career readiness, with no, or almost no review of the vision.	Level 1 Administrator holds no, or almost no teachers and students accountable for learning.	Level 1 Administrator structures no, or almost no opportunities to engage teachers in reflection on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 1 Administrator provides no, or almost no support of teachers' short-term and long-term planning for student learning.

Nevada Department of Education - NEPF - July 2019 - RUBRIC WITH EVIDENCE AND DESCRIPTIONS - ADMIN. INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS - Page 3



STANDARD 2: CREATING AND SUSTAINING A CULTURE OF CONTINUOUS IMPROVEMENT INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Leadership Practice	Optional Evidence Sources of Leadership Practice	Description/Notes
Indicator 1 Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator pre/post conference Administrator notes Student interviews Teacher interviews	Communicates clear and explicit expectations for teachers and students Monitors expectations for the teaching and learning process within a learning community Provides ongoing reflection and adjustment of practices through systematic feedback Seeks out root causes for problems and searches for solutions
Indicator 2 Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator pre/post conference Administrator notes Teacher interviews	Develops teachers as learners through coaching and other structures Plans for teacher observation and conferencing to promote teacher growth and development Develops and implements a system for professional learning opportunities and coaching Tailors supports to teacher's learning styles and growth needs
Indicator 3 Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator pre/post conference Administrator notes Teacher interviews Student Performance Data	Uses a range of evidence (qualitative and quantitative) to determine who is learning, who is not, and why Disaggregates data to identify and address learning deficits Monitors the effectiveness of school programs and their impact on student learning Builds capacity of teachers to analyze student work and learning data
Indicator 4 Operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator pre/post conference Administrator notes Teacher interviews Student Performance Data	Serves all students well regardless of family background, socio-economic status, or ability Expects all children can achieve at high levels Builds school's collective capacity to help students reach their potential Takes an active role in ensuring that students have equitable opportunities to achieve

Nevada Department of Education - NEPF - July 2019 - RUBRIC WITH EVIDENCE AND DESCRIPTIONS - ADMIN. INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS - Page 4



STANDARD 2: CREATING AND SUSTAINING A CULTURE OF CONTINUOUS IMPROVEMENT PERFORMANCE LEVELS

Indicator 1 Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	Indicator 2 Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.	Indicator 3 Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Indicator 4 Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Level 4 Administrator sets clear and high, yet achievable, expectations for all teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	Level 4 Administrator fully supports teacher development for all teachers through quality observation, feedback, coaching, and professional learning structures.	Level 4 Administrator gathers and analyzes multiple sources and a wide-variety of data to systematically and consistently monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 4 Administrator models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. The administrator builds collective school responsibility to ensure that students have equitable opportunities to achieve.
Level 3 Administrator sets clear and adequate expectations for teacher performance and student performance and creates an adequate system for monitoring and follow-up on growth and development.	Level 3 Administrator adequately supports teacher development for most teachers through quality observation, feedback, coaching, and professional learning structures.	Level 3 Administrator gathers and analyzes adequate sources of data to sufficiently monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 3 Administrator models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability.
Administrator sets minimal expectations for teacher performance and student performance and minimally monitors growth and development.	Level 2 Administrator provides minimal support for teacher development through quality observation, feedback, coaching, and professional learning structures.	Level 2 Administrator gathers and analyzes limited sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 2 Administrator demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability.
Level 1 Administrator sets no, or almost no expectations for teacher performance and student performance and creates no system for monitoring growth and development.	Level 1 Administrator provides no, or almost no support for teacher development.	Level 1 Administrator gathers and analyzes no, or almost no sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 1 Administrator demonstrates little expectation that children can learn at high levels regardless of family background, socioeconomic status, or ability.

Nevada Department of Education - NEPF - July 2019 - RUBRIC WITH EVIDENCE AND DESCRIPTIONS - ADMIN. INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS - Page S



STANDARD 3: CREATING AND SUSTAINING PRODUCTIVE RELATIONSHIPS

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Leadership Practice	Optional Evidence Sources of Leadership Practice	Description/Notes
Indicator 1 Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school's community.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator pre/post conference Teacher interviews Student Performance Data Administrator notes	Creates a trustful learning environment Knows adults and students Ensures that each student and staff member is valued Creates a schoolwide culture where all school community members feel included
Indicator 2 Administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator pre/post conference Administrator notes Teacher interviews Student Performance Data	Enables and supports collaborative decision-making. Structures opportunities for dialogue that will impact the teaching and learning environment Creates and supports shared leadership responsibilities Actively provides meaningful leadership opportunities to effective teachers
Indicator 3 Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator pre/post conference Administrator notes Teacher interviews Student Performance Data	Designs time for teacher and administrator collaboration to support achievement of school goals Engages staff in analyzing student data to determine appropriate differentiations and interventions based on students' learning needs Multiple staff members serve as instructional leaders in the school
Indicator 4 Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator pre/post conference Administrator notes Teacher interviews Student Performance Data	Develops system to communicate and partner with stakeholders to support and promote the identified school's learning goals Fosters a positive school climate by seeking assistance from community members

Nevada Department of Education - NEPF - July 2019 - RUBRIC WITH EVIDENCE AND DESCRIPTIONS - ADMIN. INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS - Page 6



STANDARD 3: CREATING AND SUSTAINING PRODUCTIVE RELATIONSHIPS

PERFORMANCE LEVELS

Indicator 1 Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.	Indicator 2 Administrator provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Indicator 3 Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Indicator 4 Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.
Level 4 Administrator fully demonstrates a welcoming, mutually - respectful and caring environment and an interest in all adults and students' well-being to create a positive affective experience for all members of the school community.	Level 4 Administrator provides multiple and varied opportunities for extended, productive discourse between the administrator and all teachers and among all teachers to support effective decision-making processes.	Level 4 Administrator effectively structures the school environment to enable productive collaboration between administrators and all teachers and among teachers to further school goals.	Level 4 Administrator has effective and varied structures and processes in place to effectively communicate and partner with all teachers and parents in support of the school's learning goals.
Level 3 Administrator adequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for members of the school community.	Level 3 Administrator provides adequate opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 3 Administrator adequately structures the school environment to enable sufficient collaboration between administrators and teachers and among teachers to further school goals.	Level 3 Administrator has adequate structures and processes in place to sufficiently communicate and partner with teachers and parents in support of the school's learning goals.
Level 2 Administrator inadequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to minimally create a positive affective experience for members of the school community.	Level 2 Administrator provides few opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 2 Administrator minimally structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Level 2 Administrator has limited structures and processes in place and inadequately communicates and partners with teachers and parents in support of the school's learning goals.
Level 1 Administrator does not demonstrate a welcoming, respectful, and caring environment and an interest in most adults' and students' well-being and does not create a positive affective experience or all members of the school community.	Level 1 Administrator provides no, or almost no opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 1 Administrator does not structure the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Level 1 Administrator has no, or almost no structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.

Nevada Department of Education – NEPF – July 2019 – RUBRIC WITH EVIDENCE AND DESCRIPTIONS – ADMIN. INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS – Page 7



STANDARD 4: CREATING AND SUSTAINING STRUCTURES

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
Indicator 1 Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator pre/post conference Administrator notes Teacher interviews Student Performance Data	Utilizes the school's vision and mission to set goals, design systems and procedures Assesses current reality of systems and processes for effectiveness and impact on learning Reviews and evaluates alignment of teaching and learning practices to support student success
Indicator 2 Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator pre/post conference Administrator notes Teacher interviews Student Performance Data	Monitors schoolwide practices to ensure coherent and cohesive learning program Builds capacity of teachers to analyze standards, curricula, and aligned assessments for coherent learning program
Indicator 3 Administrator allocates resources effectively, including organizing time, to support learning goals.	Direct evaluator observation One confirmatory item from optional evidence source	School performance plan Administrator pre/post conference Administrator notes Teacher interviews Student Performance Data	Maximizes resources to support learning success Actively accesses additional resources that align to strategic priorities Allocates all resources in alignment with school goals and priorities

Nevada Department of Education - NEPF - July 2019 - RUBRIC WITH EVIDENCE AND DESCRIPTIONS - ADMIN. INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS - Page 8



STANDARD 4: CREATING AND SUSTAINING STRUCTURES

PERFORMANCE LEVELS

Indicator 1 Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.	Indicator 2 Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.	Indicator 3 Administrator allocates resources effectively, including organizing time, to support learning goals.
Level 4 Administrator implements effective systems and processes to effectively align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.	Level 4 Administrator develops effective systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.	Level 4 Administrator allocates and reallocates human and fiscal resources effectively, including organizing time, to support learning goals and achieve the school's vision.
Level 3 Administrator implements sufficient systems and processes to adequately align curriculum, instruction, and assessment to state standards and college-readiness standards, reviewing and adapting when appropriate.	Level 3 Administrator develops sufficient systems and processes to adequately implement a coherent and articulated curriculum across the entire school, reviewing and adapting when appropriate.	Level 3 Administrator allocates resources adequately, including organizing time, to support learning goals.
Level 2 Administrator implements limited systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards.	Level 2 Administrator develops limited systems and processes to minimally implement a coherent and articulated curriculum across the entire school.	Level 2 Administrator allocates resources inadequately including organizing time, to minimally support learning goals.
Level 1 Administrator implements no, or almost no systems and processes to align curriculum, instruction, and assessment to state standards and collegereadiness standards.	Level 1 Administrator develops no, or almost no systems and processes to minimally implement a coherent and articulated curriculum across the entire school.	Level 1 Administrator allocates no or almost no resources to support learning goals.

Nevada Department of Education – NEPF – July 2019 – RUBRIC WITH EVIDENCE AND DESCRIPTIONS – ADMIN. INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS – Page 9



Four-Point Rating Scale

Level 4. The administrator is a highly effective leader within the school, fully supporting the learning of all staff and students, while cultivating a shared vision and high expectations embedded within a fully welcoming, collaborative school environment. The administrator uses a variety of communication processes to engage a broad range of stakeholders while consistently modeling self-reflection and the pursuit of fully aligned, varying professional learning opportunities.

Level 3. The administrator is generally an effective leader within the school, sufficiently supporting staff and students while creating a vision and appropriate expectations embedded within a welcoming, collaborative school environment. The administrator communicates with and engages stakeholders while modeling self-reflection and the pursuit of aligned professional learning opportunities.

Level 2. The administrator demonstrates inadequate leadership within the school. The administrator attempts to support staff and students, but his or her vision and expectations, and attempts to create a welcoming, collaborative school environment are of inconsistent quality or are inappropriate for most staff and students. The administrator minimally communicates with or engages a limited range of stakeholders and rarely models self-reflection or the pursuit of appropriate professional learning opportunities.

Level 1. The administrator demonstrates little or no attempt to support staff and students, create a vision and appropriate expectations, or cultivate a welcoming school environment, or attempts to do so are unsuccessful. The administrator does not actively communicate with or engage stakeholders and refuses to participate in appropriate professional learning responsibilities.

RENO INQUIRY SCHOOL

RENO INQUIRY SCHOOL

RENO INQUIRY SCHOOL



Attachment 13: Evidence of Demand



Evidence of Demand from Prospective Students and Families

The following provides evidence of demand as evidenced by Intents to Enroll. Please see the following sections:

- A. Summary
- B. Breakdown by Zip Code
- C. Breakdown by Grade Level
- D. Spreadsheet of Intents to Enroll This includes both digital and paper copies. The paper copies are provided as evidence but they are accounted for in the spreadsheet.
- E. Paper copies of Intents to Enroll
- A. Summary The following report contains our Intents to Enroll. It demonstrates strong demand from the entire Reno/Sparks Community, both for students in year 1 as well as demonstrating demand for the near future. More importantly, the community we seek to serve (89503, 89512, 89431) is highly represented, comprising nearly half of the Intents to Enroll. The largest group by far came from 89431, the area of our proposed site. This is no accident. Our team spent many nights and hours walking in these neighborhoods, meeting people, and having rich conversations about what they wanted to see in a school.

B. Breakdown of Intents to Enroll by Zip Code

Zip Code	Number of Intents to Enroll
89403	1
89431	20
89433	1
89344	6

RENO INQUIRY SCHOOL

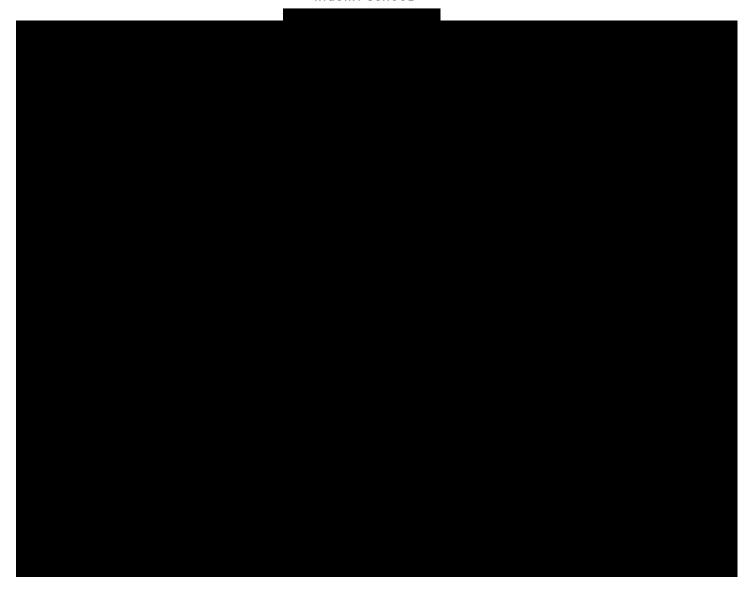
89436	6
89502	3
89503	4
89506	1
89509	8
89511	1
89512	7
89521	3
89523	5
89534	1
Total	67

C. Breakdown of Intents to Enroll by Grade in Fall 2022

Grade	Number of Intents to Enroll
5	1
6	1
7	13
8	10
9	19
10	14
11	6
Not listed on form	3
Total	67

RENO INQUIRY SCHOOL





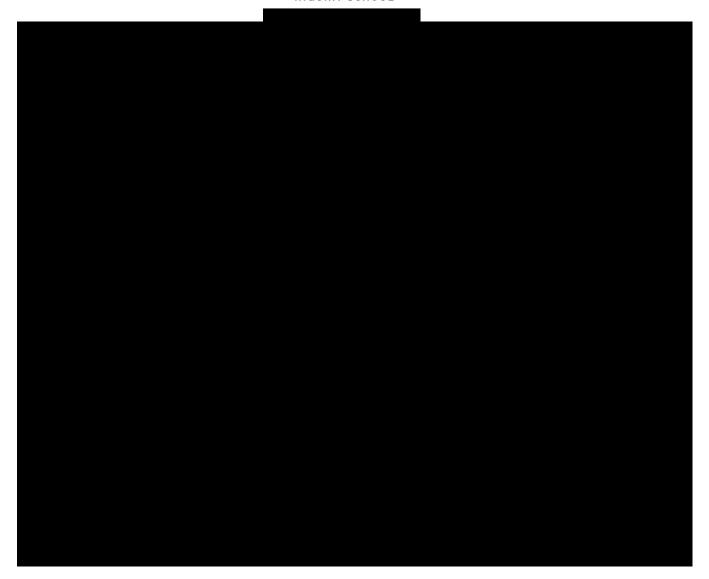












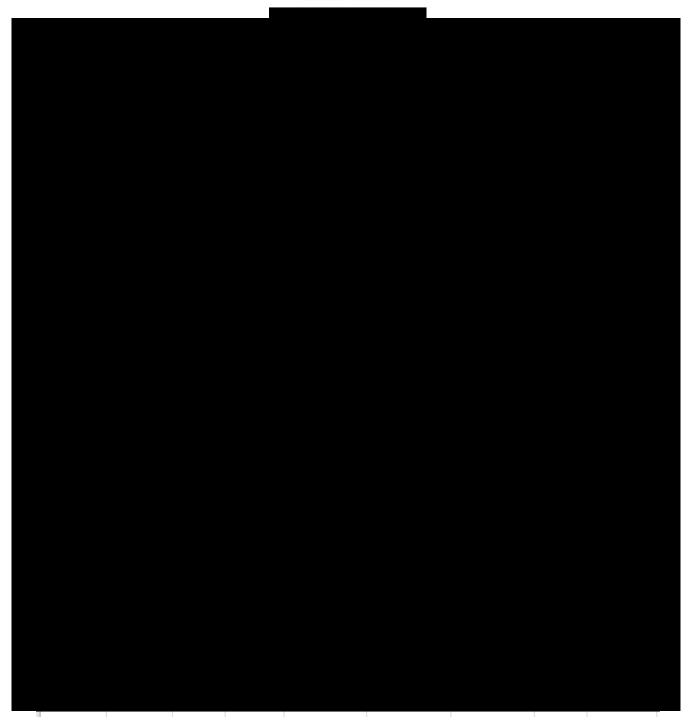










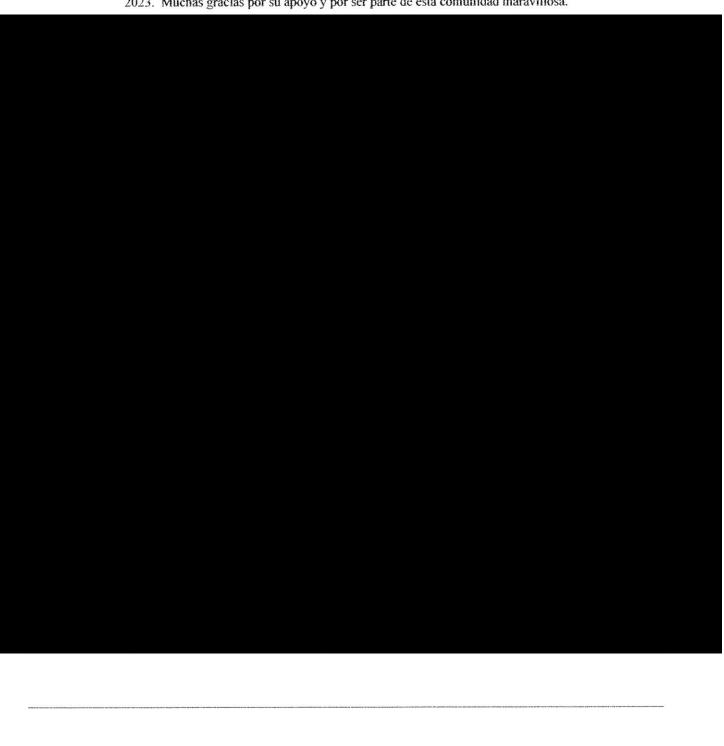




Reno Inquiry School

Intención de matricularse para el año escolar 2022-2023

¡Gracias por tomar el tiempo para rellenar este formulario! Por entregar esteformulario, está indicando que tiene un interés sincero en matricularse a suhijo/hija en la escuela propuesta "Reno Inquiry School" para el año escolar 2022-2023. Muchas gracias por su apoyo y por ser parte de esta comunidad maravillosa.





Reno Inquiry School

Intención de matricularse para el año escolar 2022-2023

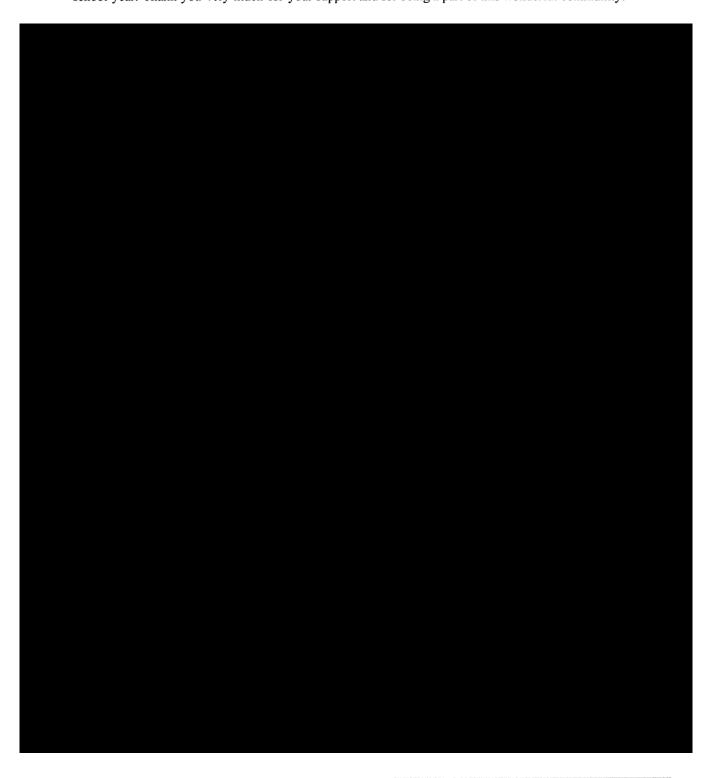
¡Gracias por tomar el tiempo para rellenar este formulario! Por entregar esteformulario, está indicando que tiene un interés sincero en matricularse a suhijo/hija en la escuela propuesta "Reno Inquiry School" para el año escolar 2022-2023. Muchas gracias por su apoyo y por ser parte de esta comunidad maravillosa.

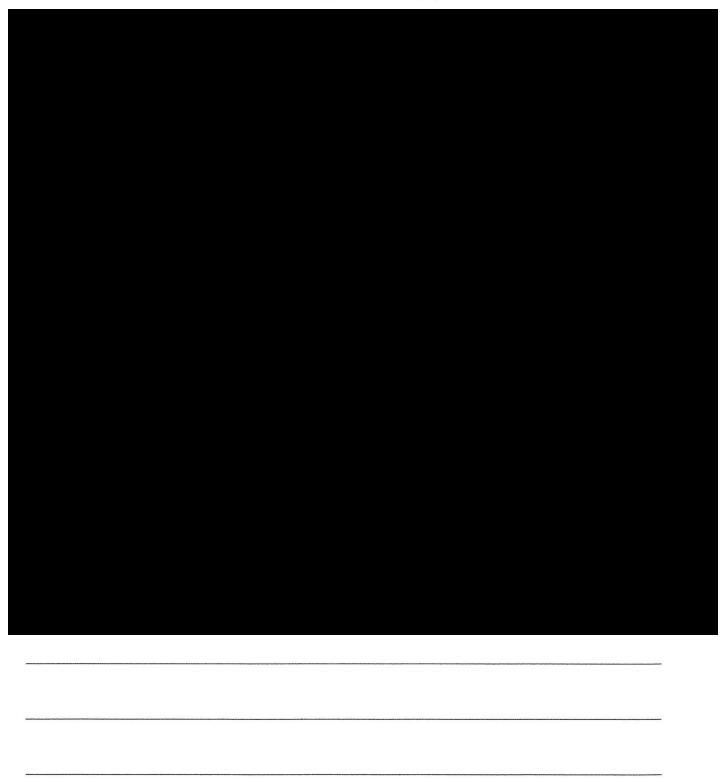
	2023.	winchas grac	ias poi su af	loyo y poi sc	a parte de est	a comunicaci n	iai aviiiosa.	
			***************************************				************************	
		AND						

Reno Inquiry School

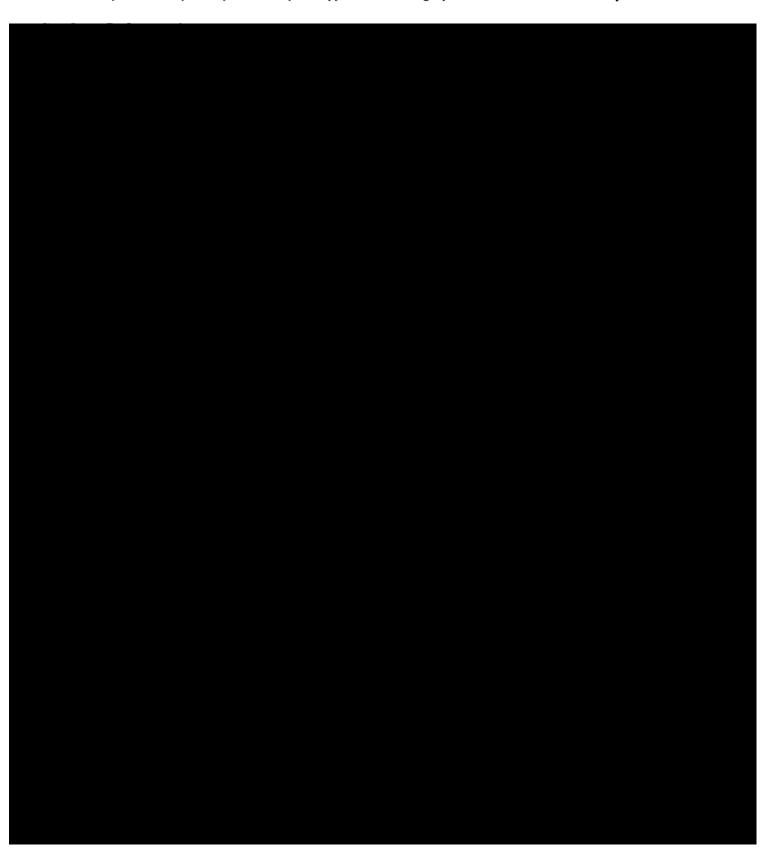
Intención de matricularse para el año escolar 2022-2023

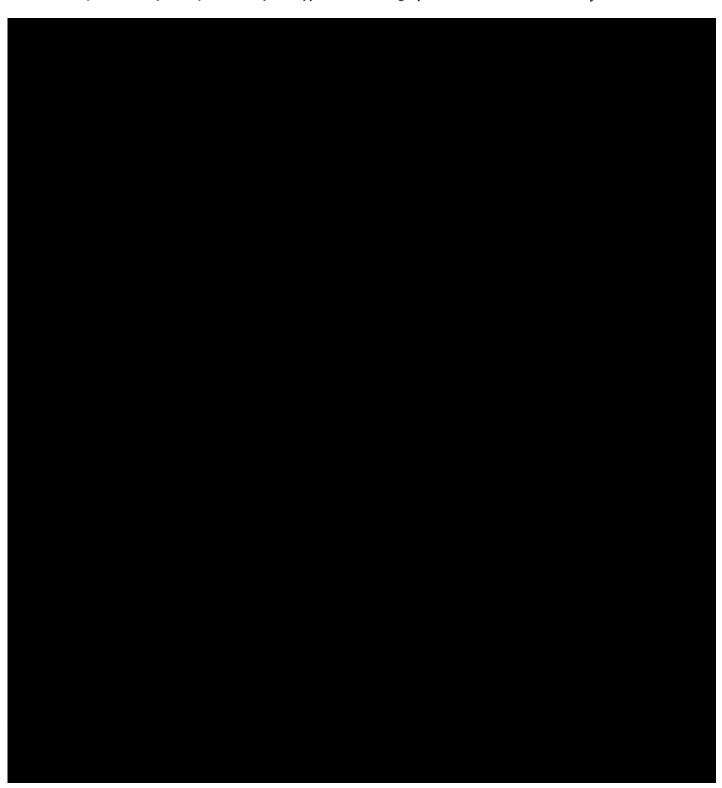
¡Gracias por tomar el tiempo para rellenar este formulario! Por entregar esteformulario, está indicando que tiene un interés sincero en matricularse a suhijo/hija en la escuela propuesta "Reno Inquiry School" para el año escolar 2022-2023. Muchas gracias por su apoyo y por ser parte de esta comunidad maravillosa.



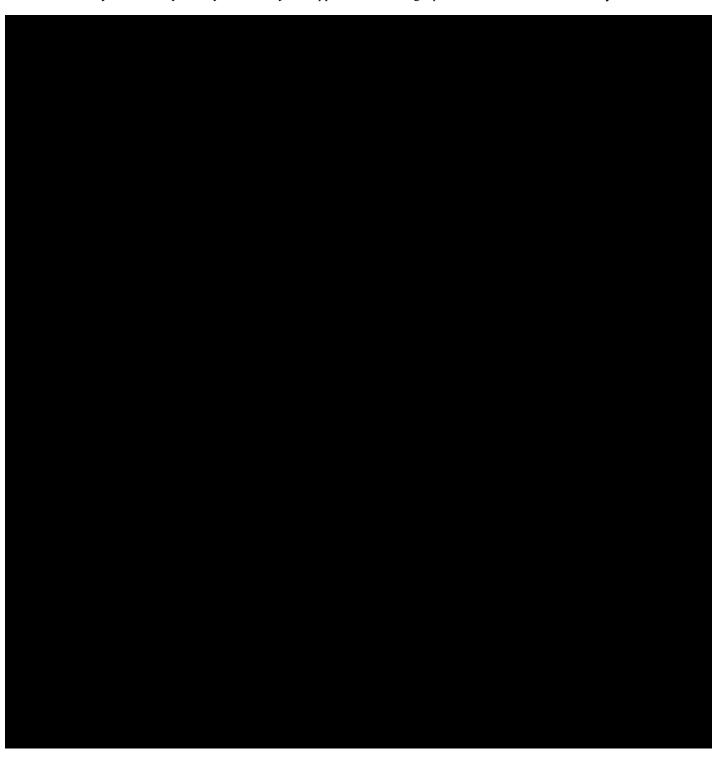




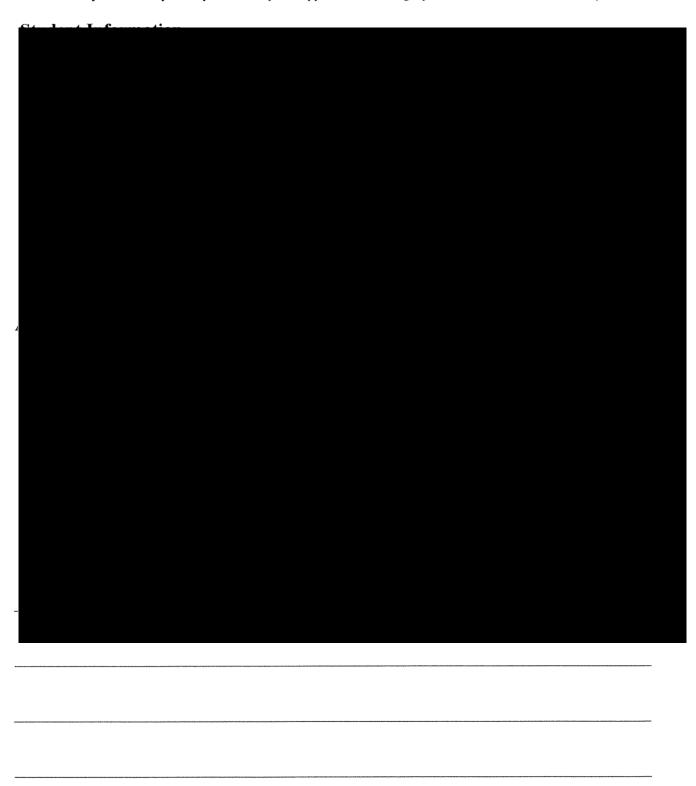




Reno Inquiry School Intent to Enroll

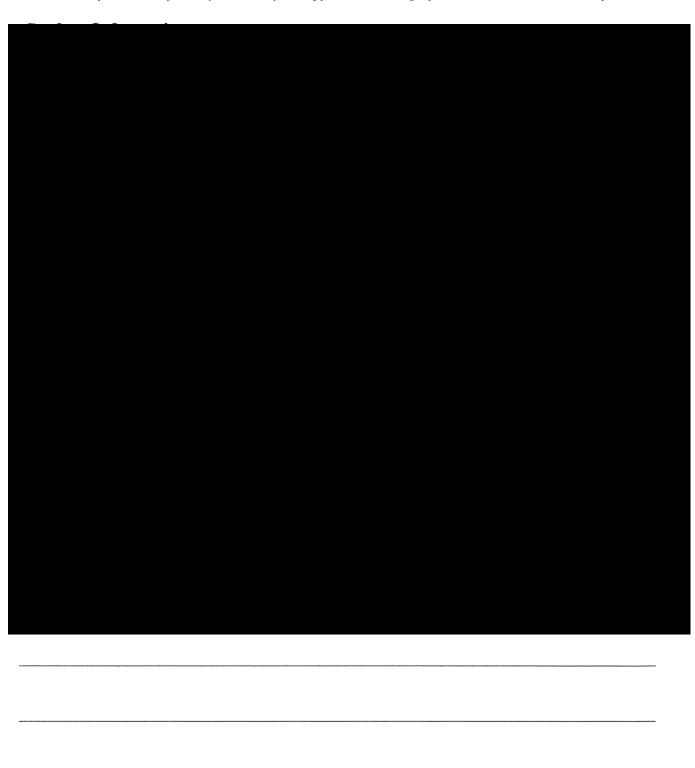


Reno Inquiry School Intent to Enroll



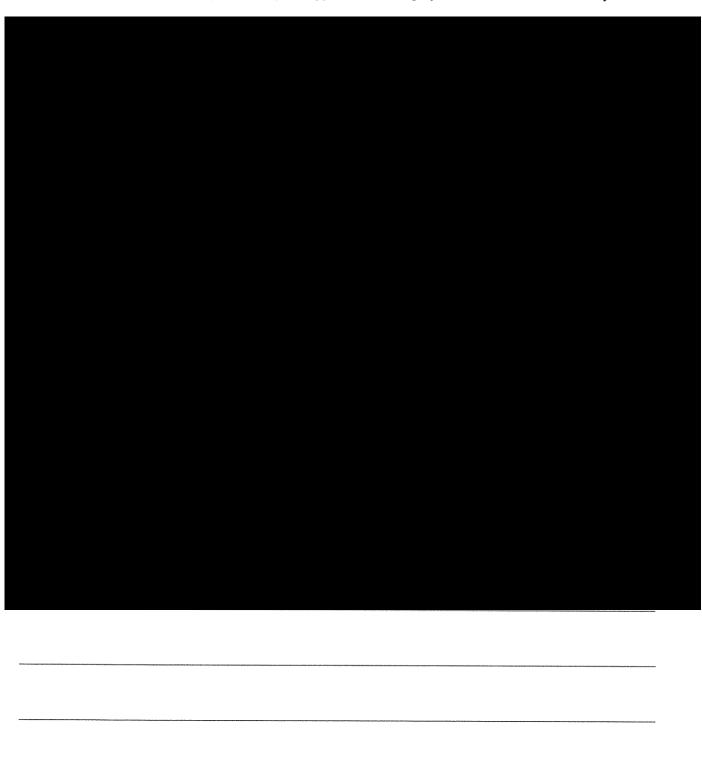
Reno Inquiry School Intent to Enroll

Thank you for taking the time to fill out this form! By submitting this Form, you are indicating that you have meaningful interest in enrolling your child/children at the proposed Reno Inquiry School during the 2022-2023 school year. Thank you very much for your support and for being a part of this wonderful community!



Reno Inquiry School Intent to Enroll

Thank you for taking the time to fill out this form! By submitting this Form, you are indicating that you have meaningful interest in enrolling your child/children at the proposed Reno Inquiry School during the 2022-2023 school year. Thank you very much for your support and for being a part of this wonderful community!

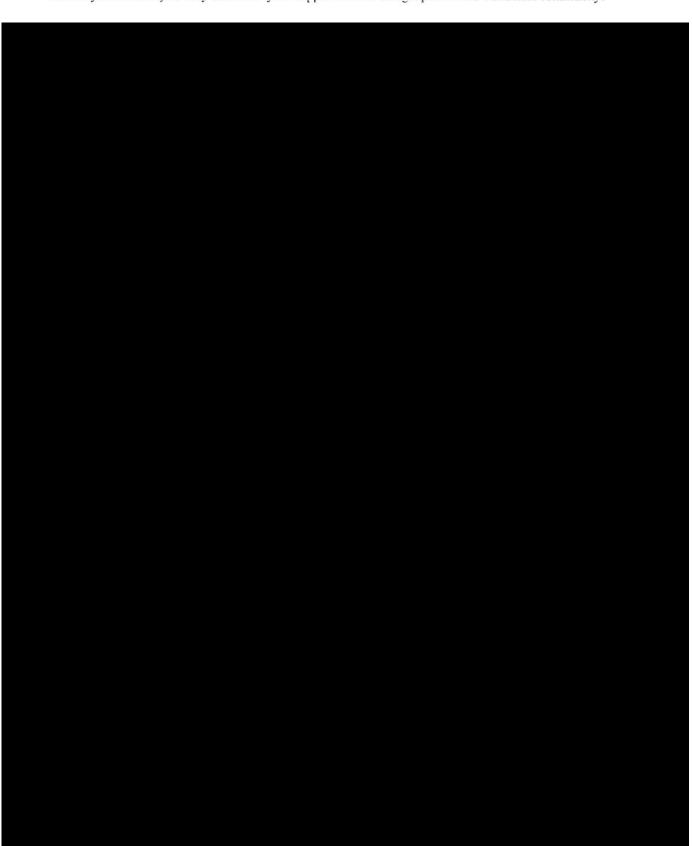




Reno Inquiry School Intent to Enroll
Thank you for taking the time to fill out this form! By submitting this Form, you are indicating that you have meaningful interest in enrolling your child/children at the proposed Reno Inquiry School during the 2022-2023 school year. Thank you very much for your support and for being a part of this wonderful community!

Reno Inquiry School Intent to Enroll

Thank you for taking the time to fill out this form! By submitting this Form, you are indicating that you have meaningful interest in enrolling your child/children at the proposed Reno Inquiry School during the 2022-2023 school year. Thank you very much for your support and for being a part of this wonderful community!



Reno Inquiry School Intent to Enroll

Thank you for taking the time to fill out this form! By submitting this Form, you are indicating that you have meaningful interest in enrolling your child/children at the proposed Reno Inquiry School during the 2022-2023 school year. Thank you very much for your support and for being a part of this wonderful community!





Attachment 14: Incubation Year Planning Table

RENO-

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 21-22) to ensure that the school is ready for a successful launch in fall 2022. 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.

2021-2022 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Milestone Date(s)
INSTRUCTION	Course Development		
	Develop learning targets,	Curriculum &	February
	learning guides, course	Community	2022 – July
	sequence documents, and	Director	2022
	aligned assessments		
	Intake		
	Develop intake process and supporting documents	Curriculum & Community Director	January 2022 – February 2022
	Develop template for Program of Study	Curriculum & Community Director	March 2022
	Conduct student intake	Curriculum & Community Director	August 2022
	Special Populations		
	Identify incoming students	School	March 2022 –
	with IEPS	Director	July 2022
	Identify English Language	Curriculum &	March 2022 –
	Learners from incoming students	Community Director	July 2022
	Identify FRL students from	Curriculum &	March 2022 –
	incoming students	Community Director	July 2022
	Identify McKinney students	Curriculum &	March 2022 -
	from incoming students	Community Director	July 2022
	Request all incoming records	Curriculum & Community Director	March 2022 – July 2022
	Develop a support plan for special populations	Curriculum & Community Director	June 2022
TALENT	Personnel		

	Establish job descriptions	School Director	August – September 2021
	Build a Recruitment Pipeline	School Director	August- November (and ongoing)
	Collect/Review Resumes and Applications	School Director	November 2021 - January 2022
	Conduct first interview	School Director	January 2022 – February 2022
	Conduct final interview	School Director	February 2022 – March 2022
	Check references and perform background checks	School Director	April 2022
	Develop professional developmental plan for new staff	School Director	May 2022
	Hold professional development for new staff	School Director	August 2022
OPERATIONS	Facility Through Kidder-Matthews, submit provision RFP to site developer	School Director & Real Estate Team	August 2021
	Negotiate lease	School Director & Real Estate Team	November 2021
	Lease reviewed by Kidder- Matthews and legal counsel	School Director, Real Estate Team, & Legal Counsel	December 2021
	Lease reviewed by Board	School Director, Real Estate Team, & Board	December 2021
	Lease signed	School Director, Real	January 2022

	Г-1-1- Т	
	Estate Team, & Board	
Approve build	School	February
out/renovations	Director &	2022
out/renovations	Real Estate	2022
	Team	
Desil dies er im een entiere	School	March 2022
Building inspection	Director &	March 2022
	Real Estate	
	Team	
Eurnitum agaziaitian	School	March 2022
Furniture acquisition	Director	March 2022
Danalan fa silitar an anati an a	School	A:1 2022
Develop facility operations		April 2022
plan	Director	M 2022
Develop a list of all items to	School	May 2022
be purchases prior to school	Director	
opening Commission Page 4 Transition		
Governing Board Transition	Deer 10	Name of the
Onboarding meeting	Board &	November
	School	2021
P. III	Director	NY 1
Establish meeting calendar	Board &	November
for the year	School	2021
D 1	Director	NY 1
Develop procedures for	Board &	November
creating the agenda and	School	2021
taking minutes in compliance	Director	
with open meeting law	D 10	NY 1
Develop procedures for board	Board &	November
orientation	School	2021
A	Director	D 1
Approve board operational	Board &	December
policies	School	2021
A	Director	1 2022
Approve school policy manual	Board &	January 2022
	School	
A	Director	1
Approve purchase of	Board &	January 2022
insurance policy	School	
D. I. B. C. C. C.	Director	1 0000
Develop list of any further	Board &	January 2022
policies necessary for the	School	
operation of the school and	Director	
establish timeline for		
approval	D 10	
Board members participate in	Board &	January 2022
a board retreat	School	
	Director	

Hiring of School Director		
Approve job description & evaluation metrics for school director	Board	December 2021
Approve compensation package for school director	Board	December 2021
School director contract developed and reviewed by legal counsel	Board	December 2021
School director hired	Board	December 2021
Development		
Establish 501c3	Board & School Director	November 2021
Develop fundraising plan	Board & School Director	January 2022
Establish list of potential grants	Board & Curriculum and Community Director	January 2022
Food Service		
Develop parameters for food service	School Director	April 2022
Solicit quotes from vendors	School Director	April 2022
Select vendor and draft and approve contract	School Director & Board	May 2022
Develop logistics plan	School Director	May 2022
Collect FRL forms from incoming students	Curriculum and Community Director	May 2022 – August 2022
Health and Safety		
Develop health and safety procedures	School Director	April 2022
Develop protocols for record keeping for student health information	School Director	April 2022
Collect medical forms from families	School Director	April 2022
Reach out to local emergency responders	School Director	May 2022

	Develop emergency response	School Director	May 2022
TECHNOLOGY	plan Information Management	Director	
TECHNOLOGY	Information Management Draft and approve contract	School	May 2022
	for student information	Director	May 2022
	vendor (Infinite Campus)	Director	
	Develop protocols for	School	May 2022
	maintaining all school records	Director	141ay 2022
	Purchases	Director	
	Solicit quotes for staff and	School	April 2022
	student technology	Director	115111 2022
	Solicit quotes for copier lease	School	April 2022
	a control que son so provincia	Director	P
	Develop a list of all items to		
	be purchases prior to school		
	opening		
FINANCE	Fiscal Policy		
	Approve policies for	Board &	January 2022
	purchasing, contracts, and	School	
	reporting	Director	
	Develop all necessary	Board &	February
	financial forms	School	2022
	A	Director	Falance and
	Approve fiscal policy manual	Board & School	February
		Director	2022
	Identify back-office provider	Board &	May 2022
	luentily back-office provider	School	May 2022
		Director	
PARENT & COMMUNITY ENGAGEMENT	Student Recruitment and	Birector	
TIMENT & COMPONITY ENGIGENEET	Enrollment		
	Draft community engagement	School	September
	and recruitment plan	Director	2021
	Development enrollment	School	November
	form	Director	2021 –
			December
			2021
	Design and purchase all	School	December
	required promotional	Director	2021
	materials		
	Begin canvassing efforts	School	January 2022
		Director	
	Begin social media campaign	School Director	January 2022
	Expand network of	School	February
	community organizations	Director	2022 – May
			2022

_	Communicate with local media	School Director	February 2022 – May
	illeula	Director	2022 - May 2022
	Enrollment and Lottery		
	Collect enrollment forms	Curriculum and Community Director	January 2022 – February
	Establish procedure and requirements for lottery	Curriculum and Community Director	February 2022
	Conduct lottery	Curriculum and Community Director	March 2022
	Notify families of results of lottery and collect acceptances of admission	Curriculum and Community Director	March 2022
	Establish waitlist	Curriculum and Community Director	March 2022
	Develop intake schedule	Curriculum and Community Director	March 2022
	Request student records from previous school	Curriculum and Community Director	May 2022
	Community Partnerships		
	Develop list of community partnerships	Curriculum and Community Director	February 2022
	Hold first meeting with community partners	Curriculum and Community Director	March 2022
	Establish protocols and meeting calendar for community partners	Curriculum and Community Director	March 2022
SCHOOL SYSTEMS & CULTURE	Protocols		
	Develop school handbook	Curriculum and	January 2022

	Community	
	Director	
Approve school handbook	Curriculum	February
	and	2022
	Community	
	Director &	
	Board	



Attachment 15: Operation Execution Plan

Mission and Vision

In full partnership with our community, high school students at the Reno Inquiry School become part of a challenging, supportive, innovative and democratic learning community, where diversity and equity are at the forefront, personal agency is fostered and expected, and students engage in authentic interdisciplinary learning, inquiry, and study that prepares them to be engaged democratic actors with the capacity to make our community better.

We believe that a school can be a source of community improvement, a disruptor of inequity, and a place where democratic principles are practiced with community members having full voice. Our school is a place where agency is fostered, meaningful relationships are built, and everyone is honored for the role they play in our society.

BOARD OF DIRECTORS

Operations

Hire Key Personnel

- Approve job description & evaluation metrics for school director, December 2021
- Approve compensation package for School Director, December 2021
- School Director contract developed and reviewed by legal counsel, December 2021
- School Director hired, 2021
- Approve all contracts for personnel, ongoing
- Establish and approve human resources policies and procedures, May 2022

Approve all Major Contracts

- Approve policies for purchasing, contracts, and reporting, January 2022
- Develop all necessary financial forms, February 2022
- Approve fiscal policy manual, February 2022
- Identify back-office provider, May 2022

Evaluate the Performance of the School Director

- Establish criteria for evaluation, July 2022
- Collect evidence, all academic year
- Draft report, April 2022
- Finalize report, May 2022

Academic

Review Student Performance Indicators

- Establish protocol for reviewing the stated goals and objectives, July 2022
- Evidence will be submitted through School Director's semester report
- Approve or suggest revisions to the semester report

Financial

Approve School Budget

- Designate a treasurer, April 2022
- Treasurer reviews the budget and makes a recommendation for approval or revisions, May 2022
- Budget goes to full board for approval, June 2022

RENO INQUIRY SCHOOL SCHOOL DIRECTOR

Operations

Human Resources

- Establish job descriptions, August – September 2021
- Build a recruitment pipeline, August-November (and ongoing)
- Collect/Review resumes and applications, November 2021 -January 2022
- Conduct first interview, January 2022 – February 2022
- Conduct final interview,
 February 2022 March 2022
- Check references and perform background checks, April 2022
- Develop professional development plan for new staff, May 2022
- Hold professional development for new staff, August 2022
- Refer employee contracts to board for approval, August 2022

Services

- Conduct a needs assessment for services, including transportation, food services, and health, June 2022
- Develop plans and communicate them to stakeholders, August 2022

Facilities

- In collaboration with the site developer, develop a facilities maintenance plan, June 2022
- Establish a safety and security team, August 2022

Academic

Interdisciplinary Curriculum & Instruction

- In collaboration with the Curriculum and Community Director, develop a timeline and structures for curriculum and assessment development (learning targets, learning guides, and course sequence documents), April 2022
- In collaboration with the Curriculum and Community Director, develop a timeline and structures for the intake process, April 2022
- In collaboration with the Curriculum and Community Director, develop a timeline and structures for Programs of Study, April 2022

Financial

Establish procedures for fiscal oversight

 Develop and approve policies and procedures for financial management, including codifying the rules for school director and treasures as independent financial agents of the school, May 2022

Community Partnership

 In collaboration with the Curriculum and Community Director, develop a timeline and structures for establishing a formal community partnership program, April 2022

Democratic Principles

 In collaboration with the Curriculum and Community Director, develop a timeline and structures for establishing democractic principles, April 2022

Commitment to Social Justice

 In collaboration with the Curriculum and Community Director, develop a timeline and structures for integrating social justice into the Reno Inquiry School culture, April 2022

RENO-



Attachment 16: RFP, Pricing, and Site Plan

RENO



July 14, 2021

Rob Cord Foothill Partners Via Email

RE: Request for Proposal to Lease 7,891 SF at 2450 Oddie, Sparks, NV 89431

Rob,

On behalf of Reno Inquiry School ("Lessee"), I would like to present the following request for proposal to lease the Premises from Oddie District, LLC ("Lessor"). Details are as follows.

Lessor: Oddie District, LLC

Lessee: Reno Inquiry School

Building: 2450 Oddie Blvd, Sparks, NV 89431

Premises: Approximately 7,891 square feet on the second floor of the

Northeast side of the building.

First Right of Refusal: Lessee shall be granted a First Right of Refusal to lease the

space directly below the Premises allowing for the total size to be

approximately 15,782 square feet.

Use: Charter High School. Estimated students by year:

First Year: 126 Second Year: 244

Third through Fifth year: 288 (capacity for the school)

Lease Term: Five (5) Years

Commencement Date: The Lease shall commence August 1, 2022. Lessor shall allow

Lessee Early Access of twenty-one (21) days to the Premises to install its personal Property prior to the Term commencing without being considered to be conducting business from the Premises or

paying any Rent.

Options to Renew: Lessee will have the option to extend the Term of the Lease for one (1) five-

year period.

Operating Expenses: Lessor shall fully outline expected common area maintenance expenses in

the proposal.



Delivery Condition:

Lessor, at Lessor's cost, shall deliver the Premise to Lessee broom clean with new carpet and paint. All building systems shall be in good working

order.

Security Deposit:

Lessee shall provide Lessor a Security Deposit in an amount equal to the Base Rent in the last month of the Lease, and payment of the Base Rent for the first month that rent is due under the Lease upon execution of a Lease Agreement.

Tenant Improvements:

Lessor shall provide Lessee a turn-key buildout and amortize the cost of the work throughout the lease. The Lessee's intention is to keep as much of the existing buildout as possible, as long as it fits the Lessee's needs. Lessee to work with lessor to make sure unnecessary construction costs are not spent. The Lessor shall provide the space program in accordance with Appendix A and the requirements below:

1. large classroom - marked in Blue

2. One 12' x 12' Office - Marked in ORANGE

3. Removal of two walls - marked in RED

4. Installing two ADA restrooms - Marked in GREEN

a. Men's restroom: 1 urinal and 2 stalls

b. Woman's restroom, 3 stalls

 Multiple exterior windows if <u>possible</u> on the East Wall – Marked in PURPLE

The final floor plan and specifications shall be mutually agreed upon by Lessor and Lessee before Lease execution.

Grant Money:

Lessee may be eligible for grand money which typically would be applied toward Tenant Improvements. Lessor shall apply any grant funds received from Lesson toward payable rept.

from Lessee toward payable rent.

Signage: Lessee at Lessee's cost shall be permitted to install on building and suite

signage in accordance with Building standards and lessor approval.

Parking: Lessee, at no cost to Lessee, shall have the non-exclusive use of parking

surrounding the Property throughout the Term and the Extension Options, if

exercised.

Please provide onsite parking ratio in response.

Broker Acknowledgement: Lessor and Lessee shall recognize Kidder Mathews as the broker for the

Lessee in this transaction.

Lessee's broker shall receive a full five (5%) percent commission as there is no Listing Broker representing the Lessor. Commission shall be paid ½ upon

lease execution and 1/2 upon Lease Commencement.

RENO



Contingency

Reno Inquiry School's funding shall be approved on or before November 18, 2021.

This Proposal shall not be binding upon the parties and is merely an invitation to negotiate a lease that is subject to the above-mentioned terms, conditions, and business points, and shall not be deemed an offer to lease, an agreement to negotiate, a lease or any other agreement, or to confer any rights of usage or occupancy. The parties further acknowledge that the foregoing does not address all essential terms of the transaction contemplated by this letter and that such essential terms will be the subject of further negotiation. The foregoing provisions are subject to withdrawal and modification, at any time, by either party, without cause, and there shall be no legal obligation with respect thereto unless and until the parties execute and deliver a formal lease agreement designated as such.

Each party acknowledges that it has incurred, and will incur, costs and expenses in connection with the transaction contemplated hereby, including but not limited to the costs of investigation and assessment of the economic and other merits of the proposal, as well as legal expenses in connection with the preparation of a final and binding agreement, all of which costs are incurred at such party's sole cost and risk, and not in reliance upon any act or representations of the other party or its agent.

The parties expressly acknowledge that Brokers have made no independent determination or investigation regarding the following: present or future use or zoning of the Premises; ADA-related issues; fire department approvals; environmental matters affecting the Premises; the condition of the Premises, including, but not limited to structural, mechanical and soils conditions, or issues relating to hazardous wastes or substances as set out above; violations of the Occupational Safety and Health Act or any other federal, state, county or municipal laws, ordinances, or statutes; measurements of land and/or Premises. Lessee is advised to contact a professional, such as a civil engineer, industrial hygienist or other persons with experience in these matters, to advise on these matters. Lessee agrees to make its own investigation and determination regarding such items.

If this proposal sets forth accurately your understanding of the basic terms relating to the proposed lease extension by Lessee, please execute on the space provided below and return this document to me no later than 5:00 p.m. on July 23, 2021.

Sincerely, Kidder Mathews

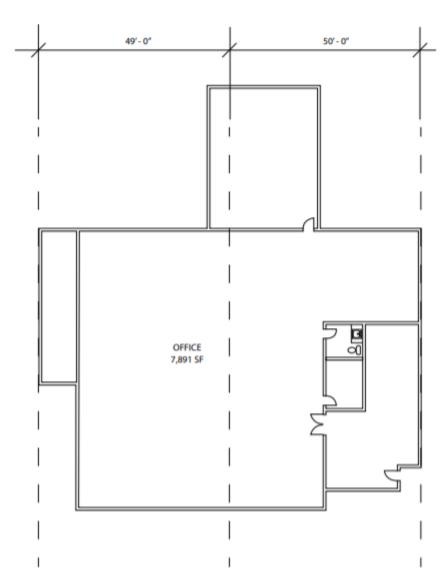
Evan Meyer Senior Office Specialist

Lic No S.0184765

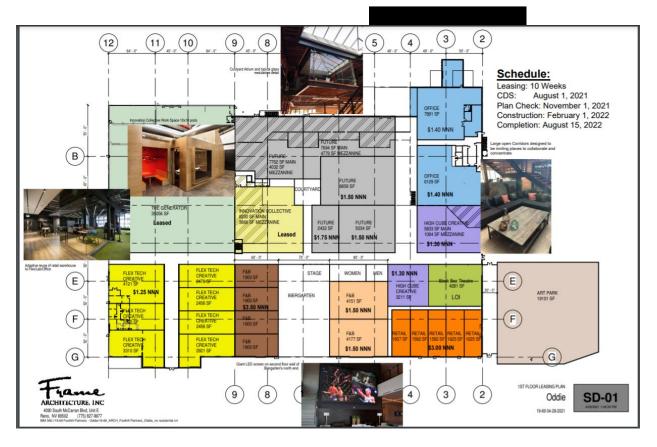


THE ODDIE

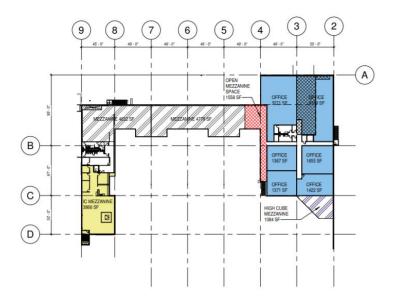
7,891 SF OFFICE SPACE



RENO-



419 Attachment 16









Pricing for 2450 Oddie Blvd

1. Lease Budget:

1. Triple Net Expenses

i. The developer has quoted \$0.34/SF (\$2,682.94/month for 7,891SF) for triple net expenses. This amount covers property taxes, property insurance, and common area maintenance. This amount does not include utilities or your in-suite janitorial

b. Asking Rate

i. The asking rate for this suite is \$1.40/SF (\$11,047.40/month for 7,891SF), excluding any tenant improvement build-out required, according to my records.

c. Build Out:

- i. As you know, I am not a contractor. But, I would estimate your build-out to be roughly \$100,000. This amount would add \$0.21/SF/month or \$1,666.67/month for the 5-year term.
- ii. I spoke to the developer, and they require that the build-out be amortized throughout the lease and not be paid upfront. However, they would be able to take any upfront payment (for the build-out) and apply it to rent, thus costing you the same amount over the first term of the lease.

Total Cost:

i. If the assumptions above are correct and do not change, the rate will be \$1.95/SF or **\$15,387.45/**month for 7,891SF (excluding utilities and janitorial). This amount would be for a turnkey space for the school.

Please note that per market, the rate will go up 3% per year. The 3% increase will not include the triple net expenses. However, those may go up as well as operation costs typically increase.

Evan Meyer Senior Office Specialist KIDDER MATHEWS

50 W Liberty St, Suite 900, Reno, NV 89501

D 775.470.8869 | C 916.214.1231 | LIC № S.0184765

evan.meyer@kidder.com | EvanMeyerBroker.com



Attachment 17: Insurance



Per Nevada Administrative code and in alignment with a commitment to responsible running of the school, The Reno Inquiry School will secure the following coverage. As a note, we have reached out to insurance companies and those estimates are reflected in the budget workbook.

NAC 388A.195

Type of Insurance Coverage	Level of
	Coverage
General liability insurance minimum coverage of	\$1,000,000
\$1,000,000. Includes coverage for molestation and	
sexual abuse, and have a broad form policy, with the	
named insureds:	
Umbrella	3,000,000
Educators' legal	1,000,000
Employment practices	1,000,000
Employment benefits	1,000,000
Insurance covering errors and omissions of the sponsor	1,000,000
and governing body of the charter school	
Motor vehicle	1,000,000
Workers Compensation	1,000,000
Student Accident	25,000
Directors and Officers Liability	1,000,000



Attachment 18: Budget Narrative



Budget Narrative

As embedded in the mission and vision of the school, the Reno Inquiry School prioritizes transparency, responsibility, and long term sustainability in developing a sound budget model. Our budget projections are based on the most accurate information we currently have and, where there was some doubt, attempts were made to err on the conservative side. The projections are based on the numbers provided by the State of Nevada. In order to realize our mission and vision, we dedicate a specific position to a Curriculum and Community Director. While this requires an investment up front, we believe it will more than pay for itself in an expansion of capacity and engagement from our community. This position also is the lead facilitator of one of the unique features of our model - interdisciplinary curriculum and the development of clear Learning Targets, Learning Guides, and Course Sequence Documents. Finally, this position provides oversight of the student Programs of Study, a foundational piece of strategy for meeting the needs of our community. Our budget is based on sound projections and a commitment to a responsible fiscal approach. As importantly, our budget is driven by our mission and vision.

Revenues

Distributive School Account (DSA)

The DSA provides the foundational funding for operations. The budget reflects projections of student enrollment at 126 in year 1. This is a part of a slow growth plan that projects a sustained level of 244 students by year 3.

State Revenue

State revenue projections are based on rates provided by the NSPCA and triangulated with comparisons of other charter schools.

Federal Revenue

Due to our commitment to serve students considered at risk, the Reno Inquiry School would be eligible for title funding and funding under IDEA, and the National School Lunch Program. Our student projections are based on the demographics of the surrounding area, and include commensurate projections for English Language Learners, Students with IEPs, and Students eligible for Free and Reduced Lunch. The budget reflects no federal revenue in year 1.

Other

As stated in the Incubation Year plan, the school will develop a fundraising plan before authorization and immediately implement the plan if the school is authorized.

Expenses Salaries

Year	2022-	2023-	2024-	2025-	2026-	2027-
	23	24	25	26	27	28

EMO/CMO Organization Positions						
N/A						
School Staff						
School Director	1	1	1	1	1	1
Curriculum and Community Director	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	3	6	7	7	7	7
Special Education Teachers	1	1	2	2	2	2
ELL/TESOL Teachers	1	1	2	2	2	2
Teacher Aides and Assistants	2	2	3	3	3	3
Office Manager	1	1	1	1	1	1
Community and Work Based Learning Facilitator			1	1	1	1
Total FTEs at School	10	13	18	18	18	18

The budget workbook (attachment 19) reflects competitive salary estimates based on comparable positions in the area. Medical benefits are estimated at ****** per employee based on benefits packages at comparable schools.

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 \$6,000 per employee. The costs of Medicare and PERS coverage are also included in the budget projections included in attachment 19.

Facilities

Based on our RFP and the developer quote (see attachment 16), we are projecting a base monthly price of \$1.40 per square foot lease, .34 per square foot in triple net expenses (this covers property tax, property insurance, and CAM), .21 per square foot (amortized amount) for a \$100,000 build out. This brings the total cost for the building lease at \$1.95 per square foot per month, or \$15,287.45/month for the 7891 square foot space.

Other Expenses

Our budget reflects an investment of \$6000 for student recruitment, which will be dedicated specifically to outreach in the surrounding areas. We also invest \$700 per FTE in professional development, dedicated towards the building of culture, curriculum, and meeting the specific needs of our students. Reflective of our commitment to responsible financial practices, the budget contains \$12000 for the annual audit and an additional \$14000 for contracted back office expenses. These numbers come from guidance from other comparable schools and nonprofits. We've also factored in \$20,000 for the Charter School Sponsor Fee, and \$15,000 for insurance coverage, based on comparable schools and preliminary discussions with insurance agents. Due to our student population, we project our nutrition program to operate at loss in year one and have budgeted an additional \$5000 to cover costs.

In order to meet the technology needs of students and staff, and in alignment with interdisciplinary learning and permeable boundaries, we focus on personal and portable devices. The budget includes \$400 per staff member and \$150/student for devices based on current prices found.

Due to our slow growth model, our budget trends towards a decrease in facilities cost as a percentage of the budget and an increase in salaries as a percent of the budget over time. Due to our unique approach, training staff in our model is labor intensive, so investing in the retention of quality staff members is a sound financial approach.

Our budget in year 1 reflects a 3% carryover to year 2, with reserves growing annually.



Attachment 19: Financial Workbook

Per the extension granted by the SPCSA, the financial workbook will be submitted by July 22^{nd} , 2021.



Supplemental Appendix 1: Community Vision Meeting Quotes



Supplemental Ap	ppendix 1: Direct Quotes from Community Vision Meeting
Individual	Quote
High school Student	"WCSD conducted a poll regarding what they'd like to see in a brand-new school, more mental health resources that would help them. More things that would allow them to engage in school."
Community Member & Parent	"By being inclusive and diverse in ways of teaching maybe looking at issues that are going on in the community and being outwardly involved in social issues, development issues, that are relevant in the community."
Community Member & Parent	"Provide a safe space for students to push and test out their ideas specially with secondary education, to find their voice and become the citizens that they want to become to make them be a little uncomfortable and explore, to challenge them and have them grow their mindset and also to figure out what needs to remain as it is."
High School Student	"I wish that school would have less stress. Grades, tests are always on your mind."
Community Member	"Teaching kids how to effectively and respectfully communicate their ideas."
Community Member	"Mentorship to build self-confidence and self-efficacy."
Community Member	"I want a place that helps students to become self-actualized, for them to know their passions and pursue something interesting."
High School Student	"High school is hard. I wish that I had more support in navigating hard situations and friendships."
Parent	"Integrate field work and the outdoors into regular classwork."



Supplemental Appendix 2: Community Vision Meeting Information

Coded Data - Community Vision Meeting, 4/17

- 1. Take a moment to remember a time you had a positive learning experience, outside of school.
- Jobs/hands on (authentic) learning
- Encouragement to be inquisitive & ask questions
- 2. What do you like about living in Reno?
- outdoors
- close knit community
- safety
- 3. What do you not like about living in Reno?
- difficult to change people's mind (because it's a small town, everyone knows everyone & people are stubborn)
- Lack of connection because of the growth
- 4. How might a school contribute to a "better" Reno?
- encourage student agency
- emphasize critical thinking (need to build a safe space)
- diversity of voices (curriculum, teachers, students, etc.)
- 5. What do you wish for in a school?
- inclusivity, feeling welcome (opportunities for students without transportation & mental health)
- explicit connections to community



- learning outside of school building

Community Meeting Sign In

Reunión con la comunidad- Hoja de registro

Gloria Wilborn	salth2oglow@gmail.co m	(775)323-7611	Parent
Ben Contine	contineben@gmail.com	(775)-684-9523	Educator, Parent, T-ball coach
Taylor Kockenmeister	taylor.k.kockenmeister @gmail.com	775-233-7439	Educator, Parent, Gardener
Hilair Chism and Scott Oliver	hilair@mac.com soveryso@gmail.com	7754328906 5105071096	Parents
Name/Nombre	Email/Correo electrónico	Phone/Número de teléfono	Roles (list all that apply) / Función (seleccione todos los que correspondan) 'Youth / Student/ Juventud / Estudiante Meeting Facilitator/Facilitador(a) Educator / Administrator/ Educador(a) /

			Administrador(a) Parent / Family Member / Padre/Miembro de Familia Community Organization/ Organización de la comunidad
Shane Kockenmeister	shanekockenmeister@ gmail.com	775-750-9189	Facilitator/Community member
Melinda Poehlmann	mpoehlmann20@gmail.	775-830-6189	Parent
Erin Roberts	erinroberts88@gmail.co m	775-378-5144	Community member
Heather Marvel	Heatherkmarvel@gmail .com	775-384-7943	Parent
Name/Nombre	Email/Correo electrónico	Phone/Número de teléfono	Roles (list all that apply) / Función (seleccione todos los que correspondan) 'Youth / Student/ Juventud / Estudiante

			Meeting Facilitator/Facilitador(a) Educator / Administrator/ Educador(a) / Administrador(a) Parent / Family Member / Padre/Miembro de Familia Community Organization/ Organización de la comunidad
Kierra hutchinson	kierrahutch@gmail.com	7754207171	student
Ericha Esguerra	esguerraericha@gmail. com	7756837573	Student, WCSD4Change Member
Jim Hutchinson	jim@hutchval.com	7758435591	Parent and community member
Mari Hutchinson	mhutchinson@step2ren o.org		
Name/Nombre	Email/Correo	Phone/Número de	Roles (list all that apply) / Función

RENO

	electrónico	teléfono	(seleccione todos los que correspondan) 'Youth / Student/ Juventud / Estudiante Meeting Facilitator/Facilitador(a) Educator / Administrator/ Educador(a) / Administrador(a) Parent / Family Member / Padre/Miembro de Familia Community Organization/ Organización de la comunidad	
Kari Buccambuso	Karibuccambuso@gmai l.com	775-376-4056	Parent, volunteer	
Edward Coleman	officialndbc@gmail.com	501-210-5179	Community Activist	
Eliana Miranda	enshapir@gmail.com	775-722-6018	Community member	
Alysia Dynamik	alysia@therenogenerat or.com	971 207 5910	Educator	
Olivia Saenz	oliviasaenz@me.com		Student at Galena High School	

Name/Nombre	Email/Correo electrónico	Phone/Número de teléfono	Roles (list all that apply) / Función (seleccione todos los que correspondan) 'Youth / Student/ Juventud / Estudiante Meeting Facilitator/Facilitador(a) Educator / Administrator/ Educador(a) / Administrador(a) Parent / Family Member / Padre/Miembro de Familia Community Organization/ Organización de la comunidad
Kristin A. Lewis	kristina@unr.edu	775 473 6530	Parent
Leslie Golberg	lgolberg@med.unr.edu	775 843 7162	Retired Speech Pathologist
Megan Laux	megan_laux@hotmail.c om	775-225-3600	Parent
Dawn Donovan	Barrettndawn@gmail.c om	775-527-1573	parent
Caleb Donovan	calebd@academyoflit.o rg	none	Student youth
Amanda Boe	amanda.boe@thrivewel Inessreno.com		parent/therapist

Mary Alber	mary.alber@eic-nv.org	775.224.3736	Community Organization Founder of Education Innovation Collaborative www.eic-nv.org
Emily Meyer	emilyannmeyer88@gm ail.com	7758437605	Community member
Shannon Jensen	Shannon.maclellan@ya hoo.com	775-338-4831	Community Member
Aimee May	ashelhamer8@yahoo.c om	775-843-5024	Community Member
Will Contine	wcontine115@yahoo.co m	775-400-6917	Community member, t-ball coach
Alana Walls	Alanawalls@gmail.com	775-750-9185	PhD Student, community member, parent, baker
Sarah Marschall	Sarahmarschallstrategy @gmail.com	7757415384	Consultant, parent
Karen Preis			Community member



Welcome/ Bienvenidos

April 17, 2021

> Community Visioning Session



RENO INQUIRY SCHOOL



THANK YOU EDDY HOUSE! IGRACIAS EDDY HOUSE!

Reno Inquiry School Community Meeting 2021

- PLEASE SIGN IN ON THE DOC IN THE CHAT
- SI DESEA UN GRUPO BILINGÜE, ENVÍE UN MENSAJE A ALANA EN EL CHAT



A School Co-Designed with you (the people of Reno/Sparks)

"If we recognize this moment and opportunity to invite new people into our movements with unstoppable force, then we can cause that wall of injustice to crumble and replace it with a system that works for all of us."

"Si reconocemos este momento y la oportunidad de invitar a nuevas personas a nuestros movimientos con una fuerza imparable, entonces podemos hacer que ese muro de injusticia se derrumbe sea reemplazado con un sistema que funcione para todos nosotros"





john a powell (Othering & Belonging Institute, Berkeley).

Reno Inquiry School
Community Meeting 202

OUR STORY/NUESTRA HISTORIA

How this All Began... Cómo todo comenzó...

We are a group of local folks and educators from Reno/Sparks embarking on a journey to start a school. We envision a place that is a source of community improvement, a disruptor of inequity, and a place where democratic principles are practiced, with everyone having full voice. We seek to fully integrate with the Reno/Sparks community through diverse and equitable partnerships and develop a place where agency is fostered, meaningful relationships are built, and everyone is honored for the role they play in our society. We would love for you to write your own chapter in this story!

Somos un grupo local de educadores y residentes de Reno/Sparks que queremos crear una escuela. Imaginamos un espacio para el mejoramiento de la comunidad, que desestabiliza la iniquidad, y un lugar en el cual se ejercen los principios democráticos y donde la voz de cada quien tiene importancia. Queremos integrarnos con la comunidad de Reno/Sparks a través de asociaciones que promuevan la diversidad y equidad, para desarrollar un espacio en el cual la agencia individual es promovida, se construyen relaciones significativas y se respeta el papel de cada quien en nuestra sociedad. ¡Nos encantaría que escribieras tu propio capítulo en esta historia!

447



Reno Inquiry School

PURPOSE © OBJECTIVES PROPOSITOS OBJECTIVOS

Hear Viewpoints & Perspectives Oir perspectivas & puntos de vista

Effectively capture viewpoints and perspectives from people that can be used for a planning proposal.

Capturar de manera efectiva los puntos de vista y las perspectivas de las personas que se puedan utilizarse para una propuesta de planificación.

Widen the Circle Invitar mas personas

Identify additional people to engage with the planning and development process - Expanding our school community.

Identificar personas adicionales para participar en el proceso de planificación y expandir nuestra comunidad escolar.



INTENTIONS FOR TODAY: A SAFE SPACE FOR CONVERSATION & DISCUSSION

- * Share Openly & Honestly
- * Respect Points of View
- * Help Us Move Forward

Reno Inquiry School Community Meeting 2021

HOW THIS INFORMATION WILL BE USED

- * Developing a Plan and Approach for the school
- * Aggregated Only: No Specific Comments
 Attributed to Names
- * Help Us Move Forward

Your voice matters.

Share ...

YOUR PERSPECTIVES

Breakout Groups

Visual Arts
Eastside Learning Academy

DO YOU HAVE

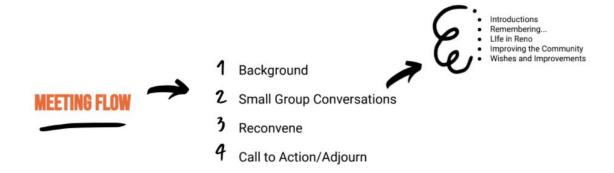
QUESTIONS/ PREGUNTAS?

Feel free to make this an open discussion for questions or clarifications before proceeding.





Reno Inquiry School Community Meeting 2021





Welcome

SMALL GROUP DISCUSSIONS





INTRODUCTIONS

Please Share Your Name & One Word Check In



Sign In

Please complete the sign in sheet.



•••

Reno Inquiry School Community Meeting 2021

A SAFE SPACE FOR CONVERSATION & DISCUSSION

* Share Openly & Honestly

* Respect Points of View

* Help Us Move Forward

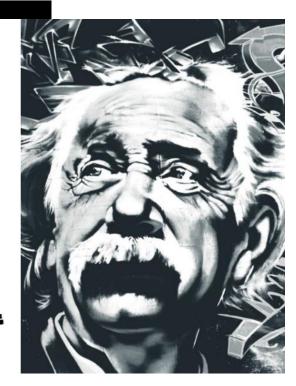
Are there Any
Other Agreements
Needed?

Visual Arts
Eastside Learning Academy

DO YOU HAVE

ANY QUESTIONS?

Feel free to make this an open discussion for questions or clarifications before proceeding.



Reno Inquiry School Community Meeting 2021

REMEMBERING

Take a moment to remember a time that you had a positive learning experience, outside of school.

Try to remember as many details as you can.

- What were you learning?
- Why did it matter to you?
- Who was there?
- What made it a positive experience?





 Make some notes for yourself or sketch something that helps you to remember the experience and details.

•••



What

What words describe the positive learning experience?



Who Who was there?

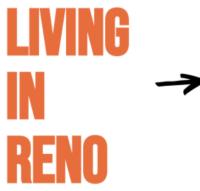
What Else What details do you remember that helped you to learn?







Reno Inquiry School Community Meeting 2021



- What is it like living in Reno/Sparks?
- · What do you like?
- · What do you wish were different?

•••

IMPROVING THE COMMUNITY

- How might a school contribute to a "better" Reno?
- · What would it stand for?
- · What would it do?

DESIGNING BETTER -> WAYS

- · What do you "wish for" in a school?
- Thinking back (or forward) to high school years, what would be (have been) in place to make it a place of joy?

Reno Inquiry School Community Meeting 2021

SHARING OUT

What was interesting, unique, or special that should be shared with the whole group?

NEXT STEPS JOIN THE - 2 Like our Facebook COMMUNITY! School) renoinquiryschool.com

1 Design Meeting Tomorrow at 10:30 am!

page (Reno Inquiry

Reno Inquiry School Community Meeting 2021



Let's Stay in Conversation!





Supplemental Appendix 3: Community Focus Group Information

Coded Data

Topic 1: Integration with Community

Group	Speaker	Response	Theme: Balance/Divers	Theme: Exposure to Community	Theme: Negotiation
_		voice from the			
Parent	2	community	✓	✓	
		cultural exposure, you			
		know, really exposing			
		them to different thinks		✓	
		that may not just within a			
Parent	3	bubble			
		sort of out there in the			
		real world learning lots of			
Parent	4	field trip activities		✓	
Parent	4	experience the real world		✓	
		needs to be a really good			
		balance there between			
		community, parent			
		voices, student voices,			
Parent	4	and educator voices	✓		✓
		get them set up in like,			
		you know, the world			
		situations, job situations,			
Parent	2	interns		✓	
		make changes on the fly			
Parent	3	(in job situations)		✓	

		there are some schools				
		that integrate the school,				
		like the school's opinion				
		and the students				
		opinion, personally, but				
		I feel like there could be				
Student	3	a little bit more	✓			✓
		like the rules aren't				
		rigorously predetermined				
		and that can be				
Student	7	negotiated				~
		just establishing a good				
		relationship with your				
		teacher you feel like				
	_	open to talk to them				
Student	2	about stuff		✓		•
		less red tape with this				
		kind of approach and				
Community		maybe a little less bureaucracy				
Community	4	less hierarchy, a more			· '	•
Community	6	flat playing field	✓			
Community	U	nat playing neto	•			•
		I think once that unit				
		starts getting bigger than				
		you got so many				
		different people with so				
		many different ideas, and				
		so many different points				
		of view, I'm not sure				
Community	3	how that would look		✓		

Topic 2: Trust and Responsibility

- Spic 2.	Trabel				
Group	Speaker	Response	Theme: student ownership of learning & responsibility	Theme: requires support	Theme: providing more choices
	эрэши				
Parent	2	Trusted to have responsibility but guided along and building partners and relationships		,	
raicht		and building partiers and relationships			
Parent	2	As long as they're being supported		~	
Parent	2	they're guided in the right direction		✓	
Parent	3	smaller student to teacher ratio		~	
		getting parents that don't freak out over this concept, so many of us were definitely not			
Parent	4	raised this way		~	
Parent	4	kids learn to make good choices by being allowed to make choices	•		~
Parent	4	where you do have educators that can support and guide and kind of you know lead people along the way		•	
Parent	4	giving them that autonomy and in a safe sort of enviornment	•	~	
Student	7	I still think structure is really nice and it can often help a more creative, more efficent and productive learning		•	
Student		a lof kids, they just need more responsibility just in general	•		•

Student	I believe we need structure but at the same time you have to stay true to ourselves	•	~	
Student	Buth there's still structure that you need to have because there are still things you need to 4 know how to do		~	
Student	I feel like it'd be better if you like, just learn by yourselfkind of like push yourself into it by 5 yourself	•		•

Topic 3: Meaningful Partnerships

		Response			
Group	Speaker		Theme: core academic knowledge		Theme: "real life" experience & exploration
		I'm not sure how much it overtake the core basis of the real knowledge that they need, say, to pass, you know, freshman year in college or entrance exam			
Parent	3	as much as experience, experience is really looked at individuals really look at	•		
Parent	3	And then they're expected to do this, like outside, like separate stuff, I think			•
		that that could maybe boil into like being too much or too overwhelming			
Parent	4			•	

		I would prefer them be able to balance this into their calendar during school		
Parent	3		•	
		I think if someone like wants to become like a confident leader or something, or		
		they're interested in that topic, it would go, but if they're not interested, then it shouldn't be required		
Student	2		•	•
		go around and actually, like see what you want to do in the future, instead of just having to figure it out, like last minute		
Student	4			✓
Student	-	Opportunity and option to learn about new things		
Student	,	Really important to branch out and like find new options and see like what you would be doing and see what you're interested in		
Student	2			✓
Student	2	But like it shouldn't be required if like, that's not like work	,	
		they refer to as helping relationships		
Commun	6	partnerships with community people, it doesn't mean that they have to choose what they're going to do in their life, but even any buyer for wanting to learn		•

Topic 4: Interdisciplinary Classes

Group	Speaker	Response	Theme: already happening and/or general lack of	Theme: find connections to find and use in career
Parent	4	educators already do this stuff, and really kind of combine things together	✓	
Parent	3	I think I would take that for granted a little bit	•	
Student	3	integrate all of those little pieces like that you really like to do, because then you can find a I job that you enjoy doing		•
Student	2	like to have to see the combination of how subjects that you likewhere that could lead you as a career in the I future		•
Student		But if you also want to like nail down one subject I think that's also a good idea	✓	

Prompt 5: Mental Health

Group	Speaker	Response	Theme: Community benefit	Theme: Counter emphasis on	Theme: currently overlook ed/ignore
Parent	2	I think a lot of people can benefit from it, even parents	~		
Student	2	definitely very, very overlooked in a lot of places			~
Student	3	it's really important to have that confidence that you are not being judged, and that you don't have to be perfect		•	
Student	4	I don't feel-like our mental health is validated at all			•
Student	7	it's hard to talk about this and you don't want people to pay attention to it because it's kind of embarrassing but it's easier if people actually know		•	•
Student		l believe teachers do care about students mental health but they don't have a curriculum or a well curriculum to use	,		,
Student		mental health is like horribly overlooked in the school system			•
Commu		it's just the amount of stress and like just negative stuff that comes from you know the idea of perfectionism		•	
Commu		also a competent community is people who have emotional competency and relationship competency	•		
Commu		focus on academics but it's the one piece that is so missing		•	•

RENO

Commu	6	connect people to community related efforts that are going on in this area of student learning. Not just the academic side, but also the mental well being	•	•	
Commu	5	leadership skills that's a little harmful just as much as a traditional definition of academic success		•	•
Commu	4	narrative kind of think (in opposition to grade to report on student progress)			

Topic 6: Social Justice

Tobic o:	Social Ju	Suce		I	TL
			Theme:	Theme: actionable	Theme: hesitancy
Group	Speaker	Response	urgency	steps	/concern
Group	эреакег	response	urgency	steps	/concern
		It's definitely real life. And it's definitely things			
Parent	2	that are still goin on	✓		
		Guidance from the right resources and the right			
Parent	3	sources giving directions			✓
	_	I think it takes a lot of input and you know,			
Parent	3	guidance from the right sources giving directions			~
D====+		it's a real life issue	_		
Parent	2	it s a real life issue	~		
Parent	2	depends on how it's kind of presented to our kids			✓
. di ciic		depends on now it's kind of presented to our kinds			-
		hearing from the right sources or using the right			
Parent	4	sources			✓

1					
Parent	4	is still a lot bigger of an issue in our community	~		
raiciii		is still a lot bigger of all issue in our community	_		
Parent	4	what do we need to do so a costate?		✓	
Parent	4	what do we need to do as a society?		•	
		like, professional, somebody's who's actually			
		trained to communicate this properly to the			
Parent	3	children			~
Student	2	we're currently living in it	~		
		whatever you learn at home sometimes like it will			
Student	7	be completely different			✓
		Just brings so much awareness. I feel like			
Student	6	recognizing it as a problem	~	✓	
		Trusting that students and young people can have			
		those conversations is a big thing that I think we			
Communit	4	need to embrace because they're aware of it	~	✓	✓
		and account they be divide of it	•	-	•
Communit	Λ	start them having those conversations earlier	J		
Communit	- 4	Start alem naving mose conversations carrier	•		

Topic: Outdoor Education

l Opici v	Julu	Doi Education		
Group	Speak	Response	Theme:	Theme: well- rounded education
Parent	3	be able to see that daily and see it grow, and know how to do that in the real enviornment		•
Parent	4	awesome learning experience		•
Student	3	Some things you have to go out and explore on your own and some things you have to see you have to feel you have to discover for yourself		•
Student	7	I find it hard to actually learn new things out of the atmosphere that you typically learn in		
Student		It's hard for me to learn out of the classroom		
Student		sometimes	✓	
Student	2	It's super hard to concentrate ourside	•	

Reno Inquiry School Focus Group Sign In Sheet May 17th, 2021

Name	Date	Role Student Parent Community Member
Frank D. Lemus, Sr.	5-17-21	Community member
	5/17/21	Community Member
Spencer Macon	5/17/21	Parent
Judi Kosterman	5-17-21	Community Member
Melinda Poehlmann	5/17/21	Parent
Nick Eng	5/17/21	Community Member
Alysia Crissman	5/17/21	Community Member
Miyah Igmen	5/17/21	Student
Elizabeth Jensen	5/17/21	Student
Maggie Grimes	5/17/21	Student
Kobe Tautalatasi	5/17/21	Student
Leo Wilborn	5/17/21	Student
Christina Kuch	5/17/2021	Student
Jillian Keller	5/17/21	Community Member
kirz/kaelyn poehlmann	5/17/21	student



Supplemental Appendix 4: Weekly Communication



June 27th, 2021 3345 Barbara Circle and Zoom

Attendees: Ben, Alana, Taylor, Scott, Beck, Yo Yo, Kari

I Welcome

Writing the plan & intents to enroll

II Community Engagement (Intents to Enroll and Information Session)

Taylor & Ben canvassing yesterday, door to door around some of the sites Shifting to canvassing to housing around events Been doing events (farmer's markets)

Put together schedule for canvassing Thurs 7/1 - Ben & Alana (5PM) Wednesday 6/30 - Taylor & Yoyo (5PM) Friday 7/2 - Ben, Alana, & Yoyo (5PM) 2350 Oddie Blvd.

Tues 7/6 - Ben, Alana, Taylor Wed 7/7 - Ben Thurs 7/8 -Fri 7/9 -Location TBD

Jennifer - teach about finances (taxes, loans, how to get a home, economic tips), from Ferrari Lund, MOU

Alecia - catering business, mentees, interns

III B Hive

- Budget
- Building: Full capacity at year 3, Oddi Project, space off of Bell Street (close to Honors Academy) & current space for Generator
- Board: Opportunity 180, help full boards, looking for a person with background in law, working to get us names, credible background in budgeting and/or finance, have someone on the board who is a clinical psychologist, background with issues of social/racial justice, Beck wants to be on the board

IV MOUs

Thank you to Scott for getting TMCC MOU Needs to be on their letterhead Overview, specific in overview in how that company will specifically support the school

Example: what services will they specifically partner with us, doesn't have to outline a lot (only one page)

Do we have an exemplar?

Exemplar template sent out →

Alana can write MOU

Taylor will write Bike Project &

Generator -- Alana

NAACP - Ben

Mari A -- write her own, Innovation Collaboration

This is Reno - Ben (Bob Conrad)

Opp 180 -

Kendra -- write her own

Outdoor's Calling -- Beck MOU, annual trip, outdoor fieldwork

SAEL - school of expeditionary learning in Grass Valley / NV City (outdoor program), integration

of outdoor learning, overview of programs they create (email draft to Taylor)

Kid Rocker -- Nick will write (hopefully)

Example of MOU from Stanford:

https://sehub.stanford.edu/sites/default/files/PartnershipMemorandum.pdf

Zoom Call Wednesday morning for feedback

Application Writing 7/1 at 9AM

V Plan Draft



June 20th, 2021 3345 Barbara Circle and Zoom Attendees: Ben, Alana, Yo Yo

- I Welcome
- II Plan Draft

Discussion
Social Emotional/Mental Health

- III B Hive
- Budget
- Building
- Board
- IV Community Engagement Team Discussion
 - Informational Sessions
 - Intent to Enroll
 Looking to hire people to canvas
 Passing out flyers for info sessions
 Yo yo -- email out to people
 Meet with Edward with Black Caucus
 Lots of ways to improve things
- V Other Items



June 13th, 2021

3345 Barbara Circle and Zoom

Attendees: Beck, Kari, Taylor, Ben, Alana

I Welcome

II Community Engagement Team Discussion

Informational Sessions

8 attendees, few people signed intent to enrolls (at 16)

Good feedback on program of study (9th - 13th grade), showing how we would support

Feedback from meeting: explain interdisciplinary in greater detail, more work on defining it

Reflect interdisciplinary through showing projects around social justice The projects we shared were far away (need to show place based learning)

Need a recorded version

6/14/21 Recording?

Intent to Enroll

16 completed forms (a few that are younger) so more like 12 or 13 Paid canvas?

Petition gathering approach

Brining on team (3-5) quality is better than quantity, we would pay, who also believe in our mission, train them, script, collect intent to enroll (paper based)

Aggressive social media/online

Being more strategic, make a list of people we know,

8th grade students at Honors

Shared list of target families

Handing out flyers at ArtTown Events? Or just outside of boundaries? (clipboards, intent to enroll papers, information flyers) -- Ben will collect those things

Farmers Markets? Split up Farmers Market

Planning document for plan for intent to enroll (with paid canvassing)

Food Truck Friday

Skate Park

Rodeo

Wine Walk

If you have someone that would be good

Do you have anyone in mind?

RENO-

Communicating with our whole list & start get some numbers attached to people

Outreach to Diaz (connection to remake)

Reach out to partners (example: Reno Bike Project)

It's a simple ask

Best thing is to talk to someone about Intent to Enroll

Feed the Camel

Food Truck

Skate park?

Idlewild Park, posting flyers? → Taylor

Email template

Yoyo - BLM facebook page (gathering info)

Events that people have signed up for

Paid canvasser operation going -- 3-5 people willing to go out into the community

Ben will set up framework/budget, everyone else think of people who might be interested

Developing a plan on Junteenth

ILEAD Tour

Offer to help with structural pieces of writing and reviewing plan

Opportunity 180

III B Hive

Budget

Mari has budget expertise

Building

Meeting with Kidder Mathews (Monday 6/14 at 7PM)

Ben will send out Zoom link

3 year roll out & we start smaller and get bigger & budget is based on per pupil, your building has to grow with you or it has to big to begin with 20% of your budget (close to 20% at the beginning, it would be going down)

Building is second biggest cost after staffing

Board

Need someone around school law/finance

Need to formalize board

All eligible to serve on board

Serving on board, need to know missing & operations of school, hold school director accountable

Statutory responsibilities, legal oversight of dollars, board officially hires and fires (in practice hires and fires director)

Approve budget

Boards are varying degrees of engagement

Want board committed to mission and vision

Monthly meeting (some work outside to review)

Yoyo wants to be on the board & do community engagement

Beck is on the board



IV Plan Draft

Ben is developing a plan with ILEAD people Ben wants to have a draft by 6/25 (might be pretty rough) Hilair and Alissa will review draft for editing/revising (by 6/25) **Discussion**

V Other Items

Add positive contributions to social justice slide

June 6th, 2021 3345 Barbara Circle and Zoom Attendees: Taylor, Ben, Alana, Kari, Karen, Yoyo, Beck

I Welcome

II Community Engagement Team Discussion

Informational Sessions

Having a therapist, mental health staff Unspoken Curriculum, virtual therapists for free (5 sessions for free for people), not here yet

Yoyo will continue to look into that

Tesla - look within the company

Yoyo will connect with someone at Tesla to see if they want to/can expand mentor program to HS (right now it's just in-house)

Thursday is informational meeting

Get as many people as possible to attend (doesn't matter age of children)

Take to rodeo (Andi)

Flyer is in drive in PDF version

Make sure everyone has Zoom link

Hyperlink on flyer

Repost the link for everybody

Adding it to Next Door account

Ben will send message out to group so everyone can forward to people

Ben suggests personal follow up emails

Need 53 enrollees

Met Tuesday & created categories and assigned people certain categories, take ownership of creating slide(s)

Meet Tuesday to go over slides

Then, meet with Wednesday with Taylor

2:30 meeting on Tuesday, Alana will send out email with Zoom link,

everyone will complete their slides by Tuesday at 2:30

Meet on Wednesday at 6 on Zoom

Generally 1 way because it's an info session

Put people in situations to understand social justice (emotion is what causes people to spread awareness)

Interdisciplinary learning in social justice learning

When you enter into the cycle of RIS (strong commitment to human intake) -- series of connection

SNU diversifying people in the field of education (mission for them) Flexible ARL (piloting an endorsement called SEAM, social emotional intervention)

Different locations and lots of online stuff, we're small & we can make things work

Intent to Enroll

Report Yo Yo and Taylor

III B Hive

Budget

Build in priorities of funding

Mari, CEO of Step 2

Andi, director of HAL

Andi provided list of revenue, profits and losses of HAL, to set financial workbook

Former CFO of Step 2 and CPA, looked at Financial Workbook

Get orientated to the pieces to start calculating

Working on getting overall revenue

Break down of costs associated with reno inquiry school

Only up to 13% of population with IEP, do not get multiplier (disincentives students with learning differences)

1 million as annual budget, challenges, starting with roll out

126 first year,

288 at full capacity

Need building to get to full capacity, so heavy on building cost, but lower on staff cost

5 year budget

Title 2 funds -- grants associated with special populations (specific need at your school, sometimes technology, curriculum, teacher support)

Title 1 designed for schools that are below poverty (financially based), we wouldn't qualify (at least in year 1)

Per pupil funding went down, schools currently existing are held harmless (they're not changing per pupil)

Most schools are being held harmless or going up, Washoe is neutral,

Clack is going up, rurals going up

We need an accountant

Person doing financial review for Generator might be interested in working with us

Need finance person on the board

Building

Supplement somewhere else outside of hard money Opportunity 180

Location -- have to be in zip codes of current 1 and 2 star high schools (89503 NW and part of downtown & Generator's makerspace, 89512 east and into Sparks along McCarren)

Board

IV Academic Planning Team Discussion

- Dual Credit/Higher Ed
 - Report Ben/Kari SNU

MOUs

- Kid Rocker
- o TMCC
- o SNU
- Generator
- Eddy House
- Kidder Matthews

Written for review

Ben is drafting

Categorize them (parenthesis)

Rodeo?

Mutually beneficial partnerships, looking for things that we can do together

Boys & Girls Club? Transportation/support for homework?

Donate instruments to us, focus on finding a teacher to teach music

Nick from Kid Rocker, interested in partnering with us, might have ideas

Beck's coach is football coach for Coral Academy, reach out to coach

Cycle of Learning

Structuring Academic Plan (Consolidated headings, etc.)

RENO

Rethinking interdisciplinary-How are we defining this?

- Student Agency
- Mental Health (Whole Student)
 - Intake (Assessment, Vision, Hopes and Dreams), get families involved, thinking about who they are, surrounding with cohorts, supporting them with democratic principles (our curriculum comes from that)
 - Support mechanism that are tools
 - For our informational sessions, come out with how a day of classes will look like→
 - Democratic principles
 - o Don't buy into the divide
 - Pathways
 - Whole inclusive body of learning
 - o Driven by student agency & force for community improvement
 - We need to have access to learning
 - Integrate CTE
 - Integrate agriculture (biology)
- Team
 - Partnerships
 - o Cohorts
 - Family
 - School Community and Democratic Principles
- Curriculum and Course Planning (Curriculum Guide)
- Interdisciplinary
 - Social Justice
 - Service Learning
 - Work Based Learning
- Place Based Learning
 - Outdoor Learning
 - Garden
- Assessment (Intake)
 - Metacognitive Reflection
 - Planning
- Mental Health/General Health/SEL (Need to set up discussion/meeting with Karen and Kendra)

IV Mission and Vision Go back to mission and vision

V Governance (Preliminary Discussion)

In conflict with the status quo Reports that go to the state



How do we report to the board

What review process is there for staff

How do we empower staff to be part of review cycles

Are we staying true to our vision?

Accountable to entire community, cycles in place that ask "are we doing what we intended to do?"

Rough rating on what we're doing and what we said we're going to do (ensuring that we have voice from lots of different groups)

In the application -- need to structure in place, specifically how the board is reported to

Where are some schools that are involving all? Checks and balances?

Ben can collect that information (ask ILEAD)

Ben is interested in this, fully transparent, full voice

Critical political piece

VI Share out: Top of Mind

RIS facebook page, need intent to enroll post RIS facebook page, need to post information session Influencer from SNU ideas?

Update website with upcoming event

VII Other exciting things to report

VIII Next Sunday Meeting (Add topics you would like to see discussed)

May 30, 2021

3345 Barbara Circle and Zoom

Attendees: Yoyo, Taylor, Ben, Alana, Beck, Graham, Scott, Karen

I Welcome

II Community Engagement Team Discussion

- Focus Groups and Coding
 - Report Alana
- Ways we communicate interdisciplinary learning
- Difficult to conceptualize outdoor learning as a place of learning
- Not seeing outdoor education as a place of learning
- Social justice, wanted to talk about things that were happening everyday, the people who were supposed to be teaching them weren't as comfortable teaching it
- Permeable boundaries, emphasis on how the classroom is not a structured 4 wall
- Main focus of what we really want to do offer a place that supports students in overall wellness and social justice (and everything else are tools)
- Embedded outdoor embedness, place based learning supports mental health
- Being out in the community is social justice
- What we're hearing that the community needs (Social Justice & Mental Health), everything else is tools
- Field learning
- Outdoor curriculum, SNU (upcoming meeting), outdoor learning program for teachers, come up with handbooks, curriculum



- SNU 3PM 6/1
- Schedule a meeting to go over the content of the info session and the recruit piece, getting people there (content & pamphlet)
- First focus group is June 10
- Saturday 6/5, put in content
- Social media, spread awareness
- What events that would be beneficial to attend
- One person reached out to Yoyo on NextDoor
- July 24, Reno Pride, still get the information out
- Continue to spread application is submitted to have people aware & informed
- Donate booth to us
- 4th at the Field (baseball field) -- reach out to people
- We'll want a strong student body
- Location to put posters up?
- School tours (fully vaccinated)
 - Information Sessions and Notice to Enroll
 - Report Yo Yo and Taylor

III Academic Planning Team Discussion

- Dual Credit
 - Report Scott
 - A lot of different ways to engage with their dual credit offerings
 - Enroll individually
 - TMCC has already established pathways
 - TMCC Jumpstart
 - Karen, head of Jump Start
 - Semester long course at TMCC is a year long course in HS
 - Semester classes for cohorts, will teach on campus or work with HS facility (credential)
 - No GPA requirement to take classes
 - Director of Jump Start Program, found that GPA does not matter (students, not matter GPA)
 - Entire catalog is open to you
 - Build custom programs of study
 - Teacher training program of study
 - TMCC already has one, ours might look different
 - Our own curriculum & pathways
 - MOU comes in, Scott will summarizes for application
 - SNU (not met yet)
 - Winship, chair of teacher ed
 - Campus is in Reno
 - Masters of Education & undergraduate
 - Most interested in talking about linkage in teacher ed



- UNR Early College (not met yet)
- Quinten
- Conversation about dual credit offerings
- Assistant provost (need to involve)

Cycle of Learning

Structuring Academic Plan (Consolidated headings, etc.)
Rethinking interdisciplinary-How are we defining this?

- Student Agency
- Mental Health (Whole Student)
 - Intake (Assessment, Vision, Hopes and Dreams), get families involved, thinking about who they are, surrounding with cohorts, supporting them with democratic principles (our curriculum comes from that)
 - Support mechanism that are tools
 - For our informational sessions, come out with how a day of classes will look like→
 - Democratic principles
 - Don't buy into the divide
 - Pathways
 - Whole inclusive body of learning
 - Driven by student agency & force for community improvement
 - We need to have access to learning
 - Integrate CTE
 - Integrate agriculture (biology)
- Team
 - Partnerships
 - Cohorts
 - Family
 - School Community and Democratic Principles
- Curriculum and Course Planning (Curriculum Guide)
- Interdisciplinary
 - Social Justice
 - Service Learning
 - Work Based Learning
- Place Based Learning
 - Outdoor Learning
 - Garden
- Assessment (Intake)
 - o Metacognitive Reflection
 - Planning

IV Mission and Vision

Working up argumentation & not in alignment with what we're really trying to say Try to work out more alignment



Governance piece, at multiple levels, student agency democratic principles, place of accountability

Opposing values, strong mission and vision, strong accountability system

Cycle are we doing what we're saying what we said we'll do

V B Hive: Board/Building/Budget

Looking for building in 89502, 89503

Something that feels more healthy, more spacious, not segmented classrooms

Some buildings in mind, he'll send some

126 that meet criteria

A lot up for lease (rather than buy)

Wherever we want to lease, building where we would lease most of the space & get other tenets to lease near or with a school

Need someone to support with contract company to help with renovations Bell street with The Generator is,

Need budget team, needs to be activated in the next week Anybody who's interested, Ben will put into solicitation email

Karen knows a contractor and can get someone

VI Share out: Top of Mind

VII Other exciting things to report

VIII Next Sunday Meeting (Add topics you would like to see discussed)

Beck wants to do day in the life,
Saturday, at 2
EcoJustice Education
Tuesday meeting with SNU
Tuesday tour in Truckee
Saturday meeting, informational sessions, day in the life,
Tour in Southern California
Sunday meeting



May 23, 2021 3345 Barbara Circle and Zoom Attendees: Ben, Scott, Yoyo, Taylor, Karen, Will, Beck

I Welcome

II Community Engagement Team Discussion

Focus Groups and Coding

Community, parent, and student group (Reno Bike Project, Kid Rocker, Generator, people in mental health field)

Yoyo, Taylor, and Ben facilitated (with notetakers)

How the people in the group are responding to mission and academic plan

Purpose: see how people respond to language in mission and academic plan

June 10 and June 19

Coding will be done tuesday

People interested in mental health

Social emotional

Concerns

Students are stuck in autopilot with their thinking

Difficult for them to understand how certain thing would be beneficial (like outdoor aspect) -- felt they would be distracted if they were outside (they associated outside with play or field trip)

"No learning happening outside" - students perceive learning as only happening in the classroom

Nervous having to go out into the community

Parents - on board with getting into the community & hands on learning

Parents - concerned with mental health & testing

Parents group was homogenous

Using feedback to write academic plan

Mental health integration

Difficult for people to conceptualize what it actually means

Day in the life of a student who attends Reno Inquiry School

You have to do that for the application (a day in the life)

Info session, June 10 (thursday night at 5:30), people want to join on Zoom

Better use of time to make them Zoom accessible

Trying to do both at the same time is a lot of energy

Everyone needs to share info session

Please share flyer with as many people as possible

Parents of HS and MS age students

Main goal is to get intent to enroll forms

Intent to enroll forms are in the drive

Really important to have in writing people's interest

Need 53 (have 3 signed)

Help getting this sent out to specific organizations and people you know with students in HS

Intent to enroll have to be signed by parents who will have 9th, 10th, 11th by 2022 (can't be 8th graders)

Taylor needs help with recruitment piece

Leading recruitment & tracking who is coming

Recruitment strategy & plan

Yoyo taking on lead recruitment

June 19 (saturday at 11AM)

If anyone knows about events that are happening, let Yoyo know & she can reach out (table/booth)

2nd recruitment at June 26 at 11AM

Recruitment event offered in person for people who need child care at Honors

Information Sessions and Notice to Enroll

Erin interested in being part of board Erin to discuss curriculum & application Taylor is talking to Erin at 3

III Academic Planning Team Discussion

Dual Credit

SNU - campus is in Reno

Student teaching &/or curricular input

MOU

Variety of options on connections with higher ed institutions

Focus on teacher training

Counter to current teacher training

Connection with teacher training programs (have teachers student teach) as well as build a program of teacher training within our school

Language on academic plan is stream of consciousness on education -- moving toward is tightening it up & making it into a formal proposal

Consulting with variety of people who have experience opening schools

• Support (ILEAD, Erin)

Erin

Administrators of ILEAD schools, facilitated by Yoyo

Agree to meet on a regular basis

ILEAD - based out of California, project based learning, student-led, working with the whole child & emotional/mental development of child, students are learners & teachers are facilitators, all schools are open concept classrooms, partnered with NASA, adjust how they do things based on each state, community based type of school, offer resources, 15 schools now, invited us to tour California schools (done by 6/15), clear that we're looking to be independent, Dawn is founder SCVI (K-12)

Mara - Tahoe private school, PK-12,

• "Scott Doc"

11 sections of Academic Plan

"Transform" has negative connotations (yet still part of application), moving to 4 and 5 star schools - no one assigned

Curriculum & instruction -- Erin/Taylor (Karen, working on language)

Skipping 3, N/A (distance education)

No PreK

Promotion & HS graduation, Scott is working on this, providing traditional credits, a piece that can't be resolved until... translate that into, variety of ways to do that in interdisciplinary ways, support on project based

Dual credit - Scott is working on that

"Driving for results" charters are supposed to provide services/schools to demographic and educational need (generally speaking, at risk), goes along with transformational piece, Ben is taking lead

7 & 8 = "at risk" and "special populations" how do you intervene, how do you identify students who are "at risk" what are your interventions,

School culture = derives from mission & vision, organizational pieces, student agency, how do we actually build that ethos,

Unspoken curriculum, professionals in classrooms (mental health), Henson Discipline has connotations that we don't want, communal concepts, Democratic free schools,

BLHF Resource Guide - The Boris Lawrence Henson Foundation

(borislhensonfoundation.org)

Integration of mental health

Interdisciplinary science curriculum

Implementation of sex ed



Educating the whole child (sexuality as well)

IV Mission and Vision

V Outstanding Items

Board

Committee to Form: required members, officially putting your name on this application (held accountable to that/application)
Once charter is approved, charter forms school board
A lot of time, those committees have same/similar members
Keep in mind, if you are interested in being official committee to form
Not limited in numbers (responsibility to know the plan well enough to make it evident that you had something to do with it)

- Building
- Budget
- VI Share out: Top of Mind
- VII Other exciting things to report
- VIII Next Sunday Meeting (Add topics you would like to see discussed)

Next sunday at 10:30, 5/30 ILEAD meeting, wednesday at 4, 5/26

May 9, 2021 Asynchronous Attendees:

I Welcome (Please welcome yourself to the asynchronous meeting)

Hello, everyone! Hope you're enjoying this beautiful Sunday. -Taylor

II Report: Community Engagement Team (Please add comments, thoughts, etc.)

Community engagement report:

RENO-

Alissa, Yo Yo and Taylor met on Monday night to plan our focus groups. We decided to have a facilitator and note taker for each group. We'll host the groups in person at Honors Academy with an option for zoom, too.

Will, YoYos husband is working on the flyer so we can start promoting ASAP.

We need help getting bodies there. We'll host a student, family, and community member group. The purpose is to assess the clarity of our mission and vision statement, and the overall interest in our academic plan.

Taylor worked on the consent form, demographic intake form, the confirmation email for those who rsvp and the agenda for meeting. All of those documents are in the folder. Please take a look and provide feedback.

- III Report: Operations Team (Please add comments, thoughts, etc.)
- IV Report: Academic Plan Team
- V Share out: What does school mean to you? Talk about what an ideal school would be?
- VI Other exciting things to report
- IV Next Sunday Meeting (Add topics you would like to see discussed)

Finalizing our slides and work for the focus groups.

Scheduling of our first information session

Data collection for focus group.



May 2, 2021 10:30 AM 3345 Barbara Circle (and virtual)

https://us04web.zoom.us/j/75748742338?pwd=MGFyYjlyMmNYeXhHSWNadU1DeWFDQT09 Attendees: Ben Contine, Yoyo, Taylor, Ben, Graham, WIII Contine, Scott Oliver, Alana,

Attendees: Ben Contine, Yoyo, Taylor, Ben, Graham, WIII Contine, Scott Oliver, Ala Hilair

I Welcome

II Where are we? Birds eye view

III Why are we opening a school?

Scott (academic planning piece): interested in how an alternative model works, how do you molk that to fit the criteria of the charter & still do the things you want to do Chair of academic planning

Yoyo: having a school where students are not learning to take a test, not learning from outdated textbooks, understanding every child is different, not having a type of school where there's a normal child, learning for learning sake, no longer having home ec (in a college prep school), business classes, HS had major, communication, had ROTC, a lot to learn from midwest, resume building, arts were taken away, kids need an outlet, ingrained in us that we have to go to college, not doing the things that you love, "what do you want to do when you're older" not "what do you want to be"

Will: unorthodox HS experience, failed to be unorthodox in its approach that it promised, current models are built less on learning, hierarchical structures, breaking down structures, Hillair: respect that student has received from teachers, making sure there's a community of people supporting one another, focus on what makes living so wonderful, from Oakland/Mendocino coast, community is divided, separated by education/class, more of a class sense (hierarchy)

Graham: worked on mission/vision, put it into a doc, field of education, written about education policy, dissertation in larger context of charter school movement, significant constraints on state about alternative education, skeptical of education, questions of authority and power, what may work in a more egalitarian fashion, skeptical of reactionary progress impulse toward type of practicality in relevance (meet students where they are), cultivate forms of agency, influences are de-politicizing, education as collectivizing, protected from co-opting from the state

Taylor: community, teacher for 8 years, challenging to witness students being passive in their learning, has to do with power, schools replicate systems of power, where students don't have to ask questions, where they can challenge administers, take a critical eye in an authentic way, don't know what that looks like, passive learning

Ben: enjoyed listening to this conversation, space where we're not trying to control outcomes, not trying to drive student, not having students do what we want them to do, what drives that human passion, joy of living, schools can be dehumanizing, you need to do these things at school in order to fulfill your dreams (but not here), be responsive and creative/developing people as humans and connected communities, feel like people have some connection, social capital

Latitude Schooling

Before we moved, student in Ohio, project-based learning, hands on, they enjoyed it, fit everybody, different way of learning, I Lead Charter Schools (one in Colorado) -- elementary up to 12th grade, NASA space center, no walls

III Next Steps and Timeline (Backwards Planning from July)

Start of a plan for community engagement, post-authorization

What do we need to before July 15 (shared by Taylor)

Community engagement is small on application but a big job

Require a lot of people to jump in and help

Feedback from community

3 focus groups before application submission, what we're thinking regarding philosophy community/parent/student

Dialogue

2 way communications, get actual feedback & modify

Need academic plan nailed down so that we can paint a picture for focus groups, show "a day in the life"

No more than 10 to really get good/deep conversations

Have we asked older students at HAL what they want in a school? This impacts them, what they are actually looking for, what makes them enjoy school? They have to be there, in order to engage them, it has to be things they can relate to, dreams/aspirations, what do you want from school? What are you looking to accomplish? How do those dreams change? Do they change? Use Altitude at HAL (video or other form) -- use as an assignment

What have you experienced in school?

What are your aspirations?

Information session, getting people signed up

Getting appropriate level signed up (actual general interest)

Did canvassing/outreach, recruit families for information sessions

We need to figure out where the school might be

Transportation, car pool system

Equity

2 focus groups

Record Session

Befriend people on social media

Getting on the radio?

Created a poster about the focus groups, put them up

Yoyo, friend who does community Podcast, ways to get the message out

Need someone to do social media



Need to be posting 3 times a week

Active social media looks good to NSPCA

Newsletter/website

Monthly newsletter

Need to send first newsletters

Need to put articles/description of school

Like website with philosophy

Just to put into the application

Post-authorization plan, if we are authorized, then this is how we'll engage community

Equipo Academy in Vegas, do a really good job of community engagement (link in document)

Weekly parent school meetings via Zoom

Family engagement (Sarah Marshall), equitable family engagement

I Lead Schools -- Yo-yo reach out to founders

Who are current partners, who do we want to have interested, when we get someone interested in being partner, need to be something specific (what are the intentions of the partnership), need to document it (can't be a generic letter)

By the end of the meeting, date in mind would be focus groups

Need to have movement on academic plan before focus group (calendar piece)

"Meeting the Need"

Designated by state statute

Assembly passed a couple years ago, recent

Academic/Demographic needs

Connect our vision/mission and pieces of plan, explain how it addresses communities that have been marginalized (lower start schools)

Not entirely buying into state narrative (specifically address different demographics)

Attend "Academic Planning" meeting

"Mission & Vision"

Will will email Graham to ask about ethnographies (include Alana and Tabitha)

"Operations and Finance"

Katie has reached out to people in group

Taylor & Ben meeting with Andi, discussing budget, invite Katie

"Parent Community Involvement"

"Academic Plan"

Spreadsheet on list

Scott -- last job 5/7, between now and 5/7 & after 5/7 available to meet, ready to meet Materials out today, communicate email

Monday 5/10 meeting

"Take up the most space" -- most academic plans that are submitted meet criteria, where they're missing is community engagement piece

The state is a fiscal agent, they care "will kids actually engage in school?" "will they have a budget"

Very supporting community & student enrollment, somewhat fiscally responsible, we'll have more latitude, if those things aren't in place, you have less

Submitting application in July, after the application, it'll evolve, & so on (scaffolding)

Focus groups, 5/17, Taylor/Yoyo/Alissa/Karen (parent translator)



IV Other exciting things to report

SNU contact conversation about dual credit for SNU, Scott is pursuing that

Generator's open house (moved and reopened), Alysia (education director/artist) excited about doing work together (artist collective), physically close to HAL (taking students to learn)

Lani Femster -- wants to meet this week

Podcast--Mass Liberation Radio, Thursdays on Spotify (every week), Lilith Barron (actor/vocal) legislature office (lots of connection)

Need to follow up with Edward Coleman

NYT Teacher Project, creating curriculum that will fit nicely into what we're doing (middle school math), working with middle & HS teachers around the country (NYT learning curriculum)

IV Next Meeting

Next meeting will by asynchronous (write in comments if you would like to) Have it out by tomorrow

Yoyo/Alissa/Taylor on Tuesday 5/4, planning stuff for focus groups



April 25, 2021 10:30 AM 3345 Barbara Circle (and virtual)

https://us04web.zoom.us/j/75748742338?pwd=MGFyYjlyMmNYeXhHSWNadU1DeWFDQT09 Attendees:

I Welcome

Scott Oliver-Curious about the school and wants to learn more. Has background teaching at college level and woodworking, and in critical theory, and was a graphic designer in one point in time. Has a lot of ideas of what might be interesting for education.

Tara DeQuiroz-Her son, Eiji, went to HAL for a small period of time, and daughter goes to Davidson Academy. They're interested in learning that is more hands on and inquiry driven and giving the student giving more ownership of their educational journey. In the netherlands, teachers serve more as coaches and students work more on projects. Went to Hampshire College, no grades no tests, believes that it works really well.

Allen DeQuiroz- Eiji would want something thats different than the normal environment. A previous college teacher, went to an alternative school in middle school and loved it, it might work well for his son, too.

Alissa Surges-son Charlie is currently at HAL getting ready to graduate, and loves working with Taylor, Lana, and Ben

II Community Meeting/Outreach

Intent to Enroll

By the time we submit application, we need to have about half (60) intent to enroll signed. We do not have an intent to enroll form yet, how will we go about doing that? Doing some research on what the Intent to Enroll form might look like.

Higher Ed-MOU, we need to build a plan for dual credit, (Jumpstart through TMCC), one of the programs Ben has been meeting with virtually is, Sara Lopsinger, WNC, students can get credit through the community college, also to develop future teachers to be more critical of education and more of a mindset for what we want to see out of teachers in the future.

Alissa-Are you looking for specific teachers or dual credit programs?

Ben-The second one, we can start cold calling Jumpstart, and MOU is probably not a difficult hurdle, we want to build partnerships that fit with the philosophy of the school.

Alissa-There is an educator at UNR who teaches teacher how to teach math, he might be really interesting to talk to, Glenn Wadell. Very passionate, teaches teachers, he might have some sort of lead and knows what he's doing. Also teaches math teachers through the lens of historical and current racial inequities in math.

Scott-You're looking to make partnerships with educational institutions that train teachers? Ben-As part of our application, what we want to do and is required, we have to have some partnership with higher ed to either gain dual credit or certifications where you are transitioning to something post graduation. TMCC Jumpstart program is actually taught by community college teachers Scott-is this done on TMCC campus?

Ben-Both, sometimes they'll come to campus or be taught by teacher. Scott-Somewhat connected to graduate department to SNU in Incline, Russel might be able to point him in somewhat of the right direction? Happy to ask Russel about this.

Taylor-Something for us to talk to Andi about on May 10 when Ben and I meet with her. Ben-We have to apply under the state charter authority

III Working Groups People and Timetable

"Meeting the Need"

"Mission & Vision"

"Parent Community Involvement"

"Academic Plan"

"Operations"

Spreadsheet where we can keep adding people to show our groups and what we are working on so people can sign up for that. Also to identify the chairs of those groups, we don't have chairs for mission and vision, operations and finance, and academic plan. We'll create those groups and those groups will meet on their own schedule, research and writing in between. Taylor will put together the spreadsheet.

Scott-it might be useful for each of the groups to put a one sentence explanation of what their focus is. Ben will create these explanations.

Alan-is it a safe assumption that kids would go different places based on interests? Ben-we believe in diversity of strength, community members come from different backgrounds and interests.

IV Next Meeting

Report out on working groups-groups will create a plan to meet and figure out engagement and strategy.

What in your dream world would you see in a school?

Scott-In a real general way, I think about what I want in terms of what I want for Oliver (his son), I think whatever you can do to, if theres an open space that's left for students to work on just making themselves, teach eachother, thereby creating culture within the structure of the school, that is not about adults.

Ben-we talk about reduced surveilence

Scott-students can co-create what's happening, theres a lot of rigidness, "you can do this or take an elective" and that's the only opportunity for self--expression, they're so outcome focused that we lose that sense that students already have what they need to build their own world.

Alissa-I just love that and I think we should incorporate that into the proposals. Teach them to be good stewards of the world.

Allen-I'm thinking back to my own alternative middle school, you created your own curriculum, it was designed with these mini courses that were 5 weeks each like marine biology, all the students made their own schedule. There are open times at the middle of the school day at Davidson, and it's great, there aren't teachers figuring what you're doing, just free. School was in Los Angeles. Other people who went there share opinion that it was fantastic.

April 18, 2021 10:30 AM 3345 Barbara Circle (and virtual)

 $\underline{https://us04web.zoom.us/j/75748742338?pwd=MGFyYjlyMmNYeXhHSWNadU1DeWFDQT09}$

Attendees: Will Contine, Ben Contine, Taylor Kockenmeister, Katie Brown, Tabitha Mueller, Graham Slater, Alana Walls

I Welcome

II Community Meeting/Outreach

Will's Group--wanting a school to foster a sense of belonging and community & legitimate interaction with spaces outside the school itself, one person talked about how they did an internship at a print shop & appreciated working in an environment there were tangible results whether they were successful or not in their endeavors, school is abstract, someone was counting on them to succeed, Reno can be hierarchical and exclusionary, wanted a school that attempted to not be rigid in its construction

Tabitha--mixture of ages, moving away from learning for memorization/test, reframing as learning through self exploration, taking time to interact with community, reliant on experts, moving beyond just "I'm going to learn this math for just this reason" -- volunteering to help solve a problem in a community, self reflection (Am I doing this because I want to or to check a box), Reno is a small town--perception of who they can impact your interpretation of who they are now, learning for real world contexts, brining students out of the classroom, bring in community members, frustrations of how Reno is growing & lack of community, strengthen connections with Reno, treating people as people, learning mental/sexual health, personal development, life skills, savings plan, things you need to use in everyday life, self directed experiential learning, learning for curiosity and exploration, partnership, inclusivity and diversity, how do we adapt to a changing state/community, acknowledging your own privileges and your own background and emphasizing with others' backgrounds, recognizing/meeting students where they're at

Taylor--permeable boundaries with school, being out in the community, type of learning because of racist textbooks & curriculum & time is put into "Small" topics, no time looking at authentic connections, current artists lack of opportunities to do art in school, no emphasis in school on self actualization (missing opportunities), embrace special things about kids, mental health focus

RENO

Conversations with clients from Eddy House--difficult, hard conversation to facilitate, tried to use similar prompts (not gentle enough), self-blame "I should have done better" no conversation about the system, feel like its their fault, being connected at school via uniform (sports/ROTC), feelings a sense of belonging, inclusivity, feeling like they weren't listen to at school, come to school with mental health concerns, they were brushed of, "if I have to spend 8 hours somehwere I want to know why I'm there"--relevance

Ben's Group--our sense of community is being threatened by growth (traffic, rent), losing a connection, "most of what I do in school doesn't matter," relevancy in terms of employment Didn't want to come to meeting--school theatre program, in and out of juvenile detention, not given support, starting working school's theatre program (manage stage) and gave him responsibilities, take charge & trust (trust with expensive things), but he considered himself to be a "screw-up" ashamed of his background but getting responsible

Feedback on meeting--organized and inclusive

Schooling externalizes the world, does not foster, understanding one's

Schooling a process in which people come to understand critically their place in an established social order, if they disagree with it (part of it)

More than flat response

Schooling is disconnected from demystifying their place in the world

Complex institutional site, demystify the social order, lead people down a variety of paths

"There is someone counting on me to succeed" from Will's meeting

How to help students understand their emotions--tried to go off curriculum but it was frowned upon by district

Overcome addiction when 28, didn't have the skills to surround myself with people who care about me and who I care about-found this through AA

Easy tangible things (art, mental health) difficult for people to zoom out

Start talking about Reno, how do you see a school solving some of the problems you're talking, as opposed to what do you want from school

Here we are in this built environment, how does a school solve this issue

How do we continue having conversations with people at Eddy House? Can we talk to kids in foster care who are in school?

Friday table talks--people getting to know the program

III Review NSPCA Application

Distribute work in groups

"Meeting the Need"

"Mission & Vision"

"Parent Community Involvement"

"Academic Plan"

"Operations"

Taylor "Parent Community Involvement"

Katie - "Operations"

Ben - "Academic Plan" -- tangible flow from mission & vision

Situation in literature, here's how you actual do this

IV Working Groups

"Meeting the Need"

"Mission & Vision"

"Parent Community Involvement"

"Academic Plan"



"Operations"
Working simultaneously
What is the role of Sunday meetings?

V Next Meeting

Go over headings and start working groups Will & Alana read ethnography (maybe Graham?)

April 11, 2021 10:30 AM 3345 Barbara Circle (and virtual)

https://us04web.zoom.us/j/75748742338?pwd=MGFyYjlyMmNYeXhHSWNadU1DeWFDQT09

Attendees: Evan, Taylor, Ben, Alana, Will

I Welcome

II Report: Meeting with NSPCA (Mark) - Beacon

https://charterschools.nv.gov/OpenASchool/Application_Packet/

NSPCA--has its own board & staff 2nd meeting with staff Offer to schools that apply Provide overview of trip-ups on application



Reached out to someone prior

Wasn't crucial information

More we talk to others about the school, feels like NSPCA is excited about the school

Believe in overview of the school "music to my ears"

Stressed community work is documented so that it is included as evidence in application

NSPCA staff supports & evaluates (can seem like a contradictory role)

"It's clear that you've read through the material"

Stressing needs assessment, charter schools are places of inclusivity (particularly to marginalized communities)

Needs assessment--demographics and geographies that have been traditionally underperforming

Beacon Academy in Las Vegas--learn from them, work they've done to engage community

Another charter application--Sage Charter

Meeting with Beacon Academy

Completed applications online are done by CMOs/EMOs

5-6 Board members solidified by turn in application

50% of 126 (63 students) very interested "in writing"--by turning in application

III Discussion: Training Monday, April 12th 5 pm (two hours)

NSPCA puts on training for charter applicants

Ben will get Evan the link

2 hours

Evan - broker, help businesses & nonprofits find locations, help Taylor find nontraditional location, can help with finding a location, strong business background (financial background, budgets)

Requirements on applicants, someone with an MBA

Need certified administrator, licensed teacher, parent, 2 people from law or finance/accounting or human resources (pick from the categories)

IV Review of Vision

Student directed, democratic principles

Co-creating courses with students, interdisciplinary

Integration of community (apprenticeship/internship)

Purpose of charter school--to serve a need in the community

The community vision meeting 4/17 on Zoom (Help us co-design a school)

From there, building the mission/vision

V Discussion: Plan for Day of Event (Shared in Folder)

Ben meet with Sarah, helped bring stuff together

Sarah made slides to use at community vision meeting (don't want a lot on front end)

How to honors people's input without saying that nothing has happened

"Story of Reno Inquiry School"

Create a safe space in breakout room

What's the right size of breakout room? Groups of 4 plus a facilitator (we'll need facilitator)

VI Report: Community Outreach for April 17th (Taylor)

Taylor has verbal agreement but people need to register on the website Taylor will reach out to people



WCSD Students for Change are coming, but have not registered (and they're bringing people) Reno Bike Project, Thrive -- no one has registered

VII Logistics/Plan for April 17th

VIII. Next Meeting

Ben will have list of people to contact for facilitating, he will offer two trainings List of people: Mari, Matthew, Karen, Eziquiel, Alissa, Sarah, Tabitha, Shane, Nicole, Holly, Shane, and Miranda

Taylor to check in with Yvette and Gilly from Eddy House

Taylor to ask Andi about posting to the facebook from Honors Academy

Taylor will ask to put email into website

Monday and Saturday We will want to meet on Sunday, 4/18, 10:30

April 4, 2021 10:30 AM

3345 Barbara Circle (and virtual)

https://us04web.zoom.us/j/75748742338?pwd=MGFyYjlyMmNYeXhHSWNadU1DeWFDQT09
Attendees: Ben Contine, Alana Walls, Taylor Kockenmeister, Tabitha Mueller, Will Contine, Graham Slater,

I Welcome

Dispersive roles, working on being part of community engagement meeting, Committee to Form Upcoming Meetings and Trainings

- A. Wednesday, April 7th, 1 pm -- NSPCA, more formal tone, getting to know you with more formality, would like more people involved, no agenda, submitted notice to apply--got an email asking to meet with staff (tell them about our school & they will answer any questions we have), perhaps discuss what we would want out of that meeting, informality/formality of the process? Think about what the NSPCA wants--want to have "innovation" -- that's in their communication, staff members (about 10), anything that looks credible and stable,
- B. Monday, *April 12th, 5 pm, training*, would like people to attend if they can, the more people who are working on the application, know how to advocate successful for our vision, easier to navigate if more people are aware of the system we're navigating, more urgent in letting Ben know, slides and record, send in RSVP list by Wednesday, let Ben know by Tuesday 4/6

Tabitha can send questions to them as a journalists Ben would like to know about the Board

III Community Outreach for April 17th

NAACP is going to bring people, meeting themselves in 2 locations and will jump in on the meeting

Representatives from Down to Earth Composting, Karma Box, Reno Bike Project, Washoe County Students for Change

Tabitha - ACTION, media coverage (reach out KUNR, RGJ - list of reporters who cover reporters in the north)

Ben - working with Sarah on roll out, set our advisory and release, general media stuff but not specific to education

Press releases vs. informal contact (more personal) -- if you're working on a story about charter schools, non-traditional schooling, etc., non-print feel free to send out press release, Tabitha can look over & comment/edit, get 3-5 names of media

Look over list and reach out to people

Need to include students from Honors

Taylor shared email template

Connect with local church groups

How do you see yourself being a part of this?

Call to action

Co-designing

What structures perpetuate systemic violence and what can we put in place to prevent systemic violence?

Human to human contact

Will - 2 people

Samantha Glover, Red Equity

Taylor did the flyer

IV Logistics/Plan for April 17th

V. Committee to Form (Official)

Official committee to form, degree of responsibility

2 specific people we need law & financial

Human resources

Law -

Accountability

Background in law, review statute and say that we're in compliance

Proposing to operate as a sound financial institution

Are hiring/staffing in alliance?

Alexandera Rawlings - attorney

Building our community & find what roles might make sense

Using the "official slots" thoughtfully

V. What happens after April 17th?

We want a more significant community, broader, more power community that is actually engaged in working on the plan and proposal (working groups, committee to form)

What we discovered... learn some interesting things & insights

Stimulating for a core group

Mission/vision documents & philosophical parts of project

Talking through what those conversations look like, more complex articulations of vision What just happened & work with that information, get into a grove of preceding toward application

Finding voices

Can better answer this question after the meeting

Want to be challenged & inspired



VI. Next Meeting

Tabitha can draft email & send out a list of names, need to make sure she's pitching it correctly by Monday 4/4

Taylor reach out to Andi to include info in newsletter

Tabitha reach out to Faith In Action & a few other groups, she will loop us in

Wendy & Elvira

Will - reach out to Samantha Glover

Will - invitational post on social media

Taylor - invite brother

Tabitha - Theresa Melandez

Let Ben by Tuesday of this week whether you can make either/or both the trainings/meetings (Monday one is priority)

March 22, 2021

10:30 AM (NOTE: Special Tuesday Meeting!)

3345 Barbara Circle (and virtual)

https://us04web.zoom.us/j/75748742338?pwd=MGFyYjlyMmNYeXhHSWNadU1DeWFDQT09

Attendees: Sarah, Miranda, Jon, Taylor, Alana, Ben

I Welcome

II Notice to Apply

A. Training in April (Photos in Folder)

Notify the state that we are going to apply for a state charter (through NSPCA) Jennifer (staff in southern NV), meeting with all applicants, about 45 minutes, answer any questions, as many people can join as possible Submit date and time (most convenient)

Miranda -- Wednesdays

Jon -- Wednesdays

Taylor -- afternoon

Ш

Questions that people may have

Central tenets & values

Training in April, not sure the date, will know sometime this week

Training -- going through the process of applying for a charter

Requirement for committee to form

Need to formalize committee

Requirements: licensed teacher, licensed administrator, 2 members with background in

law, finances (to provide oversight on legal/financial components)

Deonne - head of Washoe Legal Services, might know people who would be helpful

Diaz
Eddy House Advance Work/meeting planning

Met with Diaz, CEO of Eddy House

Central open space to start in (welcome)

3 large rooms for breakouts (to discuss prompts)

Getting clients from Eddy House/Casa De Vida (partners)

Currently they can hold 30 people (possible increase)

Taylor facilitated partnership

Classroom, client working on GED, narrow concept of knowledge

IV Community Outreach for April 17th

A. Getting people there - lets go!

Organizations in Google sheets

Who's reaching out & the status

When you hear someone is interested, just email them with their email so they get a reminder

Feel free take people

Taylor has a template

Feel free to add to the list

Besides NV PEP, are there organizations that are connected to family empowerment

Faith and Action NV, community organizing, Victoria Rios regional person, and contact

JD Kippenstein, connection to Sparks Christian Fellowship

Young people (high school, post high school)

No prerequisites

Target middle school students/families

How to recruit middle school students

Waldorf School

Miranda, reach out to old students

Durell notice to apply (technical high school)

Flver

Taylor is uploading flyer into folder

Moved email template to folder

Front load to build strength

Bilingual available (3), could use more

Print paper to do canvassing

V School Site Selection

Real estate team

Kidder Mathews, brokerage firm, scouting & sending building locations (trying to understand vision, de-central classrooms, different vision in mind)

School designer out of Austin (from SouthXSouthwest), look at different design concepts

Interacting with state and community

Tension between state and charter

Value partnering with people

Competitive

Chaters within district that they partner with

State charter

No EMO/CMO (mom & pop)

We are a believer of the people in this community, provide a voice

Separate category (and be perceived as such) from current charter community

Thoughtful about reaching out to district (promoting a state charter)

Build coalition to care about these things

Fine coming and expressing reservations about charters

Misinformation about what a charter school is and what makes up a charter school

VII Next Meeting

April 11 Meeting, split up list to send out personal emails on April 15/16

Front-loading info

Break out room prompts

Draft out of meeting plan, Ben, by today or tomorrow

Strategies to find voice

Ben--framework & then possibly meet with Sarah later this week

Paradigm shift

Often schools are built without the input of students and families, why that continues is because its without input

What's working well, what can they imagine that might be better (co-design with people, not for people), believe that something better is possible

How they would solve that problem

Invoke place, this is a co-design by the people of Reno

Taylor -- update website & flyers

Next Meeting, Sunday 4/4, 10:30

Sunday, 10/28, time will be for outreach

March 14, 2021

10:30 AM (NOTE: Remember time change!)

3345 Barbara Circle (and virtual)

https://us04web.zoom.us/j/7574874<u>2338?pwd=MGFyYjlyMmNYeXhHSWNadU1DeWFDQT09</u>

Attendees:

I Welcome

American YouthWorks (sponsored AmeriCorps), Day Care

II Notice to Apply

B. Training in April

Filed notice to apply (March 12, 2021)

Give basic numbers

Needed name for do Notice to Apply (Reno Inquiry School)

Name is still in process

Access to process training in April

III Discussion: Reflect on why we want to open a school (all attendees)

Sierra-conventional schooling kills joy of learning and inquiry & equity concerns

Day cares, going to school with young mothers

Never took formal education classes, faculty members who knew a lot of philosophy (unschooling)

Potential for experimenting different models

Experiential learning models

Letting children take that self direction and go for it

Ben-Being subversive towards a system that kills joy/humanity

The ones who make it through are the ones who repeat that circle (replicating systems of power)

"Foundation that gets built into the code"

IV Community Vision Meeting

B. Website/Wednesday Eddy House Advance Work

Want to hear from the community, narratives

Large groups of people

Hosted over Zoom

Our central team with be at the Eddy House (place of support for houseless youth)

Our home base will be a place where we can hear people's voices (clients from Eddy House will there)

Want to hear "how can we be more

Diaz Dixson, CEO of Eddy House

Clients at Casa De Vida only have option for credit retrieval (looking forward to a potential partnership)

8-10 people from our team will be at the Eddy House

Wednesday, 3/17, at 11AM, tour of Eddy House

Website, RenoInquirySchool.com (prompted to register for the event), keep track of who's coming, we want to know who's coming

When you register, you will get an automatic Zoom link

C. Splitting up the work

1. Getting people there/Meeting Planning

Who should we be reaching out to?

Reach out to churches and libraries

Church (communities of faith) piece is a great place to get a lot of communities

Diaz mentioned Sparks Christian Fellowship

Sarah Marshall - Unitarian Universalist

Will - circle of high school students

Canvassing

3 translators

Will - comedy folks

Work in full partnership with the community (everyone has a role)

Don't need to have kids (high school kids), no prerequisite

Holland Project

Flyer to post downtown (copy from the website)

Nonprofit sector

Reno Alliance for Free Tutoring (Slack)

Felicia Perez (LA Teachers Union), does educational consulting

Local indigenous leaders (who might be the best people to contact)

NAACP (and Black Caucus of Democratic Party)

Local DSA (Democractic Socialist Association) chapter

Boys and Girls Club

Childcare Facilities

Children's Cabinet

Music Organization (Kid Rocker-music education)

Trade Unions

Generator

Local Businesses

Empower Nevada (collection of teachers, part of teacher's union, purpose is not exactly the same as teacher's union)

Homeschool Association of Nevada

Arts for All (Nevada)

Planned Parenthood

David Michael Slater (education critique)

Washoe County School District Students for Change (pushing for change to dismantle systemic racism)

Nevada PEP (parents encouraging parents), advocacy group for students with disabilities (advocate for inclusion practices)

Northern Nevada Hopes (ally group)

Direct outreach to Honors students

Tabitha's network

Representatives and elected officials in area (89502, 89503) - state legislators and city council members

Sierra Association of Foster Families

Outward Bound

RENO-

Sierra Nevada Journey

Teen recovery groups

Thrive Wellness of Reno

Will's World Affairs Club

Sierra NV College, UNR, TMCC

Taylor - Sierra NV College

Ben - WNCC

REI

Ashley - outdoor education

River School

Kendra Beitz Thompson

Faithful Friends

Transitional Prison to real life?

Debbie Boehm

Environmental Groups

Teachers in "training"

Do teachers need to be certified? Bill moving through the legislature (certification for charter schools) Most teachers in charters are certified teachers, variety of ways to certify teachers, bill to tighten up make them certified Teacher training, courses on education that would reflect

b. Brainstorm attendees

Large list, how are we going to split it up?

Shared Google Doc (copy and paste the list above, shared folder) to sign up for reaching out

Fiver (not sure how many)

Sierra, need bilingual flyers, everything will be bilingual

WiX - automatically

Manually putting in information

In our backyard?

Come into a big Zoom room, assign facilitator

Folks share thoughts and narratives

Collecting that information

Won't be full closure, thematic ideas

One outdoor space, operate a zoom breakout room

Front loading to help people attend

Something "outdoor space will be available for people who want to attend"

RSVP - front load

Front load - giving them questions before, outdoor space

2nd email clarifying needs

Park? Library? House?

Flyer - outdoor, non-Zoom spaces available (sub committee)

Asking people to commit to coming and then following up

V Site Selection

Education space designer - SxSW

Ben will post some stuff

Create spaces that are non-school spaces

Early, real estate folks working

Rachel French (Austin architect)

VI Update: Vision Doc

Notice to Apply/Website

Moving into phase, waiting for a lot of information to come out of meeting

Post-meeting will be interesting (a lot more new information to synthesis)

Outline (from themes in earlier meetings)

Getting to the point, starting to experiment with themes

Trying on stuff for size

Run experiments, flesh out components and get feedback

Mission and vision will be responsive to meeting

Expression of desire (radical), room to continue to push collective imaginaries

What do we really mean?

Articulate, what do we want?

Desire as a political ideology (come up the best ideas)

Real core desire, what do you want? Get out of mindset of schooling, barriers

Remote education

Insights from students

Physical location, what if there isn't?

Ways of which we talk about things (track development of thinking)

Concept/frameworks ---

Take abstract field of vision to become a theoretical structure

Modes of Study (means of study, relations of study), how we think through some of these questions

Relations of study - authority, where they go to think and study

Means of study - resources/space to study

Structure of a vision

Sierra needs access to folder

Padlet - discussion, theory

Apprentice program (trade unions)

Students have work experience & coming from a critical perspective of labor (community and what role labor plays in that community)

Interdisciplinary - fleshed out, broader/critical component that is compatible with inquiry vision, facilitate more complex modes of study that the school facilitates and fosters Community College Sitka - Outer Coast (5 hours per week, internship)

VII Next Meeting (Tuesday, 3/23, 10:30) Ben will send calendar invite Back to send on 3/28 (10:30)

A. Assignments

Continue to jump in on vision doc

Do groundwork on getting people to be included on vision meeting

Engaging broad community is a counter to power

Recruitment Community Vision Meeting

Sign up for specific organizations (reach out and then status)

30 flyers to Sierra

B. Agenda Items for next meeting

VIII Adjourn



March 7, 2021 10:30 AM 3345 Barbara Circle (and virtual) https://us04web.zoom.us/j/75748742338?pwd=MGFyYjlyMmNYeXhHSWNadU1DeWFDQT09

Attendees:

- Welcome/ Introductions / Report tasks
- Ш Discussion: NSPCA Meeting -- Notice to apply by 3/15- -July vs. January for application **Approval Board**

Danny Peltier

Met 3/1

Overview of process & hiccups

Overall, very encouraged--really rooting for 'mom and pop' charter schools

Excited about HS not run by EMO or CMO

Application really careful -- turn in application that is well versed in academic section

(mission, vision), missing connection to oversight (governance, financial piece)

Budget disconnected

A lot of communication

Everybody is very clear on every section (and in alignment)

Application specifically address the model will serve underserved populations

Often applications---want to serve underserved demographic but do not have the 'how'

Must be in zip codes with 1 or 2 star schools

Additional questions: 1 or 2 star code for elementary or high school? Only two HS with 1 or 2 stars (Sparks/Hug), 89502 (midtown) (Booth/Veterans/Anderson ES), 89503 (Elmcrest)

Where we need a HS - near Keystone

Community partnership - documenting any sort of partnership in writing (letter head with school name) & having everything signed

Application that come in that say "we have partnership" but there's no evidence to support that

6-12 grade model, advised against it, better to start as a HS or MS and add on grade levels later on (add grade levels later on)

Applications have been rejects based on saying they'll do 6-7 and 9-10

Letter of Intent by March 15, include grade levels, zip code, potential spaces to project numbers

4 year to full capacity

Projected numbers around 300

3-4 week of April -- training, gives oversight of process, more details on needs assessment

Melisa from Oasis in Fallon (K-12), supports and advises potential schools often, great resource

Organization Opportunity 180 out of Clark County (can help with funding)

Academic/Demographic Needs -- disruption of inequity, considerable different than other charters

Staff at Charter Authority, they want to work with small charters (not EMOs/CMOs), want to support independent ideas

Community engagement - formulaic, CMOs/EMOs know how to check the box without authentic outreach

No downside to submitting Intent in March and then doing application in July or January

III Planning: Community Vision Meeting Saturday, April 17th, 3 pm, Eddy House Confirmation of date

Logistics Saturday April 17 at 3:00PM

Document review: Community vision meeting planning Document- Preliminary Ideas Look forward in education

Our central idea and drive the conversation from there

Small break out rooms with specific questions --- what do we want to get out of the meeting

Lots of small groups & collaborative

Still make this happen virtually -- Google Jamboard (provide with questions), go to slide that aligns with breakout room

Documentation for application

Google form for people who can't attend

Start promoting event

RSVP

Make sure that we have balanced representation

Incorporating voices early in the process

Outreach versus engagement (caution), tend to do more outreach than engagement Communities that are most marginalized (tend to resent outreach rather than engagement)

Disrupt power dynamic, empowerment of people in process

Have a strong group of people who have a stake in the idea when we have inevitable pressure

Literature on critical/transformative charter is limited (highly contextual)

Continue to think about origins of project

Contextual (Chicago) -- ongoing coherent dialogue to start a particular type of school (not the same context)

Tension between outreach and engagement (more orientated toward developing a type of community)

People in Reno who are positioned differently in different groups

Community is conflated with other things

Schooling is unequal is problematic

Political context convictions

No emerging out of a local populism

Basis as theoretical and form a new collective

Solid theoretical foundations

Concerns about Pandemic

Figuring out how to do it digitally

Effective strategies for community engagement -- but do it digitally

Down bad road if we "chase" marginalized communities

Engaging people who are interested in this democratic process

Build community authentically

Discuss actual logistics--how do we get people to engage in meeting

Great space (most people participating virtually)

Timeline for planning

What is that we actually want/what are the discussion questions?

Sharing within our circle

Expertise in community organizing

When/How do we get people to RSVP

Include mission/vision

RSVP to start sharing with people

Taylor -- in the next few days, tracking people who have committed to coming to meeting Visioning types of questions

Ben -- Recruitment plan

Everybody has a role (some experience that reinforces what we're trying to do)

Make the space welcoming/accessible to everyone

What do we want from the visioning document?

By Tuesday -- feedback on what we want to bring in from the visioning document

IV Introduce Draft Research Questions: GRI Partnership

Subversive project

Theoretical side - emerged as a possibility

Challenge - based on praxis

Education normative part of entire societal apparatus

Hard to conceive of subversive project inside of state (apparatus is meant to keep you inside)

Used to working backwards (this is the practice that went on, now let's analysis)

How can you be subversive inside a system that's meant to keep you inside neoliberal mentality?

Won't be full purity in any approach that we take

As we bring together this collective, there will be disparate views within that

Really be clear within our collective about what we're trying to do

Countering power

Is it better to have these questions at the ready now? These questions will come into more clarity as we move along?

Show how we're going to disrupt inequity

Won't have a perfect answer, but we'll have a substantive answer

Mediation of principle and conviction (largely instrumental)

State operates with outcomes

Dispensing with ethics of perfection/purity (not a helpful ethics for schools)

Schools as apparatus of the state, not fully apparatus of capture, liberatory cannot be fully captured

State repressiving and containing

Continuing clarification developing and realization of generally collective theoretical set of convictions and orientations (have a degree of contingency)

Varying relationships to the state

Coherent vision -- not just one specific thing

Theory/practice relationship is dynamic, afford a degree of freedom, doesn't close the door to revision

Books premised upon these convictions (drawing inspiration) -- takes pressure off Attunement to failure (not getting so embedded in the project)

V Discussion: Reflect on why we want to open a school (all attendees)

Ezequiel - students at university (schooled for x number of years) and see the impact those systems have on students

Taking a closer look at education

Multiple other ways we should be doing other things, yet we're still where we are...

There is a better way of doing things

Why join a collective, it's necessary

Social justice, trying to understand what the challenges of schooling in US, how it reinforces inequality

There is something to be done

Start earlier (before university), socialized to such a point, they're just going through the motions

Definitely need different model for education

Push the boundaries of what we conceive of as education

Constantly refining

Thinking through tensions

Mainstream education imaginary

Discussions at the level of theory are crucial because problem with mainstream

schooling generally disconnected from politically reality

Conceived as an ongoing struggle encroachment of ongoing power

Deeply skeptical of carrying out project in compulsory education

Constant navigation of mediation of tensions

Seeking resolutions to tensions that are emancipatory (degrees of failure)

VI Discussion: Visioning Process Document/How it works with community building

Work in concert with community building

Look at document, all take ownership



Hold over from examples (format)

Language here is complex, enclosure of education imagination, difficult to speak to the

state

Having to appeal to the state, deeply suspicious (hostile?)

Speaks exclusively in the language they would want

collective orientation to tinkering with language

One or two line mission statements (branding) and then there's the elaboration

Start building out elaborated sense

How do we encapsulate this, but in a strategic manner

Caught up in certain terminology

How do we build this vision? Flesh out this is what we mean

Cannot engage meaningful practice without some form of meaningful theoretical

foundation

Responsive to lived experience/context

Somewhere to stand/build a contingent apparatus of practice

Is there any language that cannot be co-opted?

Okay with using words that have been co-opted?? As long as we're clear on what we

mean

Space for ongoing feedback from expanded group

VII Preliminary Report: Potential Spaces

"Real estate" team

Commercial real estate - Evan

Ideas of different properties

Need more info from Danny about zip code

Locations that might work for school (89502, downtown and midtown)

Think about alternative spaces

Letter of intent -- need number of students

- 1. Former restaurant
- 2. House (with kitchen) & building, right downtown)

Funding for building?

CEO of Eddy House (Diaz) - donations from foundations

Honors building is leased from the church

Per pupil funding

Every facility has facility costs

Sarah Marshall - grant portfolio with facility funding

Get to the point where we have money for facility

Do not get \$\$ from state for building (will not come from per pupil fund)

Facility funding will be away from per pupil

VII Next Meeting/Other Items/Assignments

Taylor -- in the next few days, tracking people who have committed to coming to meeting

Ben -- recruitment plan

Everyone -- provide feedback on Vision statement document

Ben -- Notice to Apply (3/15/2021), Google Form, get input with people

How are we going to invite people?

Feedback to Graham & modifying

Will -- outreach/engagement to lists and networks



VIII Adjourn

Exploratory Committee to Form Agenda

February 28, 2021 10:30 AM - 12:00 noon 3345 Barbara Circle (and virtual)

https://us04web.zoom.us/j/75748742338?pwd=MGFyYjlyMmNYeXhHSWNadU1DeWFDQT09

Attendees:

I Welcome/ Introductions / Reports

Taylor- Honors Academy 6/7 math

Will - Ben's child, high school student, comedian

Graham - Education scholar, thinking through theoretical issues, how to frame mission/vision, difficulties crafting vision

Jon - Masters from UNR in English, maybe fly planes

Ben - Teach English, politics & community organizing, school based on humanistic approach Miranda - teaching at another charter, worked with opening Honors Academy, haven't found a good fit that fits my view of education (philosophy)

Ben - NSPCA

Make appointment/meeting with Danny Peltier

Monday at 4PM

Questions in document (Taylor will share with everyone)

Standard meeting, takes potential applicants through process of applying, brainstorming doc, please add to it

Intentions for Danny: begins narrative of us with NSPCA & to find out more information (credible but not corporate)

Ben's mood: good (also scary and intimidating)

Taylor: eager to learn more about the process

Danny's role is to give an overview

What are the potential hiccups

Lana - GRI Thesis

We oppose a lot of things about charter schools yet this is the best path forward

Tabitha-- Padlet additions

Share resources/research

Collaborate, share what they're thinking

Where we're going on the vision for the school

Tabitha and Graham -- Vision Synthesis

Place of interdisciplinary

Tension--timeline & development, degree we are articulating principles guiding this project

Mission/Visions as it pertains to application process presenting to state

State power

Strategic narratives

Vulnerability in degree to which language/expression of values

How much do we cede to state --- so its not counterproductive

Language of the state in terms of charter authority, what its looking for in missions and visions (because its driven by jargon)

Operating on strategic plan (NSPCA) - empowering communities and inspiring students

Project is organized around community vision (in its corporatized phase)

How are we conceiving community? Potential pitfalls

About a dozen concepts:

2 parts (strands) of vision: commitment to disrupting tradition forms of authority (anarchist, democratic free schooling) & normative social political register of schooling (not so much about individualistic investigation), education should serve to create a new form of society because we live in a historical moment, to operate in abstract schooling abandons being critical of society, to yield a new society

Think through the tensions that are at the forefront...

Coherent theoretical approach (democractic schooling)

We are doing something a little more dynamic, but we can draw from this models

Intellectual autonomy OR (blend) resolutely driven normative concerns for social justice (critical

forms of pedagogy) -- democractic learning, youth participation research

Form learning inquiry and study (not the same, but tight relationship)

What type of learning does the school want to promote? Need more clarity

Meaning and relevance - register to articulate a stance to the state

Schooling by state presumes static model and schooling is not responding to orientation to climate crisis, social and economic struggle

Innovative component - what forms of pedagogy in terms of meaning and relevance

Culturally relevant pedagogy -- forms of education in schools replicate hegemonic knowledge, assumes a static definition of culture, doesn't go far enough to understand dynamic social

interactions

Interdiscipline

School naming

Meeting with Danny will inaugurate public's knowledge

What are the key pillars? How can we explain to gatekeepers?



How do you say what that really means?

State process: state is looking for mission to describe purpose of school & students/community to serve and values ____ Vision is more practical, to describe what success looks like to students

How does that mission translate into success (vision)

To the degree we need to wait on larger community dialogue -- want to incorporate what other people want in larger community

Once that comes together--we'll be able to synthesize our vision

15-20 words, identifying powerful keywords (in application you elaborate)

Graham will share (on Google Drive, not Padlet)

Taylor: How do democractic free schools enforce systems of power?

This is how its segregated and we how we know its segregated & integration is the way that your disrupt inequity

Taylor - Community Meeting Casa De Vida/Eddy House

Input from community

A lot of different voices, anyone from the community

Meeting on Zoom

Where us (small group) will be centered?

Eddy House/Casa De Vida - supports houseless youth

Diaz is CEO of Eddy House

Houseless youth dropping out of school & need to do credit retrieval (or GED)

Diaz wanted to partner to ensure that we're serving all students

Homebase for community vision meeting

Eddy House in under construction (clear in about 2 weeks)

Diaz is checking in with staff

Hurdles with April 11-17 (Eddy House re-opening)

This week, options for dates

II Discussion: Reflect on why we want to open a school (all attendees)

Jon: emphasis on testing culture move away from that, schools should stay current Miranda: prepares kids for the real world, allowing kids to be individuals, grow in their strengths

(schools point out kids weakness/breaking spirits), compliant and rule followers, not to question things, kids should inspire kids to ask questions, schools kill curiosity, fosters kids interest, resources they need to apply their interests that in some way helps their community (organization skills), better blend schooling & learning

Jon: college students, engagement isn't there, school would focus on holistic students, meet kids' needs where they are, options for pursuing passion, what makes you happy? How to build pedagogy that does that? Self actualized, curious and passionate→ significant outcomes, tools to pursue interests

Will: current high school student, 5 years at Davidson Academy--attempted to pursue an unorthodox education, understand students as observers as the educational process, educator is authority, agentive role of student is disregarded, educational strategy, having the system in which student is an agent is the system, educator as facilitator, education in ideal form is for the student, content is out of touch with current social situation, seeks to replicate hegemonic system based on racial/class, critically examine systems of oppression, critically examine power systems

Shared concerns -- broad understanding in society about meaning of education

Dynamic vision of what is possible

Agency - fostering development

Mainstream forms -- to understand individually and collectively your place



Education should not be abstractly

Education has to be situated in a historical set of conditions

Explicitly understanding climate change (education that makes it peripheral is not education)

Reproduce social apparatus

How to bring commitments together that does not capitulate to demands

Standardized testing - false that back away from test prep students will do worse on tests, if students are critical of tests)

Populating it with people who are capable of doing collective work

Organizing pedagogical forms of situated consciousness

Schooling is actively set against the flourishing of

III Planning Community Vision Meeting Week of April 11-17

A. Outcomes

Neighborhood Association - this is what we believe is the best interest in our neighborhood Carson Clty Strategic Plan

A lot of things we won't have in the power game

Keep going back to -- this is a school constructed by members of our community

Putting it on people in authority to say "we are going to disagree with the community" it pushes the power dynamic

We thrive on inclusion, actively engaging partners who have a role/stake in this, whose thoughts and feels we value

Many people who have a sense of feeling about education (failing)

Why this is a critical piece of our process, why we're engaging in this (and not just writing application ourselves) -- engage people

Desired Outcomes from Meeting?

Safe spaces for people to discuss

Articulation is needs

Articulate to people got us orientated (things we've been talking about...) Does this sound like something you're interested

Bring people into discussion with a malleable set of principles (let people respond)

Ethic of imperfection

Fairly clear without being firm and inflexible

Our sense is that schools are inadequate (we feel we can fill that gap)

Are people responsive to things we've been discussing? Maybe some things aren't as desirable Organically share

Opportunity to respond

Specific questions

How would you solve this problem?

Carson City--agenda for meeting with different colored dots, quick opening/welcome, broke into groups, facilitator (questions: magic wand)

Facilitator that notices when someone is saying too much/too little

Synthesize what they all feel

Attendees: young/youth group, recent HS grads, those who are not in education,

How are we going to reach out to people who are not in education

Magic wand-- spill into a lot of different

We want to see patterns and trends

Defining piece, what is our problem?

Facilitator in break out rooms

Inclusion piece

Getting everyone in the same room, segment into groups and then come back together

Youth groups -- experts on what they're missing

Parents groups - what they're missing

Business groups

Each sharing what they're missing in school/education

List of different groups involved

Business/stakeholders

Tailor to specific groups

Homogenous /Heterogenous grouping ???

Benefits of heterogenous grouping?

IV Discussion: NSPCA Meeting Strategy and Outcomes

V Preliminary Discussion: Capital Campaign and 501 c3 status

VI Next Meeting

Framework for formally approval of Community Meeting

Looking in Graham's work

Taylor & Ben will report on NSPCA

Padlet - Remember!

VII Good of the Order and Adjourn

Sunday at 10:30

Lana document-- things we would want to know

Exploratory Committee to Form Agenda

February 21, 2021

10:30 AM - 11:30 am (Note: Due to responsibilities in the community this meeting will be a little shorter)

3345 Barbara Circle (and virtual)

https://us04web.zoom.us/j/75748742338?pwd=MGFyYjlyMmNYeXhHSWNadU1DeWFDQT09

Attendees:

I Welcome/ Introductions / Reports

Ben - NSPCA

Andi (resource) - opened Honors Academy without EMO

Heard back from Danny P. -- putting together a meeting for this week

Taylor - Upward Bound

Assistant director of Upward Bound

Upward Bound--country's first federal program

Support first generation college students (lower income students for college)

Program with UNR

Partner with high schools & Lyon County

Provide support for students with information (scholarship, mentorship)

Create cohort of students that work together

Looking for additional schools to partner with

Staff want to come to community vision meeting (would like to provide input)

Taylor - Padlet Discussion

Time & space to document thoughts

Helpful to put in writing

Place to put articles/resources & respond to it

Feel free to add to it

Lana - GRI Thesis

Tabitha-- Interdisciplinary schooling

Open up

Holistic approach to how you see the world

Expanded liberal arts education (not seeing it in elementary schools)

Recognized that it's a good thing but not seeing it happening on the ground

Interconnected learning

More of a community

Tabitha will add articles to Padlet

"Fight" to have interdisciplinary education important (not emphasizing credit retrieval)

Way to have learners see value

Graham -- Vision Synthesis

Map the connections

Interdisciplinary learning fits in

Breaking down traditional discipline stigma

Creates an approach to inquiry that is open ended

Creates opportunities for different types of engagement between ppl who work at the school, daily arrangements, spatial arrangements (move their bodies around with their minds working at the same time),

Doesn't get <distracted> by practical concerns

Decenter authority

What are the relevant levels to be thinking at?

Curriculum and relationship to questions of how to organize and arrange school that is different Power/critique

Critical literacy (learning how to read the world) -- habits of inquiry

Be an actor in history (not a cog)

Start a document that everyone has access to

Born out of Struggle -- social justice charter school

Relationship

2 major strands--question of authority & institutional organization (school that is not dehumanizing) & disrupting patterns of authority 2. Normative schooling, school reproduces the established order (democratic schooling, not attached to normative project that questions)---students as agents of history (tensions to work through)

Ben - Black Leaders Forum



Wisdom of our Elders, discussion forum with leaders from Black community who had been part of political movements in Reno

Comparison between previous movements & contemporary movements

Edward Coleman--chair Black

Launi Femster--NAACP, passion for systematically disrupting curriculum, attend and bring people to our meeting

Not every partnership will share every value

Open to partnerships & we are clear in our purpose

Partnership with NSPCA

Really being aware of where our principles are

Taylor-reached out to Diaz about community vision meeting, still haven't heard back. Will reach out again tomorrow. Requesting Casa De Vida/Eddy House for community meeting

II Discussion: Reflect on why we want to open a school (all attendees)

III Discussion: NSPCA Meeting Strategy and Outcomes

A. Possible change in timeline

Andi introduction Danny P.

Andi & JayLyn develop a school

Andi concerned about timeline, if charter was approved, it would be difficult to open on time If do letter in March & submit application in July (rush on front end and rush on the back end) Questions we have for NSPCA:

Overview of timeline for application (what is feasible)?

Curious about budget, front end costs? What recommendations?

Do we need to do fundraising? Grants?

Parameters for enrollments? What are the lowest numbers to start a school? Plan for scaling after 4 years? Does size matter?

See other free-standing models besides Honors in Reno? Most recent free-standing school in Reno?

Answer questions about schools that didn't succeed and why (in terms of application, or schools that closed)?

Is there a feedback loop? Is it a pass/fail on application?

Andi suggested earlier because there is a feedback loop (less time for feedback loop if we apply later)

NV Ed. - 22.5 (23 now) credits, show how students are going to get credits?

What designates a credit? How are courses created?

How are we going to make this work? Big part of application is credit piece--with an indisplicary approach?

Tag classes with multiple disciplines (this is the overarching credit)

Time -- what designates credit, is it time or is it portfolio based?

We want to emphasize interdisciplinary model--how do students get credits? We really want students to do internships and work with experts in the field? How do we prove that they're learning and earned that credit?

Adjusted diplomas?

The role of Danny is not to tell us how to do our charter school, he's not the person who approves us

Safe spaces--people we can go to

Time frame?? Take us through the process

Feedback loop?? How safe a space is that?

Who would we be working with? What types of feedback do they typically give?



Schools did not succeed?

First interaction with NSPCA, what is the narrative about us

Start doc with questions that need to get answered (who's the best person, who's the right person for follow up)

Identity of competence--

Establishing competency--

How to think between registers of imagination and formal problematics (relationships with the state)

Danny is available Tuesday, Wednesday, or Thursday (through Microsoft Teams)

IV Calendar/Plan Community Vision Meeting (quantity matters) -- Week of April 11-17

a. Place, People, Procedures (this might not be the right word, but wanted to maintain the alliteration)

We want community to have ownership/input

Hosting meeting at Casa Vida/Eddy House (and online) as central location

Envisioning open space & some symbolism (most people would be virtual)

Who will be involved in the community meeting? Who is the source of the student body?

Current connections--partnership with current school (families that will follow us)

Community meeting for families to say "this is the school we would want"

Partnership with Case Vida--how you serve underserved communities

VI Next Meeting

A. Assignments

Tabitha--add interdisciplinary learning articles to Padlet

Taylor/Lana--document for questions

Tabitha--get Taylor name of person at Casa Vida

Tabitha--add instagram links to Padlet

Ben--create agenda for Danny NSPCA

VII Good of the Order and Adjourn

Exploratory Committee to Form Agenda

February 14, 2021 (Happy Valentine's Day! I love our school!) 10:30 AM



Taylor's House on Geary Street (and virtual)

https://us04web.zoom.us/j/75748742338?pwd=MGFyYjlyMmNYeXhHSWNadU1DeWFDQT09

Attendees:

I Welcome/ Introductions / Reports

Taylor - Diaz Meeting

Diaz-CEO Eddy house & former CEO of Step 2

Need financial backing without CMO/EMO

Advising on starting 501c3

Connections that could provide financial support

Provide contacts...people who might be part of community vision meeting

Start a foundation for school need to do it ASAP

Once foundation is approved... help starting/planning

Eddy House=homeless youth support(housing), 18-24 years, long term living facility, provide dental care

Case Vida-5-24 year olds

Expressed excitement, cool partnership between school and Casa Vida

Need funding to open the school, need supplemental funds

Reliant on DSA (per pupil fund)

Not to pursue CMO/EMO

Ben/Taylor - Andi Meeting

Andi principal of Honors Academy

HAL (Honors Academy), one of few independent charters

K-8 one teach per grade level

Ben/Taylor make up the middle school

Enthusiasm - wants to be a partner, does not recommend CMO/EMO

Andi as resource as home to be a freestanding charter

Make introductions with NSPCA (when ready)

Interested in freestanding charters (b/c of Andi)

Tabitha/Taylor/Ben - Monday.com

Taylor - Database

People who might be a good resource

Doesn't need to be educational

Just good community partners (doesn't have to be local)

Anyone we want to include in our network

Database to categorize information

Lana - GRI Thesis

Ben - Deonne Meeting

Washoe Legal Services, central place for legal services for underserved communities (nonprofit)

Connections with different communities

How to operate as an organization while developing the school (is that 501c3?)

Tabitha-- interdisciplinary schooling

II Review: Where are we in the process?

Opening of school Fall 2022

Application approved in Jan/Feb of 2022



Application due 12/2021 Notice to apply in 9/2021 (showing that you credibly can open a school) Community vision meeting in April 2021 Everything is working towards those points

III Discussion: Reflect on why we want to open a school (all attendees)

We are in the early stages of submitting an application for a new school in Reno. Our goal is a school that fully integrates with the community through authentic learning and partnerships. We are driven by a belief that a school can be a source of community improvement, a disruptor of inequity, and a place where democratic principles are practiced with members of our community having full voice. Our school will be a place where agency is created, meaningful relationships are built, the health of our community is at the forefront, and everyone is honored for the role they play in our society. Right now, we have a "small group of thoughtful individuals" (also highly credentialed educators) in the exploratory stage. We have a lot of amazing work ahead of us and we'd love for you to be part of it.

Not a vision because we want to develop that in concert with community

Creating an open space for conversation

Foundational values

Theoretical/sociopolitical ideas

GS-some experience with nontraditional schooling

CMO/EMO

K-12? Middle school? How big or small?

Community? Charter school as movement

How big of a teaching force? How to get a labor force that is equipped to run a school?

Role of teacher (equipped to be critical educators)

To what degree do we want to operate inside the system?

Carson City School District (2012) -- vision for CC community, distinction between teacher & student

Middle/High School (350-500 students, preliminary)

Community--network of community partners, actual mutual benefit

Community of disruption & a community of partnership

CTE/Democratic Free Schools (cohorts) advocacy

Charter School Movement

Where should the school be? How does that relate to the need for a school?

How does that relate to the project?

Urban design--schools have been driver/function of community division

Areas of mixed use, don't want to be a place of isolation (model is based on connection)

House model (nontraditional building)

Where do you want to get students from and why?

Casa Vida, HAL

Human relationships, different model

Need more networks

In Reno

Segregation, labor structures for teachers

Institutional dependency

Not made to make people feel free

Cannot be fully disclosing

Subversive integrity

More we repeat the institutions language the more we lose our language

Summerhill = not an impetus toward a political message

Democratic free school?

Strategy vs. tactics

NSPCA goal find "underserved communities"

Subversive

Strength comes from the community, tight knit community of believers (need people to agree that there's other things we value)

Number of students, roll up/out (start with 8, 9 cohort and then expand that way)

Institutional insecurity (neoliberal landscape) Recession/Depression

Impact the educational landscape?

Conceptualizing success and failure? Attach emotional investment

Illitch's Deschooling, institutional dependency

Current moment, cynicism attached to schooling

Reproduction of capital

Public awareness & consciousness is mutating (moment distinct)

Form of education-- transformative

When equity missions don't acknowledge those realities (automation, climate change)

Offers people a meaningful education

Act agentily

Capital realism -- nihilism

Craft a genuine message

Slogans and realities

Flesh out humanization, relational framing

Illusion that hard work=success is fracturing

Alienated

Theoretical/ethical commitments & mold them

Social context of schooling

Practices that we engage in will be evolving

Driven by values

Start attaching language, contextualizing

Still space for voices to be heard

Pursuing something that is worthy of the name of alternative

"Alternative" as a term attached to school

Alternative schools - Containment for remediation, draw teacher "cops" and critical educators

How do you work through the notion of alternative? How do you distinguish project from

mainstream way alternative is mobilized

Theoretical

When it is effective to point to something...articulating a vision

Acts of justification (justifying liberal arts through economic arguments)

Intrinsic argumentation

Cutting edge better to try to cleave to a line of values (not unaware of strategy)

Not play into justification game

Synthesizing this conversation

Resistant to using co-oped language

Putting forth something that is of value

Serve in a way that feels transformational

Conversation of dissonance--synthesize that into something

What is a pedagogical-theoretical ethos can look like in your school context?

Practical bridges that will be frustrating (adhering to vision) something that's part of being a part of institutions

Recursive --- applied through practice and revised (tradition that has been misunderstood) (critical pedagogy)

Education always has to be a messy process --- actualizing convictions (perpetual motion machine)

Myerhoff - modes of study and learning

Rationalized

Collective practices of study

Activity without pinning down activity

Brackets of outcomes

To what degree envision structuring practices of study

What's the relationship mandates the state makes about curriculum?

Are there ways to structure alternative approaches?

Reproduced divisions (social studies = history & history the transmission of ideology)

Educators are fully contained by mandates (state power)

A theoretical orientation to the school and its mission & recognize constraints that come

(structures in place to get place the sensors---subversive)

How can you structure a vision for a school

Level of social/ideological & policy (state efforts to maintain a specific structures)

Standardized

Educators abandon curriculum---because of constraints at the outset

Why teachers focus on individual students

Articulate and cohere how these valuable abstract visions (people as humans) -- a positive affirmative with deep substantive content

How can you express that in concrete problematics

Study over learning

Processes of open ended inquiry

Space for disciplines to come into conversation with each other (educators are doing this but curriculum wants subject matter mastery)

How do you blend your visions of (ethics, i.e. acknowledging that schools are dehumanizing spaces) -- what ensues from that?

Marshall those problematics---developing strengths

We're thinking about "how do we construct spaces that are conducive to spaces?"

Exciting periods of work--don't have to acquiesce

Strong foundation--what do we mean when we have this foundation in mind?

Pedagogical imagination (theory is not ivory tower terrain)

Theory is suppressed, because its assumed that model has already decided

Elevator speech for networked 'we'

How to approach people

From abstract to concrete

Now beyond elevator speech

Ghosts in the schoolyard (racialized school closure in Chicago, paving way for charters with reductive missions, chronicles how to save schools, arts & green technology because of corruption)

How do you articulate a holistic approach? -- step closer to answering

Beyond elevator speech--what is the mission of the school?

Starting with efforts to synthesize what we've been talking about (a sense of what we've discussed) -- various forms of language that would concrete and helpful moving forward

- IV Calendar/Plan Community Vision Meeting (quantity matters) -- Week of April 11-17
 - b. Place, People, Procedures (this might not be the right word, but wanted to maintain the alliteration)
- V Building the Team
 - A. Outreach assignments and asks
- VI Next Meeting
 - B. Assignments
 - 1. Ben subcommittee to
- VII Good of the Order and Adjourn

Exploratory Committee to Form Agenda

February 7, 2021 10:30 AM 3345 Barbara Circle (and virtual)

https://us04web.zoom.us/j/75748742338?pwd=MGFyYjlyMmNYeXhHSWNadU1DeWFDQT09

Attendees: Ashley Elledge, Tabitha Mueller, Alana Walls, Ben Contine, Taylor Kockenmeister

I Welcome/ Introductions / Report tasks

First attempt to get new voices in

Will expand quickly

Agendas are all in the same document (full history of agendas)

Tabitha--NV Independent, covering NV legislature, written form, some podcasting, focusing on housing instability (and whatever else needs to be done)

Ashley--runs guiding business, sky patrol, helping kids in our community, well rounded human being, tools to be adults

Taylor--energized & excited to take the leap

Tabitha--connection with administrator/people at her previous charter school

Ben--excited that so many people want to be a part of this

Draft elevator speech (Ben by 2/1)

Reach out to expanded group (Taylor and Ben)

Taylor is meeting with Diaz on Monday at Eddy House

Ben reached out to Sarah Marshall--knowledgeable

Ben reached out to Allen Gosslin--retired educator

Ben reacher out to Graham Slater--college professor

Meet with Andi (Taylor and Ben)

Make agenda for 2/7 (Ben) √

Research table/articles (Lana)

Share everyone on folder (research, agendas)

Lana will suggest articles at the end



II Review: Where are we in the process?

Looking to apply as a state charter

Notice to Apply (September) -- exactly what it sounds like

Governing Body is the Charter Association (NSPCA) Nevada State Public Charter Association Broad based coalition of people who support b/c charter schools fill a gap (a community that isn't being served, etc.)

B. Discussion: Reflect on why we want to open a school (all attendees)

Ashley--nutrition (don't give enough credit to balanced diet & how that impacts functioning), activity, a kid with a lot of energy that was punished instead of take my energy and use it in a positive manner, incorporate a better understanding of our bodies (i.e. basic first aid), passion, creative ways to ignite passion, part of what makes school so hard--we do it because we have to, not because we love it

Classroom style eating, present on what the food is being served Non-traditional space

Ashley--outdoor camps, snow-shoeing, natural space, introducing kids to understand different elements of where you live, knowing more about the species around you, different plant species, talk about the natural history of things, science & a story

Tabitha-- emotional intelligence, life skills (taxes, washing clothes), project based learning, self discovery, combining other disciplines, how disciplines are connected & can be blended together, history, working with the community, Lego Robotics (Tesla), understanding disciplines & the interconnectedness, Major Branches of Geography (image from Tabitha), geography (not a social studies position), having students understand the place where they live (maps, study your own neighborhood),

Tabitha--research on interdisciplinary schooling

Democratic principles--equity, student voices, authentic application, passion piece Traditional model--teachers decide what students should know and be able to do

We believe that people want to pursue learning, space for passion

Partnership (integrated into the community), disruptor of inequity

Agency--people feel responsibility to each other

- C. Calendar/Plan Community Vision Meeting (quantity matters) -- Week of April 11-17 Not logistics planned yet (space, etc.)
 - D. Committee Formation

Need to have an official committee, rules about who can be on that (there can be 100s of people involved)

- E. Notice to Apply (September)
- F. Application

Submit in December 2021

Once we submit, sometimes there's a back and forward, open in the Fall of 2022

III Review: Vision/Brainstorm/Elevator Speech

Elevator speech is always a draft

Talking about this work in a short time frame

Not the vision of the school because we need/want more voices, don't want to dictate what people want out of a school

To talk to individual people

We are in the early stages of submitting an application for a new school in Reno. Our goal is a school that fully integrates with the community through authentic learning and partnerships. We are driven by a belief that a school can be a source of community improvement, a disruptor of

RENO

inequity, and a place where democratic principles are practiced with members of our community having full voice. Our school will be a place where agency is created, meaningful relationships are built, and everyone is honored for the role they play in our society. Right now, we have a "small group of thoughtful individuals" (also highly credentialed educators) in the exploratory stage. We have a lot of amazing work ahead of us and we'd love for you to be part of it.

- IV Building the Team
- A. Discussion: Community Vision Meeting April 11-17
- a. Refer to team
 - B. Discussion: Next Wave Working Group (ideas)

Think of business owners, students

People to reach out to...

Ken Piontek -math teacher & baker, good as a resource, goals/visions, documents, cautionary/helpful hints in process

Kathryn Bervin Mueller: educator, PhD in educational leadership, worked a lot in disabilities, also went through fostercare

<u>Tara Affolter</u>: professor at Middlebury, inclusive, ed studies professor, teachers Black literature, more for education planning

Alex Cherup: NAACP, lawyer with NV legal services, tenant rights, passion is inclusivity

Some Tesla connections for engineering

Some connections to students, reports

Jackie Valley

Daniel Rothberg

Will Truce - brewery owner

Emily Thibault-getting ma school counselor

Alixandra Laub-Tahoe, herbalist & health benefits (775) 721-1376 (Ashley)

Melissa Biggs-SPCA, adoption specialist (702) 289-8271 (Ashley)

Local artists in our area

Nick Cahill-artist in Tahoe

Gretchen Dunbar - RN, Masters in nutrition, located in Nevada City

David Calvert -- photographer for the Indy, passionate about education and teaches at UNR as an adjunct professor

Reno Bike Project (conversation about mobility) -- Isaac Hoops

Mesa Rim Climbing

Disabilities Rights Advocates (Tabitha)

Students--focus group, different kids to meet with us (diverse group)

Recent graduates focus groups

Holland Project

Poetry Group (part of Holland Project), spoken word & sponsorships

City Council, Mayor (political people/legislators), Devin Reese

- C. Meetings (logistics):
 - 1. Charter Authority b. Andi (urgency) meet with Andi this week
- V Discussion: Infrastructure
- A. Monday.com

RENO-

Tabitha uses it at Indy Divided by project Assign individual people

B. Financials - Refer to Team

Some costs...

Set up an organization, exploratory group that can hold money

Foundation piece--supplement a school's budget (definitely would want to do), group that supports something (the school), has a different governing board

Establish a legal structure that allows us to hold \$ & transparency (relatively soon)

Meet with people who would be able to support and help us (Mari & Diaz) & Alex

\$ is legally being tracked

VI 12:00 - 12:10 Next Meeting

C. Assignments

Tabitha--provide research on interdisciplinary schooling

Everyone--review elevator speech, leave Google doc comments on agenda

Taylor--main structure to categorize people resources for our own data (don't want to limit people, they can limit themselves), Google Sheets

Everyone--add contact information

- Phone numbers/contact information
- Who's connection

Tabitha--names of Disability Rights advocates

Tabitha--names of Holland Project people

Ben & Taylor--meet with Andi this week (then, meet with Charter Authority)

Tabitha, Ben, Taylor (sub-committee)--build Mondays.com

Taylor--ask Diaz about \$/foundation

Taylor/Ben--add Ashley/Tabitha to Google folder

1:00, Monday, 2_8_2021, Taylor/Ben/Tabitha Monday.com

https://us04web.zoom.us/j/75748742338?pwd=MGFyYjIyMmNYeXhHSWNadU1DeWFDQT09

(use as a rolling link)

VI Adjourn

Exploratory Committee to Form Agenda

January 31, 2021 10:00 AM 3345 Barbara Circle

Attendees: Ben Contine, Taylor Kockenmeister, Alana Walls

I Welcome

Ben and Taylor look forward to this meeting.

Preliminary conversation around a vision because we want to expand our team

Elevator speech (not out full vision, we want this to be something from the broad community)

Talk about timing of expanding

Narrowing down



Ш Reports (Informational)

L train, T Bone, Beezneez

G. L Train

- 1. Models
- Database

It's really easy to misinterpret models like Democratic Free Schools as discipline free-there are still boundaries and limits created by the whole school and enforced by all stakeholders in the school. Students drive their own accountability structures. Collectivism vs. individualism. Development of autonomy-how can we define autonomy and make clear to public importance of autonomy vs. individualized education plan that meets academic goals.

H. T Bone

1. EMO/CMO/Freestanding

Freestanding charters are having a more difficult time getting accepted Every Child Succeeds -- bring high quality charters because they're scalable CSP grants -- grants for start up Freestanding charters -- need to file for grants because you need \$\$\$

National -- 75% of charters in NV are freestanding

Question -- Where does our vision/model fit into existing models?

I. Beezneez

1. Research County vs. State Charters

State charters are the only ones accepting applications right now Maybe meet with someone from Washoe County???

Going through Washoe County -- already infrastructure in place?

Counties usually have charters related to credit retrieval, etc.

Charters have their own governing charter

Magnet are under the direction of Washoe County

Charter is an independent contractor (own governance)

b. Completed Applications

Taylor/Lana review complete applications (be familiar with it)

It's important to know structurally what these look like, where we want to be in alignment and not be in alignment

11:10- 11:30 Vision/Brainstorm/Elevator Speech

Committee

Not our vision, just what we would say to get other people involved

What are some things that are happening at an ideal school? Or an ideal community?

- Lack of boundaries (working out in the community), students are in different places, school building is the home base, small groups
- Community in full partnership
- Integrated space
- Mutually beneficial (authentic), real projects & stakeholders
- Community network (big list of partners)
- Authentic membership and feeling of responsibility
- Service learning= engaging with community to solve problems (actually learning through serving community)
- Mutualism
- Lack of traditional assessments
- How would we know if students are going well? Process documentation, portfolio of learning, reflection.
- Get rid of racist practice of assessment

533

- Every person in this community would know that it mattered that they were there in the community
- Equity--
- Having voice in the community (in our community, do people have full voice)
- Place in the community comes with full voice, acceptance, you don't earn your voice through achievement
- If we say you have full voice, you also have responsibility if we're not committed to hearing all voices
- A community of people who counter systemic issues, institutional bias -- leads you to question
- Non-traditional building (house), gathering place
- Learning through the mistake process (trial and error), counters ideas of achievement
- Focusing on community issues, larger concepts (being out in the world)
- Awareness and feeling of agency within our community
- Agents of change
- Multi-age
- Teachers as facilitators
- Belief in value (actually believe that everyone can be a contributing member)
- Observation piece & reflecting on that observation
- Seeing the learning opportunities
- When you are engaging in the world around you, engaging in relationships, agents of change in your community, you are going to understand when you do this,

IV 11:30 - 11:50 Building the Team

Committee

D. Next Wave

7-10 people at our meeting, we're ready to have other people in the room Who do we want to bounce ideas with?

Next meeting: pitching elevator speech, plan for our committee vision meeting People for next meeting: Tabitha, Sarah Marshall, Ashley/Chris, Allen, Graham?, Diaz (?)

E. Possible Meetings: Charter Authority, Andi, Exploratory Members, Other Meet with Charter Authority relatively soon (we have an exploratory committee) & they offer guidance (touch base)
Andi

- V 11:50 12:00 Review Timeline/Calendar Important Dates (just a date)
- A. Calendar/Plan Community Vision Meeting (quantity matters) -- Week of April 11-17
- B. Committee Formation
- C. Notice to Apply (September)
- D. Application
- VI 12:00 12:10 Next Meeting
 - D. Assignments

Draft elevator speech (Ben by 2/1) Reach out to expanded group

RENO-

Meet with Andi (Ben)
Next meeting--social dist

Next meeting--social distance in person at Barbara Circle OR Zoom 10:30 next week (possible adjustments)

Make agenda for 2/7 (Ben)

Research table/articles (Lana) by Thursday, 2/4

E. Agenda Items

Discuss NSPCA meeting
Discuss/planning community vision meeting(s)

VI Adjourn

Exploratory Committee to Form Agenda

January 24, 2021 10:00 AM 3345 Barbara Circle

Attendees: Ben Contine, Taylor Kockenmeister, Alana Walls

I Welcome Ben Contine

C. Timeline, Process, and Requirements

September-Notice to Apply (notifying the Charter Authority that you are going to apply)

(Informational)

Between September 1st & 15th-Notice of Intent to Submit

Application Due-January 1st and 15th of 2022

Decisions-May or June

Charge of Committee

To find out--can you submit early and move up the timeline?

Process-work with Charter Authority staff & people reviewing application (back and forth)

Board is not who you are convincing (staff and then the Board)

3 Types of Applications: start up applicant (getting harder), EMO (educational management organization), Non-Profit Charter Organization

What is the difference between EMO and CMO?

Form a committee to Form (whatever the name of the school)

Page 1-2 Membership requirements: (1) member who is a teacher or other person licensed, (1) Also licensed teacher or administrator, (1) parent or legal guardian not a teacher and not someone who would be hired, (2) members who have expertise: accounting, law, human resources, financial services

Up to four additional members: general public, rep of college/university, member of nonprofit organization

Majority have to be residents of state

Ben Contine



Only 8 members (officially)

The difference between a committee and a board (often overlap)

What's the difference between applying through Washoe County versus the State?

What other options EMO/CMOs exist? Outdoor school? Reggio? Create academic plan with committee

III Commitment to Committee to Form

Committee

Yes

IV Discussion: Next Steps and Work Plan Committee

A. Members: Kendra BT, Alissa, Gloria, Ashley Eligde, Graham, Karen, Nick Eng, Ezekiel/Ana, Voni, David Micheal Slater, Kristen Lewis, The Chisms, Sara Marshall, Jon (Writing Center), Miranda, Brian Contine, Andrea S, Diaz, Donald James, Tabitha, Bob Conrad, Allen G, Richard Brong, Rob Miklo, David Goldwater, Wendy W, Debbie B, Sierra Z, Sunny, Nan Van, Planned Parenthood Educators (and Sarah), Matthew H, Leslie Commsiong, Mari H, Sandi, Boys & Girls Club, Big Brothers & Big Sisters, Missing TMCC & Community Activist

- B. Information Collection: Similar models (models to pull from), CMO/EMO versus none, county versus state, see completed applications
- C. Meeting Dates and Times Next Meetings: Sunday 1/31, 2/7, 2/14, 2/21 at 10AM Getting everyone on Zoom/in a room (we need an elevator speech) Communication with Honors?
- V Next Meeting
 - C. Assignments (for 1/31)

Create spreadsheet of people (emails, phone numbers, title/role/job) (Lana on Google Sheets)

Add names to spreadsheet (Everyone)

Research Similar Models, in state & out of state, international (Lana Google Docs)

Research EMO CMO None (Taylor)

Research County vs. State Charters (Ben)

Completed Applications (Ben)

D. Agenda Items

A date for the univeling vision session Internal messaging

VI Adjourn



Supplemental Appendix 5: Family and Community Engagement

Family and Community Engagements Schedule 2022-2023		
Spring and Summer 2022	Information Sessions Canvassing Community Event Engagement Home Visits & Intake Forms	
August	7/18-8/12: Family Orientation Nights 8/5, 8/12, 8/19,8/26: Weekly recorded information videos 8/17: Monthly Community Meeting TBD: Monthly Board Meeting	

September	9/9, 9/16, 9/23, 9/30: Weekly recorded information videos 9/21: Monthly Community Meeting TBD: Monthly Board Meeting
October	 10/7, 10/14, 10/21, 10/28: Weekly recorded information videos 10/19: Monthly Community Meeting TBD: Monthly Board Meeting 10/26: Diverse Learners Info Night
November	11/4, 11/11, 11/18, 11/25: Weekly recorded information videos 11/16: Monthly Community Meeting TBD: Monthly Board Meeting 11/28-30: Conferences
December	12/2, 12/9: Weekly recorded information videos No monthly community meeting due to holiday break TBD: Monthly Board Meeting 12/13: Project Exhibition Night
January	1/6, 1/13, 1/20, 1/27: Weekly recorded information videos 1/18: Stakeholder PLC TBD: Monthly Board Meeting 1/25: Diverse Learners Info Night

February	%, 2/10,2/17,2/24: Weekly recorded information videos 2/15: Monthly Community Meeting TBD: Monthly Board Meeting 2/20-2/24: Conferences
March	3/3, 3/10, 3/17, 3/24: Weekly recorded information videos 3/15: Monthly Community Meeting TBD: Monthly Board Meeting 3/10: Project Exhibition Night
April	4/7, 4/14/4/21, 4/28: Weekly recorded information videos 4/19: Monthly Community Meeting TBD: Monthly Board Meeting
May	5/5, 5/12, 5/19, 5/26: Weekly recorded information videos 5/17: Monthly Community Meeting TBD: Monthly Board Meeting 5/22-25: EOY Conferences
June	6/2: Final Project Exhibition Night End of Year Festival



Supplemental Appendix 6: Grade Point Averages and Graduation Requirements

Grade Point Average

Courses		
90%-100%	4.0 GPA	A
80%-89.99%	3.0 GPA	В
70%-79.99%	2.0 GPA	С
60%-69.99%	1.0 GPA	D
0%-59.99%	0.0 GPA	F



Graduation Requirements		
Courses	Units	
American Government	.5	
American History	1	
Arts and Humanities or CTE	1	
Social Studies	1	
Economics	.5	
English	4	
Health	.5	
Mathematics	4	
Physical Education	2	
Computer Science Education and Technology	.5	
Science	3	
Electives	6	
Total	24	



Supplemental Appendix 7: RTI Interventions

Tier	Purpose	Interventions	Population of Student Body (at year 1)
One General Education Classroom	 Preventative Cost effective Help the greatest number of students achieve graduation requirements 	 Consistent implementation of mental health/social emotional curriculum Interdisciplinary learning (reading and writing integrated in all content area) Teachers take responsibility for the learning of all students 	60%
Two	 Provides additional support to students struggling with general education content Students not successful in Tier 1 receive targeted interventions Implement targeted literacy instruction that can be generalized to content area courses Bridges the instructional gap between tiers 1 and 3 Increase student motivation/engagement Target skills to be used in general education classroom 	 Increased intensity of instruction Small group learning Increased progress monitoring Explicit strategy instruction coupled with extensive practice Flexible scheduling Peer tutoring Engagement goal setting Possible Selves (a strategy for self-reflection and self-regulation) 	20%

RENO

Three	 Highly intense intervention Provide supports for students who do not respond to tier 1 and 2 interventions 	 1:1 interventions with teacher/support staff Working toward alternative benchmarks (consistent with goals in IEP) 	20%



Supplemental Appendix 8: Mental Health Strategies

RENO

Tenet	Explanation	Strategies
Positive emotions	Feeling positive emotions at school (joy, gratitude, hope)	Community of care Cohorts Personalized Program of Study Democratic Principles Service Learning
Engagement	Being fully absorbed in enjoyable, yet challenging activities	Co-creation of curriculum Community partners Interdisciplinary curriculum (inquiry based) Strength-based approach
Positive relationships	Relating to others and forming bonds	Cohorts Community of care Relationship-building time throughout the day (non-instructional) Permeable boundaries Mentorships
Meaning	Investment in something larger than the individual	Community partnerships Social Justice emphasis Service learning
Accomplishment	Pursuing success	Personalized program of study Journalism Program of Study College/Dual Credit



Supplemental Appendix 9: Daily Schedules



Project Based Learning and Applied Content (Modified)		
Time	Class/Label	Description (what and why)
7:30-8:00	Arrive to RIS, gather with friends, eat breakfast, drink coffee in communal spaces with peers and instructors.	Gather with friends Eat breakfast Drink coffee Build social capital in communal spaces with peers and instructors
8:00-9:30 (90)	Open classrooms where students make choices and get content-based support or interventions based on their needs	Meet in a small group with teacher Meet 1:1 with teacher Collaborate with peers to develop a project Practice mental health skills independently, with peers, or with a teacher Work independently on a project Communicate with a local organization about a project/community issue Receive mentoring Work on college coursework with a teacher, peer, or independently
9:30-10:50 (80)	Project Based Learning Studio Community Forums/Place Based Learning/Project Design/Planning	Collaborate with peers on problem solving Ask questions about issues in their local community Develop solutions Communicate with local organizations on community issues
11:00-11:45	Lunch	Gather with friends Eat lunch Build social capital in communal spaces with peers and instructors

11:50-1:40 (110)	Creative Inquiry- Driven by students, supported by teachers, where students engage in their pursuits of passion (Elective Credit)	Practice mental health skills Develop a project that supports a goal in the personalized Program of Study Practice a new skill related to a pursuit of passion Ask for assistance/find a mentor to assist with a new passion/skill Present your passion project to teachers, peers, and stakeholders
1:45 - 3:00	RIS Community Meeting (Practicing Democratic Principles)	Discuss existing rules/regulations Develop new rules/regulations Modify existing rules/regulations Vote on new rules/regulations
Total Instruction Per Day	280	
Total Instruction Minutes Per Week	280	



Sample Daily Schedule (non-modified)

Time	Class/Label	Description (what and why)
7:30-8:00	Arrive to RIS	Gather with friends Eat breakfast Drink coffee Build social capital in communal spaces with peers and instructors
8:00-9:50	Block 1 (Math and Science) 110 minutes	Look at problems from multiple perspectives Develop content-specific skills Use a problem solving approach to recognize patterns
10:00-10:55	Project Based Learning Studio/Advisory 55 minutes	Collaborate with peers on problem solving Ask questions about issues in their local community Develop solutions Communicate with local organizations on community issues Receive support on college coursework
11:00-11:45	Lunch	Gather with friends Eat lunch Build social capital in communal spaces with peers and instructors
11:50-1:40	Block 2 (English and Social Studies) 110 minutes	Look at problems from multiple perspectives Develop content specific skills Develop critical thinking skills Build literacy and learn how to communicate to a broad audience Understand writing to be a recursive process Think critically about power inequities Participate in Socratic Seminars

1:45 - 3:05	Block 3 (Spanish/PE/College Courses) 80 minutes	Participate in a college course related to personalized Program of Study Participate in a special areas course related to personalized Program of Study Apply content-specific skills to other coursework Participate in activities that support mental health
Total Instructional Minutes Per Day	355	
Total Instructional Minutes Per Week	1,420	



Supplemental Appendix 10: Hiring Process Timeline

Timeline for Recruiting and Hiring Teachers		
Step	Timeline	Explanation
1 Define the "ideal" teacher	August/September	Meet with the school community (including students) to define the "ideal" teacher Develop a list of characteristics Identify how and why a teacher is successful at RIS
2 Build a Recruitment Pipeline	August-November (and ongoing)	Connect with local universities (UNR, SNU) Connect with local organizations that are representative of the student population Invite interested candidates to tour the school
3 Collect/Review Resumes and Application	November-January	Include written essays on application Identify skills/characteristics on resume and application that align with "ideal" teacher at RIS Share application with RIS community (including students) to select the top candidates
4 Interview 1	January/February	Develop interview questions with RIS community (including students) Train RIS community on interview techniques and what to look for when selecting a candidate Provide a school tour to candidate Candidate asks questions about RIS Candidate participates in an interview with only parents and students Select top candidates to move to final interview
5 Finalist Interview	February/March	Candidate delivers a lesson Provide candidate with feedback on lesson Candidate shares an interdisciplinary unit Candidate asks follow-up questions about RIS Candidate participates in discussion on educational philosophy based on a selected article
6 Check references	April	Call references to ask about characteristics identified in "ideal" teacher Ask any follow-up questions to candidate



Supplemental Appendix 11: School Emergency Planning Timeline

School's Emergency Management Plan		
Step	Explanation	
1: Form a Collaborative Planning Team	 Develop a team (include first responders, staff, family, and students) Assign roles and responsibilities Determines schedule for regular meetings 	
2: Understand the Situation	 Identify possible threats (reach out to the fire/police departments, American Red Cross, etc.) Assess the risk posed by identified threats/hazards Consolidate all information into document Prioritize threats and hazards 	
3: Determine goals and objectives	Develop at least 3 goal for addressing each threat, each with a desired outcome for before, during, and after the threat/hazard	
4: Plan Development	 Develop a course of action for each threat Determine the feasibility of each course of action 	
5: Plan Preparation, Review, & Approval	 Draft an EOP (emergency operations plan) that makes it easy for users to find information Share the plan with first responders and incorporate any feedback Share plan with all stakeholders 	
6: Plan Implementation & Maintenance	 Train all stakeholders on plan, including specific responsibilities/roles Frequently practice the plan 	