



2021



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STATE PUBLIC CHARTER SCHOOL AUTHORITY



2020 CALL FOR QUALITY CHARTER SCHOOLS Updated April 10, 2020

Schools Opening Fall 2021 and Beyond

MS Word Application Template

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

1. SPCSA Charter Proposal Cover Sheet

Identify the **primary point of contact** for your Committee to Form. 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 Committee to Form 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. Please 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.

Primary contact person: Daniel Weintraub

Mailing address:

Street/PO Box:

City: Henderson

State

NV

89012

Phone Number:

day

evening

Fax Number:

Email

:

Name of team or entity applying:

Olam Academy

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

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

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

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

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

Full Name	Current Job Title and Employer	Position with Proposed School
Daniel Weintraub	Special Education Instructional Facilitator/Clark County School District	Executive Director
Jennifer Bennett	SLP/Capability Health	Board Member
Michael DeLee	Attorney/DeLee Law Offices LLC	Board Member
Robert Dworkin	Accountant/JFR Consulting Group	Board Member
Jeff Geihs	President/Nevada Association of School Administrators	Board Member
Edward Goldman	Administration/Clark County School District	Board Member

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

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

Proposed School Name	City	State	Opening Date
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School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Olam Academy	2022/2023	K-2	K-5

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

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	81	81	81	81	81	81
1	81	81	81	81	81	81
2	81	81	81	81	81	81
3		27	54	81	81	81
4				27	56	81
5					27	27
6						
7						
8						
9						
10						
11						
12						
Total	243	270	297	351	407	432

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
Spring Valley	Clark County	89102, 89103, 89107, 89117, 89118 89146, 89147

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

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

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

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

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

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

Applicant Certification:

Signature

Date

Daniel Weintraub

Printed Name:

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

2. Meeting the Need

MISSION AND VISION

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

- (1) **Provide the mission and vision for the proposed school and briefly describe how they serve as the foundation for the proposed school, including:**
- (a) The key components of your educational model**
 - (b) The outcomes you expect to achieve**
 - (c) Key supporters, partners, or resources that will contribute to your school's success**

Mission: Olam Academy is Nevada's contribution to leading a national movement of exceptional and diverse public charter schools that teach Modern Hebrew and Spanish to children of all backgrounds and prepare them to be successful global citizens.

Vision: Olam Academy's vision is to establish a school in Las Vegas where children of all backgrounds and abilities will learn, achieve, and become productive members of the world community. Olam Academy's focus is on teaching world languages (Modern Hebrew and Spanish) and global culture. Olam Academy acknowledges the ways in which numerous studies illustrate the benefits of learning a second language at an early age. We believe in the benefits of a rigorous education prefaced on Nevada State Academic Standards. Olam Academy nurtures global awareness, compassion, respect, and community leaders. Olam Academy is excited to be the first charter school in Nevada focusing on foreign languages starting at the kindergarten levels. Olam Academy looks to operate a traditional campus in addition to a hybrid distance learning environment to enable students to participate from all over the state of Nevada.

We Believe:

- Education is powerful, learning is lifelong, and multicultural understanding is essential to thrive in our global community;
- Students thrive with high expectations
- All children can achieve;
- development of proficiency in multiple languages enhances students' cognitive development and academic achievement; and

- The capacity to communicate and live successfully within culturally diverse environments and the commitment to serving one's community are critical to the development of tomorrow's leaders.

-Learning a second language early on in one's education leads to cross-cultural understanding and essential job skills as well as global awareness.

The Meaning of Olam:

"Olam" is the Hebrew word for world. Olam was chosen as the name of our charter school because we believe in the importance of an education focused on world culture and global studies. We believe in teaching our students how to interact in a multicultural environment through the study of world languages, cultures and customs, and by participating in community outreach projects.

(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.**

Olam Academy touches on all goals above. The academic achievement of pupils will improve via a rigorous approach to Nevada State Standards with the added inclusion of Modern Hebrew and Spanish. Innovative methods of teaching will include the workshop model, and differentiated instruction. A conversational approach will be used during the study of foreign languages. The Educational achievement of pupils will be closely monitored via the use of easyCBM, MAP, and I-Ready Data Testing. The school will be fully transparent and accountable via the reporting of test scores in quarterly assessments and the annual SBA test. Teachers will undergo professional development as the school will work closely with Kavod Charter School in San Diego, Lashon Academy in Los Angeles, National Association of School Administrators, and Hebrew Public Charter Schools for Global Citizens.

Olam Academy will start off as an independent elementary public charter school, providing instruction in grades K-2. The school hopes to grow to include K-5th grades by the 2025/2026 school year. Olam will model its educational programming after that of Kavod Charter School in San Diego and work closely with Lashon Academy in Los Angeles and the Hebrew Public Charter Schools for Global Citizens located in New York. As a member of the Hebrew Public

Charter Schools Network of Hebrew Language Charter Schools, Olam will have access to shared resources, including, but not limited to: technical assistance, curriculum resources, and professional development.

Olam is confident that it will successfully serve all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, gifted students and students achieving below grade level. Olam is committed to ongoing and embedded professional development to ensure the quality delivery of instruction to its students. Olam will deliver the highest caliber educational program within a fiscally sustainable school.

Olam will offer an academically rigorous K-5 curriculum which includes instruction in Modern Hebrew, Spanish, and the study of global culture. Olam will integrate language and global culture during Math, Science, Language Arts, Social Studies, and the specials (physical education, art, and music). Teachers will be engaged in differentiated instruction and focused small learning groups based on data, to teach in a hands-on approach emphasizing the individual needs of each student. Academic rigor and career readiness in a 21st century globally competitive society will be emphasized. The school will incorporate the Nevada Educator Performance Framework (NEPF) and its 5 key standards of: Standard 1 New Learning Connected to Prior Learning and Experience, Standard 2 Learning Tasks Have High Cognitive Demand for Diverse Learners Standard 3; Students engaged in Meaning-Making through Discourse and Other Strategies: Standard 4; Students engage in metacognitive activity to increase understanding of an responsibility for their own learning; Standard 5: Assessment is integrated into Instruction.

Olam Academy will have high expectations and high standards for all students, including students with special needs, English Language Learners, gifted students, students achieving below grade level, and students from a low socioeconomic status. A community of high expectations and high standards will be implemented to ensure academic success. Our model will ensure competent, self-motivated, life long learners.

The OLAM Academy Charter School development team and Board of Directors believe that all students can learn and achieve high and rigorous academic standards. Furthermore, we believe that all students are entitled to a comprehensive education. Our school will develop a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative and quality educational programs in a safe and supportive environment.

OLAM Academy Charter School will serve as an independent elementary charter school, offering instruction in grades K-5. In its first year of operation, OLAM Academy Charter School will serve up to 300 students in each of three grades: Kindergarten, 1st, and 2nd grade, and include a hybrid cohort.

Olam Academy will also be unique in that we will offer an online component to the school which will be fully integrated into the school. Olam Academy will have a cohort of students online that will follow along with the lessons and be fully integrated. So for example if we have 27 kids in a class, 9 of them will be online and the rest in person. This will be the same across all grade levels. The kids online can come from any area of Nevada.

The moodle format will be used along with Google Meets and the kids online will follow the same lessons and curriculum as the students who are in person. Professional development will be provided for all staff to work with the online technology.

Section II:

TARGETED PLAN

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

Olam Academy Charter School will use the workshop model to support student achievement for all its students. According to Lucy Calkins, Founder and Director of The Teachers College Reading and Writing Project housed at Teachers College, Columbia University, best-practice teachers are careful to encourage student independence and it is for that reason we have chosen the workshop model as our instructional vehicle. Our model is based upon the belief that the best way to encourage deep and enduring understandings is through explicit strategy lessons and small group settings which best meet the needs of all learners.

Teachers at Olam Academy will use the workshop model to deliver a balanced instructional approach, and it will be infused into each grade level of the school. The workshop model builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners and learning styles. Students will actively participate in their own learning and engage more fully in higher order thinking skills. It is through the workshop model that we will foster independent learners - and internal motivation will increase. Through this independence students practice, at their own level, the skills and strategies their teacher has modeled. The workshop model allows the teacher to attend to the needs of individual students.

The workshop model facilitates differentiated and individualized instruction and is highly effective with at-risk populations such as students with disabilities, ELLs, and students at risk of academic failure. In Olam Academy teachers will differentiate instruction using ongoing assessments and comprehensive data to identify student needs, tailor instruction, and define flexible small group composition. At Olam Academy, as teachers differentiate instruction and define flexible small group composition, it is in these small group settings where students' needs, especially ELLs and students with disabilities, can be addressed.

A crucial portion of Olam Academy's mission of academic excellence and rigorous curriculum is based upon the large body of research demonstrating that the study of a foreign language supports academic achievement. At Olam Academy students will be learning both Hebrew and

Spanish. Our language integration model is based on the FLES (Foreign Language in the Elementary Schools) Program.

Hebrew/Spanish Teaching and Integration

Olam Academy will include instructors who will teach Modern Hebrew for one hour per day to each of the grade levels. The Hebrew Teachers will be rotating between the classes. In Modern Hebrew language class, one native or near-native Hebrew speaker will provide instruction solely in Hebrew. The Specials classes (P.E, Dance, Music, and Art) will be taught in Spanish. Approximately 15-20% of the instructional day will be taught in Hebrew. Students will also receive unstructured exposure to the language during non-academic time, such as transitions, recess and meals.

The core classes of Math, Language Arts, Science, and Social Studies will be taught in English by a licensed multiple subject teacher. It is essential that English learners access well-articulated, standards-based, grade-level core curriculum instruction in all subjects taught “overwhelmingly” in English with Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support and explain.

SDAIE is a commonly used approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques to help students access the core curriculum.

Through its social studies curriculum, Olam Academy seeks to infuse its students with values of mutual understanding and respect for others. Olam Academy will bring to life these values for its students through an integration of service learning throughout the curriculum that promotes social responsibility. In addition, the Social Studies curriculum will also support students’ home culture(s) to build global citizens and teach about the Culture and History of Israel and its Immigrant Communities curriculum as well as that of Latin America.

The IEP of Special Education students will be closely abided by and monitored. The accommodations section of the IEP will be particularly paid attention and followed in the General Education classes. The Executive Director is a Special Education Instructional Facilitator with the Clark County School District who will work closely with the Special Education Department at Olam Academy to make sure that NAC and IDEA are closely followed. Furthermore the Executive Director is a BCBA with extensive behavior experience in school aged kiddos.

With this commitment, OLAM Academy will appeal to families in Spring Valley as an option in school choice in the landscape of educational opportunities that are currently available to them within the public system. With OLAM Academy Charter School’s longer time on task, parents are given a chance to place their children in an environment focused on

active learning, academic progress and success, and with a strong multicultural component.

The instructional model, use of data, embedded professional development and staffing plan at OLAM Academy Charter School will promote highly individualized and differentiated instruction, supporting learning and achievement of all students that meets the needs of all students especially ELLs, students with disabilities, socioeconomically disadvantaged students, gifted students and students achieving below grade level.

The incorporation of an intensive focus on a foreign language in the school's curriculum, both in Spanish and Hebrew, supports positive evidence-based learning and developmental outcomes in students engaged in foreign language study. According to the American Council on the Teaching of Foreign Languages, there are many advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate. OLAM Academy Charter School's strong academic focus, in an integrated language environment, will result in students who are competent learners.

The community to be served includes parts of the towns and neighborhoods of Spring Valley, The seven zip codes in which Olam Academy seeks to open is: 89102, 89103, 89107, 89117, 89118, 89146 and 89147. Importantly, when we refer in this Application to "Spring Valley," that is a shorthand reference to the zip codes above.

Spring Valley has numerous two star schools. Spring Valley contains a high number of FRL and ELL students as well as a high portion of students with IEPs. Spring Valley has over 22,000 students in its Elementary Schools. Meanwhile, there are only two charter schools in these zip codes: (i) Beacon Academy, a school providing online/blended education only, and solely to high school grades; and (ii) at the western edge of zip code 89147 a Doral Academy campus.

Spring Valley is also close to a growing Israeli speaking community that has shown wide interest in the school. Spring Valley is fertile ground for the first charter school in Las Vegas focusing on languages, and such a school will bring Las Vegas in line with other major cities that offer numerous language charter schools such as Los Angeles, New York City, Philadelphia, Miami, Houston and Washington D.C. Olam Academy has a proven teaching model used in language charter schools across the country.

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

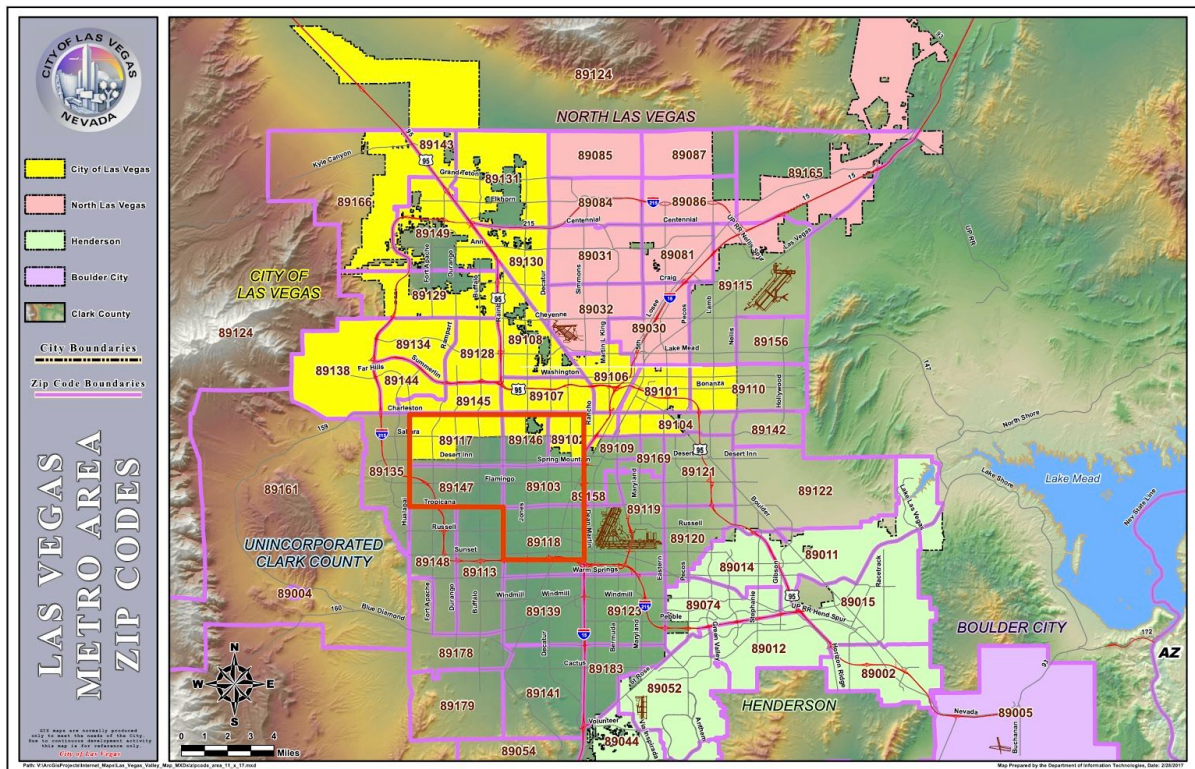
the proposed school's plans to meet statewide academic and demographic needs found within the Needs Assessment.

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

Olam Academy has what it takes to meet the needs of Spring Valley's high population of ELL-, socio-economic disadvantaged, and IEP-heavy student populations. Olam is committed to help those kiddos to thrive and excel. In serving Spring Valley, Olam Academy will create an opportunity for parents to seek out the first charter school in Las Vegas focusing on languages and global awareness that will fit their children's learning style and include a rigorous workshop model. Olam Academy will help students in Spring Valley and around the state with its robust hybrid program to further their education and be successful, contributing members of the community as well as global citizens.

By teaching in Hebrew and Spanish and replicating proven effective models in Kavod Academy and Lashon Academy, Olam Academy will create a family structure that increases students' confidence, preparing them to succeed in college and their future careers. Las Vegas is an international city, and it is important now more than ever to be fluent in different languages and cognizant of world cultures. Olam Academy will strive to create an educational foundation in the Spring Valley area, with an impressive and lofty yet achievable goal to address the needs of at-risk student populations. SPED and ELL students will be well served at Olam Academy and Spring Valley as well as Las Vegas will greatly benefit.

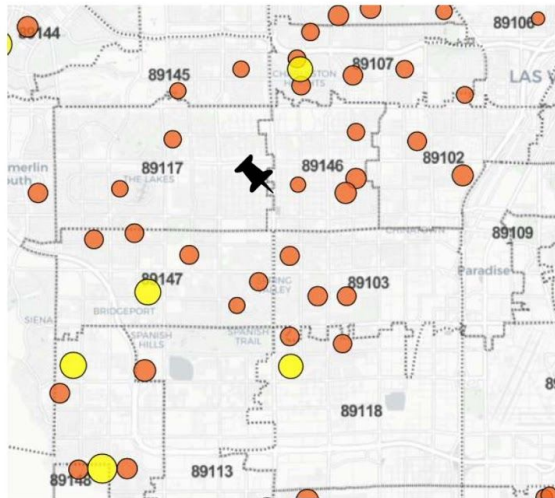
(b) Academic Needs: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally provide access to 3, 4 and 5-Star schools in zip codes where students are attending a 1- or 2-Star school. A map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



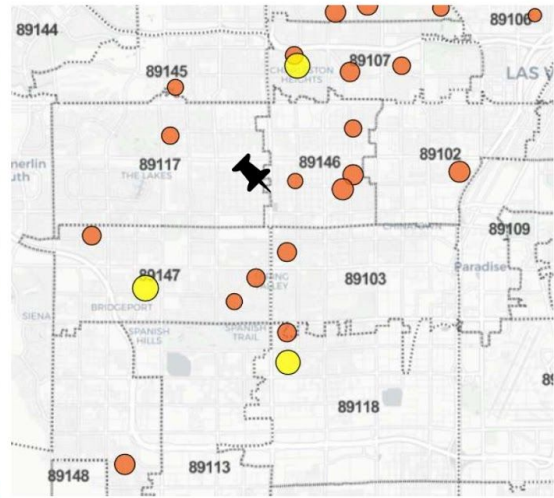
According to Opportunity 180's online mapping tools, the following side-by-side maps show:

- on the left, all CCSD elementary (in orange) and middle (in yellow) schools in LVMCA's targeted zip codes (excluding CCSD charter and magnet schools); and
- on the right, those same District schools which only received one- or two-star ratings in the Department of Education's Nevada School Performance Framework (NSPF) ratings:

All CCSD Schools



1- and 2-Star CCSD Schools



As that visual confirms, there is an overwhelming number of underperforming schools in Olam Academy’s targeted geographical area.

As of the end of the 2018-19 school year:

- The average ratings for the 23 elementary schools in OLAM’s targeted zip codes was 2.48 stars.
- Collectively, the average rating for all 26 CCSD ES schools in those zip codes is broken down as follows:

	1 star	2 star	3 star	4 star	5 star	Total
Elementary Schools	2	12	5	4	0	23
Schools (%)	8%	52%	13%	17%	21%	100%

In other words, 65.4% of all CCSD schools in these seven zip codes received a one- or two star rating from the State of Nevada.

These facts take a downturn when one looks at the student sub-groups. The DOE’s performance framework website reports the average English Language Arts (“ELA”) and Math proficiencies for each school, the District, and the State. By analyzing the attached 2018-29 school year data, one finds as follows:

	ELA Proficiency (%)	Math Proficiency (%)
Elementary School Level		
7 Spring Valley Zip Codes	45.2%	37.4%
CCSD	49.1%	41.8%
State of Nevada	50.3%	43.8%

The Board's goal is for OLAM to earn nothing less than a three- or four-star rating for year one, and by the end of the first half of its charter term, to become the only five-star school in all seven of Spring Valley's zip codes combined. As described in detail below, given the combination of (i) the Olam Academy model and (ii) the talent of the board in successfully putting that model into practice, including for students in FRL, ELL, and IEP sub-populations, the Board is eminently confident in OLAM's ability to promptly reach those goals. OLAM will help Spring Valley students pursue and achieve excellence.

CCSD ELEMENTARY SCHOOLS IN LVMCA'S 7 ZIP CODES										
Name	Zip Code	Star Rating (2017-18)	Star Rating (2018-19)	Total Enrollment	Teacher : Student Ratio (1:x)	ELA Proficiency (%)	Math Proficiency (%)	IEP (%)	ELL (%)	FRL Eligible (%)
R. Bell ES	89102	1	2	896	24	35.3	33.7	11.9	33.2	100
Vegas Verdes ES	89102	2	3	712	21	51.5	45	17.1	39.2	100
J Thiriot ES	89103	4	3	724	26	51.3	48.1	14.9	27.2	100
CH Decker ES	89103	2	2	734	22	35.6	28.8	12.9	28.6	100
H. Dondero ES	89103	3	4	763	25	44	49.6	11.9	41.4	100
V. Pittman ES	89107	3	3	624	21	46.1	32.2	13.9	27.9	100
OK Adcock ES	89107	2	2	639	20	40.2	31.3	15.7	32.7	100
Red Rock ES	89107	1	1	769	20	32.3	27.3	15.1	34.5	100
EW Griffith ES	89107	1	2	628	22	33.2	28.3	13.5	36.5	100
R. Warren ES	89107	2	3	716	21	36.5	33	12.7	38.6	100
MJ Christensen ES	89117	4	4	545	24	57.2	45.8	12.8	13.2	56.7
H. Derfelt ES	89117	3	2	612	24	44.7	33.7	14.7	14.4	65.2
MB Earl ES	89118	3	2	708	21	44.8	44.8	13.4	18.2	64.7
H. Jydstrup ES	89118	3	4	686	24	53	46.1	13.9	21.3	100
R. Guild Gray ES	89146	2	2	472	24	37.7	31.8	19.9	24.4	100
Doris Hancock ES	89146	1	1	606	19	33.7	23.5	15.2	25.7	100
Dr. CO Roundy ES	89146	3	2	835	26	41.2	37.2	10.5	42.5	100
E. Wynn ES	89146	1	2	919	25	31.6	23.8	13.6	48.2	100
P. Bendorf ES	89147	4	3	706	26	54.1	45.3	10.2	16.9	59.8
Roger Bryan ES	89147	2	4	720	25	48.8	46.7	11.8	20.1	62.5
F. Kim ES	89147	2	2	528	24	48.2	36.3	15.9	19.3	69.3
K. Hayes ES	89147	3	2	711	21	53.7	43.5	15.3	11.3	100
PA Diskin ES	89147	4	2	675	23	49.6	40.2	13.8	29.5	100
TOTAL OR AVERAGE		2.4	2.5	685.8	23.7	45.2	37.4	14.0	25.9	89.2
CCSD (ES)					23	49.1	41.8	12.1	17	69.2
STATE OF NEVADA (ES)					24	50.3	43.8	12.2	14.8	61.2
								red: all students (not just MS)		

- (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.**

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.

Parents and community members have been active in promoting Olam Academy. This support has occurred via the use of social media like Facebook and WhatsApp. Numerous letters of support have been written. To date over 266 letters of intent have been signed and the Facebook Page for Olam Academy has over 197 likes.

Families in the identified area for the Olam Academy campus play an integral role in the success of the school. The current board of directors will seek parent representation from the local area and has a currently retired and present CCSD Assistant Superintendent. The Executive Director recognized the benefits of the Olam Academy Program after a visit to the Hebrew Charter Schools of Kavod Academy in San Diego and Lashon Academy in Van Nuys.

The proposal for this charter school has come from the community and has begun with organic partnerships seeking a model to serve the needs of the young people in the proposed area. Area community leaders have been working with the board of directors and Executive Director to learn more about the model and consider ways they can support the success of the school either through volunteering their own time or contributing through strategic partnerships to engage students in local businesses and mentorship opportunities. Having the first charter school in the Las Vegas valley to specialize in languages from an early age has gained strong support. Olam Academy will continue to make outreach into the community and to perfect the academic and language program at the school.

The needs of the community being served are best represented by the community itself. As such, the leadership staff and Olam Academy will continue to build relationships to support the success of the school and inspire young people to increase their self-confidence, grow through mindfulness and wellness, and achieve academic success.

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

Olam Academy has made outreach to the community via Facebook and social media. We will continue to engage parents in the Spring Valley Community via handing out flyers and visiting local supermarkets, churches, synagogues, and libraries to get the word out.

Parent/Guardian Satisfaction Goal:

- 90% or more of parents/guardians will agree that Olam Academy is providing their student with a quality education. This will be measured through parent surveys given quarterly throughout the academic school year.

Family Engagement Goals:

- 90% or more of students' parents/guardians will attend at least one parent/teacher conference. Parents/guardians who are not able to attend due to work, life, or transportation issues will be communicated with via Zoom to provide solutions to help them feel included throughout the year. Continuous efforts will be made to reach out to parents and families to help make them feel welcome to the school environment.
- Grade level teaching teams will send out weekly classroom newsletters every Friday to keep parents informed on what is happening within each core class.
- Teachers will be responsible for maintaining close contact with parents via email, letters home, and/or Class Dojo.
 - A newsletter will go out monthly describing current items happening at Olam Academy.
- A school website, including individual class and teacher pages, will be an accessible way to stay connected to the school.

Olam Academy will administer the annual parent/guardian satisfaction survey and receive the results. This data will be a part of the annual evaluation for the administration and Executive Director. The data will be used to inform future changes or reinforcements of engagement with families each year.

Flyers

Flyers in English, Spanish and Hebrew outlining the mission and vision for the school and providing invitations to community meetings will be distributed at key locations to reach socioeconomically disadvantaged members of the community. Key locations include these community meeting points: libraries, religious gathering places, family centers, local grocery stores and coffee establishments.

Below is a sample of local community meeting points in the Spring Valley area:

Dollar General Market
5675 S Rainbow Blvd, Las Vegas, NV 89113

Boys and Girls Club
2850 S Lindell Rd, Las Vegas, NV 89146

Opportunity Village
6050 S Buffalo Dr, Las Vegas, NV 89113

Life Baptist Church
6316 S Tenaya Way, Las Vegas, NV 89113

La Bonita Supermarket
4120 S Rainbow Blvd, Las Vegas, NV 89103

Sprouts Farmers Market
4020 S Rainbow Blvd, Las Vegas, NV 89103

Cloud Tea
4045 S Buffalo Dr a108, Las Vegas, NV 89147

Rainbow Youth Soccer League
9360 W Flamingo Rd #110-267, Las Vegas, NV 89147

Spring Valley Library
4280 S Jones Blvd, Las Vegas, NV 89103

3) Describe any expectations for parent volunteering.

Parents will be asked to volunteer at least once per quarter.

- 80% or more of students' parents/guardians will be involved at Olam Las Vegas in some capacity over the course of the year (volunteering, cultural events, in class assistance, night classes, family meetings).

-Olam Academy will openly and willingly work with families to help them be involved in the school and assist in its success. Olam Academy believes that the home school partnership is essential for success.

We encourage all families to spend at least 10 hours in the school for the entire school year.

We invite families into the school in several ways:

- Parents can join their child during breakfast, lunch, field trips, and during cultural events.
- Community Meeting will always be open to parents.

Olam Academy encourages parents to be involved in all aspects of the school. In addition to providing a parent representative seat on the Board of Directors, parents will be encouraged to attend all Board meetings, volunteer at the school site, and form a Parent

Advisory Council. Through the Parent Advisory Council and the parent representative on the Board, parents can make their voices heard on broad issues or concerns which they will be encouraged to do.

Olam Academy will provide a list of activities for parents on Olam Academy’s website and in the *Parent and Student Handbook* distributed each year.

Programs, events and a list of parent involvement activities will be in school newsletters, on the school calendar, in student classrooms, or in the school lobby.

Parents will be asked to:

- Attend at least two parent events during the school year.
- Volunteer at the school (assisting in the classroom, serving meals for free and reduced breakfast and lunch program, assisting in the office, attending field trips and other school activities)

The Board of Directors will approve a parent volunteer policy outlining the amount of hours parents are expected to commit, the types of activities considered ‘volunteer,’ tracking volunteer hours, and other related issues.

Olam Academy will work with parents to address barriers to school involvement and to ensure they are involved in their child(ren)’s education through alternatively scheduled meetings and volunteer opportunities on weekends or in the evenings. Olam will provide materials in languages other than English (including Spanish). Parents will receive ongoing feedback regarding compliance with attendance, homework and volunteer hour pledges.

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

Partner Name: Professional Language Association of Nevada (PLAN)
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Briefly describe this partnership	PLAN will work with Olam to provide support for language development.
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	On a voluntary basis, PLAN will assist Olam Academy with providing excellent instruction in language to meet the needs of its students including English Language Learners. They will provide resources to assist Olam in teaching foreign languages.

Partner Name: Kavod Academy	
Briefly describe this partnership	Organization will provide support to Olam Academy.
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	Olam Academy is following Kavod's model of providing Hebrew and Spanish. Kavod will share Hebrew and Spanish language instructional resources as well as budgetary information. This is a voluntary mode of assistance.

Partner Name: Lashon Academy	
Briefly describe this partnership	Lashon Academy in Los Angeles will support Olam Academy in implementing its language components.
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	Lashon Academy will work with Olam Academy on a voluntary basis to provide resources for Hebrew instruction and professional development. They will share their curriculum resources and staffing model.

Partner Name: Hebrew Public Charter School for Global Citizens.

Briefly describe this partnership	Organization will provide support to Olam Academy. As will Lashon Academy in Los Angeles and Kavod Charter School in San Diego.
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	As a member of the Hebrew Public Charter Schools Network of Hebrew Language Charter Schools, Olam will have access to shared resources, including, but not limited to: technical assistance, curriculum resources, and professional development. Modern Hebrew curriculum development. Recruitment of Hebrew teacher, strategic planning, and board governance best practices will also be included.

Partner Name: Nevada Association of School Administrators (NASA)	
Briefly describe this partnership	Partnership to provide professional development to staff and administration.
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	Nevada Association of School Administrators will work with Olam Academy to provide quality training for administrators and staff in key components of education. They will provide for professional collaboration by facilitating relevant workshops and professional developments of teachers and administrators. They will also train the board on effective board governing. NASA will also assist Olam Academy with working with ELL learners, SPED students, and provide monthly coaching to the Executive Director.

Partner Name: Boys and Girls Club of Southern Nevada	
Briefly describe this partnership	Partnership to provide programming and workshops

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	Boys and Girls Club of Southern Nevada will partner with Olam Academy to provide before and after school care on campus. They will provide monthly parent training workshops. Olam Academy and Boys and Girls Club of Southern Nevada will share language and curriculum resources. Olam Academy also plans to be in close proximity to the Lied Memorial Campus and after school programs will be available there for Olam students.
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Copy and paste this table into your application narrative for each of your strategic partners.

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

Olam Academy has developed relationships with the Director and staff at GALS Middle School as well as Nevada Rise Academy. Olam Academy leaders have been meeting families and understanding the diversity of the population and some special needs these families have, including language needs.

Given there are currently no charter school options in the target community, which specialize in languages, there is a high level of interest and enthusiasm for the school. The leadership has discussed how important simply getting involved and being present in the community will be. Examples of what you can expect from Olam Academy Las Vegas includes:

- Setting up outreach tables at local community events to meet families and share information about the school.
- Meeting with local businesses to bring resources to the school.
- Setting up virtual meetings with local community leaders.
- Partnering with local nonprofits that provide services in the community to find ways to collaborate broader engagement.

Presentations at Community Meetings

In addition to distributing flyers, Olam Academy will do presentations at community meetings. Olam Academy believes that our outreach efforts must be conducted in gathering places in order to be effective and obtain a diverse student body. Efforts will be made to attend local meetings in libraries and community centers to make brief presentations during open forums about Olam Academy's intent to provide an innovative educational choice to the Spring Valley community. We will forge local partnerships and reach out to community leaders by defining the advantages of having a high performing charter option available for their constituents and families. In the charter application we describe some of those partnerships.

Hosted Community Meetings

Olam Academy will hold community meetings that are open to the general public and will equip parents to make informed decisions about enrolling their children at the school. Interested families will be invited to provide information including names, addresses, telephone numbers and email addresses and complete a Google Questionnaire link. A Spanish and Hebrew speaking representative will assist non-English speaking parents of prospective students. Should the need arise, other non-English languages will be similarly accommodated. The meeting locations that Olam Academy will choose will be widely known, easily accessible and frequented by families of all backgrounds and well advertised.

Individual/Family Meetings

Olam Academy will provide opportunities for meetings with prospective students and their parents in Spanish, Hebrew and English following approval of the school's charter. These will occur on Zoom meetings and when possible in person.

Electronic Media

The Olam Academy website (<http://www.olamacademy.org/>) is already launched on the World Wide Web. It currently provides detailed information about the school's instructional model and include contact information for parents seeking more information. The site is continuously updated and will provide content in English, Spanish and Hebrew.

Press Release Campaigns

Olam Academy will send press releases to newspapers written in English, Spanish and Hebrew providing information and invitations to community meetings. All press releases will be translated into Spanish and Hebrew as required or appropriate for each publication.

3. Academic Plan

TRANSFORMATIONAL CHANGE

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

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

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

1. Olam will keep the state standards at the center of instruction and ensure high-quality, rigorous, standards-based instruction for all students. Data from MAP scores, progress monitoring scores, and teacher observations will continuously be monitored to ensure student efficacy.
2. Literacy instruction will be centered on grade level complex texts, strong, research-based instruction on foundational literacy skills, and focus on growing students' love of reading through wide, guided and independent opportunities to engage with high quality texts.
3. Math instruction will be grounded in the standards with the greatest areas of emphasis on the recommended focus clusters for greatest impact and coherence.
4. On-going professional learning opportunities will be targeted and centered upon:
 - building literacy and math instructional capacity for teachers
 - growing teacher capacity in best instructional practices that become part of the DNA of Olam Academy
5. The adoption and consistent implementation of high quality, standards aligned math and literacy curriculum.

(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?

1. All students at Olam will receive high quality tier one instruction designed to scaffold learning for students who are "behind" and extend learning for students who easily master grade level standards.
2. Targeted, research-based tier two instruction will be infused into the schedule at all grade levels. These targeted instructional opportunities will pinpoint the needs of individual students and small groups of students with like-needs.

3. Additional, intensive after school learning opportunities will be available for students who choose to participate.

Olam is designed based on well-established theories of student learning and language acquisition and grounded in research to optimize learning for all students. For students to become self-motivated, competent, lifelong learners we devote significant time helping students to understand that learning is a process and help students to understand the theory behind Growth Mindset.

According to Lucy Calkins, Founder and Director of The Teachers College Reading and Writing Project (TCRWP) housed at Teachers College, Columbia University, best practice teachers are careful to encourage student independence and it is for that reason we have chosen the workshop model as our instructional vehicle for the elementary program.

Our model is based upon the belief that the best way to encourage deep and enduring understandings in elementary school is through explicit strategy lessons and small group settings. It is in these small group settings where students' needs can be addressed and differentiating of instruction can occur. It is through the workshop model that we foster independent learners who are motivated to assume responsibility for their learning, establish learning goals and monitor their own learning.

Through this independence, students practice at their own level the skills and strategies their teacher has modeled. As students gradually assume responsibility for their learning teachers are able to attend to the needs of individual students. This supports the students as they move onto the higher elementary and middle school grades and as students become independent learners who can advocate for their education.

National research supports the concept of using data-driven decision making as a best practice to improve student achievement. Olam believes that learning best occurs when ongoing assessment is a vital part of the educational model, including both formal and informal assessment. Teachers use data to inform instruction, guiding teachers to adjust for students' needs as they plan to meet the individualized education for all students and for the class as a whole.

A core tenet of Olam's mission is based upon research demonstrating that the study of a foreign language supports academic achievement. Incorporating an intensive focus on Modern Hebrew and Spanish in the curriculum will foster positive learning and developmental outcomes in students. This distinctive aspect will better prepare our students to be active participants in the global community of today and tomorrow.

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

- (a) Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)
 - Modern Hebrew-(taught in a conversational way)

- Israeli Culture (including dance and art) and world cultures
 - Spanish Language
- (b) Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)
- Data-Driven Instruction
 - Leveled Instructional Support
 - Embedded Professional Development for teachers
 - Extended Time on Task
 - Whole child focus

OLAM Academy Charter School's instructional framework will provide students with a solid academic foundation in all subject areas. It will incorporate a rigorous curriculum combined with high standards and expectations --delivered through data-driven instructional best practices. Following are the key design elements that will be utilized in support of our goals:

1. Data-Driven Instruction
2. The Workshop Model of Instruction
3. The Hebrew/Spanish Lesson Structure
4. Modern Hebrew and Spanish Integration
5. Embedded Professional Development
6. Extended Time on Task
7. Socioeconomic Diversity

Modern Hebrew Language

The Modern Hebrew curriculum will be based on the American Council on Teaching Foreign Language Guidelines (ACTFL) for K-12 Learners, which are based on and informed by the ACTFL Proficiency Guidelines and the National Standards for Foreign Language Learning. Thematic units of study at three levels of proficiency will be developed by the Director of Curriculum & Instruction with support from Hebrew Public. Teachers will use the curriculum provided as a base and supplement with authentic texts, such as Hebrew language picture books. The Hebrew program at Olam Academy will use these and similar texts selectively in order to accommodate the individual needs and levels of Olam Academy - students and to ensure quality and consistency of the program. Some of the items represent materials that will be used for building early literacy skills, and some for modeling and reinforcing language patterns and vocabulary, as well as for developing reading comprehension skills.

Within the Modern Hebrew classroom, students will be leveled by proficiency to allow teachers to provide targeted instruction at their level. The goal of the Modern Hebrew Language curriculum is to enable all Olam students to not only learn content, vocabulary, and

grammar skills in Modern Hebrew, but more importantly to apply learning in order to meaningfully interact and function in the language. Our focus is not on what the learner knows or has learned about the language, but how the learner can apply his or her knowledge to use Hebrew in everyday settings and in cultural contexts.

Olam Academy places a strong emphasis on functioning in Hebrew through daily opportunities for developing and applying critical thinking skills. We will adhere to the structural learning hierarchy developed by world-renowned education researcher Benjamin Bloom. Bloom's Taxonomy is based on the premise that children develop higher-level thinking abilities through progression of increasingly complex stages of learning: knowledge, comprehension, application, analysis, synthesis, and evaluation. Using this structure, learners will engage in experiences that build their language facility to the level of evaluation.

Modern Hebrew Language instruction will begin in Kindergarten, with initial emphasis on oral communication and pre-literacy elements that introduce young students to the written language. Once transitional kindergarten/kindergarten learners build basic ability to communicate orally, they will begin instruction in reading and writing in a way that is concrete and provides immediate relevancy to their environment. Building a foundation makes the language more meaningful to the learner, as structures gradually become internalized and language acquisition becomes a process that also occurs on a subconscious level. Olam Academy's model will take on characteristics of an infant's language development in which the child learns not through rote memorization or grammatical rules, but through meaningful and comprehensible input. During class, this input will be combined with output through either simulated or authentic communicative situations to help students function in Hebrew.

Olam Academy's approach as it relates to ELs will be consistent with our approach to teaching Hebrew to English proficient students. Hebrew will be taught solely in the Modern Hebrew language, and all students at Olam Academy, native English speakers and non-Hebrew ELs alike, will be "Hebrew Learners." Instructional strategies will be used to support Modern Hebrew language development, such as using visuals and having students act out vocabulary and point to pictures; speaking slowly and using shorter words while using correct Modern Hebrew language phrasing; gesturing, pointing, and showing as much as possible; and reinforcing learning through modeling correct language usage when students make mistakes. Students who are not meeting age- and content-appropriate standards and/or grade-appropriate proficiency levels will be identified through daily and ongoing formative assessments, such as teacher observation, performance tasks, oral discussions, group work, and individual assignments.

In addition, all students will engage in a culturally relevant learning environment for which there is an ongoing sense of accomplishment in mastering a language not spoken in their homes. ELs will be on a level playing field with other "Hebrew Learners" and will be able to succeed in the acquisition of Hebrew, giving them extra confidence in their language acquisition capacities in general.

While Hebrew Public has provided a broad framework for the instructional model, materials used in the units of study are developed at the school level through a collaborative process between the Director of Curriculum & Instruction and the Modern Hebrew language instructional staff.

- (c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.)
- Small class sizes
 - instruction w/integrated technology
 - PLC's that respond consistently and frequently to evidence of student learning

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.

- Students will receive a world class education focused on building world knowledge, cultural awareness, and linguistic fluidity.
- Students at Olam will have a strong foundation in basic skills and opportunities to apply their knowledge and skills to real world problem solving.

Olam Academy believes that learning best occurs when highly qualified teachers implement sound instructional methodologies and research-based programs that are aligned to the standards. This ensures that students actively participate in an education program aligned to the Common Core State Standards. According to Zemelman, Daniels, and Hyde in, *Best Practice for Teaching and Learning in America’s Schools*, there are thirteen interlocking principles that characterize best practice. Learning must be: Student-centered, Experiential, Holistic, Authentic, Expressive, Reflective, Social, Collaborative, Democratic, Cognitive, Developmental, Constructivist, and Challenging.

TABLE 21: SUGGESTED MANNER IN WHICH 13 PRINCIPLES ARE IMPLEMENTED

Student- Centered	Olam Teachers build on the natural curiosity children bring to school and help students list their own questions and goals and then structure the classroom experiences and investigations to address these.
Experiential	The concept of experiential learning is a large focus in grades K-2 as students implement

	design thinking and inquiry-based approaches to learning.
Holistic	Children's learning will be cross-curricular in multiple curricular areas at Olam including intertwining languages into social studies and specials and full cross-curricular units.
Authentic	Teachers at Olam turn schoolwork into something children truly own to foster real thought and knowledge.
Expressive	Children need to understand, own, and remember ideas not just receive ideas but also to express them. At Olam students talk in pairs and in informal groups take ideas and transform them into a skit or other form of media
Reflective	Olam students have time to look back on what they've learned with sharing sessions after each independent work activity and with a consistent expectation to edit and revise work.
Social	Understanding that social interaction promotes learning and that social responsibility is a core expectation of Olam, each day provides our students with multiple means to interact with others throughout both academic and character development.
Collaborative	At Olam Academy students learn to cooperate and value each other's ideas, work in small groups and gather feedback from fellow students to improve writing, projects, presentations.
Democratic	The majority of classes at Olam will be heterogeneously grouped for the richness and stimulation that a diverse class provides. Additionally, students learn to negotiate conflicts so they can work together more effectively and respect and appreciate one another's differences.

Developmental	At Olam children's learning will be age-appropriate and developmentally oriented with a respect for students' capabilities.
Constructivist	At Olam teachers will create a rich environment in which children can gradually construct their own understandings. The keys to this are to give students time to experiment, encouragement to reflect, to share their ideas and hypotheses with others and to respect for their errors and temporary understandings.
Challenging	Olam students are provided with higher level work, students set up and conduct their own inquiries, keep track of and evaluate their own efforts.

Coupled with these principals Olam's program implements structured methodologies within the school program to ensure consistency in the program expectations among all classes. Such methodologies include uniform classroom procedures, implementation of mindfulness approaches and fostering an understanding of growth mindset and perseverance within our students.

(4) 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.

Olam will model itself after Kavod Charter School located in San Diego, CA and Lashon Academy in Los Angeles.

See link below for Kavod Academy:

<https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=1&lstCounty=37&lstDistrict=68338-0126730&lstSchool=0126730>

According to the California Assessment of Student Performance and Progress from data taken in 2018.

Kavod Academy Language Arts 2018

3rd Grade	4th Grade	Level
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38.1%	40.7%	Exceeded Standard
33.3%	33.3%	Met Standard
23.8%	7.41%	Nearly Met Standard
4.76%	18.5%	Standard Not Met

Kavod Academy Math 2018

3rd Grade	4th Grade	Level
31.8%	14.8%	Exceeded Standard
31.8%	55.56%	Met Standard
27.2%	22.2%	Nearly Met Standard
9%	7%	Standard Not Met

Lashon Academy 2018

<https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=1&lstCounty=19&lstDistrict=64733-0128025&lstSchool=0128025>

Lashon Academy Language Arts 2018

3rd Grade	4th Grade	5th	Level
34.69%	23.6%	55.56%	Exceeded Standard
26.53%	26.32%	16.67%	Met Standard
30.6%	26.3%	22.2%	Nearly Met Standard
8.16%	23.68%	5.56%	Standard Not Met

Lashon Academy Math 2018

3rd Grade	4th Grade	5th	Level
40.82%	21.05%	50%	Exceeded Standard
30.61%	21.05%	16.67%	Met Standard
12.24%	42.11%	22.22%	Nearly Met Standard
16.3%	15.79%	11.11%	Standard Not Met

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.

Olam Academy will focus on Nevada State Content Standards. Olam Academy graduates study language and culture in depth which studies show increases cognitive ability in core areas.

English/Language Arts

Reading: Olam Academy will focus on Nevada State Standards for the reading curriculum. Olam will use I-Ready as its main reading curriculum, and incorporate additional materials to support the students. The Common Core Standards will be integrated throughout Reading. Olam Academy will use research based phonics programs. Students will receive direct instruction, guided instruction, and small group instruction. Teachers will differentiate instruction to meet the individual learning needs of each student including students with IEPs and 504s. Reading will be incorporated 110 minutes per day.

Writing; Writing will be incorporated for 48 minutes per day and will focus on the Lucy Calkins/Teachers Writers Workshop. The Lucy Calkins workshop model focuses on the constructivist model of teaching and focuses on teaching kiddos to be competent writers while at the same time enjoying the writing process. The writer's workshop consists of mini lessons focusing on direct instruction. The writer's workshop consists of daily structured time where the teacher provides explicit instruction, and exposure to models of good writing. One of the advantages of Lucy Calkins is that students select their own topics to write about and are encouraged to be risk takers as they develop their own individual writing style.

The main components of the writer's workshop in the introduction/read aloud, mini-lesson, independent writing time, conferencing, end of workshop share, and assessment. The 60

minutes frame work of writer's consists of a 10 minute whole group introduction lesson, followed by a mini-lesson of 10-15 minutes consisting of connection, teach, active engagement, and lini. This is followed by a 20-45 minute independent writing time consisting of independent writing, guided writing, conferencing, and mid-workshop share.

Mathematics: Olam will offer a K-5 math curriculum focusing on Nevada State Standards. Students will be exposed to authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations. They will practice and apply basic skills and critical thinking skills to solve mathematical problems, construct valid arguments, and appreciate the applications of mathematics. Currently, based on our students' needs, Olam will use the Houghton Mifflin Harcourt Math Expressions, aligned to Nevada State Common Core Learning Standards for Mathematics and supplements with Engage New York.

Olam will focus on inquiry based learning for math and also utilize project based learning thus making math real and easily relatable to the kiddos. Olam will integrate math with other core curriculum areas including science and social studies. Olam will encourage students to explain their mathematical reasoning and how they reached certain conclusions, including drawing out their thinking.

Houghton Mifflin focuses on basic skills development, problem solving, and vocabulary expansion to help students master key math concepts. Kiddos will use instructional software, enrichment worksheets, workbooks, and emphasis on manipulatives.

Progress Monitoring: Study Island will be used for Progress Monitoring as will EazyCBM. This information will be used for the RTI and SST team.

Social Studies/Israel/Latin America/Global Studies

The social studies curriculum aims to help students make sense of the world in which they live, make connections between major ideas and their own lives, see themselves as members of the world community, to understand, appreciate, and respect commonalities and differences that give the United States character and identity.

Olam Academy will implement the Nevada Content Standards for Social Studies and integrate Israel and Global Studies through thoughtful connections to the standards. The focus on Israel and Global Studies is aligned not only with the Hebrew and Spanish language instruction but also to the social studies curriculum, allowing students to understand how history, culture, and language are deeply intertwined in the particular communities studied as well as all communities around the world.

Olam Academy understands that social studies is the study of the patterns of interconnectedness of politics, economics, culture, language, geography, and humanity including the study of all people and events that have affected the world. The social studies curriculum goals for all grades is to understand individuals and their relationships to society:

Being exposed to global perspectives early in each grade level helps students understand how their own community relates to communities around the world. It helps them appreciate and analyze the cultural heritages of our world. In a world of global independence, it is imperative that American students are not only knowledgeable about U.S. History and the fundamental concepts of our democracy, but are knowledgeable about other cultures. Olam Academy maintains strict compliance with separation of church and state and does not encourage nor discourage religious devotion in any way.

Olam Academy will work with Lashon Academy and Kavod Academy and collaborate on materials for use during our Social Studies curriculum.

Hebrew/Spanish

Modern Hebrew Language instruction is aligned with both the Nevada Academic Content Standards for World Languages and ACTFL Proficiency Guidelines. ACTL Proficiency Guidelines provide a framework for understanding and measuring language ability and are used to guide teaching, assessment, and curriculum development. The guidelines are based on a rating scale that measures the ability of the language learner to function in the target language in a real-life situation in a spontaneous situation.

The rating takes into account the non-linear progression of language acquisition, and compares the learners to native speakers when determining the learners' proficiency levels as one of the following: Novice, Intermediate, Advanced, or Superior. The first three levels are further sub-divided into Low, Mid or High. Four criteria are used when measuring the learners' level in all language skills (listening, speaking, reading, and writing): content/context, task, text type, and comprehensibility.

Insights of language acquisition processes also guide the Modern Hebrew/Spanish language curriculum design and instructional methods. In order to maximize the ability of the students to function with the language in real-life communicative situations, they need to be exposed to authentic language and be provided with opportunities to interact in meaningful communication which Olam Academy will bring them.

Modeling authentic language is a central step in this process and is done through oral, printed, audio media, such as Hebrew/Spanish children's books, songs, newspapers, video clips, signs, ads, and items representative of the target culture such as games, posters, currency, etc.

Meaningful communication is achieved when the learners are able to relate the language to their own world/life and circumstances, and engage in real-life information exchange. The curriculum is designed to reflect this process and is dynamic to allow differentiation and adjustments to meet the needs, preferences, and learning profile of individual groups of students. The curriculum is organized by thematic units, which provide context for the language. Each thematic unit overview/outline provides proficiency and learning goals, and

suggested material and learning activities. Olam Academy will take great pains to make the Hebrew instruction fun and exciting and conversation focused.

On-going informal and formal assessment of all four skills is at the core of the decisions made constantly by the Hebrew/Spanish teachers and Director of Language and Global Studies. Summative assessments at the end of a learning period also provides valuable information that helps in curriculum planning and revisions. Assessment addresses a continuum of the learning process (“Achievement”) on one end and acquisition process (“Proficiency”) on the other.

Though students are primarily placed within their grade level, their proficiency expectations are driven by the initial knowledge of the language when they enter the program. The A/B model, or a similar methodology, will allow students who enter Olam Academy at a later point to learn the Hebrew/Spanish language at a different rate than their peers who have been with Olam Academy for a longer duration. Curriculum will come from Lashon Academy, Kavod Academy, and Hebrew Public Charter School for Global Citizens.

The extra hour a day will be Modern Hebrew and Spanish will be integrated into the general curriculum.

(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.

The instructional strategies implemented in Olam will be modeled after Kavod Charter School in San Diego and Lashon Academy in Los Angeles. The demographics targeted by Olam is similar to the demographics targeted by Kavod and Lashon. Olam will have a rotating schedule for teaching Hebrew for 45 minutes to 1 hour daily. Hebrew teachers will rotate from class to class while the regular General Education Teacher will stay in the classroom.

Project Based Learning: Project based learning will be incorporated throughout the day and will focus on taking skills learned in the classroom and extend it beyond the classroom into focused learning in groups whereby each kiddo will utilize him/her talents to create projects. One of the biggest benefits of project based learning is how it enables English Language Learners to use their skills to speak and practice the language and it promotes high order thinking. .

Workshop Model

Olam Academy will use the workshop model of instruction in all the core subjects. The workshop model, especially as used in reading and writing instruction, supports all learners especially ELLs, students with disabilities, socioeconomically disadvantaged students, gifted students and students achieving below grade level. In the workshop model students gradually assume increasing responsibility for their learning and become competent, independent learners.

When students actively participate in their own learning through discussion and collaboration, they engage more fully in higher order skills. The peer learning aspect of these methodologies is highly effective in working with classrooms of heterogeneous students.

The workshop model significantly enhances the professional development program and the quality delivery of instruction since it facilitates the opportunity for teachers to differentiate instruction by using comprehensive and ongoing assessment data (both formal and informal) to identify students' needs, tailor instruction and determine flexible small group composition. At Olam Academy Charter School, these strategies will be used in all content areas. The workshop model environment is one in which there is consistency in daily routines, experiences and interactions with peers.

Accountable talk and student sharing are part of the workshop structure. Lessons are conducted in a "meeting area" with close teacher physical presence. Teachers are cognizant of supporting students' needs before students are sent off to work independently to practice a skill or strategy that has been

modeled for them. In the workshop model daily read-a-louds and shared readings infuse the production of language and provide opportunities for students to listen, watch, and share. The texts involved in these shared readings are chosen to address specific student needs and are repeated daily. These repetitions support students in oral and written language acquisition.

The shared reading process is scaffolded to guide students to undertake much of the shared reading by the end of the week. Each day "word work," lessons derived directly from the shared readings, address the understanding of language by exploring sounds and meanings in the context of real literature; thus, the function of language is explored. Students will have additional word work from the "Words Their Way" program, by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston, published by Prentice Hall. This work will be based upon initial and ongoing assessments from the program and will therefore be differentiated based upon these assessment results.

The workshop model supports all learners, particularly ELLs, in the three dimensions of language acquisition: the production of language (listening, watching, and sharing), the understanding of language (sounds and meanings), and the function of language (first words, experiences gained through repeated daily routines, experiences and interaction with others).

The workshop model environment provides consistency in routines, experiences and interactions with peers. *Accountable Talk* and student sharing are part of the instructional structure. Teachers are aware of supporting students' needs before students are sent off to work independently to practice a skill or strategy that has been modeled for them. ELLs and other at-risk students will receive additional teacher guidance. Small group

instruction will occur daily and will further focus on ELLs' and other special population needs including students with disabilities, students achieving below grade level, and socioeconomically disadvantaged student populations.

Hebrew Lesson Structure

The Hebrew lesson follows a model similar to the workshop model, but with a slight difference in the order of activities. This structure is adjusted because Hebrew instruction reflects language acquisition processes, which in order to be most effective, require a slightly different instructional sequence for foreign language learning. During the first segment of the Hebrew lesson, the teacher begins with a warm up segment, which allows students time to transition into Hebrew and activate their language abilities. Examples of warm-up activities include interacting in different groupings (partners, triads, etc.) and using the language in role-playing situations.

The second segment of the Hebrew lesson is a real-world application of language students are currently learning within a specific unit. The third segment is explicit teaching, which corresponds to the mini-lesson in the workshop model and where new materials are introduced, taught, and practiced. During this segment instruction is based on the current knowledge level of the students and, like scaffolded instruction, it supports them to reach one level higher ("input + 1") in terms of language knowledge and ability.

The lesson ends with a wind-down Interactive activity which takes the students back to their language comfort level. Inherent in this structure is assessment. Student performance is assessed daily on an informal basis and regularly on a formal basis. Grades given for Hebrew Instruction are based on a 4-point rubric.

The Hebrew lessons will be created by the language coordinator of the school who will be supported by Kavod Academy, Lashon Academy, and Hebrew Public Charter School for Global Citizens.

Spanish will be spoken during Specials and the language Coordinator of Olam Academy will work with the specialists at the school.

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

Working with students who have IEPs and English Language Learners is a high priority for Olam Academy. The IEP and 504 needs will be closely followed. Olam Academy will have a vigorous RTI system in place. Students with a suspected disability will be referred to a School Psychologist once they have 9 data points in place from using either EasyCBM or AIMSweb.

(RTI Process attachment)

By year three and beyond, the goal is that students with identified needs for special education services will decrease due to the excellent programming at Olam Academy. Either way the IEPs will be taken very seriously at Olam and followed to the letter. A special education instructional facilitator will be hired by year three and he/she will be in charge of the Special Education department at Olam Academy.

Olam Academy will use the Lucy Calkins curriculum to implement small group instruction thus providing for differentiating instruction of curriculum. Students will work in small rotating groups and get the intensive intervention they require to succeed.

The chosen curriculum I-Ready is designed to move ELLs to English proficiency as soon as possible. OLAM Academy Charter School's curriculum is based on individualized instruction, differentiation, and application, as students have multiple opportunities to apply what they learn through formal educational settings. It is essential that English learners access well-articulated, standards-based, grade-level core curriculum instruction in all subjects taught "overwhelmingly" in English with Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support and explain. SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques in "sheltered" classes to help students access the core curriculum.

All classrooms will have leveled libraries filled with many genres of authentic literature- both fiction and non-fiction books. Children will be choosing books that are just-right or reach books ("I am interested in the topic of this book and want to be able to read it in the future"). Children will be reading, thinking and working with these books during the reading block. Conversations between peers will be ongoing. ELLs will have the opportunity to listen to language and speak with their reading partners. Furthermore, since Specials instruction will take place in Spanish, English language learners will have access to their native language, for those who speak Spanish as a first language.

(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?

Professional development will be provided to staff in order to teach best practices for Gifted Students and to differentiate instruction as appropriate. High achieving students will be identified by the Olam Academy ongoing assessment process, including formal, informal and scoring on SBAC, I-Ready Diagnostics, and MAP scores. Teachers will engage in

conversations around strategies to continue to accelerate the advanced students. These conversations will occur in the grade level and with administration.

In a classroom setting gifted students tend to have extra time on their hands due to early completion of work. Our teachers will use this extra time to help these students develop their creativity by allowing them to explore a special area of interest related to a topic being studied or read about.

Another step will be to create an independent project or activity. We will also design assignments or projects that go above and beyond what is covered in the regular classroom such as special research projects. Furthermore we will encourage the gifted students to become “experts” rather than just “giving” them information teachers will act as “facilitators.” Gifted students can also function as the helper of the teacher and assist in teaching kiddos in small group instruction some of the tougher concepts, and even be paired with lower functioning students.

Through the workshop model, which promotes highly individualized instruction, teachers will be able to accelerate the learning for advanced students. The model supports teachers in teaching to the individual child as opposed to teaching to the middle where the needs of children at the top and bottom of the continuum have a reduced chance of being met.

The workshop model requires teachers to be aware of student assessment, so that targeted intervention can take place in the guided portion and individual conferencing portions of the model or lessons can be re-addressed if class-wide data reflects that need. This data-driven component is essential in ensuring that all students achieve at high levels.

Students may also be advanced in their proficiency of the Modern Hebrew language as determined by the Modern Hebrew language assessment, which will place them at the higher end of the language acquisition process than their peers. The Proficiency Approach supports the acceleration of students who demonstrate advanced skills in the Modern Hebrew language. Ongoing and precise evaluation of the learner’s progress provides the teacher with a clear picture of the learner’s strengths (as well as those weak areas) that need to be addressed. Thus, Hebrew teachers are able to effectively move all students, including advanced students, to higher sub-categories within each main level accelerating students’ acquisition of the Modern Hebrew language.

During independent work time scheduled in the workshop model, teachers may engage advanced students on an individualized research project that requires their developing internet research capacities in order to obtain and read more advanced treatments of a specific subject matter.

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

Olam Academy's professional development model aims to incorporate the philosophy of connected, collaborative, and reflective organization learning.

Olam Academy's model of embedded professional development rejects the model of the sole delivery of professional development through discrete workshops and instead embraces the concept that professional development must be infused throughout the school day, every day.

At Olam Academy, *embedded* professional development means that the Principal and the Curriculum Coordinator work on a daily basis coaching the school's instructional staff and providing training and guidance in their work with *all* learners, including special populations of ELLs, Special Needs, at-risk students and gifted and talented students. This also means that the school has set aside time in the school day for teachers to engage in reflective practice, individual planning and collaboration with their colleagues within and across grade levels.

Olam Academy will receive professional development support from the Principal of the school as well as the language coordinator of the school. Professional development will be provided by the Nevada Association of School Administrators to administration as well as staff. Administration at Olam, including the language coordinator, will receive support from Kavod Academy in San Diego and Lashon Academy Los Angeles. Further support will be provided by the Hebrew Public Charter Schools for Global Citizens.

The Lucy Calkins instructional model and I-Ready professional development will be provided. Staff will meet weekly for meetings and professional development of teachers will be a big part of these meetings. Through collaboration with local charter schools in the area like Nevada Rise Academy and GALs, Olam Academy will not be lacking for professional development opportunities.

Olam Academy will have access to educational consultants from the Hebrew Charter School Center (HCSC), a non-profit organization with the mission to support the development, implementation and sustainability of Hebrew-language focused charter schools nationwide.

Olam Academy will become a member of HCSC's growing national network of Hebrew-language focused charter schools. HCSC support includes curriculum development, professional development, leadership capacity building, technical assistance, start-up and other programmatic and grant opportunities.

Curriculum and instructional professionals from HCSC will be engaged with the Olam Academy Principal and Curriculum Coordinator in support of professional development of teachers in curriculum and instruction in all core subjects. HCSC will also actively support

the implementation and integration of the Culture and History of Israel and its Immigrant Communities curriculum in the school.

HCSC will be engaged in professional development of the Modern Hebrew language program and use of the Proficiency Approach. This support will include workshops that will provide a deep understanding of ACTFL Proficiency Guidelines, ACTFL K-12 World Languages Standards, ongoing training in language instructional tools, such as lesson planning, unit planning, goal articulation, material development and formative and summative assessment.

The professional development for Hebrew teachers aims to ensure that Hebrew teachers demonstrate an understanding of different theories and stages of second language acquisition. Any gaps in their knowledge will be plugged in by the language coordinator via training. Hebrew teachers will also need to demonstrate an understanding of what communicative language instruction entails, by planning language learning activities that don't rely on mechanical or rote practice, but engage students in all 3 modes of communication (Interpersonal, Interpretational, Presentational), and consist of meaningful linguistic transactions.

Hebrew teachers will be supported by outlines of units already designed by different HCSC schools, and will be given the necessary tools, as described above, to "make the units their own." Curriculum will also be created by the Hebrew coordinator at the school and disseminated to staff. Ongoing, in-service professional development will equip the Hebrew teachers with the necessary skills to adapt or modify ("differentiate") the learning experiences and the materials to their specific students' learning styles, interests and paces. This will ensure that ELLs and students with IEPs get clear information and understanding of content.

In the general studies areas, professional development will include proper implementation of the Teachers College Readers and Writers Project and the instructional workshop model generally, as well as, support in assessment and particulars around specific instructional material choices and their support of the curriculum, among other areas. There will also be professional development in the RTI process, MAP, Workshop Model, and I-Ready.

(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.

(7) N/A

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.

Olam Academy will be open for kindergarten to fifth grade. The first year will be Kindergarten to second grade. All classes will be synchronous. Students will be expected to attend virtually as in person students would be expected to. To be marked as present students need to be present for the entire school day. Term of the school will be semester based. Olam Academy will be currently the only full time synchronous elementary K-5 charter school in Nevada. The other virtual charter schools don't begin in elementary.

(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.

Olam Academy will use Infinite Campus to take attendance. Olam Academy will do only synchronous instruction. Students online will need to be present just as students who are in person. Roll will be taken at the beginning of class. Olam Academy will use Google Classroom for all students. Homework for the week and assignments will be posted in Google Classroom. This will cut down on paper usage in the class. The same system to gather assignments will be done with both online and in person students. Everyone will be using Google Classroom, there won't be a separate system for test and homework completion for online and in person students. All assignments will be turned into Google Classroom, including in person students.

(2) Describe how the school will ensure students participate in assessments and submit coursework.

Google Classroom will be used. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom integrates Docs, sheets, Gmail, and Calendar into a cohesive platform to manage student and teacher communication.

Students can be invited to join a class through a private code, or automatically imported from a school domain. Teachers can create, distribute and mark assignments all within the Google ecosystem. Each class creates a separate folder in the respective user's Drive, here the student can submit work to be graded by a teacher. Assignments and due dates are added to Google calendar, each assignment can belong to a category (or topic). Teachers can monitor the

progress for each student by reviewing revision history of a document, and after being graded, teachers can return work along with comments.

All students and assignments will be entered into Google Classroom. Testing and assessments will be monitored in it. Exams will be done with an adult at home. Parent needs to sign an agreement that they understand they won't help their child on the exam.

(3) Describe how the school will conduct parent-teacher conferences.

Parent/teacher conferences will be held virtually. Google Calendar is able to set up appointments. Meetings will take place on Zoom. Google Calendar will be used to sign up for a time slot. Parent signs up and teacher will know when the parent is signed up.

(4) 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.

Library will be used where online students are. An Olam Academy staff member will be monitoring the students virtually. Special Computers will be used just for end of year testing in order to comply with SBAC testing regulations. DRC with software will be downloaded, which is a designated computer with its own server to test.

A staff member from Olam Academy will meet with students throughout Nevada where they can meet in a central location like a library or community center to take the exam. Students in close locations to Las Vegas will come to a testing location on campus at Olam Academy. Students in locations which are more distant, will get a stipend if they go to a more central location to take the exam. If Olam Academy has about 5 students in Elko for example, a staff member will get a stipend to travel there and stay in a hotel and administer the exam. Students will be mapped out throughout the state and Olam Academy will find a location that is central for them to go to take the exam.

(5) 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.

Olam Academy will have Special Education staff to work with online students who have an IEP. Class will be live streamed and students who are distance education will receive the same support as in person students. Online students will receive the same instruction as in person students. All classrooms will have cameras which will be enabled to allow for live streaming.

For examples during workshop instruction, students online will be included in the small group. The teacher will check on the distance education students periodically to see if there are any questions from the kiddos online. Chat box will be open and microphones on. There will be two way communication for students at home. Students at home will be able to ask questions and participate in class discussions.

(6) 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.

We are a statewide public charter school. There will be no filters on this. You only need to be an elementary aged student anywhere in the state of Nevada and you can enroll in distance education. As mentioned earlier Parents would complete a parent interest form. They will then be contacted to find out if they want to do distance education. Registrar will contact student to see that it is a fit for the family. All students who have a desire to enroll will be enrolled.

Students who move to another state will be allowed to finish the year but will need to attend another school the next academic school year.

Canvas. PD on using Zoom and Canvas and how to teach online. Students won't miss a beat if they are sick or travel.

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.

There will not be a PRE-K offering initially at Olam Academy.

(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.

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.

Olam Academy will initially serve students in grades k through 5.

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

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

(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.

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 mission of Olam Academy is to provide students with a rigorous academic program while teaching modern Hebrew and preparing students to be respectful global citizens.

GOAL 1: ENROLLMENT AND ATTENDANCE - *Olam Academy will reach target enrollment while maintaining high levels of daily attendance.*

A. Olam Academy will reach the target enrollment of 243 students by the end of the first year and enroll and maintain a class equal to the projected enrollment for each year. This goal will be measured by the enrollment numbers recorded in the Infinite Campus Student Information System and verifiable by the Authority.

B. Olam Academy will maintain a daily attendance rate of 90% or greater as measured by attendance monitoring in Infinite Campus. Chronically absent students will be referred to administration for remediation efforts. Positive attendance incentives will be utilized to keep attendance high. These incentives will be both school and class wide. Administration and the

Office Manager will be sure to follow up with consistently absent students. Attendance rates will be tracked by Infinite Campus and verified by a third party.

GOAL 2: PARENT SATISFACTION - Parents will demonstrate satisfaction with the academic program and communication.

A. Parents will complete end-of-year surveys to measure satisfaction with the academic program provided by Olam Academy. Satisfaction will on average exceed 90% with 80% of families responding. Administration and teachers will reach out to parents regularly to maintain effective home-school communication.

GOAL 3: ACADEMIC PROGRAM - Students will demonstrate proficiency in the areas of English Language Arts, Mathematics, Modern Hebrew, Spanish and Science.

A. English Language Arts - 70% of students will either demonstrate proficiency in the area of English Language Arts as evidenced by scores obtained by SBAC and NWEA MAP assessments or demonstrate growth in accordance with the norm expectation of growth on the given assessment.

B. Mathematics - 70% of students will either demonstrate proficiency in the area of Mathematics as evidenced by scores obtained by SBAC and NWEA MAP assessments or demonstrate growth in accordance with the norm expectation of growth on the given assessment.

C. Science - 70% of students will demonstrate 75% or greater understanding of grade level standards. By third grade, 70% of students will either demonstrate proficiency in the area of Science as evidenced by scores obtained by SBAC and NWEA MAP assessments or demonstrate growth in accordance with the norm expectation of growth on the given assessment.

GOAL 4: SOCIAL STUDIES AND ISRAEL AND GLOBAL STUDIES - Students will demonstrate proficiency in the area of social studies, Israel, and global studies.

A. Students will demonstrate 80% or greater proficiency as measured by frequent standards-based assessments and projects to monitor student progress.

B. Olam Academy will purchase and/or develop curriculum to ensure alignment with common core and student success. Professional development will be provided for teachers/faculty.

GOAL 5: HEBREW & SPANISH - Students will demonstrate modern Hebrew and Spanish language proficiency.

A. Students will demonstrate proficiency at the level in which they are enrolled as measured by frequent standards-based assessments and projects to monitor student progress.

B. Olam Academy will purchase and/or develop a curriculum that ensures student's progress in language acquisition and supports different student learning styles and levels of language proficiency.

GOAL 6: TEACHER AND STAFF TURNOVER - Olam Academy will retain 90% or more teachers year after year.

A. Mid-year and end-of-year teacher and staff input surveys will be completed in order to identify teacher and staff needs, areas of success, and areas of improvement.

B. Teacher and staff turnover will be recorded and analyzed on a yearly basis.

Goal 7: Olam Academy will strive to reach a four or five star school rating under the Nevada School Performance Framework. Olam Academy is committed to academic excellence and will always seek to obtain the highest state rating possible as an outward embodiment of this commitment. The school's NSPF rating will be publicly available and independently verifiable on the Nevada Department of Education website as well as the school's own website. Olam Academy will work with Lashon Academy in Los Angeles and Kavod Academy in San Diego as well as Hebrew Public Charter for Global Citizens to ensure the success of its FRL, ELL, and SPED population.

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.

Olam Academy will be serving students within Clark County through in person and hybrid education models. The presumed baseline was determined by examining surrounding area schools in the Clark County School District. Olam Academy will possibly be located in the area of 89146. There are 9 schools in this zip code including 4 elementary schools that are considered 1-2 star schools (2020 Academic and Demographic Needs Assessment). Students in this area received the following proficiency levels on the SBAC; reading 39%, math 30%, and science 17%. 99% of students in this area receive Free and Reduced Lunch, 36% are considered English Language Learners, and 14% are on an Individualized Education Plan (IEP).

Olam Academy will measure and evaluate academic progress during the first three years of operation of individual students, student cohorts, and sub-groups through the use of internal and external assessments. ELLs students, students with IEPs, Gifted students, and all other students will be assessed to make sure they are meeting state standards and improving academically. Internal assessments will be used to monitor student progress throughout the course of the school year while external assessments will be utilized to provide end-of-year feedback on student learning. Some of the internal assessments to be used are I-Ready, MAP, SBAC, EasyCBM, ESGI, as well as unit and end of lesson exams. In addition Olam Academy will have a rigorous RTI process to monitor students who might be on the radar for Special Education services.

Internal assessment data will be reviewed weekly by the staff and the administration. Results from the internal and external assessment data will be compared and utilized to determine the effectiveness of curriculum and instruction. The data will also be used for a targeted approach to meet the needs of individual learners. Some of the internal Adjustments to both curriculum and instruction will be made according to the trends that may be present.

Olam Academy will be transparent with parents and students regarding its assessment plan and performance on all internal and state-mandated assessments. Parents and students will be made aware of performance on the state assessment through the school website as well as be contacted individually via email and traditional mail. The performance of individual students on internal assessments will be shared during parent teacher conferences as well as through the Infinite Campus Parent Portal. Beginning of the year assessments will be conducted to be used to create an individual plan for each student and to help monitor growth throughout the school year.

In addition to the above routine monitoring processes, Olam Academy has set annual performance goals based on the SBAC assessment results and metrics that make up the NV and SPCSA Performance Frameworks. These goals span a 3-year period. Olam Academy will make it a year goal to increase the number of students scoring proficient on the SBAC including the critical sub groups.

INCLUDE TABLE OF SPECIFIC SCHOOL DATA

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

Goal	Evaluation Tool and Frequency	Baseline	2022-23	2023-24	2024-25
75th Percentile performance on NWEA MAP	MAP to be distributed 3 times annually. Beginning, middle and end of year	25th percentile	75th percentile or 5% cohort growth over previous year	75th percentile or 5% cohort growth over previous year	75th percentile or 5% cohort growth over previous year
Top two tiers of proficiency in in State ELA Exam (SBAC)	Annually starting in third grade (2023/2024)	60%	N/A	Spring 2024: 75%	Spring 2025: 80%
Top two tiers of proficiency in in	Annually starting in third grade	60%	N/A	Spring 2024: 75%	Spring 2025: 80%

<i>State Math Exam (SBAC)</i>	<i>(2023/2024)</i>				
<i>85% proficiency in in Science CRT Exam</i>	<i>Annually starting in 5th grade (2026/2027)</i>	<i>60%</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students will achieve a year's worth of growth</i>	<i>I-Ready Diagnostic</i>	<i>Depends on students and past performance</i>	<i>The median percent progress of students would be 105% of typical growth</i>	<i>The median percent progress of students would be 110% of typical growth</i>	<i>The median percent progress of students would be 115% of typical growth</i>

	Reading	Writing	Math	Science	Social Studies	Hebrew
K	I-Ready NWEA MAP	Internal Interims	Internal Interims NWEA MAP	Internal Interims	Internal Interims	Internal Interims
1	I-Ready NWEA MAP	Internal Interims	Internal Interims NWEA MAP	Internal Interims	Internal Interims	Internal Interims
2	I-Ready NWEA MAP	Internal Interims	Internal Interims NWEA MAP	Internal Interims	Internal Interims	Internal Interims
3	I-Ready NWEA MAP SBAC	Internal Interims	Internal Interims NWEA MAP SBAC	Internal Interims	Internal Interims	Internal Interims
4	I-Ready NWEA MAP SBAC	Internal Interims	Internal Interims NWEA MAP SBAC	Internal Interims SBAC	Internal Interims	Internal Interims

5	I-Ready NWEA MAP SBAC	Internal Interims	Internal Interims NWEA MAP SBAC	Internal Interims SBAC	Internal Interims	Internal Interims
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Assessment in Modern Hebrew

Achievement in Modern Hebrew will be assessed primarily through end-of-unit assessments in all language skills (reading, writing, listening, and speaking), and it will pertain to the specific topics and content, including vocabulary, expressions, sentence structures, communicative tasks, cultural and universal information, that were studied in each thematic unit. Each student will participate in a short oral assessment and a reading or listening assessment, which will include an authentic or semi-authentic text with comprehension questions. Proficiency will be assessed informally, on an ongoing (daily) basis, and at the end of each unit as a summative assessment.

In addition to end-of-unit assessments, the following will also be used to measure proficiency in Modern Hebrew:

- **OPI (Oral Proficiency Interview)**—Administered at the end of Grades 2 and 5
- **STAMP (online, adaptive assessment)** —Administered at the end of Grade 4

Student performance on each of these assessments is measured in accordance with the American Council on the Teaching of Foreign Language (ACTFL) Proficiency guidelines for reading, writing, speaking and listening.

The most prevalent type of assessment which is formative in nature will focus on student progress on both a weekly and daily basis. Examples of formative assessments include observations, performance tasks, interviews, and writing prompts. Many of these are scored using rubrics. Formative assessments determine the learning and lesson goals for the upcoming immediate period of time. This type of assessment will occur daily through interactions with students in all four of the language skills (reading, writing, listening and speaking).

Olam Academy will be a data driven school. Data will be used to: identify students' progress towards goals; meet behavioral goals, determine needed interventions and supports; group students during instruction, inform whole school, grade-specific and individual needs; and share with families so they understand students' progress. Our teachers and the instructional team will analyze data during weekly Professional Development sessions.

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

In addition to mandatory state testing, Olam Academy will use Measure of Academic Progress (MAP), a computer-based assessment aligned with the Common Core State Standards (CCSS). An independent study concluded that on the MAP Growth system, “more than 97 percent of all of the items across all grade levels K-12 and all content areas were found to be aligned to the CCSS”. MAP testing is considered a predictor of performance on the SBAC tests.

I-Ready: Curriculum Associates’ i-Ready Diagnostic is a computer delivered, interim adaptive test in Reading and Mathematics for students in kindergarten through high school. The test is ideally suited for measuring student growth because of its strong vertical scale. **i-Ready Diagnostic** is an adaptive assessment designed to provide teachers with actionable insight into student needs. The **Diagnostic** offers a complete picture of student performance and growth. I-Ready diagnostic will be used in addition to MAP to test for quarterly knowledge.

MAP Assessment – MAP assessments are used to measure a student’s growth in Mathematics and Reading. The Fall assessment gathers baseline. The Winter assessment measures progress. The Spring assessment measures the students’ growth to that point. The scale used to measure a student’s progress is called the RIT scale, short for Rasch Unit (Rasch unIT). The RIT scale is an equal-interval scale much like inches on a yardstick. It is used to chart a student’s academic growth from year to year. The RIT is not a measure of mastery or a grade, rather it provides information about what a student is ready to learn. Based upon the reading RIT score, students see a variety of texts during the assessment, which range in complexity. If students read and understand texts in these levels, a lexile range is calculated based upon their performance. Lexile is one of many ways to measure text complexity

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

Teachers will be provided with the tools necessary to analyze student data so that they can plan for the following lesson and what types of embedded assessments and checks for understanding will be necessary to ensure student mastery or to plan for student intervention.

Administration will be tasked with regularly observing and conferencing with teachers regarding their instructional delivery. Coaching and written feedback will be given so that teachers can develop their skills of assessing the classroom throughout instruction.

(d) 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.

The interim assessments that have been selected have been chosen because they align with the Nevada Common Core State Standards and the requirements set forth by the Nevada Department of Education. The data collected from these assessments will allow for frequent

analysis of data so that the school can reflect on current teaching practices and differentiate instruction for students.

Olam Academy's planned assessment systems are national recognized assessments which are also used by CCSD. Teachers and staff will receive mandatory professional development from administration with assistance from the system vendor to ensure the smooth and accurate delivery of assessments. Our assessment systems are 1) MAP 2) SBAC, and 3) I-Ready formative and summative assessments.

The goal at Olam Academy is for students to show significant progress on all three assessments. We aim to have all students perform at least 75% or 5% average growth over the previous interim. These are ambitious but realistic goals for student success.

(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.

Teachers and administrators will regularly meet to discuss student progress throughout the school year. Data that will be considered includes attendance, grades, behavior, test scores, and mastery of standards. Teachers will analyze the data to determine whether students are demonstrating adequate growth. If students are not demonstrating adequate growth, the teacher and the RTI team will discuss a course of action. This corrective action plan applies to individual students, classrooms, and the school as a whole. At the classroom level, the teacher and grade level team would be responsible for implementing differentiated instruction. At the school level, the administration would be responsible for developing action plans and providing appropriate instruction to teachers for implementation of the plan.

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

Interim assessments, such as MAP or iReady, will be used regularly to measure student growth and to determine the course of action for struggling students that may need intervention in order to continue making progress. MAP will be given three times per year as will the iReady

diagnostic assessment. SBAC will be given one per year in the Spring. iReady Growth and Monitoring will be given once per month.

Professional development will be provided to teachers by the administration so that teachers are prepared to analyze their student's results and to look for patterns that will help them differentiate instruction.

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

Goal	Assessment	(Fall) Quarter 1	(Winter) Quarter 2	(Spring) Quarter 3
All students will grow an average of 5 percentiles in reading.	NWEA MAP	25th percentile; 50th percentile 1st-5th	50th percentile 65th percentile 1st-5th	75th Percentile average EOY or 5% average growth
All students will grow an average of 5 percentiles in math.	NWEA MAP	25th percentile Kindergarten; 50th percentile 1st-5th	50th percentile Kindergarten 65th percentile 1st-5th	75th Percentile average EOY or 5% average growth
All students will grow and the median percent progress of all students will be 100% by the end of the year	I-Ready Diagnostic	Students will complete assessment with limited rushing K-5	Median percent progress of students would be 50 percent of typical growth K-5	Median percent progress of typical growth is 100% K-5
Students will be on track to be proficient by the end of the year.	I-Ready Growth Monitoring	I-Ready Diagnostic		

All students grow an average of 5 percentile points.	End of Unit Assessments Hebrew	All students grow an average of 5 percentile points. K-5	All students grow an average of 5 percentile points. K-5	All students grow an average of 5 percentile points. K-5
All students will raise their proficiency level	OPI1 (Oral Proficiency Interview) - Hebrew Used to allow students to demonstrate their precise proficiency level of Hebrew performance in oral fluency, grammar, vocabulary and listening comprehension based on the ACTFL guidelines.			2 and 5
All students grow an average of 5 percentile points. K-5	Standards-based Measurement of Proficiency (STAMP) - Hebrew Used to measure proficiency in Hebrew.		Grade 4 Mid Year	
All students grow an average of 5 percentile points. K-5	Curricular Unit Assessments – Science, Math, Language arts, Reading, Social Studies. Used to assess student mastery of material from an entire unit of study.	K-5 Curricular unit assessments are determined by the length of the unit and vary in length. Teachers will follow the scope and sequence of the programs.	K-5 Curricular unit assessments are determined by the length of the unit and vary in length. Teachers will follow the scope and sequence of the programs.	K-5 Curricular unit assessments are determined by the length of the unit and vary in length. Teachers will follow the scope and sequence of

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

Infinite Campus will be used to access and store data related to contact information, demographics, grades, and attendance. Infinite Campus will also be utilized to store and maintain Individualized Education Plans and documentation.

Student growth will be measured through data collected via formative, interim, and summative assessments as well as state-wide standardized testing and growth monitoring systems such as MAP and I-Ready. Curriculum-based assessments and standards will be charted and maintained in an Excel document to track student achievement for each classroom. Data will then be analyzed and decisions will be made on how to impact student proficiency and growth at the school and classroom level.

Behavioral data will be collected and analyzed in platforms such as Google Docs or ClassDojo so that school culture and behavior can be addressed by leadership.

Hebrew Assessment

Summative Assessments:

Some of the summative assessments will include:

- A Listening Comprehension test will focus on the following: comprehending short dialogues or monologues, understanding announcements, and following directions.
- A Reading test will focus on the following: comprehending the general idea and some details from short and simple informative texts.
- A Speaking test may include a short interview and role play that will include a student giving directions, describing different aspects of school life and asking simple questions.
- A Writing test will focus on the following: writing a few simple sentences or a string of short simple sentences (such as a letter to a pen pal) describing a student's daily and weekly routines.

Another example could be creating an ad for the school.

Formative Assessments:

- Listening to, comprehending and answering questions about a student role-play.

- Speaking assessment of conversational skills. For example, students will tell their Israeli guests about their school life, or talk about an “ideal school” day.

On-going informal and formal assessment of all the skills is at the core of the decisions made constantly by the Hebrew teacher and Curriculum Coordinator. Summative assessment at the end of a learning period also provides valuable information that helps in curriculum planning and revisions.

Hebrew teachers will be with the students so that all informal conversations during the day are also conducted in Hebrew.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations.

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

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

At-Risk Students

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

Administration and teachers will use the following indicators for identifying at-risk students. ELL students, students with IEPs, students with 504s, students receiving Tier 3 intervention, students with high numbers of absences, students below grade level, students with suspensions and other documented behaviors, students receiving free and reduced lunch.

Olam Academy will follow the definition of “at risk” in Nevada 388A.045.

“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 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.”

Olam Academy also includes students with special education needs within the scope. Olam anticipates servicing a population of over 17% of students having an IEP, over 95% free and reduced lunch, and over 18% English language learners. This closely mirrors the population of Spring Valley.

Olam Academy will benefit from the experience of Lashon Academy and Kavod Academy as it implements its program to serve at risk students. Olam Academy is based on a design to meet the needs of the ‘whole child’ including academic, social-emotional and physical development. The model is designed to meet the needs of all learners, including English Learners and students with IEPs. Olam Academy expects all ‘at-risk’ students, ELL and students with special needs to have access to the same education and the same growth goals. To ensure this is achieved, Olam Academy will implement a comprehensive Response to Intervention model.

(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.

Student’s needs will be identified by frequent assessment and analysis of MAP, SBAC, Eazy-CBM, and iReady standards formative and summative assessments, three tiers of intervention. Student’s needs will be addressed using small-group and whole-group instruction. Students will not be pulled for groups during the first 20-30 minutes of tier 1 instruction. Students will not be pulled from lunch or specials to address any learning deficits.

Students with academic challenges who are achieving below grade level are identified through teacher observation, their course performance and multiple methods, including: EazyCBM, SBAC, MAP, (defined as Below Basic or Far Below Basic on SBAC Testing). Parents will be notified during parent conferences in the Fall or Spring, or when deemed necessary, once a student has been assessed and the student has not responded successfully to the supports offered by the classroom teacher. During this conference the classroom teacher and parent can invite the Curriculum Coordinator, if needed, to discuss possible interventions and supports beyond classroom instruction.

(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?)

Students performing below grade level will be monitored weekly on Eazy-CBM and placed in intervention groups. Teachers will be using different strategies such as scaffolding, preferential seating, small group instruction, and conferencing. If there are further concerns and the student is failing to make adequate progress, the school psychologist will be consulted for the next step in identifying a possible learning disability.

Student Success Team (SST) is the mechanism by which the RTI process will be conducted. This is a collaborative team with administration, language coordinator, and heads of grade-level to look at the data from MAP testing, EazyCBM, and iReady formative and summative assessments. The team will discuss the child and various factors such as attendance, home life, and/or limited skill level, that might be influencing their success. The team will work together to develop possible research-based interventions to use with the student. The referring teacher will implement the strategies in the classroom and collect data. The teacher and team will meet again to discuss the effectiveness of the interventions and the next step.

Based on the data from student assessments, Olam Academy will implement reading and math intervention strategies to address identified areas of weakness of each struggling student. The first and most important tool in our instructional toolbox to address the needs of struggling students is our method of instruction—the workshop model.

Intrinsic to the workshop model is differentiated instruction through ongoing student assessment so it naturally addresses the needs of struggling students. Small group instruction, conferring, scaffolding through partnerships, the intensive support of the second teacher in the room are all components of our comprehensive package.

Classroom Strategies For Raising Low Achieving or At-Risk Students

Category	Description	What Research Suggests
Whole-class Instruction	The teacher delivers a lesson to a classroom of students all at one time, using constructivist or behaviorist interventions.	● The desired outcome should guide the strategy choice. ● Constructivist strategies are not superior to behaviorist strategies or vice versa. ● The most effective approach is a combination.
Cognitively oriented Instruction	The teacher uses cognitive or “hot-to” strategies (e.g.,	● Reading Instruction-meta-cognitive

	teaching steps to solve a math problem) or meta-cognitive strategies (e.g., planning, monitoring, revising, etc.)	<p>strategies (such as coding text) might be best.</p> <ul style="list-style-type: none"> ● Writing Instruction-a combination of cognitive (drafting) and a meta-cognitive strategy (self-assessment) might be best. ● Mathematics Instruction-a meta-cognitive strategy (comparison to similar problems and solutions) followed by opportunities to test patterns might be best.
Small-group Instruction	classroom into small (mixed or like ability) groups of students for instruction, differentiation, or cooperative learning. (Our workshop model addresses this strategy on a daily basis	<ul style="list-style-type: none"> ● Mixed-ability grouping can be an effective strategy. ● A teacher must be well-prepared and trained to effectively use mixed-ability grouping. ● Like grouping can also have a positive effect.
Tutoring	Personal, intense interaction between a tutor and tutee.	<ul style="list-style-type: none"> ● Tutoring programs should have a strong diagnostic and prescriptive element. ● Once trained, individuals of various ages and levels of education can be effective tutors. ● Tutoring sessions should be evaluated on a continual basis..
Peer Tutoring	Students (paired randomly or by test scores) tutor one another and/or support each other's learning.	<ul style="list-style-type: none"> ● Peer tutoring can be effective with at-risk students, particularly at the basic skills level. ● Teachers should carefully instruct and monitor students when they use peer tutoring programs. ● Peer tutoring sessions should be highly structured.

Computer-assisted Instruction (CAI)	Students work on software packages ranging from word processing to skill practice to programming.	<ul style="list-style-type: none"> ● CAI is probably more effective in math than reading or writing. ● The teacher's role is significant.
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(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.

A description of the tiers and the anticipated proportions of students is as follows:

Tier 1: Olam Academy expects that 80-90% of students will fall in Tier I of the model. These students receive grade-level core instruction in the regular classroom and meet school expectations

for behavior. Students are assessed (benchmarked) both academically and behaviorally to determine placement and to monitor progress. Olam Academy uses MAP testing three times per

year and teacher observation. At Olam Academy, our culture is to 'know our students well' and therefore teachers will differentiate their instruction or use different approaches as needed to meet the unique student needs.

Tier II: For students who are not progressing with Tier 1 instruction (on-track to achieve a 10%

growth rate) , Tier II interventions are provided in addition to Tier I instruction. Olam Academy

expects that 5-15% of students will fall into Tier II of the model. A Student Success Team (SST) is

formed then, including teachers, parents/guardian, Administration and the student to gather more

information about the individual needs of the student. This includes additional discussion with the

student and their parent/guardian. From that, the team will develop an intervention plan that is

matched to the needs of the student to be delivered in small group settings. The intervention plan

will be implemented by the teaching staff. The plan will include monitoring the student on 6-week

cycles to evaluate if the student should return to Tier I, remain at Tier II or progress to Tier III.

Tier III: For students who are not able to achieve and demonstrate growth based on the interventions provided in Tier II, then Tier III interventions are needed. Olam Academy anticipates

that less than 5% of the students will fall in this tier. The Student Success Team (SST) gathers

more information about the individual needs of the student and develops an intervention plan with Tier III interventions. Interventions at Tier III are specialized, more intensive and often carried out one on one with the teachers.

(5) How will you communicate the need for remediation to parents? If a student is identified as needing additional support, a letter will be sent home to parents describing the steps being taken to help their child.

In the event that Olam receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow NAC policies, procedures, and timelines. Olam shall respond to a written request for assessment within 15 days. Parents will be given Notice of Procedural Safeguards, and Special Education Rights of Parents and Children.

A student won't be referred to a contracted School Psychologist until at least 9 data points are taken through progress monitoring on EazyCBM or AIMSweb.

If Olam concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education

Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment. When referral is made 20 days or less prior to the end of the regular school year, an IEP must be developed within 30 days after the start of the subsequent regular school year.

(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?

Olam Academy is a strong proponent of using positive behavior systems. Olam Academy will create a nurturing environment and utilize the CHAMPs school wide system for positive behavior support. The Sanford Harmony curriculum will be utilized throughout the school as well to teach students social and emotional skills which will be encouraged throughout the school. Due to the study of languages and emphasis on global culture, a strong sense of positivity will permeate throughout the school.

Tier I: Teachers will be implementing behavior plans in the classrooms. School wide CHAMPs will be used. All classrooms will be using CHAMPs. If a behavior problem persists in the classroom the teacher will be in contact with the parent of the child. The administration and

language coordinator will be conducting professional developments on positive behavior strategies throughout the school year.

Tier II: These interventions will be developed by the SST and include student and parent involvement. Olam Academy recognizes that Behavioral issues such as acting out throughout the day are often related to other issues in the student's life and counseling time may be needed to determine the underlying cause. If a behavior problem persists then a behavior plan will be written for a student with the assistance of the administration and school counselor. The behavior plan will be the result of a functional behavior plan and data will be taken to find out the antecedent behavior, the setting of the behavior, and the function of the behavior. Replacement behaviors will be taught. For example, if a student acts out when they don't understand a concept, then they will be taught to use a break card or breathing exercises to cool down. The behavior plan will be modified as needed and updated every 6-9 weeks.

Tier III: If a behavior persists, then the behavior plan will be modified and a meeting will be called with administration, teacher, and counselor. The SST will also include student and parent involvement. This intervention may involve more time with a counselor or another teacher on campus like a special education teacher. The SST will work with the student to define expectations and develop a plan with the student to achieve those expectations. A behavior contract will also be utilized with the students. The student will use a daily tracking system to track their own progress as well as possible antecedents for the behaviors. The SST will meet weekly to monitor progress and provide feedback. If need be outside services from a contracted BCBA will be utilized to come up with a stronger behavior plan and to identify more adequate reinforcers.

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.

Eddie Goldman has served as a teacher, a Dean of Students, Assistant Principal, Region Superintendent, and Associate Superintendent where he had many opportunities to impact outcomes of students with disabilities. For well over a decade, Dr. Goldman served as the right arm under Dr. Bryan Cram administration in CCSD. As such, he was instrumental in ensuring equity for all students within CCSD by invoking structures, functions, and processes that closed achievement gaps for Special Education student populations and other subgroups of students. The Olam Academy is fortunate to have the seasoned experiences of Dr. Goldman.

Jennifer Bennett has worked in education as a teacher and most recently as a speech and language pathologist in CCSD where she worked as part of the special education team identifying, assessing, and treating students with disabilities ranging from early intervention,

students with speech impairments, students with learning disabilities, autism, and intellectual disabilities. Jennifer also spent a year working on a Child Find team.

Danel Weintraub still works as Special Education Instructional Facilitator (SEIF) for CCSD. He currently works at two elementary schools training Special Education Teachers and ensures the educational needs of students with disabilities are appropriately addressed and in compliance with district/division procedures as well as applicable federal and state laws. Support, mentor, and model best practice instructional strategies and techniques to Special Education Teachers. Facilitate staff development activities, related to students with disabilities, for administration, licensed, and support staff. Daniel Weintraub also works on Child Find where he coordinates evaluation and meeting dates for children ages 3-5 who may have a disability and are eligible for special education services as identified by the Individuals with Disabilities Education Act (IDEA). Helped assess children for Special Education eligibility and develop Individualized Education Programs for eligible children. Furthermore Dr. Weintraub is a Board Certified Behavior Analyst (BCBA) and has extensive experience in writing FBA's and discrete trial training.

Jeff Geihs: Dr. Jeff Geihs has served as dean, assistant principal, and principal for the Clark County School District (CCSD). In June 2012, Dr. Geihs was appointed School Associate Superintendent of the Clark County School District's Turnaround Zone. Dr. Geihs was recently appointed to the Executive Director of the Nevada Association of School Administrators (NASA) where he currently serves. CCSD turnaround zone served the most economically disadvantaged children in Clark County and also had a special education population of over 20%, which is the proximately 7% higher than any other schools average of Special Education students. Under Dr. Geihs's leadership, achievement gaps for Special Education students, and other subgroups of students, were closed on a statistically significant basis.

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

(a) (*Elementary Schools Only*) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

Prior to enrollment, parents will be asked if their students currently have an IEP or 504 plan that will need to be implemented.

Olam Academy is inclusive and will comply with all state and federal laws governing special education. This includes best practices in serving students identified under the law as having disabilities, as well as Title II of the Americans with Disabilities Act of 1990 (ADA), Individuals with

Disabilities Education Act (IDEA) of 2004, and section 504 of the Rehabilitation Act of 1974. Since

admission will be determined by a blind lottery, we will not discriminate based on student need.

Olam Academy will offer a continuum of services to support a diverse learning community. Any student whose needs are met outside of a mild/moderate setting will have an enrollment meeting

led by our designated Special Education teacher and Special Education Instructional Facilitator. The meeting will determine whether Olam Academy provides the least restrictive environment (LRE) for that student given his/her needs. This will be in compliance with a Free and Appropriate Education (FAPE) in the LRE with their classmates, without documented disabilities, as deemed appropriate and allowed by each student's Individualized Education Plan (IEP) and Nevada Administrative Code (NAC)

When students are admitted to the school, part of the intake survey will ask whether students have

been identified currently or in the past as qualifying for special education services. If there is an

existing IEP the Special Education teacher will review it to determine the appropriate supports,

and if deemed necessary, communication with previous school(s) will be initiated. The multi-disciplinary report or evaluation reports will also be reviewed.

If a student has received special education services in the past but is not currently on an IEP, the administration and Special Education teacher will closely monitor that student for any possible challenges they may face. If the school gets an expired IEP and the student has a current eligibility then a new IEP will be written. Olam Academy will follow the guidelines as set forth by CCSD in this matter.

If a student has not been previously identified as needing special education services, Olam Academy follows the RTI model to identify a student for further evaluation. Students who are receiving a high frequency of interventions (Tier III) for either academic or behavioral/emotional issues and have not made sufficient progress towards their goals with the assistance of the Student Success Team (SST) will be recommended by the SST for additional testing. The SST includes parent/guardian involvement and their explicit consent will be sought. Olam Academy will coordinate testing with licensed professionals either using the in-house special education teacher or by contracting for these services. A Nevada licensed School Psychologist will be contracted out for services.

Once test results are in, the SST will reconvene with the parent/guardian included and a decision will be made about eligibility for Special Education Services. If elected, then an Individual Education Plan ("IEP") or 504 plan will be developed. Each IEP and 504 Plan will be reviewed by administration at least once each school year and each student on an IEP will be re-evaluated at least once every three years.

The SST Process

A teacher, administrator, parent or guardian can make a request for assistance. This request is given to the classroom teacher, special education personnel or principal. The SST, comprised of at least two teachers from that grade level, a member of the administration (Principal or Curriculum Coordinator), consultants and other support staff as appropriate, will meet with the parents/guardians and student in an organized, systematic, problem-solving manner to analyze concerns and develop specific action steps to address them.

The SST process begins by clarifying the information and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after team members prepare and commit to an action plan and timeline for successful intervention. Special folders will be used for each student with the data placed in the folder and shared with the team.

Prior to the SST Meeting the teacher, parent or other staff member completes a referral form. An SST packet documenting the student's strengths, needs and a timeline of interventions is completed. All student achievement data, report cards etc. are gathered at this time. A notice from the school that a meeting has been scheduled is sent to parents or guardians.

During the SST Meeting When team members are present, meeting will begin. Introductions are given and the purpose of the meeting is clearly stated. SST packet and information is shared and reviewed. Assessments, student work and other relevant documents (health and behavior records) are also reviewed. Areas of need are presented and prioritized. The team brainstorms strategies for intervention. Responsibilities and timelines are assigned and a follow-up meeting is scheduled to discuss progress and outcomes. Progress Monitoring assessments are discussed and reviewed.

At the Post-SST Meeting SST meeting notes are copied and originals are placed in cumulative folder, copies are given to appropriate SST team members. During follow-up meeting if progress is being made – team continues interventions or program accommodations or modifications. If student is still struggling a referral to Special Education for further assessment may occur.

- (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.

If a student comes with a severe disability, Olam Academy will review the IEP and work with the SST team to determine how to best address the needs of the student. Olam Academy will have budgeted aside for special education students.

If a student with a severe disability attends the school, Olam Academy will review the IEP and work with our team of experts including, administration and the special education instructional facilitator to determine how to best address those needs. If a student has mobility issues and needs Olam Academy would review the IEP and OT reports closely and meet with the parent/guardian to discuss the best course of action.

OT, PT, and Speech support will be contracted out to provide any and all services. If transportation is needed, Olam Academy will contract with a taxi service that provides special transport. If a student has fine motor skill problems and needs support, several paraprofessional staff are on campus to provide assistance.

Olam Academy will follow all federal and state regulations with regards to students with IEPs The Individuals with Disabilities Education Act (IDEA) and Nevada Administrative Code (NAC) will be front and center in the school's approach to students with special 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?

Special Education Teachers with the assistance of paraprofessionals will collaborate with general education teachers such as team teaching and team planning. This will ensure that all students are able to access a rigorous general academic curriculum.

Olam Academy allows time in the schedule for each grade level cohort of teachers to have

collaborative time at least weekly (75 minutes). The Special Education Teacher will work with teachers weekly to support General Education Teachers working successfully with special education students. Administration and the Special Education Instructional Facilitator will also be an integral part of this process.

As a part of the Olam Academy professional development, all teachers will be trained how to read and understand an IEP and how to implement services for all students with varying needs. All teachers will have professional development plan that will include growth for how to better serve students with disabilities.

Olam Academy is committed to educating each student who meets special education eligibility, to the maximum extent appropriate, in the classroom he or she would otherwise attend. Olam Academy will maintain a resource room but also push for full inclusion as much as possible.

Special education students in Olam Academy, when appropriate, will receive their adapted curriculum work, and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. As mentioned earlier, SLP, OT, and PT will be contracted services.

Special educators and therapists will come to the regular education classroom, when appropriate, to provide services to small groups of regular and special education students. A special education teacher, paraprofessional or aide may sit with them to help implement the goals of their IEPs.

For special education students, this setting provides the opportunity to model the behaviors and actions of others. For general education students, this setting fosters an appreciation and respect for the fact that everyone has unique characteristics and abilities, and helps them develop feelings of empowerment and self-control.

The main objective of inclusion education at Olam Academy is that all students, regardless of their strengths and their weaknesses in any area, become part of the Olam Academy school community. As a member of the school community, every student develops a feeling of belonging with other students, teachers, and support staff. An advantage of special education inclusion at Olam Academy is that both disabled and non-disabled students are brought together in an environment of togetherness. Children learn to accept individual differences in inclusion education and this would lead to the development of new friendly relationships.

The special education teacher/teachers will work collaboratively with the General Education classroom teachers to address the needs of students with disabilities. The

special education and general education teachers will work together to implement different teaching strategies and modify assignments to accommodate individual special education students and follow the IEP. The workshop model supports the needs of special populations of students such as special education students as guided instruction provides small groups and individual students with opportunities for the teacher to engage in remedial instruction, while independent study time is offered to those students who need less support.

(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.

Administration, including the lead teacher and language coordinator will hire special education teachers who are qualified under Nevada law. Federal and state law will be followed to ensure that the teachers are licensed as well as the contracted speech pathologists, occupational therapists, and school psychologists. Licensed Special Education will be hired or contracted ahead of time to ensure that the needs of students with IEPs are met.

(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?

Administration and the special education teacher lead will provide training at the beginning of the year and throughout the year in regards to understanding how to read IEPs, how to meet the schools needs, expectations for students with IEPs, how to implement modifications and accommodations.

Olam Academy teachers and school leaders will receive training during the summer Professional Development period and throughout the year on the following topics:

- Workshop model and how it is effective for all learners.
- RTI model and Student Success Team (SST) processes
- Responsibilities and “the law” as it relates to students with disabilities
- Individual Education Plans and the role of the Special Education teacher
- How to identify students for referral for possible special education assessment
- Accommodations vs Modifications
- Handling discipline with students with disabilities
- Reading an IEP and to ensure all components of it are being met.
- Setting expectations for students with special needs
- Working with the parent/guardian as a part of the team
- Other topics as to be determined as the school further develops

The executive director is a Special Education Instructional Facilitator and will be instrumental in leading these trainings and be used as a resource on IEPs and their development.

(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.

Olam Academy will protect the right of students with disabilities in the event of a disciplinary proceeding. Olam Academy follows restorative justice discipline methodology and institutes preventative measures such as CHAMPS, and creates natural consequences that are discussed with the student based on social respect and social responsibility. Staff will receive training in restorative training practices. In the event however that all other efforts have been exhausted a student may be suspended or expelled.

To ensure that students with disabilities, as protected under IDEA and NRS 3888A.495, continue to receive the services needed to learn Olam Academy will take the following steps:

- 1) If the student is suspended for 10-days or less than the student will receive their classroom assignments to complete at home. The student will be allowed additional time to make up any quizzes or exams missed. The student will receive alternative instructions including additional instructions, phone assistance and or computer instruction. Contact between the teacher and student will continue to take place and the teacher will be available for the students to access.
- 2) If the student is suspended for a period greater than 10 days or expelled, than a change in placement has occurred. Administration will notify the parent in writing about the change in placement and include information regarding legal rights and protections. The SST Team led by the administration will conduct a “manifestation determination” to look at whether the student’s disability, which can include learning and thinking differences, causes or directly contributes to her misbehavior.

There are three possible results of a manifestation determination: a) the misbehavior was caused by the student’s disability: In this case, the school and IEP team must immediately try to figure out when the misbehavior happens and why. This is called a functional behavioral assessment (FBA). Then the team must develop a behavior intervention plan to minimize the misbehavior. The Plan must be put into effect immediately and disseminated to the teachers working with the student. If the student already has a Behavior Plan, then the team needs to review and update the plan to address the misbehavior. The Executive

Director will train the staff on conducting an FBA and data collection for a behavior plan, as he does this in his current role as a BCBA.

The student must also be allowed to return to school, unless the student was removed because the student brought a weapon to school, had illegal drugs at school, or caused serious bodily injury to another person at school. In these cases, the school can continue to keep the student out of school for up to 45 school days, but must still provide services. If the misbehavior happened because some aspect of the IEP wasn't followed: In this case, the school must immediately fix the situation and implement the IEP (or 504 plan) properly. The student can return to school. Again, there's an exception if the student was removed because of a weapon or illegal drugs, or for having caused serious bodily injury to someone.

If these apply, the student can be kept out of school for 45 school days. If the behavior wasn't caused by the student's disability, the school can treat the student the same as it treats students without an IEP or 504 plan. It may keep the student removed from school. However, the school must continue to provide services because of the "change in placement."

To ensure compliance with all federal and state regulations, Olam Academy staff will maintain written records related to the discipline and determinations made for students with a disability.

(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 Special Education Teacher, under supervision of the administration, will be responsible for monitoring and documenting the progress of each student on their IEP or 504 plans. A wide range of data will be utilized including, writing samples, observations, and assessment data from MAP and SBAC. MAP assessments will occur 3 times per year. iReady progress monitoring will occur monthly.

The Special Education team will bring that information to the SST which includes the administration, grade level teachers and the parent/guardian who is also invited to evaluate progress of the student and the effectiveness of the services being provided.

In situations where progress isn't happening, the Special Education teacher will have access to experts in NASA as well as the Executive Director who has ample experience in

Special Education to seek out additional resources and ideas. Data will also be shared with a contracted School Psychologist who will determine eligibility followed by the creation of an IEP from the Special Education Teacher at Olam Academy.

Administration and Executive Director will also receive assessment data (SBAC and MAP) data and will analyze that data, including taking a look at the Special Education student subgroup to identify any possible performance gaps. If performance gaps are present, administration will work with the Special Education Teacher and grade level content teachers to review supports, and/or make any needed changes.

The process of identifying students for Special Education services will be in full compliance with federal and state law. In addition, the SPCSA also conducts site visits to inspect programs such as special education for legal compliance. Olam Academy will be a full cooperator in that process and implement recommendations

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

Olam Academy will involve the parent/guardian as part of the school team that works towards developing student success plans. Parents or guardians that would like to meet with the teachers or the administration are more than welcome.

Parents are a big part of the SST process as outlined earlier. Olam Academy believes that the parent/guardian is part of the school team that works towards developing our students for success. Parents/guardians that would like to meet with the teachers, administration of School or Executive Director are welcome and prioritized. Students are a part of that team as well and Olam Academy will treat our students with respect, honesty and transparency.

At the beginning of the year or at the time the IEP is developed the parent/guardian will be invited to meet with the Special Education teacher to go over that plan. Ongoing, parents/guardians receive progress reports through Infinite Campus as well. All assessments used to determine eligibility will be clearly outlined to parents. Translators will be made a priority for all parents who speak a second language during meetings.

(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.*

For students who are receiving distance education, their IEP will continue to be followed. If the IEP says that the student needs certain services then they will be pulled virtually with the

resource teacher. The student will continue to receive speech services as written in the IEP. All federal and state laws will be followed.

Special Education Teacher to follow the IEP. All classes are recorded which then the Resource Teacher can help.

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

We anticipate about 13.8% will have an IEP. This number was taken from an average of the number of IEPs students in the neighborhood schools of Spring Valley as found in the 2020 Demographics Need Assessment:

School	IEP %
Kim	16.9 %
Diskin	15.7%
Hayes	16.5%
Decker	8.7%
M. Earl	15.9%
Gray	14.6%
Roundy	9.2%
Wynn	13.1%

English Language Learners

Wida link:

<https://wida.wisc.edu/sites/default/files/resource/2012-ELD-Standards.pdf>

<https://wida.wisc.edu/sites/default/files/Website/Misc%20Pages/2020StandardsVision/2020-vision-for-standards-flyer.pdf>

<https://wida.wisc.edu/sites/default/files/Website/Misc%20Pages/2020StandardsVision/2020-vision-guiding-principles-flyer.pdf>

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

Olam Academy expects to enroll many students in Spring Valley where the primary home language is not English, with a high percentage of the student body classified as English Learners. Services provided to ELLs begin with identification. When a child enrolls at Olam Academy (regardless of date of enrollment), we will administer the Home Language Survey. Those students whose parents indicate the child's primary language is other than English on the Home Language Survey, and who have not previously been assessed for English language proficiency, will be assessed using the WIDA within 30 days of enrollment. The Curriculum Coordinator will serve as the testing coordinator and will use annual WIDA data and SBAC data, teacher observations and optional parent input to identify English Learners. Identified students will be placed in one of five categories based on the WIDA levels: Level 1: Entering, Level 2 Emerging, Level 3 Developing, Level 4 Expanding, Level 5 Bridging, Level 6 Reaching.

Students who score above a 4.5 will be reclassified and will no longer be designated English Learner. These reclassified students will be monitored to ensure they maintain English proficiency, and any students who appear not to maintain proficiency will be retested and may be reclassified as ELs once again if indicated by the School's criteria. Students will be assessed at the beginning of each school year or upon enrollment at the School.

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

An ELL certified teacher, who will be a teacher leader, will be designated to communicate the results of the W-APT assessment to the parent/guardian and discuss the student's placement in the ELL program. Parents/guardians will be asked to complete a Permission Form either electing or opting-out of ELL services. The final decision will likely be with the parent/guardian. A translator will be contracted for languages other than Spanish. For Spanish, a Spanish speaker on campus will be utilized to review the results of the assessment with the parent.

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

The Olam Academy teaching staff will work together as a team to serve the needs of our ELL students. The team approach includes the following components:

- 1) The language coordinator will be required to have a TESOL endorsement to oversee and facilitate the education for ELL students. In Year 3, a Special Education Instructional Facilitator will be added to oversee all grades and coordinate across the grades in addition to his/her regularly assigned duties.
- 2) The language coordinator will be W-APT test certified and will assist the teaching staff with administering the W-APT test.
- 3) In year 2 an Assistant Principal will be added to the teaching staff and provide additional staff support along with communicating with and involving parents/guardians.
- 4) If supplemental support is needed additional staff support could be sought from the Student Support Services organization that provides paraprofessional services to charter schools in Las Vegas.
- 5) Olam Academy will seek assistance in any area needed from the surrounding charter schools and personnel in CCSD with expertise in working with ELL students.
- 6) Olam Academy will seek TESOL certified teachers for ELA and administration will provide support to teachers who are willing to obtain the certification.
- 7) Olam Academy will work to have all teachers TESOL endorsed by year 6 of operation.

(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?

ELLs will receive ongoing support to become proficient in listening and speaking, reading and writing in English. Olam Academy plans to draw on a large body of information on best literacy practices for serving ELs. Because the school anticipates serving a high percentage of students who are ELLs, all students who are classified as English Learners will participate with non-EL students in classroom activities during instructional time, thus increasing their language skills. In addition, ELLs will have specific daily English language instructional time in small groups during the English Language Arts block, through flexible groupings. This English language instruction will be differentiated according to students' ELD levels.

The School plans to supplement the Reader's and Writer's Workshop with Houghton Mifflin's Excursions as a main part of the English Language Learner program. Excursions can be easily tailored to ELs' needs because of its use of active, engaging learning activities and collaborative groupings. This curriculum has proven successful with student populations similar to those students expected to enroll at Olam Academy, and is designed to ensure acquisition and English

fluency for all students. English Language instruction may include use of the following strategies:

- Manipulatives, such as illustrations, posters, thinking maps, storyboards
- Realia, such as authentic materials and tangible objects
- Visuals, pictures, prints, documents, stories with pictures
- Graphic organizers, such as Venn diagrams, word webs, word walls
- Oral interaction across the classroom, such as role plays, partner conversations, shared reading, cooperative learning

When instructing ELLs in English, teachers will modify instruction to take into account the level of English language acquisition each student has attained. During the literacy block students will experience read alouds and shared readings. These both support the acquisition of language through listening and speaking. Students designated as ELLs also receive academic content instruction designed to promote content knowledge. Olam Academy has adopted Nevada State approved programs to teach core subjects, Language Arts, Math and Social Studies. The I-Ready Math program, for example, has particular strategies for guided practice for EL's, as well as gifted and struggling students, for teachers to implement in the classroom to engage all learners.

Olam Academy's Modern Hebrew Language Integration model will put English Learners on the path to becoming multi-lingual while helping all students to acquire English, Spanish, and Modern Hebrew language skills in listening, speaking, reading, and writing, and to proficiently meet grade level ELA standards. Because Olam Academy is a school with an emphasis on foreign language acquisition, all teachers will be aware of the processes involved with the acquisition of a new language and all students will participate in a culture by which there is an ongoing sense of accomplishment in mastering a language not spoken in their homes.

(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?

The Special Education Teacher who is ELL certified (or Special Education Instructional Facilitator) under the supervision of Administration is responsible for monitoring and documenting the progress of students in the development of their English language proficiency. A wide range of data is used for monitoring purposes including classroom data (writing samples, teacher observations-both formal and informal, class grades particularly in reading and writing, and test scores) and assessment data from WIDA, MAP, and SBAC testing. MAP assessments will occur three times per year. The Special Education team will bring that

information to the SST which includes the Administration and grade level teachers. The information will be communicated home to parents/guardians.

In situations where progress isn't happening, the Special Education Teacher will have access to experts in other Hebrew Charter schools like Kavod Academy and Lashon Academy as well as the Hebrew Public Charter Schools for Global Citizens network. NASA educational consultants will also work with the teachers to see about using the latest educational techniques such as SDAIE to close the gaps.

Administration and the Executive Director will also receive assessment (WIDA, SBAC, and MAP) data and will analyze that data, including taking a look at the ELL student sub-group to identify any possible performance gaps. If performance gaps are present, administration will work with the Special Education Teacher and grade level teachers to review supports and make any needed changes.

Students exit the ELL program by demonstrating English Language Proficiency on the WIDA which is administered annually. A student whose results warrant it (composite score of 4.5 or higher) are then designated as "reclassified English Proficient" and Olam Academy will monitor the student's progress over the next two years.

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

At Olam Academy meeting the needs of ELL learners is paramount. Studies have shown that for an ELL to learn in a first language, actually helps with learning a second language. With the implementation of Spanish and Hebrew, ELLs will feel very comfortable at Olam Academy. Olam Academy will make a commitment of:

- Engaging with EL families and communities during recruitment and enrollment;
- Ensuring efficient and effective communication with family members who may have limited proficiency in English; and
- Meeting the needs of students and families by building community and connections.

Olam Academy believes that the parent/guardian is part of the school team to develop our students for success. The focus of Olam Academy is languages with emphasis on Hebrew and Spanish. Celebration of world cultures is integral to our mission so parents of ELL students will feel safe at Olam Academy. Monthly newsletters in English and Spanish will be sent out and parents/guardians that would like to meet with the teachers, administration, or executive director are welcome and prioritized. Students are a part of that team as well and Olam Academy will treat our students with respect, honesty and transparency. Again, speaking a second language will be celebrated at Olam Academy. At the beginning of the year the

parent/guardian will be contacted and invited to meet with the Special Education teacher to go over WIDA results and an ELL plan.

Ongoing parents/guardians receive progress reports through Infinite Campus and can follow up with a teacher at any time. Parents/guardians can use this information to engage with any questions in a timely manner as well. Parents/guardians will also have parent/teacher conferences 2 times per year as well as needed. These conferences will be held with the grade level teachers as well as including the Special Education teacher if applicable and the language coordinator. If a student is not progressing academically then a Student Success Team is formed with results clearly communicated to the parent.

The SST will discuss what issues are occurring with the student and develop plans and supports to best meet the needs of the individual student. A school satisfaction survey in English and Spanish will be sent to parents/guardians annually and this will include a question regarding the satisfaction a parent/guardian may or may not have regarding ELL programming. Those surveys will be reviewed by the Board of Directors and Executive Director and any negative results will be further looked into for ideas to improve the process. The language coordinator at Olam Academy will also be an integral part of the process.

(1) 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.

Teachers with ELL students in an online educational environment will use visuals for ELL students to speak in a tone and manner and speed in which ELL students can follow along. Teachers will incorporate a structured learning environment and provide ELL students with notes on the lesson. The lessons will be easy for the student and parent to follow.

There will be repetition of vocabulary and new concepts. Encourage the use of language and responses from students. Ask open ended questions. Lessons will be recorded and pre-recorded provided for ELL students to watch at their own pace. All the recordings will be in Google Classroom. In small groups in distance education ELL learners will be strategically paired with accommodating Native English speakers. Supports will be scaffolded to differentiate instruction online appropriately.

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

School	IEP%
Kim ES	16.9%
<i>Diskin ES</i>	15.7%

<i>Hayes ES</i>	<i>16.5%</i>
<i>Decker ES</i>	<i>8.7%</i>
<i>M.Earl</i>	<i>15.9%</i>
<i>Gray ES</i>	<i>14.6%</i>
<i>Roundy ES</i>	<i>9.2%</i>
<i>Wynn</i>	<i>13.1%</i>

School	EL %
Kim	18.2 %
Diskin	32%
Hayes	13.2%
Decker	32%
M. Earl	18.4%
Gray	28%
Roundy	42%
Wynn	45%

Average of 28.6% so if we start off with 196 students our ELL percentage will be 54 students in total. This data is taken from schools in the Spring Valley neighborhood.

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?

Olam Academy will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the

school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment.

Olam Academy will identify students and families in need of homeless/migrant services for new students by including a space for identifying homeless/migrant student status in the initial enrollment of a student. Additionally, because students can become children in transition at any point, Olam Academy will identify existing students in need of homeless/migrant student services through counselor/teacher referrals and proactive communications with parents and families about available supports.

To assist in identification and avoid misidentification, Olam Academy will follow the broadly defined definition of homeless as set forth in the Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009 (P.L 111-22, Section 1003), remaining cognizant of the evolving and complex nature of defining homelessness

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

Olam Academy will ensure the needs of identified families receive service by doing the following:

- Within one day of admitting a homeless student, a school counselor or another employee designated by the administration as the homeless liaison shall be notified, and contact shall be made with the appropriate officials.
- If there is a dispute concerning residence or the status of an emancipated minor or homeless child, the issue may be referred to the Nevada Department of Education for resolution.
- Homeless students will be eligible for programs for gifted and talented students and school nutrition programs as well as any other educational services for which the student meets eligibility criteria.
- Homeless students are permitted to continue attending Olam Academy, to the extent reasonable, unless it is against the wishes of their parent/guardian(s) and be permitted to remain at the school for the duration of the homelessness until the students move into permanent housing.

-Olam Academy will continue efforts to assist homeless students in completing necessary and important records, including immunization records.

- Olam Academy dress code and uniform policy will not delay enrollment for homeless or migrant students.

(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.*

Olam Academy will use Google Classroom for distance education. Class meetings will be held via the Zoom platform. Training on the use of Google Classroom will be conducted by the principal and an outsourced technology faculty member. There will be only synchronous instruction occurring during the distance model. Teachers classes will be live streamed for the students and parents to watch. Olam Academy will follow CCSD regulations in regards to student privacy during online instruction. A chromebook will be provided for all students and a mobile wifi router.

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.

Olam Academy will have a culture of inclusiveness and respect for world cultures. Learning about other cultures and languages promotes a positive learning experience. Respect for local and world cultures will be promoted daily. This school will promote the idea of restorative justice and follow a proactive positive behavior support approach as outlined by CHAMPS. The Sanford Harmony curriculum will also be used to teach students lessons involving social/emotional learning. Professional development will be provided to staff in best practices of restorative justice and social/emotional learning.

A positive environment will be infused throughout the school as the school focuses on language and world culture. Adding the learning of languages infuses a school with positive energy that permeates the halls of the school. Students will be encouraged to share their home culture with the teachers and classrooms. Cultural events will be encouraged and speaking a second or third language will be celebrated.

(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.

Staff development and information included in the monthly newsletter will encourage the use of CHAMPS. This will include students as peer mediators of conflicts. Events and topics being

taught about will reinforce the culture of inclusiveness and respect throughout the school year. Teachers will be expected to include the CHAMPS curriculum in their lesson plans and show evidence that it's being followed and implemented.

(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.

Parent surveys will be used to evaluate parent's and student's satisfaction with the culture of the school. Student behavior data will be utilized to provide feedback to administrators. Lesson plans will show evidence of including this in the curriculum.

(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.

As the student population grows, Olam Academy would like to hire a school counselor. Initially, it will be the principal and lead teacher working with the student's social and emotional needs. Teachers will be trained in methods of meeting the social emotional learning needs of students.

The Sanford Harmony series will be used to teach social emotional learning and will be embedded in the daily curriculum. Olam Academy is a strong believer in teaching students to function in life as effective citizens and not just as academics.

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.

Discipline is an important component of a safe, respectful and welcoming school environment at Olam Academy. Olam Academy will set clear rules and expectations, adopt a behavioral policy, and apply thoughtful responses to student misconduct in order to provide this environment.

The purpose of our disciplinary policies is to insure the rights of each student to attend school in a safe, positive and productive learning environment. All discipline plans will include: teaching school rules and social-emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.

To preserve and protect this safe and welcoming environment, Olam Academy will apply exclusionary discipline (suspension and expulsion) to serious incidents of student misbehavior that pose a threat to others or that are required under federal or Nevada law. For non-emergency student misconduct, we will favor discipline techniques other than exclusionary discipline as a means to teach appropriate behavior and use progressive

disciplinary approaches as needed. Some of the school wide positive discipline programs we will look at are CHAMPs and PBIS.

Olam Academy is a public charter school and a school of choice. Students who engage in prohibited misconduct as described in the charter petition, or do not meet the code of conduct and expectation requirements outlined in policies may be expelled.

Students who do not adhere to stated expectations for behavior and who violate the school's rules will have consequences for their behavior. Consequences may include, but are not limited to:

- Warning – verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to administration or other assigned leadership staff
- Notices to parents by telephone or letter
- Parent conference – at school or during a home visit
- Suspension
- Expulsion

Any student who engages in repeated violations of the school's behavioral expectations which cannot be dealt with through counseling and other strategies will be required to attend a meeting with appropriate school staff and the student's parent/mentor. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

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

Suspension Procedures

Step 1: Informal Conference

Suspension shall be preceded by an informal conference conducted by the administration, with the student and the student's parents or guardian. The conference may be skipped if administration determines that an emergency situation has taken place. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents/guardians will be notified of the suspension and a conference will be conducted with administration as soon as practicable. An example would be a student threatening another student with a gun or knife.

Step 2: Notice to Parents

Parents/guardians and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, administration will make a reasonable effort to contact the parents/guardians by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to school.

Step 3: Determination of Length of Suspension

The length of the suspension will be determined by administration based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. State law will be followed for the discipline of students with IEPs. The length of suspension for students may not exceed a period of 5 consecutive days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian and the school to discuss the progress of the suspension upon the completion of the 10th day of suspension.

The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year.

The Advisor of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student's parents and all needed materials will be left in the front office.

Expulsion Procedures

If the administration recommends expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Head of School upon either of the following findings:

- The student's presence will likely be disruptive to the educational process
- The student poses a threat or danger to others.
- Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the administration finds that at least one of the following findings may be substantiated: Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing, if requested, to determine whether or not the student should be expelled. The hearing will be held within 30 days, from the date of the request for hearing, after the Principal determines that an act subject to expulsion has occurred. The hearing may be presided over by the governing Board or an administrative panel (of other local school charter leaders) appointed by the Board. A Facts and Findings document will be prepared to summarize the evidence adduced at the hearing to substantiate the expulsion decision. The administration will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of their request for the hearing, and it will be forwarded to the student and the student's parents/guardians at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The reinstatement eligibility review date
- The type of educational placement during the period of expulsion
- Notice of appeal rights/procedures.

After the Administrative Panel conducts the hearing, the Panel makes a recommendation to the Board of Directors within 24 hours of the hearing. The Board of Directors will review the recommendation, take a formal vote, and provide a written response to the administration and the family indicating their final decision within 24 hours of the board vote. Parents/guardians will be notified by the administration through a telephone call and in writing in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. The suspension of a student will be at the discretion of the administration or his/her designee. A suspension appeal may be made to the Olam Academy Board of Directors within the term of the suspension. Following due consideration, a decision by the Board of Directors regarding student suspension will be considered final. An expulsion may be appealed within ten working days and must be submitted in writing to the administrator. The student will be considered suspended until a meeting is convened to consider the appeal (within 10 working days). The appeal will be considered by a fair and impartial panel, selected by the Olam Board.

For a student who is not reinstated upon appeal, the family will be sent written notification by the administration, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the Olam Academy Board of Directors will be final.

(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).

Olam Academy will follow effective, research based practices for restorative justice. Some of the strategies we plan to use are:

- Peer jury
- Preventative and post conflict resolution programs.
- Peer mediation
- Informal restorative practices.
- Circle Process
- Community conferencing

Olam Academy will have a robust peer mediation program whereby older students will work with and model appropriate behavior to younger students. Olam Academy believes that restorative justice programs should be student centered for conflict resolution and not rely on punitive measures. We recognize that exclusionary discipline affects African American and Latino American students disproportionately.

Restorative Justice is defined as follows:

- Defined as “all those affected by an ‘offense’ or incident being involved in finding a mutually acceptable way forward” (Hopkins, 2002)
- Instead of focusing on “rule breaking”, restorative practices aim to focus on how “rule breaking” actually impacts other humans and people (Cameron & Thorsborne, 2001, p. 183 as cited by Morrison, 2002)
- Restorative Practices are established in the idea that “safe and just school communities are grounded in the premise that human beings are relational and thrive in contexts of social engagement instead of control” (Morrison, 2002 as cited by Riestenberg, 2015, p.5)

Accountability

- Restorative strategies provide opportunities for offenders to be accountable to those

they have harmed, and allow them an opportunity to ***repair the harm*** they have caused.

Well Being

- Restorative structures promote school safety through strategies that build ***relationships*** and enable the school community to take responsibility for the ***well-being of its members***.

Social Emotional Development

- Restorative structures seek to increase the ***positive social skills*** of those who have caused harm to others; address ***essential factors*** that lead youth to engage in offending behavior, and build on ***strengths*** in each young person.

See attachments.

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

Administration is responsible for implementing the school's discipline policy.

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

Creation and maintenance of disciplinary records will be carried out by administration with staff and teacher support. The Executive Director will report discipline data to the SPCSA. The Board of Directors and School leaders will analyze discipline data for any trending behaviors to identify the possibility for other factors to be causing behavior problems.

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

OLAM ACADEMY

GRIEVANCE POLICY AND PROCEDURES

Olam Academy values open communication within its school community, including parents/guardians, students, faculty, staff, administration and the Board of Directors. Olam Academy's Grievance Policies and Procedures (OAGPP) pertain to grievances of varied natures;

they regulate how parents and students are expected to express grievances about faculty, staff or administrators, and they regulate how faculty and staff are expected to express grievances about other members of the professional community, including peers, supervisors or the administration.

Grievances may pertain to interpersonal disputes, to the violation of other Olam Academy policies and procedures, or to perceived or real discrimination or disparities.

OBJECTIVES

The objectives of the OAGPP are threefold:

- 1) To help members of our community resolve conflicts in an open and direct manner;
- 2) To provide a safe avenue for members of our community to express grievances or report alleged wrong-doing, including behaviors considered discriminatory;
- 3) To prompt, when necessary, further investigation and outside resolution.

INFORMAL GRIEVANCE PROCEDURE

1. If a student has a concern with a teacher or administrator, we strongly encourage the student

to set a meeting with the teacher/administrator first. Students are encouraged to advocate for themselves in a respectful, thoughtful manner.

2. Parents/guardians should first speak directly to the person with whom he or she has a concern.

Please schedule a meeting with the specific teacher or administrator first.

3. If, after the initial meeting, the conflict is not resolved, the parents/guardians should contact an administrator. A plan will be put into place to resolve the issue.

4. If a reasonable time has passed and the conflict is still not resolved, then the parents/guardians should follow the formal grievance policy below.

FORMAL GRIEVANCE PROCEDURE

The formal grievance procedure is intended to provide an opportunity for grievances that are either not resolved via the informal process or are significant enough in the mind of the grievant to require a formal investigative and resolution process that is documented in writing.

1. To initiate the formal grievance process, a grievant should submit a signed and dated grievance to the Executive Director, or the Chair of the Board if the Executive Director is a named party in the grievance. The written grievance should detail the allegations of dispute, breach of policy, or discrimination and should cite the contract, policy or procedure that has been violated.

2. The Executive Director will provide acknowledgement of receipt of the written grievance within five (5) working days. If the Executive Director is a named party in the grievance, the Chair of the Board will provide acknowledgement of receipt of the written grievance within five (5) working days.

3. Within thirty (30) working days, an internal investigation, including conducting interviews with all relevant parties, reviewing pertinent documents, and reviewing policies will take place.

4. Within forty-five (45) working days of the submission of the written grievance, a written resolution plan that might include plans for facilitated conflict resolution meetings, recommendations for change in policy or procedure, or suggested next steps will be promulgated.

5. Should a grievant not be satisfied with the manner in which the grievance is handled, he or she

should request that the matter be scheduled for a meeting of the Board of Directors. It is important to the integrity of our school that grievances be handled in an informed, direct, fair, and equitable manner. The administration and Board share responsibility in ensuring the integrity of the vision and its implementation through the system of due process described in this grievance policy. The final forum for conflict resolution, after a grievant has followed the steps outlined above, will be at the level of the Board of Directors.

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

Olam Academy students and teachers follow a dress code. All students at Olam Academy wear a school uniform pants or shorts, an Olam Academy t-shirt or sweatshirt. Students will be expected to purchase their Olam Academy or sweatshirts at a cost that will support the dress code program. Any families not able to purchase an Olam Academy uniform will be handled on a case-by-case basis with the Administration to provide clothing for the student at a reduced, or no cost.

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.

The annual academic schedule for Olam Academy will be reflective of the Clark County School District annual calendar. This will ensure accessibility and partnerships to be strong with families who have children in multiple schools within the district. There will be 180 days of instruction each school year. The school year will begin in August and terminate in June of the following year. The school will observe Labor Day, Nevada Day, Veteran's Day, Thanksgiving, Winter Break, Martin Luther King, Jr. Day, President's Day, Spring Break, and Memorial Day. The school day will be extended by one hour to account for the one hour of Hebrew instruction.

(1) Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of

hours/minutes per day and week that the school will devote to academic instruction in each grade.

The School day will begin at 8:00 am and end at 3:20 pm during year one.

Below is a class schedule:

8:00 a.m.--8:15 a.m.	Morning Routines
8:15 a.m.--9:15 a.m.	Language Arts (Reader Workshop)
9:15 a.m.--10:15 a.m.	Written Expression (Writers' Workshop)
10:15 a.m.--11:15 a.m.	Modern Hebrew Language Instruction
11:15 a.m.--12:00 p.m.	Lunch & Recess
12:00 p.m.--1:00 p.m.	Math
1:00 p.m.--2:00 p.m.	Social Studies/Science
2:00 p.m.--3:00 p.m.	Specials
3:00 p.m.--3:15 p.m.	Sharing/Packing Up
3:20 p.m.	Dismissal

A typical day at Olam Academy

Ms. Villani shows us the poem for the week. It is on big chart paper. It is our shared reading and we get a new poem at the beginning of each week. We do poetry each morning and our word work is explored through these poems. Lots of times we add words to our word wall from the poems. Each of us has a poetry journal where we get a copy of the poem to take home and read again. I already have 20 poems in my journal and I enjoy going back to my favorite poems to re-read them again. Sometimes I read to my mom. She says I'm getting so good at reading aloud in a smooth voice. This is part of my homework each night. We also do word sorts from our "Words Their Way" folders. We don't all have the same word work here. Often we continue our work at home.

8:15 a.m.—Reading Workshop begins. Ms. Smith, the General Studies teacher from the other first grade class, joins us each day for Reading Workshop. Ms. Villani begins her mini-lesson. She usually models a reading skill or strategy she wants us to use when we go and read independently. Ms. Villani uses great story books and we really enjoy listening to her read aloud and modeling to us what she does as a reader. Sometimes the book is fiction and sometimes it is non-fiction. I personally enjoy the non-fiction books more than the fiction. I always learn something new from them. We always practice the reading skill or strategy

together at the carpet before we go off and apply what we have learned to our own leveled books.

I forgot to mention that we “shop” for books one day a week. My day is Thursday and I have learned how to choose a “just-right” book for myself. Before we are sent to work independently we look at the grouping chart to see which group will be working with Ms. Villani and which group will be working with Ms. Smith. These are the guided reading groups. When Ms. Villani and Ms. Smith are finished with their groups, they confer with us about our reading. This means that they come over to each of us, usually 2 times per week, and talk about what we are doing as readers. They write down information in their books about us. I think they use that to form the guided reading groups and also to help them remember for the next conference. During the conference they listen to us, show us something we should practice as readers and then practice with us. We also talk about goals that will help us move to a higher level in reading. These are things we work on between conferences. Sometimes either Ms. Villani or Ms. Smith stops the class to tell us something they noticed about our reading.

We read independently either by ourselves or with a partner for at least one-half hour. Usually at about 9:10 we come back to the carpet. Our teachers ask some of us to share our reading experiences with the class. Many times our Principal or Curriculum Coordinator joins us to listen to our sharing. Our curriculum coordinator sometimes models our reading and writing lessons while our teachers observe her. She also does this during other parts of our day. It is nice that both the Principal and Curriculum Coordinator know all our names.

9:15 a.m.— We begin our Writers’ Workshop. We’ve been working on our “All About Books.” I never realized I was an expert in cats . . . my book is all about caring for cats. I never realized that my friend Maria didn’t know about cats because she doesn’t have one at home. I wanted her to know about caring for cats like the one I have at home.

Some of my classmates are writing about soccer, or “All About Dogs.” Two kids are even writing an “All About Our School” book. Our teacher says we are all experts in something and can share that with others. I can’t wait to read the other books. Once again Ms. Villani begins with a mini-lesson. She’s been writing her own book titled, “All about Taking Care of a Baby.” That’s because she had a baby just a few months ago.

Today’s lesson is about how to organize our books. We talked about how books work. I never paid attention to that before but now I know that some books are time- order, some are kinds of, some are question and answer and some are compare and contrast books. Ms. Villani has been reading a lot of these to us so we can get the idea of how our books should be written. Ms. Villani’s book is time-order but mine doesn’t fit that so I’m going to use the question and answer way to organize my book. We go to our tables to work on our writing. Ms. Villani keeps a few of us at the carpet to make sure we understand the task. She always asks us to remain at the carpet if we are not sure of what to do. After that Ms. Villani brings a group to a table to work on writing with her. Just like in the reading workshop, in the writing workshop we

conference with her too. Ms. Villani writes in a book about us and helps us with our writing. She uses this to plan for future lessons to help us improve our writing.

10:00 a.m. or so—We stop and come back to the carpet to share things about our writing. At 10:10 we have a quick snack and get ready for Hebrew.

10:15 a.m.—Hebrew begins with Ms. Sarit. Ms. Sarit speaks only Hebrew throughout the hour lesson. She uses a lot of gestures, pictures, objects and games to help us understand what they are saying.

We warm up by interacting with our classmates, usually in pairs, using only Hebrew. This is a wonderful way to put all we know in Hebrew into practice with real-life communication about ourselves and our friends. We then sing a song in Hebrew. Sometimes we even dance. We've learned how to have a conversation with each other and we also do calendar work in Hebrew. We practice that with the teachers and also with our partners.

We've been studying a lot about the family and have learned words and sentences in Hebrew to talk about family members.

11:15 a.m. -12:00 p.m.—We have lunch and recess. Our Hebrew teacher stays with us during this time and we continue to speak in Hebrew about our food and lunch. When it is time for recess, teachers take turns supervising us.

12:00 p.m.-1:00 p.m.—Time for math...we have been working on number sentences. We meet Ms. Villani at the carpet for a math mini-lesson. We return to our tables and work with problems practicing what we've seen modeled at the carpet. Ms. Villani keeps a group at the carpet to review.

1:00 p.m.-2:00 p.m.—During social studies we learn about our families now and families long ago. We even learn about some families in Israel that help us understand the culture and history of Israel and its immigrant communities. While on a neighborhood walk we noticed a lot of stray cats and decided to help our community address this. When we return to the classroom, we learn in Hebrew more about homeless animals and animals in shelters. We decide to contact the local American Society for the Prevention of Cruelty to Animals (ASPCA) and tell them about our service learning program and ask if we can take action to help these animals in need.

2:00 p.m.-3:00 p.m.—Specials time, is my favorite time of the day. We get to learn Spanish during this time in P.E., Music, and Art. It is so fun to learn a third language in school! Mr. Ortega teaches us P.E. in Spanish and Ms. Menende teaches us art in Spanish. I have learned so much Spanish today and even get to sing and dance songs in Spanish in Ms. Lopez's music and dance class!

3:00 p.m.-3:15 p.m.—We have our final sharing of the day, receive our homework folders that contain math review sheets, a butterfly vocabulary sheet in English and a different worksheet

about butterflies in Hebrew. We all take home our poetry journals, reading logs, word sorts, science journals and of course our book bags.

3:20 p.m.—We are dismissed.

The rest of the day...

3:30 p.m.-4:30 p.m.—Faculty and administrators meet daily for the following:

- Grade level teams meet to plan and receive professional development
- Hebrew teachers meet with the language coordinator to plan and receive professional development
- Multiple-subject licensed General Education meet to plan the units they are working on.
- Student Success Teams meet to address needs
- Protocol sessions are held for teachers to collaborate on student work

(1) 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?

To fully benefit from the experience at Olam Academy, students must be present at all school activities and attendance is strongly encouraged. Attendance is taken in all classes and students must be at school unless they are ill or having a family emergency and have a completed note.

The school attendance goal is to hit 95% attendance. Students must not miss any more than 9 school days in one semester. An adult must sign in any student who comes in late, after 8:15 AM.

LEVEL 1: If a student's attendance becomes a concern or begins to affect academic performance usually around 5 days of absence depending on the time of the school year, administration, in cooperation with the family, will make an attendance plan.

LEVEL 2: If the student misses another day of school, administration shall mail a letter to the parent/guardian and a copy of the letter will be filed in the student's cumulative file. This letter shall: inform the child and parents of the number of unexcused absences to date. 2. Inform the parents and child of NRS - Title 34 for Truancy. 4. Inform the parents and child that if 9 or more unexcused absences occur, the matter will be referred to the Executive Director for resolution. 5. The Executive Director will invite the parent and child to discuss the school's concern and resolve the child's failure to attend. 6. The parents/guardian shall be informed that if unexcused absences continue, that the parent/guardian could be charged with legal action and the student dropped from the school.

LEVEL 3: After 20 or more unexcused absences, the Executive Director will notify via certified letter that the parent/guardian must comply with Nevada state attendance law and review the matter with the Olam Academy attorney and SPCSA for further action.

Parents/guardians can monitor their student's attendance by using the parent portal online in Infinite Campus. Olam Academy will initiate mandatory truancy court procedures if repeated absences from school are a problem for the child.

Home visits will be conducted as well to check on constantly absent students. Students with IEPs who are chronically absent will receive a Ready, Willing, and Able letter to be sent home. Olam Academy is committed to maintaining strong home/school communication which should alleviate many of the issues with absenteeism.

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.

Pursuant to article 3 of the bylaws:

Section 1. Powers. The Board shall conduct or direct the affairs of OLAM and exercise its powers, subject to the provisions of applicable laws, as well as the requirements of OLAM's Charter and these

Bylaws. In addition to the appointment of an Administrator as further described in Article VIII, below, the Board may delegate the management of the activities of OLAM to others, so long as the affairs of OLAM are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

A. To elect and remove Directors;

B. To select and remove Officers, agents and employees of OLAM; to prescribe powers and duties for them; and to fix their compensation;

C. To conduct, manage and control the affairs and activities of OLAM, and to make rules and regulations;

- D. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of OLAM;
- E. To carry on the business of operating OLAM and apply any surplus that results from the business activity to any activity in which OLAM may engage;
- F. To act as a trustee under any trust incidental to OLAM's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- G. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- H. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of Nevada's Not-for-Profit Corporation Law (NRS 82) and the statute governing charter schools (NRS 386) and any limitations noted in these By-laws;
- I. To develop an annual School schedule of events and activities;
- J. To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- K. To submit a final budget to the Charter Entity and other applicable governmental entities pursuant to state statutes and regulations;
- L. To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- M. To cause an annual inspection or audit of the accounts of OLAM, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of OLAM and its financial condition;
- N. To ensure ongoing evaluation of OLAM and provide public accountability;
- O. To strive for a diverse student population, reflective of the community;
- P. To ensure adequate funding for operation;
- Q. To solicit and receive grants and other funding consistent with the mission of OLAM with the
objective of raising operating capital funds; and
- R. To indemnify and maintain insurance on behalf of any of its Directors, Officers, employees or

agents for liability asserted against or incurred by such person in such capacity or arising out of such

person's status as such, subject to the applicable provisions of the Nevada Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

Section 2. Prohibited Purposes and Powers: Notwithstanding the foregoing statement of purposes and powers, OLAM shall have an exercise only such powers and engage in only such activities as are contemplated and permitted to be carried on by a corporation exempt from federal

income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) thereunder and by a corporation described in and contributions to which are deductible for federal income tax purposes under Section 170(c)(2) of the Internal Revenue Code.

Section 3. Prohibited Acts. OLAM shall not, incidentally or otherwise, afford or pay any pecuniary gain, dividends, or other pecuniary remuneration to any director or officer of the School

or any other private person, and no part of the net income or net earnings of OLAM shall directly or indirectly, be distributable to or otherwise inure to the benefit of any private person; however, that OLAM may pay reasonable compensation for services rendered to or for the benefit of OLAM and may make such other payments and distributions as permitted by these Bylaws herein. OLAM shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code. OLAM shall not participate in nor intervene in (including, without limitation, the publishing of or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 4. Designated Directors and Terms. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the members of the Committee to Form OLAM, also known as the Initial Board of Directors, whose names, term, and expiration date of their term as of the adoption of these Bylaws are as follows.

Name	Term	Term Expires
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Daniel Weintraub	3 years	June 30, 2023
Jennifer Bennett	3 years	June 30, 2023
Robert Dworkin	2 years	June 30, 2022
Edward Goldman	2 years	June 30, 2022
Jeff Geihs	2 years	June 30, 2022
Michael DeLee	1 year	June 30, 2021
Vacant/Parent	1 year	June 30, 2021

Section 5. Number of Directors. The number of Directors of OLAM shall be not fewer than seven (7)

and shall not exceed fifteen (15). The Board shall fix the exact number of Directors, within these

limits, by amendment of the Bylaws.

Section 6. Election of Directors.

A. Election. Except for the Initial Board of Directors, the Board shall elect the Directors by the vote

of a majority of the Directors then in office. Directors-elect assume office subject to approval by the

Charter Entity pursuant to Nevada Revised Statutes Chapter 386.

B. Eligibility. The Board may elect any person who is eligible under the Nevada Revised Statutes and

other applicable laws rules and regulations, is not an employee of OLAM and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of OLAM faithfully and effectively

C. Interested Persons.

i. Not more than forty percent (40%) of the persons serving on the Board may be (i) persons currently being compensated by the school for services rendered to it within the previous twelve (12)

months; or (ii) a sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law

of any such person.

ii. Not more than forty percent (40%) of the voting persons on the Board may be directors, officers,

employees, agents or otherwise affiliated with any single entity (with the exception of the school or

another charter school), regardless of whether said entity is affiliated or otherwise partnered with

the school. For the purposes of the foregoing sentence, "single entity" shall mean any individual

entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates

and partners. The Directors, may, at their sole discretion, waive this restriction upon written request from the school.

iii. In determining eligibility for Board membership and for the holding of positions as board Officers,

OLAM and the Board shall comply with all applicable law and with the terms of OLAM's Charter.

Section 7. Term of Office.

A. Except for the Initial Board of Directors, the Directors elected shall be divided into three classes

for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as

possible.

B. The terms of office of the Directors initially classified shall be as follows: that of the first class

shall expire at the next annual meeting of the Directors, the second class at the second succeeding

annual meeting and the third class at the third succeeding annual meeting. Following the expiration

of these designated terms, the term of each Director shall continue for three (3) years.

C. The term of office of a Director elected to fill a vacancy in these Bylaws begins on the date of the

Director's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy

created because of the resignation, removal, or death of a Director, or (2) for the term specified by

the Board in the case of a vacancy resulting from the increase of the number of Directors authorized.

D. A Director's term of office shall not be shortened by any reduction in the number of Directors

resulting from amendment to the Charter, the Bylaws, or other Board action.

E. A Director's term of office shall not be extended or shortened beyond that for which the Director

was elected by amendment of the school's charter or the Bylaws or other Board action.

Section 8. Time of Elections. The Board shall elect Directors whose terms begin on July 1st of a given

year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at

a Special Meeting called for that purpose.

Section 9. Removal of Directors.

The Board may remove a Director for cause upon two-thirds vote of all Directors (other than the

Director subject to removal). In addition, a Director may be removed from office on examination

and due proof of the truth of a written complaint by any Director, of misconduct, incapacity or

neglect of duty; provided, that at least one week's previous notice of the proposed action shall have

been given to the accused and to each Director. The Board may remove a Director with cause upon

a simple majority vote and without cause upon 75 % vote of all Directors (other than the Director

subject to removal).

Section 10. Resignation.

A Director may resign by giving written notice to the Board Chair or Secretary. The resignation is

effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of

a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Director. Except on notice to the Nevada Attorney General, no director may resign if OLAM would be left without a duly elected director or directors.

Section 11. Vacancies.

A vacancy is deemed to occur on the effective date of the resignation of a Director, upon the removal of a Director, upon declaration of vacancy pursuant to these Bylaws, or upon a Director's

death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number

of Directors. Any reduction of the authorized number of directors shall not result in any directors

being removed before his or her term of office expires.

Section 12. Compensation of Directors.

Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting School business.

(2) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 4). Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2020-21 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board. NAC 388A.130(4):

A proposed sponsor may not accept an application from a committee to form a charter school whose membership includes:

- (a) A potential contractor of the proposed charter school;
 - (b) A potential lessor of a facility that the proposed charter school may lease;
 - (c) A representative of an educational management organization with which the proposed charter school may contract;
 - (d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c);
- or
- (e) Two or more persons who are related by blood or marriage to each other.

(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.

Michael DeLee	Attorney Michael DeLee has served on several Amargosa Town committees and has been a registered lobbyist with the Nevada Legislature since 1995, focusing primarily on water resources issues. He has been serving as the Chairman of the Nye County Board of Equalization for more than 10 years. Mr. DeLee presently serves on the GLVAR Commercial Alliance Committee (CALV) Michael is a practicing attorney licensed in Nevada and California and Nevada real estate broker. He also has a background in internet technology. He assists clients with board governance and aspects of administrative law.
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Dr. Jeff Geihs	Dr. Jeff Geihs has served as dean, assistant principal, and principal for the Clark County School District (CCSD). In June 2012, Dr. Geihs was appointed School Associate Superintendent of the Clark County School District's Turnaround Zone. Dr. Geihs was recently appointed to the Executive Director of the Nevada Association of School Administrators (NASA) where he currently serves.
Dr. Daniel Weintraub	Dr. Weintraub is a licensed Board Certified Behavior Analyst and has worked as an elementary and high school Special Education Teacher. He currently works for the Clark County School District as a Special Education Instructional Facilitator and Child Find Team Lead. Dr. Weintraub teaches Education and Applied Behavior Analysis Courses.
Robert A. Dworkin CPA	Robert A. Dworkin, is a CPA at Jfr Consulting Group Inc. Robert A. Dworkin, CPA assists taxpayers and small businesses with taxes in Henderson NV and the surrounding communities. Mr. Dworkin helps individual and local businesses in or around Henderson NV. Robert A. Dworkin, CPA has years of valuable experience as an IRS registered tax preparer.
Dr. Eddie Goldman	Dr. Goldman has been involved on a number of different school boards and is currently an Associate Superintendent for the Clark County School District. Dr. Goldman has worked as a SE Region Superintendent, Assistant Principal, and Dean of Students as well as a History and Math Teacher.
Jennifer Bennett MS CCC-SLP	Jennifer Bennett is a speech-language pathologist in Henderson, Nevada, with 10 years of experience in education. Jennifer started her career as a Spanish and history teacher and earned a Master's in Education prior to becoming a speech-language pathologist. She spent 6 years working for Clark County School District and now works

	in early intervention, at a local hospital, and for her own private practice.
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(4)

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

Olam Academy will seek a new board member who is representative of the Spring Valley community. The board will also seek a parent from the school on it and will be seeking a new president once the president steps down to become the Executive Director.

(6) 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.

As per section 5 of the bylaws: Section 5. Conflict of Interest.

in any contract when such Director, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to:

i: negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract;

ii: audit bills or claims under the contract; or

iii: appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Chapter 281A of the Nevada Revised Statutes).

B. The Conflict of Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of OLAM. Any Director, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to OLAM's interest.

The Conflict of Interest Policy shall also provide that no Director, officer, employee or committee

member shall:

i: directly or indirectly solicit, accept or receive any gift having a value of twenty-five dollars (\$25)

or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the

performance of his or her official duties, or was intended as a reward for any official action on his or her part;

ii: disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests;

iii: receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or

iv: receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. These restrictions do not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Nevada Revised Statutes Chapter 281A, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the Nevada Revised Statutes, those provisions of the Nevada Revised Statutes shall control.

(7) A. The Board shall adopt a Conflict of Interest Policy. The Conflicts of Interest Policy shall provide that no Director, Officer, employee or committee member shall have an interest, direct or indirect,

(8) 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.*

There are no conflicts of interest. This is addressed in the bylaws.

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

The Board currently has 5 members and the plan is to maintain that board make up through succession planning, asking board members to make recommendations on back filling their positions while doing active recruitment to keep a pipeline of talent full for future needs on the Board of Directors. Pursuant to the Bylaws, the inaugural Board of Directors will each have staggered terms. Upon renewal of terms, the Board Chair position will be renewable in 2-year terms. Other subsequent roles will stagger between two and three years. This ensures that the Board is not placed in a position for constantly recruiting for new Board members and we reduce the risk of losing institutional history.

Directors will serve until removed or replaced by the Board of Directors or the conclusion of the first annual meeting held after he or she assumes office and until a successor has been elected. Board terms are renewable upon mutual consent between the board and the executive

director. The Olam Network has a right of refusal to renewals and new appointments. New members are selected in accordance with board policies and procedures.

Board member qualifications include:

- Believing in the values, mission, and vision of Olam Academy
- Have an area of expertise that will move the organization forward. Examples include charter school, educational, financial, legal, facilities, or fitness programming experience.
- Be able to attend board and committee meetings
- Be able to maintain accountability
- Ability to build relationships
- Fundraising experience

Board member recruitment will be solicited on the school's website. A board application will be collected from anyone that is interested. Board members will also be asked as part of their responsibilities to recruit other board members and their replacement to ensure full board coverage and participation. The Board of Directors will evaluate prospective candidates to determine whether or not they fit the desired qualifications.

(10) 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.

The Board engages in rigorous professional development. It will do so according to the quality standards set forth by the State of Nevada and engage the services of additional consultants and hosts as recommended by Hebrew Public Charter Schools and Nevada Association of School Administrators. We also have a relationship with Education Board Partners whereby we will leverage resources and other professional development opportunities that can offer. Throughout the year, board members will receive training during monthly board meetings as a part of their regularly scheduled calendar. Themes and needs throughout the year for professional development will be designed to be proactive with upcoming needs in governance of the school. Olam Academy has already begun on-boarding of the Board of Directors through virtual trainings regarding the model, strategic planning and alignment as a governing body, nonprofit governance, and charter preparation and drafting. The Board has an independent view that helps shape the organization's agenda rather than simply responding to the view of management. The Board will undergo comprehensive training led by NASA (or a consultancy or organization at the recommendation of national best practices). In addition to the conversations with prospective board members regarding Olam Academy, specific forward-thinking training will include:

- Olam Academy mission and vision and core values
- Olam Academy integrated academic and health and wellness curriculum

- Olam Academy governance – roles, responsibilities and expectations
- Financial and fiduciary responsibility
- Philanthropic board commitments

All members of the Board will sign an individual responsibilities contract to reflect the expansion of

the board's responsibilities.

August <ul style="list-style-type: none"> • Meet staff • Legislative update • Confirm annual board and committee calendars • State test score review for prior year data • Approve any necessary amendments to work plan goals • Review School Achievement plan 	February <ul style="list-style-type: none"> • Approve marketing plan
September <ul style="list-style-type: none"> • Yearly policy review • Administrator goal-setting evaluation 	March <ul style="list-style-type: none"> • Review coming fiscal year budget • Finalize hiring needs for next year • Review stakeholder evaluations
October <ul style="list-style-type: none"> • Audited financial reports • Board assessment 	April <ul style="list-style-type: none"> • Approve coming fiscal year budget • Board evaluation • Initial work plan • Coming year fiscal budget development • Review stakeholder evaluations
November <ul style="list-style-type: none"> • Marketing needs plan • Development/community partnerships plan update 	May <ul style="list-style-type: none"> • Board committees assigned • Board member election if needed • Board officer election if needed • (tentative depending upon state testing schedule)
December <ul style="list-style-type: none"> • No meeting 	June <ul style="list-style-type: none"> • Approve fiscal year budget • Review work plan goals • Vendor contract review • Administrator summative evaluation

January <ul style="list-style-type: none"> • Review marketing plan • Schedule for next year • Administer mid-year evaluation 	July <p>No meeting</p>
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(11) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or academic reports

The board's primary role and responsibility is as the decision maker for Olam Academy. Board members will also be part of all board committees with the board chair and head of school serving on all such committees. These committees will do much of the needed governing work for the school with presentations to the full board for any votes on actionable items.

Board meetings will be held monthly, and the school leadership delivers a school status report including key enrollment, financial and academic performance data. This dashboard report will help the Board of Directors understand if and how the school is doing with regards to strategic

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

The School Advisory Council will help ensure that parents are involved in shared leadership at the school. The School Advisory Council will be composed of parents and teacher elected representatives via procedures and policies set by the executive director. The School Advisory Council will meet monthly for a minimum of eight times each year when school is in session. The Council makes recommendations and participates in a shared decision-making process regarding special school wide events and activities as well as fundraising on the local school level.

Other members of the school community will be invited to attend School Advisory Council meetings in a non-voting capacity. Although this council will strive to create a collaborative and transparent decision-making process that includes representatives and participation from all stakeholder groups, if an agreement cannot be reached on any issues, the executive director - and ultimately the

Board of Directors - will have final authority on all school related matters. The school is deeply dedicated to promoting and supporting parents' involvement in their own children's education. One of the primary benefits of our personalized learning model and small school is that it ensures that each student and parent/guardian is individually known by the school

leaders, staff, and faculty. Olam Academy will promote frequent and open communication between parents and school staff including:

- Attending School Advisory Council and Board of Director meetings;
- Twice annual parent-student-teacher conferences;
- Parent information sessions, parent education sessions, Town Hall meetings, and individual family/student conferences scheduled regularly and as needed;
- A school website, email list serve, phone messaging system, and/or announcements/communications sent home with students in hard copy;
- Parent/Guardian and Student Handbook containing the school's mission, vision, curricular goals, behavioral guidelines, and emergency procedures will be distributed to all families annually in English, Spanish, and any other language needs that arise.

In addition, as valued stakeholders, parents will play an active role in annual decision making work such as creating the Local Control and Accountability Plan, Title I, English Language Learner advisory committees, and more as the school grows and discovers the ways in which they can best support students and families.

(13) 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

The board of directors will adopt the Olam Academy Network grievance policy to support the Executive Director and Olam Academy administration in handling parent or student objections to any Board of Directors policy, decision, administrative procedure, or practice at the school.

GRIEVANCE POLICY AND PROCEDURES: Olam Academy values open communication within its school community, including parents/guardians, students, faculty, staff, administration and the Board of Directors. Olam Academy's grievance policies and procedures pertain to grievances of varied natures; they regulate how parents and students are expected to express grievances about faculty, staff or administrators, and they regulate how faculty and staff are expected to express grievances about other members of the professional community, including peers, supervisors or the administration. Grievances may pertain to interpersonal disputes, to the violation of other Olam Academy policies and procedures, or to perceived or real discrimination or disparities.

The objectives of the Olam Academy grievance policy are threefold:

- 1) to help members of our community resolve conflicts in an open and direct manner;

2) to provide a safe avenue for members of our community to express grievances or report alleged or actual wrong-doing, including behaviors considered discriminatory;

3) to prompt, when necessary, further investigation and outside resolution.

1. If a student has a concern with a teacher or administrator, we strongly encourage the student to set a meeting with the teacher/administrator first. Students are encouraged to advocate for themselves in a respectful, thoughtful manner.

2. Parents/guardians should first speak directly to the person with whom he or she has a concern. Please schedule a meeting with the specific teacher or administrator first.

3. If, after the initial meeting, the conflict is not resolved, the parents/guardians should contact the administrative team and administration to set up a meeting. A plan will be put into place to resolve the issue.

4. If time has passed and the conflict is still not resolved, parents/guardians should follow the formal grievance policy below.

FORMAL GRIEVANCE PROCEDURE: The formal grievance procedure is intended to provide an opportunity for grievances that are either not resolved via the informal process or are significant enough in the mind of the grievant to require a formal investigative and resolution process that is documented in writing.

1. To initiate the formal grievance process, a grievant should submit a signed and dated grievance to the Executive Director. The written grievance should detail the allegations of dispute, breach of policy, or discrimination and should cite the contract, policy or procedure that has been violated.

2. The resolution team will provide acknowledgement of receipt of the written grievance within 5 work days. In addition, within 5 work days, the resolution team will provide a copy of the written grievance to the individual(s) named in the grievances as well as to the administration and Executive Director. If the Executive Director is the named party in the grievance, a copy of the grievance will be provided to the Chair of the Board.

3. Within 30 work days, the resolution team will conduct its own internal investigation, including conducting interviews with all relevant parties, reviewing pertinent documents, reviewing policy, etc.

4. Within 45 work days of the submission of the written grievance, the resolution team will issue a written resolution plan that might include plans for facilitated conflict resolution meetings, recommendations for change in policy or procedure, or suggested next steps.

5. Should a grievant not be satisfied with the manner in which the school's resolution team handles the grievance, he or she should bring the matter to the attention of the board by

contacting the Board Chair. It is important to the integrity of our school that grievances be handled in an informed, direct, fair, and equitable manner. The administration and board share responsibility in ensuring the integrity of the vision and its implementation through the system of due process described in this grievance policy. The final forum for conflict resolution, after a grievant has followed the steps outlined above, will be at the level of the Board of Directors.

(14) 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?

Each board member will conduct a written annual self-evaluation, including consideration of whether the board and its committees are independently knowledgeable concerning school matters. Actions that would trigger consideration for board member removal include lack of attendance, undisclosed conflict of interest, unprofessional demeanor, behavior detrimental to the school, etc.

Any member of the board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of the School.

Goal	Purpose	Outcome Measure
Become a 4-5 star high quality school.	To serve the needs of students in the Spring Valley area and beyond in order to provide a high quality education	Nevada School Performance Framework
Hire and support a strong school leader and language coordinator	The administration of the school will be responsible for making sure that Olam Academy fulfills its mission and values.	Principal survey to be presented to the board annually.
Use resources wisely.	All board members need to understand the schools finances and get the necessary training to do so. Help to approach donors. Set and meet realistic fundraising goals.	Yearly audit and monthly statements from Edtec. Finances to be discussed and presented at each board meeting.

Maintain ethical and legal regulatory compliance	All board members will adhere to the legal and ethical duties of the board. Maintain liability insurance and avoid dual relationships and conflicts. Operate in accordance with bylaws.	Meeting proceedings and board decisions to be monitored and maintained on file. Evidence of liability insurance. Compliance with Nevada open meeting laws. Review of bylaws at least every three years.
Commitment for excellent governance	High quality excellent board members will be recruited from a diverse background. Board chair will successfully lead the board and engage all members. Ensure robust committees are formed to perform duties of the school and its needs.	Non performing board members to be removed from board. Attendance and participation at board meetings documented. Each board member will have clear roles and duties for each committee they are a member of.

LEADERSHIP TEAM

(1) Describe the proposed organizational model; include the following information:

- (a) Organizational charts for year one and one for when the school is at full capacity**
- (b) Job descriptions for each leadership role (provide as Attachment 7**

Executive Director

The Executive Director bears primary responsibility for ensuring the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, securing the school's long-term sustainability.

The Executive Director reports to the Board of Directors and is responsible for the overall operations of the school, collaborating with the principal, who is the instructional leader of the school.

Responsibilities include:

Planning and Operations:

- Collaborate with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly scheduled Board meetings.
- Assist with fundraising for the school.
- Facilitate strategic planning with the Board of Directors
- Diagnose the gaps between where the school is, versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps and move forward as a school.
- Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
- Recruit, develop, evaluate, and retain (and as needed, discipline and terminate) high-performing individuals who are passionate about the overarching mission of Olam Academy.
- Recruit, hire (in collaboration with the Board), supervise, and evaluate the principal of school.
- Collaborate with the principal to assist him/her in fulfilling the educational mission of the school, including working collectively to resolve any personnel issues or other disputes that may arise
- Assist principal with data analysis and oversee all reporting related to student performance.
- Prepare and update as appropriate the Employee Handbook, Health and Safety Handbook, and Family Handbook, and ensure that all parties receive and acknowledge receipt.
- Establish and oversee compliance with the school's emergency and safety plans
- Ensure that an effective performance management system is in place for all staff including the principals.
- Oversee self---evaluation efforts of the school relating to operations, including parent surveys
- Collaborate with the principal to be sure that the school has technology and IT support it needs. Help to see that school has sufficient computer systems.
- Develop appropriate budget projections, in collaboration with back---office services providers.
- Ensure that the school budget is in the black and the school is financially solvent.
- Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the school and increase its donor base within a competitive non-profit (specifically charter school) funding environment.
- Work to ensure a permanent school site.

- Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of back-office staff.

Facilities:

- Pursue appropriate temporary facilities for the school as needed.
- Secure permanent site for school.
- Oversee relevant planning, construction and other activities for school site and occupancy.
- Secure appropriate furnishing, materials, supplies and equipment for school operations.

Outreach and Collaboration:

- Develop and maintain effective relationships with the Kavod Academy, Lashon Academy, and the Hebrew Public Charter School for Global Citizens organization.
- Oversee the accreditation process and any related activities.
- Conduct outreach and serve as a liaison with local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters.
- Establish and maintain partnerships with community service organizations, businesses and local councils and residents.
- Assist with coordinating parent involvement and volunteering.

Communications:

- Oversee the school's website, email/list-serves, newsletter and other means of communication with the parents, teachers, volunteers and other community members.
- Maintain open lines of communication between stakeholders and work to resolve conflicts and disputes that may arise.
- Be a neutral arbiter in interschool disputes.
- Assist principal in coordinating parent education workshops, Town Hall meetings and other forums to discuss the school's mission, vision and operations with parents and other stakeholders.

Principal:

Attends to issues that concern Olam Academy Charter School as a whole;
ensures that the school is meeting its mission and vision by facilitating

communication and building consensus among teachers, staff, families, the Board, and the authorizer in support of the school's mission

- Oversees Special Education Program implementation and compliance
- Develops a larger vision for the future direction of the school while overseeing its day-to-day operations
- Ensures the administrative success of all school programs and compliance with the school's approved charter, Board policies, appropriate governmental statutes, its authorizer's regulations and all other applicable governmental laws and regulations
- Fosters the achievement of all LOLam Academy Charter School students and the continual renewal of its charter by its authorizer
- Communicates the vision of the school to the general public by representing the school to parents, community leaders and the media
- Maintains overall responsibility for the public relations, marketing and communication between the School and its key stakeholders
- Oversees implementation of parent outreach and student recruitment
- Designs and oversees the budget and all fiscal reports and audit procedures with the support of the Board Treasurer and the fiscal services provider
- Monitors legislative and policy developments related to programmatic and fiscal operations
- Leads the hiring process with the support of the Executive Director.

Enhances teachers' understanding and instruction of Nevada State Standards to facilitate meeting

API/AYP targets and to further the mission of Olam Academy Charter School

- Oversees the compliant administration of all required standardized tests
- Analyzes formative and summative student assessment data to guide
- improved student achievement
- Leads faculty development of curriculum and instructional strategies
- Designs a staff development plan which is data driven and consistent with
- fostering measurable student outcomes
- Evaluates faculty and staff
- Oversees licensing paperwork and the monitoring process
- Enforces student discipline policy
- Receives complaints and grievances and responds appropriately to address or
resolve the concerns
- Reports to the Olam Academy Board
- Supports work of Board committees

Curriculum Coordinator

- Oversees the language integration program at Olam Academy Charter School
- Creates a timetable for internal and state-mandated external assessments and supervises its implementation
- Measures the success of all education programs at the school using Nevada content standards, the Proficiency Approach, and the national standards for foreign language learning.
- Analyzes assessment data to track English Learners' second language mastery
- Coordinates with Special Education teachers regarding instruction of children with special needs and oversees implementation of services for students with special needs
- Coordinates with outside professional developers and other consultants in the development and implementation of the school curriculum

- Coordinates assessment, observation and evaluation of teachers with the Principal
- Supports the Principal to do the following:
 - Enhance teachers' understanding and instruction of Nevada frameworks and content standards to facilitate meeting API/AYP targets and to further the mission of Olam Academy Charter School
 - Analyze student assessment data to guide improved student achievement
 - Lead faculty development of curriculum and instructional strategies
 - Design a staff development plan which is data driven and consistent with fostering measurable student outcomes
 - Evaluate faculty and staff
 - Oversee licensing paperwork and the monitoring process
 - Works collaboratively with teachers
 - To assist with curriculum development
 - To integrate Modern Hebrew language and Spanish language effectively into the curriculum in age- and culturally-appropriate ways
 - To develop and implement the integration of service learning into the curriculum
 - To develop and adapt specialized curriculum related to Modern Hebrew language integration along with the relevancy of the native cultures including American culture in general and to the Culture and History of Israel and its Immigrant Communities specifically as well as the culture and history of Latin America.
- Writes and submits reports regarding program goals and student progress as required by the Principal

Assistant Principal

The Assistant Principal is a key leader responsible for a strategic and tactical role in the cultural development of Olam Academy.

Responsibilities include:

- Contribute towards a safe environment for learning ensuring that student conduct and culture is maintained and discipline is enforced fairly and consistently.

- Create and refinement of the discipline program, which corresponds to the vision and mission.
- Work directly with the Head of School to develop behavioral and cultural goals for the school for the school year.
- Participate with the leadership team and model leadership and professionalism in support of the entire Olam Academy.
- Collaborate with vice principal at Lashon Academy and Kavod Academy for best discipline practices.
- Uphold school policies including dress code, food policy, and discipline.
- Ensure policies are included and up to date in the Family Handbook
- Ensure staff can explain and accurately describe purpose of policies and lead/manage staff to consistent implementation of policies. Be responsible for staff acknowledgement of policies.
- Support principal in implementation of weekly community meetings as needed
- Serve as point person for all immediate discipline concerns
- Establish and uphold referral process for students (to and through being sent to the office)
- Maintain daily documentation of disciplinary incidents (clearly progress monitoring student behavior)
- Communicate with staff regarding behavioral incidents within 24 hours of incident
- Document all behavioral incidents in a Google doc and in Infinite Campus
- Communicate with families and students on an ongoing basis
- Monitor lunch detention on a daily basis --- track student attendance and behavior, ensure follow through of consequences for all disciplinary cases
- Manage additional structures necessary to enforce accountable consequences for disciplinary actions

- Manage Restorative Justice as part of disciplinary process (in coordination with consequence system)
- Work with students, families, teachers, Head of School, and Community Liaison to ensure that the Restorative Justice program is indeed restorative rather than punitive
- Organizational Commitment
- Assist principal in Writing curriculum, Writing grants and attending grant interviews.
- Also assist with hiring and doing home visits.
- Attend weekly Student Support Team meetings and provide up to date data on relevant Students.
- Attend Leadership Team meetings
- Serve as an advisory team member for short and long term strategic as well as operational planning.
- Report monthly to the school board on discipline trends

Professionalism

- Participates fully and actively in Professional Development

(c) Resumes of all current leadership (provide as Attachment 8). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2021-22 school year.

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

The Olam LV Board is seeking a candidate that can demonstrate at least 10% annual academic growth rates, particularly in high FRL, SPED and ELL populations and ideally a candidate who has played a key role in “turning around” a school – for example, leading a school from a 1-2-star rating to a 3 or higher star rating.

Dr. Weintraub's experience will be paired with a highly qualified head of School. Olam Academy will conduct a nation-wide search underway with a pool of finalist highly qualified applicants to select from.

A Selection Team including Dr. Weintraub, Eddie Goldman, Jeff Geihs, Michael DeLee, and Jennifer Bennett, will evaluate candidates, conduct interviews and aims for selection in February/March 2021. Of high importance to the selection team is finding a candidate with the following attributes:

- At least five years of teaching experience, ideally in a high FRL, ELL, and SPED setting
- A Master's Degree in Education and/or Administrative Credential or equivalent
- Experience recruiting, hiring, training and supervising teachers, ideally in a charter, independent or public school that has a record of high achievement with the target population of Spring Valley.
- Evidence of high-progress student outcomes and high annual growth
- Significant experience with a workshop model approach to teaching and learning, and student--centered/data driven instruction with language experience.
- Track record in working with diverse populations, English learners, special education and Gifted students
- Excellent communication skills and experience motivating and working with a variety of diverse stakeholders and local community members

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

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

Collective Qualifications: Olam Academy is set up for success with a dynamic, accomplished school leadership team backed by a depth of experience. The Committee to Form (CTF) includes individuals with the experience and expertise to effectively oversee the school and its operations. Highlights of the breadth of experience include:

- Over 90 years of educational experience, including teaching and administrative.
- Experience developing curriculum and instructing

- Experience administering human resources in a public school environment
- Experience conducting school assessments
- Over 100 years of financial management and legal experience
- Experience developing community partnerships and working with local business owners to develop partnerships
- Marketing and fundraising experience
- Community outreach (materials, manning information tables)
- Over (29 years) years of experience working as part of a non-profit to offer mentoring programs at-risk youth,
- Executive management experience
- Board leadership experience including charter school leadership
- 1 members are Certified Public Accountants with extensive accounting and management experience
- Over a decade of successful school turnaround experience with schools that prior to turnaround implementation were the lowest performing in the state.
- One board member founded West Prep Prek-12 Academy.
- Over 10 years of education and assessing students with severe profound disability

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

Hebrew Public Charter Schools for Global Citizens and NASA will support the Executive Director of Olam Academy and provide training and coaching. Coaching and training will consist of monthly 1 hour sessions on a host of topics including integrating the workshop model into instruction, development of a vibrant and lasting Hebrew curriculum, developing school culture, diversity and inclusion, fundraising, community outreach and parent involvement, integrating SPED students, among others listed in the Master Service Agreement.

In addition to the program training, the Executive Director will receive monthly coaching with NASA and work with the executive director of Lashon Academy and Kavod Academy.

Core competencies for the Executive Director include:

- Entrepreneurial spirit
- Board management
- Growth mindset
- Results and data-driven
- Passion for the use of languages in schools and how it affects growth and learning development.
- Ability to recruit volunteers from Israel called shin shin to come and work with the school.
- Ability to fundraise and reach out to the community at large.
- Strategic and tactical
- Influencer and stakeholder
- Strong leader and project manager
- Belief in teacher autonomy and leadership

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

The Executive Director and principal will be the primary recruiter and hiring manager for support staff, classroom staff, and support services. These school leaders will collaborate and work together for the betterment of Olam Academy. Certain critical positions may include participation by a board member and or advisor from Hebrew Public Charter for Global Citizens in the process to ensure the best fit and qualified candidates are hired.

Developing the language coordinator is core to the model, due to the unique nature of the school structure and design as compared to a traditional elementary school and the language model proposed. All new teachers receive an initial onboarding from the Executive Director and administration. Retention of high performing teachers is rooted into the school's culture. Olam Academy teachers stay with the school because of the autonomy they are given in the classroom and the support they receive.

Being part of the first charter school focusing on languages at the elementary level and global cultures is an exciting prospect for teachers and will make them want to grow with the school. The school leaders will recognize and reward great teaching moments with a Thank You and a special recognition such as a luncheon and special event.

(2) 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?

The Executive Director and Principal will receive guidance from Hebrew Public Charter for Global citizens as well as Kavod Academy and Lashon Academy. The leadership team will strive to model the culture and also work to incorporate professional development for staff, performance plans, coaching sessions, and staff meetings. The culture of the school will also be evident via visual displays on the walls at the school and performances in specials.

The School leaders are expected to model Olam Academy school culture by participating in the language classes, by spearheading and championing the Olam Academy community meetings, by wearing Olam Academy shirts and school colors, by welcoming and inviting student and parent/guardian input, by incorporating professional development and data driven decision-making into regular staff meetings. They will also assist by managing employee performance against academic and school goals for the school and recognizing and rewarding performance and achievement as a team.

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 0

Executive Director and Principal to develop the school. Support to be received from Hebrew Public Charter for Global Citizens, NASA, Lashon Academy, and Kavod Academy during this period.

Year 1

Language Coordinator

Office Manager

12 Licensed teachers,

3 Specialists (music/dance, art, P.E.),

Olam Academy will hire TESOL endorsed teachers or those who are willing to seek the endorsement whenever possible and at a minimum the Special Education teacher will be TESOL endorsed.

1 Office Manager

Psychologist (will be hired under a contract)

Additional specialties needed (SLP, OT, PT) for SPED will be sought through contracts with service providers.

Nurse hired on as needed basis and contracted.

Year 2

15 licensed teachers

3 Specialists (music/dance, art, P.E.),

Assistant Principal – Special Education and Title I background desired.

Assistant Principal – Special Education and Title I background desired.

Principal

Executive Director

Year 3

Assistant Principal – Special Education and Title I background desired.

Principal

Executive Director

18 licensed teachers

1 teacher per subject will be identified as the lead teacher (Dean or Master teacher) and receive a pay increase in this year.

1 Counselor/Psychologist

3 Specialists (music/dance, art, P.E.),

Year 4

1 Special Education Instructional Facilitator.

Olam Academy will also have volunteers from Israel called Shin Shin who do volunteer work to work with the kids on a voluntary basis.

22 licensed teachers

1 Counselor/Psychologist

3 Specialists (music/dance, art, P.E.),

Assistant Principal – Special Education and Title I background desired.

Principal

Executive Director

Proposed New School

Year	2022-23	2023-24	2024-25	2025-26	2026-27
EMO/CMO Organization Positions					
Executive Director					
Head of School					
Office Manager					
Director of Administration/Finance					
Director of Enrollment and Community Partnership					
Office Staff					
[Specify]					
[Specify]					
Total Back-Office FTEs					
School Staff					
Principal	1	1	1	1	1
Assistant Principals		1	1	1	1
Language Coordinator	1	1	1	1	1
Office Manager	1	1	1	1	1
Executive Director	1	1	1	1	1
Classroom Teachers (Core Subjects)	12	15	18	22	25
Classroom Teachers (Specials)	3	3	3	3	3
Special Education Teachers	1	2	4	4	4
ELL/TESOL Teachers					

Related Service Positions (OT, SLP, PT, Ed. Psych)	As needed	As needed	As needed	As needed	As needed
Student Support Position 2 [specify]					
Counselor/Psychologist			1	1	1
Paraprofessional (as needed)	As needed	As needed	As needed	As needed	As needed
Teacher Aides and Assistants	1	1	2	2	3
School Operations Support Staff					
Special Education Instructional Facilitator			1	1	1
Other (please specify)					
Other (please specify)					
Total FTEs at School	21	26	34	38	42

Add as many other lines as is necessary to capture all employees your school will hire.

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.

- Hiring Licensed Employees: Administration, with assistance from the Executive Director, shall plan, organize and direct a program of recruitment and selection to obtain the best qualified applicants to be considered for employment in positions requiring a license.
- Recruitment contacts will be made with teacher placement offices at accredited colleges and universities; referrals will be requested from community sources and employees; position vacancies will be posted on the school website. Other social media outlets and websites such as craigslist and indeed.com will be used. We will also look into word of mouth referrals.
- All applicants must submit official copies of transcripts, names and current addresses of professional references, teacher placement files (when available), proof of NCLB Highly Qualified Status, and all applicable valid licenses.
- Consideration will be given to applicants who meet the minimum training qualifications specified in the Nevada Administrative Code.

- Administration will be involved with screening of applications or resumes for qualifications, interview candidates, and coordinate final screening activities for candidates who meet the minimum qualifications and are selected for consideration.
- All employees must complete an Employment Eligibility Verification I-9 form.
- The principal has the final decision on hiring licensed personnel and will make this decision with the Executive Director.
- An offer letter, executed by the principal, is sent to the proposed licensed employee.
- An Employment Contract must be executed by the Licensed Employee and the principal.
- Native Hebrew speakers will be sought for the Hebrew speaking positions and native and fluent Spanish speakers will be recruited for the Specialist positions.

(1) Describe your plan to recruit and hire teachers/staff who are representative of your student body. Additional school leadership positions should be addressed based on 1) numbers of students and staff to supervise and 2) specific needs dealing with curriculum and language leadership. Strategy, plans, and timelines for recruiting and hiring teachers. Explain key selection criteria and timeline for recruiting and hiring teachers. Explain key selection, criteria and any special consideration relevant to your school design as determined by the State Department of Education.

Given the current state of the pandemic and the uncertainty regarding the opening of schools for in school attendance as opposed to distance education, makes it extremely difficult to recruit teachers to work in unchartered territories especially when looking to open a new school with a new outlook.

Given that, the recruiting of teachers could follow, in general, the practices of the Clark County School District as well as those of other private and charter schools in the county given special attention to hire teachers fluent in Spanish and/or Hebrew as well as similar schools across the country.

As a general rule, much emphasis today is placed on internet recruitment rather than job fairs, however, utilization should be made of colleges and other organizations who specialize in language recruitment of teachers as well as in the area of general studies.

(2) 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.

Executive Director, Head of School and other Administrative Staff salaries have been set in the middle range of the CCSD Administrative Salary Schedule range which goes from \$59,000 on the low end to \$130,000 on the high end.

- Most teacher pay will be set at \$42,000 a year which is from the CCSD Licensed Professional (Teacher) Salary Schedule table.
- Assistant Principal salary will be set at \$80,000 and Language Coordinator at \$54,000.
- Also, Olam pays 80% of medical insurance

- Other instructional assistance and specialists will get paid \$38,000 per year.
- Retirement benefits were determined based on the Nevada State PERS contribution of 15.2528%.
- Medical benefits will be market competitive and will be done through Sierra Nevada Health.
- Retention of high performing teachers is stemmed in the school's culture. Olam Academy offers a unique and refreshing approach to education whereby language is taught from Kindergarten. Teachers will enjoy the support they get from administration and the language coordinator at the school. The school leaders will recognize and reward great teaching moments through staff meetings and special recognition such as a luncheon paid for by Olam Academy.

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

27-28 students to 1 teacher. Minimum of 20 teachers, 1 principal, 1 language coordinator.

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

Human Resources person does background checks and fingerprint checks. Principal follows up on references. Principal hires and fires school personnel. Principal with approval of the governing board will be responsible for hiring and firing of personnel.

- In accordance with Nevada law, all new employees must be fingerprinted by the Central Repository for Nevada Records of Criminal History and the Federal Bureau of Investigation.
- Upon renewal of their license, returning licensed employees must also be re-fingerprinted and go through the criminal history and background check process.
- Applicants shall provide information which explains any prior arrests, investigations, and/or convictions, including a confidential letter of explanation, copies of arrest records,
- Dismissal of Employees: Licensed and non-licensed administrative employees may be suspended, dismissed, demoted, or not reemployed for any reason listed in NRS 391.750. Compliance with the procedures set forth in NRS 391.650 to 391.830, inclusive, shall be required for all employees. Dismissal will occur upon completion of a scaffolded performance review process that includes the following escalations:
 - Verbal warning - issued by the employee's Supervisor and re-confirmed via an email to the employee. The Supervisor must inform the Executive Director of the impending disciplinary issue.

- Written warning -issued by the employee's Supervisor and submitted via electronic and postal mail to the employee. The Supervisor must inform the Executive Director of the impending disciplinary issue.
- Performance Improvement plan - should the employee still encounter challenges within the role, Olam Academy must do everything to support the staff member by helping to pinpoint specific areas of improvement and leverage successes. The plan timeline can vary from 30 days to 120 days depending upon the need of the issuing Supervisor. All Performance Improvement Plans should be alerted to the Board as it may be an indicator of staff retention.
- Termination or non-renewal of Teacher Contract: in the unfortunate event that the employee still has not .Under the applicable contract, the principal, and teachers agree that the following events may result in termination but are not exhaustive. The school may immediately terminate the Employment Agreement, during its term, if the contracted employee fails to perform essential duties and/or the contracted employee engages in any of the following:
 - Dishonest conduct;
 - Gross misconduct or gross dereliction of duty;
 - Material fraud against the school and/or governing board or material misrepresentations;
 - Violations of any federal or state criminal law;
 - Acts of moral turpitude or criminal conduct;
 - Illegal or questionable activities that would reflect poorly on the school and/or Governing Board;
 - Insubordination toward the Governing Board;
 - Failure to perform the duties as prescribed in the Employment Contract;
 - Acts which jeopardize the health, safety, or welfare of the students/School.
 - Failure to correct any material deficiency of which the Board has given prior written notice of such deficiency;
 - Any other good cause shown.

(3) 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.

Teachers will be supported and developed by frequent classroom visits. The administrator will provide pre and post conferences. Lead teachers will also supervise newer teachers.

Both Olam Academy and Hebrew Public Charter for Global Citizens believe that coaching and other learning supports that the teacher receives should be paired with a meaningful evaluation process so that they understand the performance standards that are expected of them and can gauge their progress toward meeting these standards.

Olam Academy will use the CCSD teacher performance management system and evaluation process. Teachers will be evaluated on an annual basis with a mid-year review. Weekly coaching and mentoring will occur between Teachers and administration through staff meetings and Professional Development to monitor progress and troubleshoot issues in real time.

Olam Academy greatly respects its teachers and seeks to support and nurture them to the greatest extent possible. In addition to remaining aligned with the CCSD teacher pay scale we understand that the biggest key to teacher retention is value driven and based on relationships with teachers where they feel they belong, where they are recognized for their efforts, where they feel both challenged and supported, and where they are given room to grow. Administration including the language coordinator will be highly involved in finding the practices to promote second language development and mastery of Nevada State Standards.

The goals of the Olam Academy professional development program are informed by the view that: "Effective teaching is not about a method. It is about understanding and implementing principles of learning." Professional development is the vehicle through which teachers acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. The process of designing and coordinating the professional development program will be led by the Administration and the language coordinator. These instructional leaders will work on a daily basis coaching the school's instructional staff and providing training and guidance in their work with all learners, including ELs, students with disabilities, students achieving below grade level socioeconomically disadvantaged students and gifted students. As necessary, the Principal and Language Coordinator may engage outside consultants to provide specific training to teachers.

Olam Academy's embedded professional development is designed to achieve these goals by integrating professional development activities throughout the workday. It will be embedded in the assignments and analyses that teachers perform every day as they continually draw understanding about their performance from student performance.

At Olam Academy teachers will learn together. They will address areas of concern in teams or as a whole faculty because every teacher will feel responsible for the success of every student in the school community. Teachers, with the support and guidance of the school's instructional leadership, will build capacity within their own professional environment. In the process, as adult learners, teachers will become avid seekers of research and best practices that will help them strengthen their instructional practice and reinforce the shared culture of learning.

The instructional leaders will have access to educational consultants from the Hebrew Charter School Center (HCSC) to support the development, implementation and sustainability of Hebrew-language focused charter schools nationwide. Olam Academy will become a member of HCSC's growing national network of Hebrew-language focused charter schools. HCSC support includes curriculum development, professional development, leadership capacity building, technical assistance, start-up and other programmatic and grant opportunities.

HCSC does not charge fees to schools that receive its services. Curriculum and instructional professionals from HCSC will be engaged with the Olam Academy Principal and Language

Coordinator in support of professional development of teachers in curriculum and instruction in all core subjects.

HCSC will also actively support the implementation and integration of the Culture and History of Israel and its Immigrant Communities curriculum in the school. HCSC will be engaged in professional development of the Modern Hebrew language program and use of the Proficiency Approach. This support will include workshops that will provide a deep understanding of ACTFL Proficiency Guidelines,

ACTFL K-12 World Languages Standards, ongoing training in language instructional tools, such as lesson planning, unit planning, goal articulation, material development and formative and summative assessment. Moreover, Olam Academy will work with Lashon Academy in Los Angeles and Kavod Academy in San Diego as a support network as well as Nevada Association of School Administrators. The professional development for Hebrew and Spanish teachers aims to ensure that they demonstrate an understanding of different theories and stages of second language acquisition.

They will also need to demonstrate an understanding of what communicative language instruction entails, by planning language learning activities that don't rely on mechanical or rote practice, but engage students in all 3 modes of communication (Interpersonal, Interpretational, Presentational), and consist of meaningful linguistic transactions. Hebrew and Spanish teachers will be supported by outlines of units already designed by different HCSC schools, and will be given the necessary tools, as described above, to "make the units their own." Ongoing, in-service professional development will equip the Hebrew and Spanish teachers with the necessary skills to adapt or modify ("differentiate") the learning experiences and the materials to their specific students' learning styles, interests and paces. Additionally, all Hebrew teachers receive an ACTFL

In the general studies areas, professional development will include proper implementation of the Teachers College Readers and Writers Project and the instructional workshop model generally, as well as, support in assessment and particulars around specific instructional material choices and their support of the curriculum, among other areas.

Professional Development
<ul style="list-style-type: none">• Olam Academy - will provide extensive Professional Development for entire teaching staff and Principal on the following topics:• Nevada State Standards ELA/ELD, Math, NGSS• NWEA MAP Assessments• I-Ready Diagnostic and Growth Monitoring• Data Analysis• Portfolio Reviews• Writing Rubrics• Differentiated Instruction

- Principles of Learning
- Provide a minimum of 5 days of Summer Professional Development for all teachers & Principal
- Provide a minimum of 4 non-instructional days during the school year to review/analyze data, assess instructional practice, and provide professional development
- Provide at least 2 days of Professional Development End-of-Year (non-instructional days)
- Costs for Consultants for Professional Development.
- Hebrew teachers will receive professional development from Olam Hebrew Consultant; includes Hebrew Curriculum and Instructional strategies.
- Provide learning opportunities for teachers, Principal, and Director of Curriculum and Instruction

(7) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 12, your leadership evaluation tool(s), as well as any supporting protocols or documentation. *If your proposed school is a single-site school/not part of a network of schools, the board should provide their plans in response to these prompts.*

The school leader of Olam Academy will be supported by Hebrew Global Charter in New York and the Nevada Association of School Administrators. The school leader will also work with the school leaders at Kavod and Lashon Charter schools. They can attend conferences.

The Board will be responsible for hiring and supervising the Executive Director. The Executive Director shall embody, advocate, and put into operation the mission, vision and strategic direction of Olam Academy, and oversee all aspects of the organization, including financial, operational, educational operations, and strategic planning. The Executive Director shall not be a member of the Executive Board and have general supervision, direction and control over the corporation's business and officers, subject to the control of the Board of Directors.

The Executive Director will hire, supervise, evaluate discipline and, as needed, dismiss the Principal of the school. The Principal may, in collaboration with the Executive Director, hire, promote, discipline and, as needed, dismiss staff and teachers at the school. Olam Academy will adopt the formal evaluation process of CCSD starting off to evaluate the head of school. The Board will ensure that the Executive Director is evaluated formally at least once annually. The Principal and language coordinator will receive a performance evaluation annually with a mid-year review. The goals set for Olam Academy will form a large part of the performance plan for the school leaders.

(4) 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.

If a principal is fired or resigns, the immediate replacement would be the assistant principal. The language coordinator or a retired principal who would be willing to step in would be next in line. School leaders will be cultivated and developed by using an experienced leader to

mentor the principal. Nevada Association of School Administrators will provide guidance and support.

Successful implementation and sustainability of our vision and mission cannot hinge on a single leader. Our succession plan begins by thoroughly involving all staff and families in the vision. By providing continual professional growth opportunities for our staff, Olam Academy will be in a great position to retain our strongest teachers. The intent and expectation is to develop leadership skills and capacity for all staff. Using this model, Olam Academy can identify talent within the school that has demonstrated the ability to fulfill a continuum of increasingly complex leadership positions and opportunities. Olam Academy nurtures school leaders and would like to see teachers continue to grow and take on higher levels of responsibility and critical positions within the school, which leads to better teacher retention and a succession of leadership. Olam Academy seeks to recruit from within.

Once a leadership change becomes imminent, we will begin by collaborating with the Hebrew Public Charter School for Global Citizens network to identify and hire a new school leader. The hiring and selection process will be focused on ensuring the right candidate is selected – whether that is through internal succession or from outside the school. We will recruit and use external sources (job posting, Teach for America, referrals, etc.) to find qualified candidates.

Our process begins with reviewing and confirming the list of skills, knowledge, and attitudes that are desired from the staff and parent groups. The Executive Director will convene a representative interview team that includes parents, teachers, current school administration, and community partners. Interview questions and selection criteria will be developed by the interview team, which align with the confirmed list of knowledge, skills, and attitudes from stakeholder groups.

Finalists will be identified through an interview process, which may include a building walkthrough of their previous schools. A forum would be set up to allow parents the opportunity to meet and ask questions of the finalists and provide input. The Executive Director is responsible for the final selection and confirmation of hiring for the Head of School. To be truly collaborative in hiring a new Head of School when a vacancy occurs, the actual process would be developed and confirmed by the current staff and other stakeholders.

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

School administrator: will supervise employees, manage budget, interact with state and other agencies (charter board).

EdTec will provide payroll, benefits, and back office support.

The Executive Director will hire, supervise, evaluate discipline and, as needed, dismiss the Principal of the school. The Principal may, in collaboration with the Executive Director, hire, promote, discipline and, as needed, dismiss staff and teachers at the school.

The language coordinator will be in charge of the Spanish and Hebrew curriculum. This person will work in close contact with Hebrew Public Charter School for Global Citizens as well as the language coordinator at Lashon Academy and Kavod Academy to develop and maintain a Hebrew curriculum.

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

Olam Academy will identify and address unsatisfactory leadership or teacher performance through frequent monitoring and meeting of executive and governing board. Principal will need to justify him/herself to the board for decisions made. Principal will address teacher performance and performance evaluations based on written job descriptions and expectations. The teachers and leadership we hire via a careful evaluation and input which will lead to hiring of competent teachers and leaders. If the teachers don't perform we give adequate time to improve and offer assistance (observing other teachers, surrounding areas, mentoring).

Dismissal will occur upon completion of a scaffolded performance review process that includes the following escalations:

- Verbal warning - issued by the employee's Supervisor and re-confirmed via an email to the employee. The Supervisor must inform the Executive Director of the impending disciplinary issue.
- Written warning - issued by the employee's Supervisor and submitted via electronic and postal mail to the employee. The Supervisor must inform the Executive Director of the impending disciplinary issue.
- Performance Improvement plan - should the employee still encounter challenges within the role, Olam Academy must do everything to support the staff member by helping to pinpoint specific areas of improvement and leverage successes. The plan timeline can vary from 30 days to 120 days depending upon the need of the issuing Supervisor. All Performance Improvement Plans should be alerted to the Board as it may be an indicator of staff retention.
- Termination or non-renewal of Teacher Contract: in the unfortunate event that the

employee still has not

Under the applicable contract, the principal, and teachers agree that the following events may result

in termination but are not exhaustive. The school may immediately terminate the Employment Agreement, during its term, if the contracted employee fails to perform essential duties and/or the

contracted employee engages in any of the following:

- Dishonest conduct;
- Gross misconduct or gross dereliction of duty;
- Material fraud against the school and/or governing board or material misrepresentations;
- Violations of any federal or state criminal law;
- Acts of moral turpitude or criminal conduct;
- Illegal or questionable activities that would reflect poorly on the school and/or Governing Board;
- Insubordination toward the Governing Board;
- Failure to perform the duties as prescribed in the Employment Contract;
- Acts which jeopardize the health, safety, or welfare of the students/School.
- Failure to correct any material deficiency of which the Board has given prior written notice of such deficiency;
- Any other good cause shown.

(7) 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.

We are outsourcing payroll and benefits to EdTec. We manage with internal employees and outsource when necessary. EdTec will provide our core human resources functions. Ed Tec will provide a comprehensive range of services in the areas of charter school application development, back office, school data and compliance, school software, and consulting. EdTec will work on the financials of the school as well as assist with the financial portion of grant

writing and attend board meetings to give financial news. This information is included in our budget.

(8) 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.

(9) 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.

An integral mission of Olam Academy is to teach understanding and acceptance of the diverse cultures in our community and world. As part of our recruitment plan, we will ensure that the school is representative of the community that it is in. We will make sure to ensure that school consists of students from diverse backgrounds including socioeconomic, religious, ethnic, gender identity, sexual orientation, and special learning needs. Olam Academy will collaborate with Kavod Charter School in San Diego and receive support from Lashon Academy in Los Angeles. Olam Academy is also receiving support from Hebrew Public Charter Schools for Global Citizens in New York. We will be using this support to ensure that we are reaching our target community. The school will be located in the Spring Valley area and will be a neighbor to many 1 and 2 star schools such as Gray, Kim, Diskin, Decker, Wynn, and M. Earl elementary.

(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.

Olam Academy has been gaining interest through social media, Facebook, sending emails to prospective parents and students, word of mouth. Olam Academy currently has 266 parents that filled out the Google link showing interest in attending the school. Upon approval of the charter, we will begin the enrollment process and continue recruiting efforts. Open enrollment begins the first week after winter break. The lottery will be held in March before the next school year. The families will receive an acceptance letter by email.

(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 enrollment goal for Fall 2021 is 300 students in K-5. The target re-enrollment rate for each year is 75%. It is unclear what the enrollment patterns will be. Olam Academy plans on maintaining a wait list. The Executive Director is responsible for enrollment with oversight from the Governing Board. Together we will monitor enrollment and recruitment.

(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?

Staff will be trained during staff training on FAPE and NAC and be cognizant of our non-discrimination policy and open lottery process. This policy will be in our staff handbook and any staff involved with recruitment and enrollment will receive training from the Executive Director and administration.

(10) 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?

Olam Academy will continue to recruit throughout the year. Olam Academy will do community outreach and will maintain a waitlist in the case that a student seat becomes vacant. Olam Academy will have a PTO committee in charge of recruitment. We also plan to work with local partners and community members in attending community events. Olam Academy will recruit students in and out of Spring Valley to ensure that the local community is represented in the school.

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

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

Number of Students

Grade Level	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	81	81	81	81	81	81
1st	81	81	81	81	81	81
2nd	81	81	81	81	81	81
3rd		27	54	81	81	81
4th				27	56	81
5th					27	27

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

We plan to open with kindergarten to second grade with 81 students in each grade level. Our model will also include a cohort learning online and spread out through each class. There will be 81 kids per grade level resulting in 6 teachers. Core subjects will include math, ELA, science, social studies, Hebrew, and Spanish in year one start up. We plan on increasing a grade and students each year for the first five years up to fifth grade. The recruitment process will be repeated each year to add 27-54 kids and add a grade level.

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

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2020-2021) to ensure that the school is ready for a successful launch in fall 2021.

Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 14 (“Incubation Year Planning Table”).

(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.

NASA and Hebrew Public Charter for Global Citizens will provide Year 0 training for Head of School/Executive Director. The trainings will occur during a 6-9 month leadership program which includes training webinars, site visits, and monthly executive coaching from Jeff Geihs (NASA) and Jon Rosenberg. Further, the Executive Director has, and is currently attending, authority workshops and training for charter school operators. He has completed the following workshops:

- National Charter School Conference Attendance
- CSAN Charter School 101 training
- CSAN annual conference

Additional topics covered in leadership training with the Hebrew Public Charter School for Global Citizens include, but are not limited to:

- Fund development and external relations training;
- Leadership coaching.
- Hebrew Curriculum
- Communications planning, including media-related requests and training; and training on proven pedagogical practices.

Olam Academy plans on becoming a member of CSAN.

Furthermore, through NASA will receive the following support:

- Training for administrators.
- Relevant workshops for the professional development of teachers and administrators.
- Working with ELL learners, SPED students and monthly coaching for the executive director

(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.

Daniel Weintraub, planned Executive Director for Olam Academy, is committed to continue to work to develop the school in year 0 and is putting together a team of experts to work on a permanent location for Year 2.

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.

Transportation will not be provided by the school unless indicated on a student's IEP. Steps will be in place to make sure that transportation is not an issue for any student.

See Attachment # for school staffing model. See Attachment # for detailed school financial plan and Attachment # for the corresponding budget narrative. Funding for the school in that plan is 100% from the per pupil state funding. Olam Academy plans on applying for multiple grants to provide additional flexibility and resources for the school. The Head of School will be responsible for day to day operations. As the school grows, a Director of Operations will be hired to assume responsibility for facility managements, handling day to day issues and crisis that arises at the school, and manage the food services program.

(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.

Olam Academy will apply to be a participant of the National School Lunch and Breakfast Programs. Food service will abide by State and Federal Laws for Health and Safety. Olam Academy's budget includes \$9,375 annually for program start up and to cover any students that may not be covered by the national program. Olam Academy assumes in subsequent years that costs will go down as the process becomes routine. Olam Academy will possibly use Three Square as a potential vendor to provide meals at or below the cost of the federal reimbursement rate.

Food Policy: Students at Olam Academy will have the option of purchasing food from the cafeteria or bringing their own food. Olam Academy will follow the nutritional guidelines of the state. Nuts will not be allowed on campus, neither will soda or sugar.

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

We do not currently have a site. We will be leasing a facility long term. Olam Academy anticipates that maintenance, janitorial, and landscaping will be included in the lease agreement.

(d) School health and nursing services: Describe your plans for providing nursing services, including, how student required immunizations will be monitored.

Olam Academy will provide health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed. The Governing Body will contract with the appropriate trained and qualified health professionals to deliver services to such students. Professional development will be provided to the new faculty and staff on the administration of CPR for on-site immediate service. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be assigned as a collateral duty and will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract will be provided to the Authority upon its finality. State required examinations for auditory and vision problems will be conducted by the FASA. The FASA will be responsible for notifying the parents/guardians of any student who has a problem with visual, auditory, or height and weight screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

(e) Purchasing processes

The administrator will be designated as the purchasing agent for Olam Academy. The Executive Director will assume this responsibility prior to the hiring of this position. The Governing Board will approve the annual budget. Day to Day purchasing within the approved budget amounts does not require Board level approval. Any purchases that would exceed or were not considered in the annual budget over \$500 must be reviewed and approved by the Board. All purchases above \$50 require two levels of approval from either the Head of the School, Executive Director or Finance and Administrative Director to review for school need, accuracy, as well as being within budget. Olam Academy will call for bids or proposals for all purchases, leases or sales of personal property, public improvements, or services other than agreements for personal service, in accordance with competitive procurement provisions of

Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, NRS 386.573)

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

Olam Academy will incorporate safety features into the permanent facility to include cameras, fencing, interior locking classroom doors, smoke and fire alarms and lighting. Olam Academy will work with the landlord to evaluate onsite security services that may already be assigned to the building. Olam Academy will reach out to the local law enforcement officials at Las Vegas Metro to discuss procedures and processes that would be most effective to protect the staff and students. All non-school personnel will be required to check in and out with the front office. Vendors will be escorted on site. Staff training and safety security policies will be in place for both incident response, emergency management, and general on-going safety.

(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.

Olam Academy has identified the following technology needs for the school. Some of these items are not needed until Year 2 when the permanent facility is in place because Olam Academy is expecting to utilize existing network infrastructure at the location. This allows for ramping up of technology purchases.

Technology needs:

- 1 Server/ 1 Firewall/ 1 Switch (network) (Year 1 and will move to perm school in Year 2)
- Broadband Service (Year 1 and Year 2)
- WLAN access points (Year 2 and will expand in Year 2)
- Electronic White boards (Year 2)
- Chromebooks for students (planning for 28 for each grade) – Year 1 and add each year
- Laptops for teachers and administration (1 per staff, 1 for contractors and a spare) – Year 1 and procure each year
- VOIP Phone System with phones – Year 1 small system that can expand
- Camera system (Year 2)
- Software including Infinite Campus, MAP, SBAC, Abila, Adobe Quickbooks, AIMSweb?, Google Apps for Education, student lottery and enrollment tool, ACCESS – All installed Year 1
- Printers and copiers – Install Year 1 and expand outgoing years

The budget estimate in projects costs for this technology plan.

Olam Academy will contract with an IT service provider for setup and support. Olam Academy will

put an Acceptable Use Policy in place for staff and students.

(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 training and regularly monitor student information for accuracy.

All Olam Academy administrative staff including the Executive Director and Head of School will receive training on the use of Infinite Campus. Training will come from the provider of Infinite Campus along with any supplemental trainings offered by the Nevada Department of Education

and/or the Charter School Association of Nevada. The Finance and Administration Officer and staff

will be the keeper of this system to ensure that all Nevada reporting requirements are met.

During

Year 1 start-up the Head of School will assume responsibility for this system.

(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.

The governing board will delegate to the Executive Director and administration the responsibility for ensuring student records are maintained accurately and up-to-date, as well as safe and with limited access to only appropriate personnel. The governing board will ensure student records are maintained in accordance with all state laws.

Only authorized staff and administration will have access to the files. In accordance with NRS 385A.800 through 385A.820, the school will participate in SAIN Automated Student Information System and will thereby use software, hardware, and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The school will report data required by NRS 385A.820 to its sponsor by the beginning of the school's first year of operation. The school, sponsored under the auspices of the Nevada State Board of Education, will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education.

The governing body of the charter school will ensure that a permanent record for each student enrolled in the school is maintained in a separate file. The student records will be stored in the school's main office and only authorized staff and administration will have access to the files.

The

governing board of the school, specifically the chair, will be the person responsible for the records of

students if the school is dissolved or the written charter of the charter school is not renewed.

If a charter school closes, the school shall, for each student enrolled in the charter school, forward the permanent record of the student to the office of student records of the school district in which the student resides. Similarly, if a student withdraws from the school, the school shall forward the permanent record of the student to the office of student records of the school district in which the student resides.

If a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the charter authorizer or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school corrects records, which they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory" information. Schools must notify parents and eligible students annually of their rights under FERPA.

In addition, Olam Academy will comply with NRS 388.291 to ensure that any and all school service providers as defined in NRS 388.283 and 388.284 provide written disclosure of the types of personally, identifiable information collected by the school service and the plan for ensuring data security pursuant to NRS 388.293. Strict compliance with this statute will be enforced by the Board Chair and the Executive Director prior to purchasing any school service. Additionally, pursuant to NRS 388.294, the Executive Director will ensure that all staff, teachers and other licensed educational personnel complete professional development regarding the use of school service providers and the security of pupil data.

(5) In addition to the narrative above, provide as Attachment 15, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

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;

Olam Academy is looking for a location in the Spring Valley area of Las Vegas as identified in the map above. Currently, Olam Academy is looking for a location in that area. This location is a high density urban area close to two-star schools such as Kim, Decker, and Diskin. The area is over 95% FRL and an average of over 30% of ELL.

(b) The number of general education classrooms required each year;

For the first year of operation, Olam Academy would require 6 general education classrooms.

(c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;

Additional classroom space will be required for the 1 special education classroom, 1 library, 1, art, and 1 music room.

(d) Space requirements for administrative functions, food services and physical education. Space will be required for the office manager, the principal, and the physical education area.

(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:

The projected cost of the facility is \$216,000 per year or \$18,000 per month.

(b) Financing and financing assumptions

Olam Academy is looking to raise \$90,000

(c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

We do not currently have a facility.

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

One of our board members has helped different clients acquire commercial properties, and worked with contractors to get permits approved.

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

Olam Academy will budget for cleaning and maintenance of the facility while it is under our care and while we lease it. A budget will be maintained for cleaning and keep up of the facility.

(6) Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team's interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queueing for drop-off and pick-up, providing sufficient recreation space). If the applicant has approval from the local jurisdiction for the proposed location, please provide that as Attachment 16 to the final application.

NOT at this time.

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?

Having a safe school is fundamental to Olam Academy. The Head of School and Executive Director will work together to create and maintain the school's emergency management plan and maintain strong relationships with law enforcement authorities. Outreach will be made to local authorities so that they know who we are and where we are located. We will invite them on to campus and integrate them into our community. An emergency management plan will be

created by the Head of School and Executive Director and approved by the governing board and coordinated with local authorities in the Spring Valley area. Staff and students will have monthly emergency drills (fire, earthquake, active shooter drills). There will be a schedule to practice these emergency drills. The school will have a camera system.

(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.

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.
- (2) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:
 - (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
 - (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
 - (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
 - (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
 - (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
 - (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
 - (g) *Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:*
 - *How the projected number of students in each applicable subgroup was determined*
 - *How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)*
 - *How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated*
- (3) Submit the completed Financial Plan Workbook for the proposed school as 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.

6. Addendum

Please complete the following addendum if you are either:

- *A start-up applicant (committee to form) seeking to contract with a non-profit charter management organization (CMO) or for-profit educational management organization (EMO),
OR*
- *An experienced Non-Profit CMO Applicant*

If you are not sure whether you are required to complete this Addendum, please contact Mark Modrcin at mmodrcin@spcsa.nv.gov prior to final submission.

LEADERSHIP FOR EXPANSION

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

- (1) Describe the school and the CMO's/EMO's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- (2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 20). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
 - (a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 20) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director.

SCALE STRATEGY

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

- (1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the CMO/EMO and the new schools.
- (2) If your organization operates schools in other states, compare the CMO's/EMO's efforts to scale operations to Nevada to past scale efforts in other states.
- (3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.
- (4) Explain any shared or centralized support services the CMO/EMO or its affiliates will provide to schools in Nevada, which should align to the proposed management contract. Please include

(a) Any academic support resources should your school expect from the EMO or CMO

(b) Any processes for collecting and reporting data across the network of CMO/EMO schools in Nevada and in other jurisdictions.

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the CMO/EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 21. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity.

(6) Identify any school positions which will be employed by the CMO/EMO or may be employed by the CMO/EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual's activities by school employees or the board?

(7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals			
Curriculum			
Professional Development			
Data Management and Interim Assessments			
Promotion Criteria			
Culture			
Budgeting, Finance, and Accounting			
Student Recruitment			

School Staff Recruitment and Hiring			
HR Services (payroll, benefits, etc.)			
Development/ Fundraising			
Community Relations			
IT			
Facilities Management			
Vendor Management / Procurement			
Student Support Services			
Other operational services, if applicable			

(8) Provide, as Attachment 22, the following organization charts (including both network management and schools within the network):

- (a) Year 1 network as a whole
- (b) Year 3 network as a whole
- (c) Year 6 network as a whole

The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the CMO's/EMO's role and the role of positions employed by the CMO/EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

SCHOOL MANAGEMENT CONTRACTS

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

(1) If you are a committee to form (not a CMO applicant), describe the CMO/EMO selection process which was followed and how and why was this particular CMO/EMO was selected?

- (2) Describe the relationship between the school governing board and the CMO/EMO, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- (3) Please describe what role, if any, the CMO/EMO has played and/or will play in the start up and incubation year for the school. Please also provide a draft of an agreement or MOU, as applicable.
- (4) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO/EMO or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed CMO/EMO and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable. Include a copy of the term(s) included or to be included in the contract, a staff handbook and other policy guidance which will clarify the board's policy for the school regarding the receipt by board or school staff of any free or largely discounted gifts, funds, jobs or personal services from the CMO/EMO at any time before, during or after a contract term with the CMO/EMO.
- (5) Please provide the following in Attachment 23:
- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the CMO/EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
 - (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);
 - (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
 - (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
- (6) Provide, as Attachment 24, a copy of the management organization's three most recent audits and other historical financial documents for the CMO/EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have

the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.

(7) Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the CMO's/EMO's schools.

(8) Complete the CMO/EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template for each of the EMO's schools.

(9) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year.

CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY

This section applies to experienced CMO applicants.

(1) If this application is being submitted by an existing Charter Management Organization, please respond to the following (or explain if not applicable):

- (a) To what extent does the governance model of the charter management organization applicant require a waiver from the governance provisions of the charter school law pursuant to NRS 388A.243? If the charter management organization is from another state, how does the board of the charter management organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents?
- (b) Will the existing non-profit board govern the new school, or has the CMO formed a new non-profit corporation governed by a separate board?
- (c) If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- (d) If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.



Attachment 1

Letters of Community Support/Partnership



*Promoting socially significant behavior
changes for clients and their families.*

✉ 408 S. Jones Blvd. 206B, Las Vegas Nevada, 89107; Ph.(702) 502-8021, Fax: 888-688-9464; admin@abainstitute.us ✉

Dear Chair Johnson,

On behalf of Applied Behavior Analysis Institute, I am pleased to endorse the charter application for the Olam Academy in Summerlin. The proposed academy supports multiculturalism and diversity through their commitment to teaching global awareness and by teaching multiple languages so students will be better prepared for tomorrow's world.

Charter schools offer parents wider choices for their children's education. In addition, they serve to maintain standards in both their hallways and in the hallways of public schools. Olam Academy promises to deliver both the Nevada State Standards in core academic areas. In addition, they also offer exposure to group models which helps children learn to work in teams and offers leadership opportunities for the students. I am excited to see the addition of the Olam Academy here in the Las Vegas Valley.

Sincerely,

A solid black rectangular box used to redact the signature of the sender.

Dear State Public Charter School Authority,

I am writing this letter to express my support to Olam Academy for the 2021/2022 academic school year. It is imperative that options be given to parents who are looking for academic rigor and an exposure to world cultures with a diverse student body.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. Hebrew and Spanish are very important languages to learn for the 21st century. Hebrew is an ancient language that is still used today in Israel, a leader in technological innovation.

Spanish is the official language in numerous countries in the Western Hemisphere; it is spoken in various dialects throughout four continents, spanning twenty-two countries. There are numerous academic and social benefits to learning a second language during the early years of primary education. Currently, there are few schools in Southern Nevada that expose students to a second language as part of daily curriculum.

In addition to learning a second language I am impressed with how Olam upholds a rigorous and engaging curriculum utilizing the workshop model and small group instruction to deconstruct and master Nevada State Standards across core curriculum areas.

Olam encourages socially responsible global citizens through a curriculum that focuses on character development via a focus on [REDACTED] language mastery. Students will enhance social development by being in classroom communities with students of various nationalities as well as religious and socioeconomic backgrounds. This is important to me as a supporter.

It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Las Vegas campus). Children need this flexibility- traditional and blended learning.

I am confident that Olam Academy will do an excellent job in educating children in a K-5 setting, and I am very excited for the approval and opening of Olam Academy in Las Vegas.

Sincerely,

Email [REDACTED]
[REDACTED]
[REDACTED] [REDACTED]
[REDACTED]



10521 Jeffrey's Street Ste 220 Henderson, 89052 (702) 710-1977

To Whom It May Concern:

Please accept this letter as my expression of support for Olam Academy. I believe that Olam Academy will be a great benefit to our entire Southern Nevada community.

It is my understanding that Olam Academy will seek to prepare children as global citizens by teaching modern Hebrew and Spanish on a traditional campus as well as coordinated hybrid distance learning.

By embracing cultural differences and awareness, this school will be a valuable addition to the educational alternatives for parents and children in Southern Nevada. As a three-year elected member of a School Organization Team, I can attest to the challenges children and parents face with our current education system.

Olam Academy has positioned themselves as an education facility that will provide a disciplined environment for instruction while embracing and encouraging children to become well rounded and respectful citizens.

Sincerely,

A black rectangular box redacting the signature of Byron Brooks.

Byron Brooks
Chief Operating Officer
Lduna Aesthetics and Wellness Center

Dear State Public Charter School Authority,

I am writing this letter to express my support to Olam Academy for the 2021/2022 academic school year. It is imperative that options be given to parents who are looking for academic rigor and an exposure to world cultures with a diverse student body.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. Hebrew and Spanish are very important languages to learn for the 21st century. Hebrew is an ancient language that is still used today in Israel, a leader in technological innovation.

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Olam encourages socially responsible global citizens through a curriculum that focuses on character development via a focus on foreign language mastery. Students will enhance social development by being in classroom communities with students of various nationalities as well as religious and socioeconomic backgrounds. This is important to me as a supporter.

It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Henderson campus). Children need this flexibility- traditional and blended learning.

I will do an excellent job in educating children in a K-5 setting, and I look forward to the opening of Olam Academy in Henderson.

Ayelet Blit

Telephone Number

Lawrence Stein
10024 Ranch Hand Ave
Las Vegas, NV 89117
chaim@suresight.com
818-968-7216

Dear State Public Charter School Authority,

I am writing this letter to express my support to Olam Academy for the 2021/2022 academic school year. It is imperative that options be given to parents who are looking for academic rigor and an exposure to world cultures with a diverse student body.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. It is of paramount importance that we produce students that are educated and immersed in an education rich in world cultures and diversity at a global level.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. Hebrew and Spanish are very important languages to learn for the 21st century. Hebrew is an ancient language that is still used today in Israel, a leader in technological innovation.

Spanish is the official language in numerous countries in the Western Hemisphere; it is spoken in various dialects throughout four continents, spanning twenty-two countries. There are also numerous academic and social benefits to learning a second language during the early years of primary education. Currently, there are few schools in Southern Nevada that expose students to a second language as part of daily curriculum.


In addition to learning a second language, I am impressed with how Olam upholds a rigorous and engaging curriculum utilizing the workshop model and small group instruction to deconstruct and master Nevada State Standards across core curriculum areas.

Olam encourages socially responsible global citizens through a curriculum that focuses on character development via a focus on foreign language mastery. Students will enhance social development by being in classroom communities with students of various nationalities as well as religious and socioeconomic backgrounds. This is important to me as a supporter.

It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Henderson campus). Children really need this flexibility- traditional and blended learning.

I am confident that Olam Academy will do an excellent job in educating children in a K-5 setting, and I am extremely excited for the approval and opening of Olam Academy in Henderson. Had a school like Olam existed when my 4 children were in school, I would have certainly sent them there.

Sincerely, /



Lawrence Stein

January 13, 2021

Dear Nevada State Public Charter School Authority,

I am writing this letter to express my support for Olam Academy. It is imperative that options be given to parents who are looking for academic rigor and exposure to world cultures with a diverse student body.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. Hebrew and Spanish are very important languages to learn for the 21st century. Hebrew is an ancient language that is still used today in Israel – a leader in technological innovation.

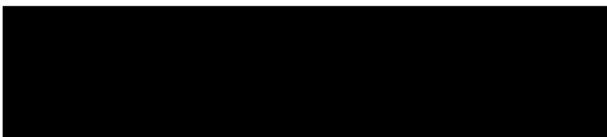
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Olam encourages socially responsible global citizens through a curriculum that focuses on character development via a focus on foreign language mastery. Students will enhance social development by being in classroom communities with students of various nationalities as well as religious and socioeconomic backgrounds. This is important to me as a supporter.

Olam Academy will do an excellent job in educating children in a K-5 setting, and I am very excited about the approval and opening in Las Vegas. The Boys & Girls Clubs of Southern Nevada looks forward to partnering with Olam Academy. The following is a list discussed of possible collaborations:

- Our Lied Memorial Club offers a full curriculum of programming before- and after-school in addition to full-day availability during summer and holiday breaks. This location features a youth technology lab, art room, game room, gymnasium, and large outdoor field in addition to a meal program.
- On school campus Boys & Girls Club for Olam students offering before- and after-school programming.
- Monthly parent training workshops are offered through our Family Resource Center.
- Sharing of language and academic resources.

Sincerely,



Andy Bischel
President & CEO



GIRLS ATHLETIC LEADERSHIP SCHOOL (GALS) LAS VEGAS



Dear State Public Charter School Authority,

I am writing this letter to convey to you my support for Olam Academy for the 2021/2022 academic school year. Mr. Weintraub has contacted me on several occasions over the course of the past year for advice including board resources, charter application development, facilities and local community partnerships that GALS has developed. This demonstrates that Mr. Weintraub is able to leverage the experience from other charter schools to develop the school. Additionally, his questions show that he is developing his knowledge about charter school management and operations. I am also able to verify that Olam Academy has been actively conducting outreach using social media in both English and Spanish.

I'd be happy to answer any questions you may have.

Sincerely,


✓

Jennifer McCloskey

ed@galslv.org

72-672-6386 ext 702

6.15.2020

Dear State Public Charter School Authority,

I am writing this letter to express my support to Olam Academy for the 2021/2022 academic school year. It is imperative that options be given to parents who are looking for academic rigor and an exposure to world cultures with a diverse student body.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. Hebrew and Spanish are very important languages to learn for the 21st century. Hebrew is an ancient language that is still used today in Israel, a leader in technological innovation.

Spanish is the official language in numerous countries in the Western Hemisphere; it is spoken in various dialects throughout four continents, spanning twenty-two countries. There are numerous academic and social benefits to learning a second language during the early years of primary education. Currently, there are few schools in Southern Nevada that expose students to a second language as part of daily curriculum.

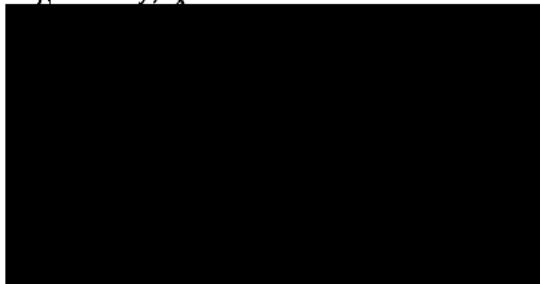
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Olam encourages socially responsible global citizens through a curriculum that focuses on character development via a focus on foreign language mastery. Students will enhance social development by being in classroom communities with students of various nationalities as well as religious and socioeconomic backgrounds. This is important to me as a supporter.

It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Henderson campus). Children need this flexibility- traditional and blended learning.

I am confident that Olam Academy will do an excellent job in educating children in a K-5 setting, and I am very excited for the approval and opening of Olam Academy in Henderson.

Sincerely,





January 6, 2021

Dear State Public Charter School Authority:

I am writing this letter to express my organization's support for Olam Academy, and its efforts to launch a school that provides options for families who are looking for academic rigor, racial and economic diversity, and an exposure to world cultures.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. Modern Hebrew and Spanish are both important languages to learn for the 21st century. Modern Hebrew stems from an ancient language, and is a member of the same language family as Arabic. Modern Hebrew is the primary language spoken in Israel, a country that is a leader in technological innovation.

Spanish is the official language in numerous countries in the Western Hemisphere; it is spoken in various dialects throughout four continents, spanning twenty-two countries, and is widely spoken in the State of Nevada.

There are numerous academic and social benefits to learning a second language during the early years of primary education. Currently, there are few schools in Southern Nevada that expose students to a second language as part of daily curriculum.

Olam proposes to encourage socially responsible global citizenship through a curriculum that focuses on character development via a focus on foreign language mastery. Students will enhance social development by being in classroom communities with students of various nationalities as well as religious and socioeconomic backgrounds.

I am confident that Olam Academy will do an excellent job in educating children in a K-5 setting, and I am very excited for the approval and opening of Olam Academy in Las Vegas.

My organization, Hebrew Public, manages four public charter schools in the US Northeast, and also supports a group of affiliated schools in Los Angeles, San Diego, Minnesota, Washington DC, and New Jersey. We would welcome Olam Academy as a new addition to our affiliate network. As an affiliate, Olam would receive support from Hebrew Public in areas such as:

- Modern Hebrew curriculum development
- Professional Development for Hebrew teachers
- Recruitment of Hebrew teachers
- Board governance best practices
- Strategic planning



I would be happy to answer any questions you might have about Hebrew Public and its intended support for Olam Academy.

Sincerely,

Jon Rosenberg
CEO

Dear State Public Charter School Authority,

I am writing this letter to express my commitment to supporting Olam Academy for the 2021/2022 academic school year.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity.

Hebrew and Spanish are very important languages to learn for the 21st century. There are numerous academic and social benefits to learning a second language during the early years of primary education.

In addition to learning a second language I am impressed with how Olam upholds a rigorous and engaging curriculum utilizing the workshop model and small group instruction to deconstruct and master Nevada State Standards across core curriculum areas

Olam encourages socially responsible global citizens through a curriculum that focuses on character development via a focus on foreign language mastery. This is important to me as a parent and supporter.

It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Henderson campus).

I am confident that Olam Academy will do an excellent job in educating my child and I am very excited for the approval and opening of Olam Academy in Henderson.

Sincerely,

[Redacted Signature]

Family Name

Telephone Number

E-Mail

Goussak

[Redacted Telephone Number]

[Redacted E-Mail Address]

Dear State Public Charter School Authority,

I am writing this letter to express my commitment to enrolling my child to Olam Academy for the 2021/2022 academic school year.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity.

Hebrew and Spanish are very important languages to learn for the 21st century. There are numerous academic and social benefits to learning a second language during the early years of primary education.

In addition to learning a second language I am impressed with how Olam upholds a rigorous and engaging curriculum utilizing the workshop model and small group instruction to deconstruct and master Nevada State Standards across core curriculum areas

Olam encourages socially responsible global citizens through a curriculum that focuses on character development via a focus on foreign language mastery. This is important to me as a parent and supporter.

It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Henderson campus).

I am confident that Olam Academy will do an excellent job in educating my child and I am very excited for the approval and opening of Olam Academy in Henderson.

Sincerely,

Family Name

Telephone Number

E-Mail



LANV

LEADERSHIP ACADEMY OF NEVADA

Where Students Become Principled Leaders

January 5, 2021

Re: Olam Academy Letter of Support

To Whom It May Concern:

I am writing this letter of support for Olam Academy and its charter school application. Olam Academy is proposing a unique hybrid learning model and after my discussion with Dr. Weintraub, I believe that this model can be successful and will be an example for schools to implement in the future.

We believe that we are in a unique position to share ideas in the following areas to help OLAM Academy be successful: training their teachers for the online component of their program, learning management system, technology support, and professional development.

We wish Olam Academy the best and will do all we can to help them be successful.

Sincerely,



Bryon Richardson
Executive Director



Tuesday, January 5, 2021

Dear State Public Charter School Authority,

I am writing this letter to express my support to Olam Academy. It is imperative that options be given to parents who are looking for academic rigor and an exposure to world cultures with a diverse student body.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. Hebrew is a very important languages to learn for the 21st century. Hebrew is an ancient language that is still used today in Israel, a leader in technological innovation.

There are numerous academic and social benefits to learning a second language during the early years of primary education. Currently, there are few schools in Southern Nevada that expose students to a second language as part of daily curriculum.

In addition to learning a second language I am impressed with how Olam upholds a rigorous and engaging curriculum utilizing the workshop model and small group instruction to deconstruct and master Nevada State Standards across core curriculum areas.

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It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Las Vegas campus). Children need this flexibility- traditional and blended learning.

I am confident that Olam Academy will do an excellent job in educating children in a K-5 setting, and I am very excited for the approval and opening of Olam Academy in Las Vegas.

Lashon Academy looks forward to supporting Olam Academy. Some of the support we will provide Olam Academy consists of:

- Shared Modern Hebrew language resources.
- Professional Development.
- Curriculum
- Board governance

Sincerely,

Josh Stock
CEO of Lashon Academy Schools



**LATIN CHAMBER
OF COMMERCE NEVADA, INC.**

300 North 13th Street
Las Vegas, NV 89101
T (702) 385-7367
info@lvcc.com
www.lvcc.com

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Dear State Public Charter School Authority,

I am writing this letter to express my support to Olam Academy for the 2021/2022 academic school year. It is imperative that options be given to parents who are looking for academic rigor and an exposure to world cultures with a diverse student body.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. Hebrew and Spanish are very important languages to learn for the 21st century. Hebrew is an ancient language that is still used today in Israel, a leader in technological innovation.

Spanish is the official language in numerous countries in the Western Hemisphere; it is spoken in various dialects throughout four continents, spanning twenty-two countries. There are numerous academic and social benefits to learning a second language during the early years of primary education. Currently, there are few schools in Southern Nevada that expose students to a second language as part of daily curriculum.

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It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Las Vegas campus). Children need this flexibility- traditional and blended learning.

I am confident that Olam Academy will do an excellent job in educating children in a K-5 setting, and I am very excited for the approval and opening of Olam Academy in Las Vegas.

Sincerely,

Peter Guzman
President and CEO
Latin Chamber of Commerce Nevada



Dear Nevada State Public Charter School Authority Board Members:

I am writing this letter to express my support to Olam Academy for the 2021/2022 academic school year. It is imperative that options be given to students and parents in Nevada who are looking for academic rigor and an exposure to world cultures with a diverse student body.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. Hebrew and Spanish are very important languages to learn for the 21st century. Hebrew is an ancient language that is still used today in Israel, a leader in technological innovation. Spanish is the official language in numerous countries in the Western Hemisphere; it is spoken in various dialects throughout four continents, spanning twenty-two countries. There are numerous academic and social benefits to learning a second language during the early years of primary education. Currently, there are few schools in Southern Nevada that expose students to a second language as part of daily curriculum.

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It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Las Vegas campus). Children need this flexibility - traditional and blended learning.

As an Olam Academy Board Member, I will ensure that the Nevada Association of School Administrators work with Olam Academy to provide quality training for administrators and staff in key components of education. They will provide for professional collaboration by facilitating relevant workshops and professional developments of teachers and administrators. They will also train the board on effective board governing. Personally, based on my experience as a principal and as an Associate Superintendent that supervised principals, I will also assist Olam Academy with working with ELL learners, SPED students, and provide monthly coaching to the Executive Director.

I am confident that Olam Academy will do an excellent job in educating children in a K-5 setting, and I am very excited for the approval and opening of Olam Academy in Las Vegas.

Sincerely,

Dr. Jeffrey Geihs
jgeihsNASA@gmail.com
702-271-6078



Dear State Public Charter School Authority,

I am writing this letter to express my support to Olam Academy for the 2021/2022 academic school year. I am a Las Vegas native concerned with improving the Las Vegas education system, a father of 3 children who attended Las Vegas public schools, and a business owner looking for a more educated workforce. As a city and county, we must improve our educational system, and it is imperative that options be given to parents who are looking for academic rigor and an exposure to world cultures with a diverse student body.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. Hebrew and Spanish are very important languages to learn for the 21st century. Hebrew is an ancient language that is still used today in Israel, a leader in technological innovation.

Spanish is the official language in numerous countries in the Western Hemisphere; it is spoken in various dialects throughout four continents, spanning twenty-two countries. There are numerous academic and social benefits to learning a second language during the early years of primary education. Currently, there are few schools in Southern Nevada that expose students to a second language as part of daily curriculum.

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It is also impressive how Olam Academy offers two tracks (hybrid or on-site at their Las Vegas campus). Children need this flexibility- traditional and blended learning.

I am confident that Olam Academy will do an excellent job of educating children in a K-5 setting, and I am very excited about the approval and opening of Olam Academy in Las Vegas.

Sincerely,

David B. Rounds
CEO, NetEffect
Email: DRounds@NetEffect.com
PH: 702-318-7700 x502

Dear State Public Charter School Authority,

I am writing this letter to express my commitment to enrolling my child to Olam Academy for the 2021/2022 academic school year.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity.

Hebrew and Spanish are very important languages to learn for the 21st century. There are numerous academic and social benefits to learning a second language during the early years of primary education.

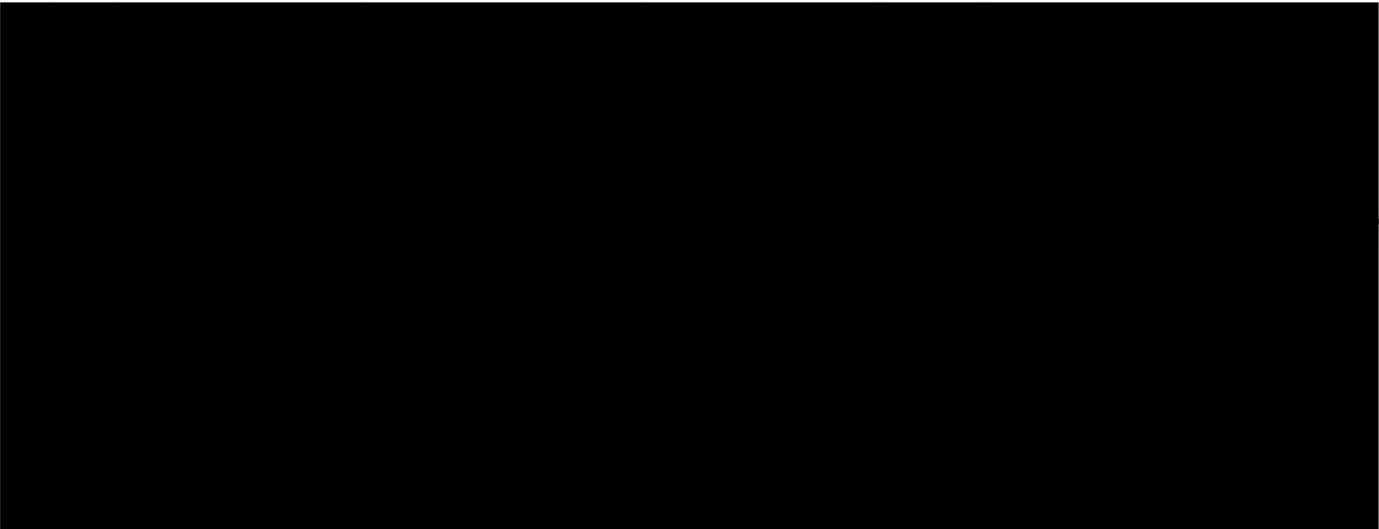
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It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Henderson campus).

I am confident that Olam Academy will do an excellent job in educating my child and I am very excited for the approval and opening of Olam Academy in Henderson.

Sincerely,



Dear State Public Charter School Authority,

I am writing this letter to express my support to Olam Academy for the 2021/2022 academic school year. It is imperative that options be given to parents who are looking for the rigor and an exposure to world cultures with a diverse student body.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. As a teacher at a local International Baccalaureate program, it is of paramount importance that we produced students that are educated and immersed in an education rich in world cultures and diversity at a global level.

Hebrew and Spanish are very important languages to learn for the 21st century. Hebrew is an excellent form of ancient language that is still used today in Israel, a leader in technological innovation, a necessary part of STEM education. Spanish is the official language in more countries in the Western Hemisphere; it is spoken in various dialects throughout four continents, spanning twenty-two countries. There are numerous academic and social benefits to learning a second language during the early years of primary education. Currently, the only public schools in Southern Nevada that expose students to a second language are International Baccalaureate Primary Years Schools- Sandy Miller ES, Clarence Piggott ES, Sheila Tarr ES, and Kit Carson ES. I

In addition to learning a second language I am impressed with how Olam upholds a rigorous and engaging curriculum utilizing the workshop model and small group instruction to deconstruct and master Nevada State Standards across core curriculum areas.

Olam encourages socially responsible global citizens through a curriculum that focuses on character development via a focus on foreign language mastery. Students will enhance social development by being in classroom communities with students of various races as well as religious and socioeconomic backgrounds. This is important to me as a supporter.

It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Henderson campus). Children need this flexibility- traditional and blended learning. This will be an exclusive feature at Olam Academy.

I am confident that Olam Academy will do an excellent job in educating children in a K-5 setting, and I am very excited for the approval and opening of Olam Academy in Henderson.

Sincerely,
Phil Hoffman

A black rectangular redaction box covering the signature area.



Dear State Public Charter School Authority,

I am writing this letter to express my support to Olam Academy for the 2021/2022 academic school year. It is imperative that options be given to parents who are looking for academic rigor and an exposure to world cultures with a diverse student body.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. Hebrew and Spanish are very important languages to learn for the 21st century. Hebrew is an ancient language that is still used today in Israel, a leader in technological innovation.

Spanish is the official language in numerous countries in the Western Hemisphere; it is spoken in various dialects throughout four continents, spanning twenty-two countries. There are numerous academic and social benefits to learning a second language during the early years of primary education. Currently, there are few schools in Southern Nevada that expose students to a second language as part of daily curriculum.

In addition to learning a second language I am impressed with how Olam upholds a rigorous and engaging curriculum utilizing the workshop model and small group instruction to deconstruct and master Nevada State Standards across core curriculum areas.

Olam encourages socially responsible global citizens through a curriculum that focuses on character development via a focus on foreign language mastery. Students will enhance social development by being in classroom communities with students of various nationalities as well as religious and socioeconomic backgrounds. This is important to me as a supporter.

It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Las Vegas campus). Children need this flexibility- traditional and blended learning.

I am confident that Olam Academy will do an excellent job in educating children in a K-5 setting, and I am very excited for the approval and opening of Olam Academy in Las Vegas.

Sincerely,

Dr. Carrie Buck

carrie.buck@pinecrestnv.org

702-592-9740



Dear Nevada Public Charter School Authority,

Please accept this letter in support of Olam Academy for the 2021/2022 academic school year.

Their mission reflects numerous studies showing that early exposure to language learning not only is beneficial for a student's development of language, but also boosts their performance in other core subjects such as mathematics and overall literacy. Currently many students in Nevada lack opportunities to study languages before the critical age of 8 and thus PLAN supports any efforts in our state to foster early language learning. We strongly support Olam's emphasis on the Hebrew and Spanish languages as well as the appreciation for world cultures and global diversity.

Olam encourages socially responsible global citizenship through a curriculum that focuses on character development via a focus on mastery of a world language. Students will see enhanced social and intellectual development by being in classroom communities with students of various nationalities as well as religious and socioeconomic backgrounds.

PLAN partners with all of Nevada's language teachers and language programs to deliver high-quality professional development opportunities as well as our yearly conference and a mentorship program for language teachers. Topics covered in our professional development and our conference range from best practices and current trends in world language teaching, to language-specific strands moderated by master teachers of that language. The Spanish and Hebrew teachers at Olam, as members of PLAN, would be able to take advantage of these opportunities.

See our contact information below if we can be of any further assistance.

Sincerely,

The PLAN Board of Directors

T.J. Troche, NBCT PLAN President plannvinformation@gmail.com



July 9th, 2020

Rob Melaris, Executive Market President,

Dynatron Software, Las Vegas Nevada

Dear State, Public Charter School Authority,

I am writing this letter to express my support to Olam Academy for the 2021/2022 academic school year. It is imperative that options be given to parents who are looking for academic rigor and an exposure to world cultures with a diverse student body.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. Hebrew and Spanish are very important languages to learn for the 21st century. Hebrew is an ancient language that is still used today in Israel, a leader in technological innovation.


Spanish is the official language in numerous countries in the Western Hemisphere; it is spoken in various dialects throughout four continents, spanning twenty-two countries. There are numerous academic and social benefits to learning a second language during the early years of primary education. Currently, there are few schools in Southern Nevada that expose students to a second language as part of daily curriculum.

In addition to learning a second language I am impressed with how Olam upholds a rigorous and engaging curriculum utilizing the workshop model and small group instruction to deconstruct and master Nevada State Standards across core curriculum areas.

Olam encourages socially responsible global citizens through a curriculum that focuses on character development via a focus on foreign language mastery. Students will enhance social development by being in classroom communities with students of various nationalities as well as religious and socioeconomic backgrounds. This is important to me as a supporter.

It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Las Vegas campus). Children need this flexibility- traditional and blended learning.

I am confident that Olam Academy will do an excellent job in educating children in a K-5 setting, and I am very excited for the approval and opening of Olam Academy in Las Vegas.

Sincerely, 

Email - rmelaris@dynatronsoftware.com

Telephone Number [702-279-1310](tel:702-279-1310)



2703 Telecom Parkway
Suite 140A Richardson, TX
75082



866 888 3962



DynatronSoftware.com



November 23, 2020

Dear State Public Charter School Authority,

I am writing this letter to express my support to Olam Academy for the 2021/2022 academic school year. It is imperative that options be given to parents who are looking for academic rigor and an exposure to world cultures with a diverse student body.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. Hebrew and Spanish are important languages to learn for the 21st century. Hebrew is an ancient language that is still used today in Israel, a leader in technological innovation. Spanish is the official language in numerous countries in the Western Hemisphere; it is spoken in various dialects throughout four continents, spanning twenty-two countries.

There are numerous academic and social benefits to learning a second language during the early years of primary education. Currently, there are few schools in Southern Nevada that expose students to a second language as part of daily curriculum. In addition to learning a second language I am impressed with how Olam upholds a rigorous and engaging curriculum utilizing the workshop model and small group instruction to deconstruct and master Nevada State Standards across core curriculum areas.

Olam encourages socially responsible global citizens through a curriculum that focuses on character development via a focus on foreign language mastery. Students will enhance social development by being in classroom communities with students of various nationalities as well as religious and socioeconomic backgrounds. This is important to me as a supporter. It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Las Vegas campus). Children need this flexibility- traditional and blended learning. I am confident that Olam Academy will do an excellent job in educating children in a K-5 setting, and I am very excited for the approval and opening of Olam Academy in Las Vegas.

Sincerely,

Sarah Sherman, M.Ed.



(702) 538-6092



sarahechsherman@gmail.com



www.lighthouseapproach.org

Dear State Public Charter School Authority,

I am writing this letter to express my support to Olam Academy for the 2021/2022 academic school year. It is imperative that options be given to parents who are looking for academic rigor and an exposure to world cultures with a diverse student body.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity. Hebrew and Spanish are very important languages to learn for the 21st century. Hebrew is an ancient language that is still used today in Israel, a leader in technological innovation.

Spanish is the official language in numerous countries in the Western Hemisphere; it is spoken in various dialects throughout four continents, spanning twenty-two countries. There are numerous academic and social benefits to learning a second language during the early years of primary education. Currently, there are few schools in Southern Nevada that expose students to a second language as part of daily curriculum.

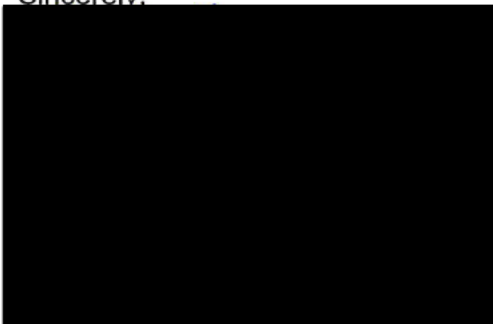
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Olam encourages socially responsible global citizens through a curriculum that focuses on character development via a focus on foreign language mastery. Students will enhance social development by being in classroom communities with students of various nationalities as well as religious and socioeconomic backgrounds. This is important to me as a supporter.

It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Henderson campus). Children need this flexibility- traditional and blended learning.

I am confident that Olam Academy will do an excellent job in educating children in a K-5 setting, and I am very excited for the approval and opening of Olam Academy in Henderson.

Sincerely,



Dear State Public Charter School Authority,

I am writing this letter to express my commitment to enrolling my child to Olam Academy for the 2021/2022 academic school year.

I strongly support Olam's emphasis on languages and appreciation for world cultures and global diversity.

Hebrew and Spanish are very important languages to learn for the 21st century. There are numerous academic and social benefits to learning a second language during the early years of primary education.

In addition to learning a second language I am impressed with how Olam upholds a rigorous and engaging curriculum utilizing the workshop model and small group instruction to deconstruct and master Nevada State Standards across core curriculum areas

Olam encourages socially responsible global citizens through a curriculum that focuses on character development via a focus on foreign language mastery. This is important to me as a parent and supporter.

It is also impressive how Olam Academy offers two tracks (hybrid or on site at their Henderson campus).

I am confident that Olam Academy will do an excellent job in educating my child and I am very excited for the approval and opening of Olam Academy in Henderson.

Sincerely,

[Redacted Signature]

Telephone Number

E-Mail

[Redacted Contact Information]



KAVOD CHARTER SCHOOL

RESPECT MAKES A WORLD OF DIFFERENCE

ACADEMIC EXCELLENCE – DUAL LANGUAGE – SOCIAL RESPONSIBILITY – GLOBAL AWARENESS

January 12, 2021

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

Dear Nevada State Public Charter School Authority,

I am writing this letter to express my support to Olam Academy. I am a firm believer that it is imperative that parents have options regarding their child's schooling, as well as in the importance of providing students with exposure to world cultures and a diverse student body. Under these principles, I have led Kavod Charter School, which has a mission and uses methodologies very similar to those of Olam Academy. I can attest to the benefits of a world-language school that focuses on global diversity.

Specifically, Hebrew and Spanish are very important languages to learn for the 21st century. Hebrew is an ancient language that is still used today in Israel, a leader in technological innovation, while Spanish is the official language in numerous countries in the Western Hemisphere. Becoming tri-lingual places our students among only 13% of the world's population who can speak three languages. Our students are provided a rare opportunity to learn both a widely used language as well as become fluent in a unique language that provides vast benefits. There are numerous academic and social benefits to learning a second language during the early years of primary education.

Similar to Kavod's mission, Olam will encourage socially responsible global citizens through a curriculum that focuses on character development via a focus on foreign language mastery. Students will enhance social development by being in classroom communities with students of various nationalities as well as religious and socioeconomic backgrounds. This is important to me as a supporter, as my top priorities focus on character development.

As a potential authorizer, I imagine that your priorities will fall with academic progress. Olam plans to follow an instructional model similar to Kavod, which upholds a rigorous and engaging curriculum utilizing the workshop model and small group instruction. Our program is one of the top-performing second language programs in San Diego and one of the top-performing charter schools.

As the founding Executive Director of Kavod Charter School, I also understand the challenges in being a startup educational program. As a fellow member of the Hebrew Public network, Kavod Charter School will be providing support to Olam Academy through their start up phases in such areas as:

- Shared Hebrew and Spanish language resources.
- Professional Development.
- Administration/Teacher/Language training.
- Support with Board Governance and Budgeting

I am confident that Olam Academy will do an excellent job in educating children in a K-5 setting, and I am very excited for the approval and opening of Olam Academy in Las Vegas.

Respectfully,

Alexa Greenland

Executive Director | Kavod Charter School
858.429.9254 | alexa.greenland@KavodCharter.org



Attachment 2

Draft MOU between the charter school and the college or university

Not Applicable



Attachment 3

Annual Academic Schedule



Olam Academy 2021-2022 School Calendar for Students August 2021 – May 2022

August 2021 No School on Shaded Days						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021 No School on Shaded Days						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021 No School on Shaded Days						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021 No School on Shaded Days						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021 No School on Shaded Days						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022 No School on Shaded Days						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2021
Monday, August 9 - Classes Begin

September 2021
Monday, September 6 - Labor Day (No School)
Monday, September 13 - Staff Development Day (No School for Students)

October 2021
Monday, October 4 - Staff Development Day (No School for Students)
Friday, October 8 - End of First Grading Period (44 days)
Wednesday, October 13 - Elementary School Parent-Teacher Conferences
Friday, October 29 - Nevada Day Observed (No School)

November 2021
Thursday, November 11 - Veterans Day (No School)
Friday, November 12 - No School for Students
Wednesday, November 24 - No School for Students
Thursday-Friday, November 25-26 - Thanksgiving Day and Family Day (No School)

December 2021
Friday, December 17 - End of Second Grading Period (44 days)
End of First Semester (88 days)
Friday, December 17 - Winter Break Begins - End of Day
No School December 20 - January 4

January 2022
Tuesday, January 4 - Staff Development Day (No School for Students)
Wednesday, January 5 - Classes Resume
Second Semester Begins
Monday, January 17 - Martin Luther King Jr Day (No School)



Olam Academy

2021-2022 School Calendar for Students

August 2021 – May 2022

February 2022						
No School on Shaded Days						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

February 2022

Monday, February 7 - No School for Students
Monday, February 21 - Presidents' Day (No School)

March 2022						
No School on Shaded Days						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March 2022

Friday, March 11 - End of Third Grading Period (46 days)
Monday, March 14 - No School for Students

April 2022						
No School on Shaded Days						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 2022

Friday, April 8 - Spring Break Begins - End of Day
 No School for Students April 11 - April 15
Monday, April 18 - No School for Students
Tuesday, April 19 - Classes Resume
Monday, April 25 - Staff Development Day (No School for Students)

May 2022						
No School on Shaded Days						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 2022

Wednesday, May 25 - End of Fourth Grading Period (46 days)
 End of Second Semester (92 days) End
 of School Year (180 days)
Thursday, May 26 - Third Contingency Day (if needed)



Attachment 4

Board Member Template

Board Qualifications

[illegible]



Attachment 5

Board Member Information Sheet
Resumes/Bios

Daniel Weintraub Ed.D. BCBA



QUALIFICATIONS

- Written and verbal communication skills, and ability to organize and prioritize tasks.
- Ability to work independently and pay attention to detail.
- Spanish speaker.

EDUCATION

Florida Institute of Technology, Melbourne, FL

BCBA program: October 2016

USC, Los Angeles CA

Ed.D. Program: Cohort of 2008

LACOE, Downey CA

Special Education License: February 2013

Chapman University, Manhattan Beach CA

Clear Multiple Subject Teacher License: August 2005

Single Subject Social Science License: June 2008

Administrative License: September 2008

Masters in Education: November 2007

University of Washington, Seattle WA

Bachelor of Arts, Political Science: June 2001

EMPLOYMENT

- | | |
|--------|--|
| 11/19 | Owner, Weintraub Behavior Institute
Weintraub Behavior Institute works with kids who have autism in the Las Vegas Valley. Weintraub Behavior Institute, provides the highest evidenced-based practice Applied Behavior Analysis (ABA) services possible in a structured setting. Weintraub Behavior Institute provides numerous services including family training, behavior intervention plan, functional assessment, IEP consultation, social skills development, and functional communication training. |
| 8/18- | Lead for Batterman Child Find Team, Clark County School District
Coordinate evaluation and meeting dates for children ages 3-5 who may have a disability and are eligible for special education services as identified by the Individuals with Disabilities Education Act (IDEA). Helped assess children for Special Education eligibility and develop Individualized Education Programs for eligible children. |
| 11/14- | Adjunct Professor, Sierra Nevada College
Instruct Administration Courses and Teacher Instructor Courses. These courses include; TLDR 601: Exploring Applied Leadership; TLDR 599: Educational Research; TLDR 501: Understanding Teachers as Leaders; |

ALDR 506: Curriculum Design and Development in Education; and
ALDR 505: Strategies for Personal Success: Developing Personnel.

- 10/13- **Adjunct Professor, National University**
Teach Special Education and Teacher Leadership Courses. Instructor for TED 320-9700 (61707) Introduction to Teaching TED 616A-9701 (31297) C&I I: History & Social Science TED 616B - 9702 Curriculum and Instruction II: Mathematics and Science MAT 645-9110 (41212) Dev. Fluency in Reading TED 616C-9702 (41106) C&I III: V & P Arts Health & PE TED 310-8120 (21310) Development and Learning.
- 10/13 - **Adjunct Professor, University of Phoenix**
Teach EED/430. This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.
- 8/15- **Special Education Instructional Facilitator, Clark County School District**
Ensure the educational needs of students with disabilities are appropriately addressed and in compliance with district/division procedures as well as applicable federal and state laws. Support, mentor, and model best practice instructional strategies and techniques to Special Education Teachers. Facilitate staff development activities, related to students with disabilities, for administration, licensed, and support staff.
- 8/13- 6/15 **Resource Teacher, Clark County School District**
Conducted IEP's and worked with students requiring remediation help in the areas of language arts, math, and writing. Students had specific learning disability and autism. Trained general education teachers on best practices to use with resource students.
- 6/12- 6/13 **Special Education Teacher, South Torrance High School**
Taught a 9-12 grade moderate to severe cognitive class. Emphasis of the class was on vocational and daily living skills. Also taught core general education subjects. Students had disabilities ranging from autism and intellectual disability to Down syndrome.
- 8/11- 6/12 **Special Education Teacher, Hawthorne High School**
Taught a 9-12 grade basic skills class, with an emphasis on community based instruction. Students had disabilities ranging from autism and emotional disturbance to intellectual disability.
- 8/05- 6/11 **Teacher, Worthington Elementary School**
5th and 2nd grade General Studies Teacher. Also served as 5th Grade Level Chair. Taught core areas of math, language arts, science, and social studies.

Professional Activities

2019 to present Licensed Behavior Analyst (Nevada)

2019 to present Board Certified Behavior Analyst

2019 to present Member, ABAI

2019 to present Member, CalABA

2018 to present Member, CCEA

2017 to present Member, FEAT

JENNIFER M. BENNETT

LICENSE AND CERTIFICATION

Nevada & Arizona State Speech-Language Pathology Licenses
ASHA Certificate of Clinical Competence
Basic Life Support (BLS) from American Heart Association
Nevada Teaching License: Endorsement in Special Education: Speech and Language Impairments
Fiberoptic Endoscopic Evaluation of Swallowing (FEES) provider
Certified Hanen “It Takes Two to Talk” provider

EDUCATIONAL EXPERIENCE

Northern Arizona University · Flagstaff, Arizona

M.S.: Clinical Speech-Language Pathology · August 2018 · GPA: 4.0

Nevada State College · Henderson, Nevada

Post-Baccalaureate Program: Speech-Language Pathology · Completed December 2014 · GPA: 3.94

University of Alaska Fairbanks · Fairbanks, Alaska

M.Ed.: Secondary Education · Graduated May 2012 · GPA: 4.0

B.A. Foreign Languages: Spanish · Minor: History · Graduated May 2009 · GPA: 3.43

Universidad de Oviedo · Oviedo, Spain · Spanish Studies · January 2008 – May 2008

RELEVANT WORK HISTORY

Speech-Language Pathologist

Capability Health & Human Services – Las Vegas, Nevada

August 2020 – Current

Providing early intervention services in client’s homes and via teletherapy. Conducting assessments and provided therapy services in the clinic setting to clients 18 and under.

Owner/Speech-Language Pathologist

Wildflower Therapy Services, LLC – Las Vegas, Nevada

December 2019 – Current

Providing speech therapy services to schools and individual clients.

Speech-Language Pathologist/Acute Care PRN

Henderson Hospital - Henderson, Nevada

January 2019 – Current

Conducting bedside swallow and language/cognitive evaluations, MBS & FEES assessments, and providing therapy.

Speech-Language Pathologist/Rehabilitation Hospital PRN

Dignity Rehabilitation Hospital - Henderson, Nevada

April 2019 – April 2020

Conducted bedside swallow and language evaluations and therapy.

Speech-Language Pathologist

January 2014 – August 2020

Clark County School District

Completed assessments, collected data, and provided therapy in the areas of language, articulation/phonology, fluency, and functional communication. Wrote IEPs, held yearly IEP meetings, and collaborated with teachers, parents, and Early Childhood Special Education and Autism programs. Member of a Child Find team during the 2018-19 school year.

Spanish Teacher

August 2010 – December 2014

Various locations

JENNIFER M. BENNETT

Taught beginning levels of Spanish to middle school and high school students in schools in Alaska and Nevada. Taught online courses through Middlebury Interactive Languages using company curriculum and real-time instruction.

OTHER

The Medical SLP Collective – January 2019 – current

AEIOU pediatric feeding training – July 2020



DeLee Law Offices, LLC



RESUMÉ

Work Experience

2010-Present: DeLee Law Offices, LLC (Attorney, licensed in Nevada and California)
2007-Present: DeLee & Associates, Real Estate Broker
2000-2008: Desert Research Institute (DRI) Community Environmental Monitoring Project (CEMP), station co-manager
1997-2006: Avery Realty, managing Broker-Salesman for Amargosa Valley Branch Office
1993-Present: Mojave Development, LLC (Sole Proprietor, formerly Amargosa Business Services), manager
1996-2010: Independent consulting for land development projects, water rights research, and agricultural and well projects
1992-Present: T & T Ranch (Family Farm), family partner

Education

2003-2010: University of Nevada, Las Vegas, JD/MBA dual degree
1988-1992: Brandeis University, Waltham, Massachusetts, BA with Honors in History

Public Activities

2020-Present, Secretary, Olam Academy, Inc.
2016-Present, Volunteer Firefighter, Amargosa Valley Fire Department
2012-Present, Volunteer, Legal Aid of Southern Nevada and Volunteer Attorneys for Rural Nevada (VARN)
2009, Nevada Legislative Extern to Assemblymen Tick Segerblom and James Ohrenschall
2008-2009, CALV Treasurer, Greater Las Vegas Association of Realtors
2007, Small Claims Court Legal Training Seminars, instructor
2004 – 2007: Board of Directors of CALV, Greater Las Vegas Association of Realtors
2002-2004: MLS Committee Member, Greater Las Vegas Association of Realtors
1995-2009: Nye County Board of Equalization
1998-2004: Southern Nye County Conservation District
1995-Present: Registered Lobbyist, Nevada State Legislature
1994-1999: Nye County Democratic Party (Chairman in 1996)
1993-2002: Chairman, Amargosa Water Committee of the Town Board
1992-1994: Nuclear Steering Committee of the Amargosa Valley Town Board

Dr. Jeffrey Geihs

PROFESSIONAL EXPERIENCE

Nevada Association of School Administrators (NASA)

President and Incoming Executive Director

2/2019-Present

- Increased Sponsor/partnership revenue by \$480,000 including \$200,000 in state funding for, and implementation of, the NASA Center for Educational Excellence expanding rigorous leadership development training for educators facilitated by Drs. Pete Gorman, Jim Hager, Robert Avossa, and Jonathan Raymond.
- Increased membership by over 400 members, to date.
- Implemented the NASA Center for Educational Excellence Institute in partnership with the Nevada Department of Education, to provide high-level leadership training.
- Implementation of the NASA the online continuing education platform, which is projected to increase NASA revenue so that professional development opportunities can be expanded to educators online. Over 400 enrolled, to date.
- Implementation of the NASA Spring and Fall Conferences, Aspiring and Promotional Administrators Workshops, Law Workshops, Mental Health Awareness in your Schools Workshops, Behavior Management Workshops, the Nevada School Performance Framework Workshops and various additional workshops throughout the year that teach leaders how to close gaps and increase achievement.
- NASA advocacy efforts in partnership with many other statewide organizations.

Administrator on Special Assignment over Special Projects

4/2019- 12/2019

Clark County School District, Las Vegas, Nevada

- In this short-term position I reported to the Superintendent's Chief of Staff.
- Reviewed and revised negotiated agreements to recommend changes for congruence with new state law around the reorganization of the Clark County School District.
- Reviewed and revised CCSD Policies and Regulations to recommend changes to ensure up to date language and congruence with the newest state law.

School Associate Superintendent, Turnaround Zone

2012 – 3/2019

Clark County School District, Las Vegas, Nevada

- Member of the Clark County School District (CCSD) Superintendent's Cabinet.
 - 357 Schools
 - Approximately 320,000 students
- Supervised 25 Schools consisting of 3 high schools, 5 middle schools, 17 elementary schools comprising approximately 30,000 students.
 - 21 of the schools are in Turnaround status; and,
 - 4 of the schools have recently exited Turnaround status.
- Supervised the process to identify the lowest-performing/downward trending schools within the district to migrate to the Turnaround Zone for a period of four (4) years of treatment.
- **Exited 16 schools from Turnaround status since 2012 due to their successful academic growth.**

- Oversaw the Zone and decentralized school budgets of approximately \$175,000,000 including general, Title I categorical, and weighted funding.
 - With approximate \$128,000,000 in district budget deficits/shortfalls over the past 2 years, budget development occurs with principals to ensure cuts remain furthest from the classroom and school while focusing expenditures to meet schools' academic target goals for Turnaround using innovative approaches.
- Supported the increase in high school graduation (an average of 11% increase after one year in the Zone, 32% increase four (4) years after entering the Zone, and 42% two (2) years after exiting).
- Implemented a consistent formative assessment tool aligned to SBAC, tracking the progress of students demographically to inform instruction and track students' individualized academic needs.
- Wrote principal target goals for annual increases in English Language Arts (ELA) and math proficiency. In 2017-18 increases ranged between 10% and 53%. Increases in math proficiency ranged between 18% and 75%.
- Focused attention on Smarter Balanced Assessment Consortium (SBAC) results for schools in the Zone. The 2017 results demonstrated school averages outpaced district averages in ELA and mathematics.
- Wrote principal target goals to reflect increasing student scores on the ACT to improve the School's Academic Achievement rating as measured by the Nevada School Performance Framework.
- Schools that exited the Zone had an average increase in their Mean Composite ACT score of 1.2 points, compared to just a 0.2 point increase in the District between 2016 and 2018.
- Wrote high school principal target goals to support increasing the number of students participating in AP coursework so that it more closely mirrors the student demographics/population of the school.
- Worked with the State Legislature actively and consistently as an Associate Superintendent and as President of the Nevada Association of School Administrators (NASA) to help coordinate and meet identified needs of my district and State. Past elected positions required active participation in such processes at the federal level too.
- Developed and implemented strategic plans that included legislative mandates, district requirements and school initiatives and expectations.
- Expanded pre-school, after-school and summer programming.
- Supported Zone schools' consistent retention of over 90% of teaching staff.
- Fostered and established innovative public-private partnerships directly tied to student achievement gains.
- Expanded educational technology through students' one-on-one technology use.
- Ensured the adoption of a Parent Learning Center at Zone elementary schools in partnership with the Public Education Foundation.
- Provided professional development to principals in working with their elected School Organizational Teams as mandated in the legislated reorganization of the Clark County School District.
- Supported Zone schools' drastic decrease in suspensions and alternative school student placements.
- Developed a statewide leadership program in collaboration with the Nevada Association of School Administrators (NASA), the Clark County School District and the Public Education Foundation to advance qualified and well-trained leaders into key administrative roles.
- Expanded magnet school and choice offerings.
- Supported the implementation of workforce connection programs in the eleven (11) high schools currently, or once, supervised.
- Established a Faith Based parent/community volunteer model - Supporting/Opportunities/Acknowledging/Reaffirming (SOAR).
- Developed an innovative teacher compensation system above the teacher salary schedule to recruit and retain teaching staff.

- Secured additional grant funding to hire more teachers in Zone schools.
- Developed a communication/marketing plan that is transparent to internal and external stakeholders. This has led to the community positively embracing Zone structures and expectations.
- Created and implemented district-wide School Performance Agreements for the lowest performing schools for local Board monitoring, which led to proficiency gains for all schools involved.
- Implemented an innovative school leadership model with one highly effective principal over three campuses (Franchise Model).

Liberty High School Principal

2010 – 2012

Clark County School District, Henderson, Nevada

- Provided leadership for a high school comprised of a diverse population of approximately 2,500 students and 150 employees, including seven administrators, a business manager, and a \$12,000,000 school budget.
- Led the school to successfully achieve Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB) in 2011. The growth analysis was reported as 8.82% increase in reading/writing proficiency and 32.80% increase in mathematics proficiency.
- Reduced achievement gaps across all sub-groups. Specifically, a 26% increase in the reading/writing proficiency and a 56% increase in mathematics proficiency for African-American students, a 3% increase for Hispanic students and a 38% increase in mathematics for Pacific Islander students, and a 36% increase in mathematics and a 42% increase in reading/writing for free and reduced lunch students.
- Implemented a behavior management system that reduced classroom referrals and school-wide behavior issues, which translated to a 75% decrease in number of school days lost due to suspensions.
- Expanded the school's "Classical Theme" by adding additional classical studies elective coursework and Latin.
- Doubled Advanced Placement (AP) enrollment and pass rates.
- Implemented a work-force connection program with Nevada Newsmakers (a statewide television news show).
- Implemented the Bert Simmons' Behavior Management Program reducing classroom referrals by 50%, suspensions by 78%, and student days lost due to school discipline by 78%.
- Implementation of a freshman academy, which reduced the number of failing grades and classroom referrals by 26%.
- Implemented a Zero Tolerance for Zeros (ZTZ) Program, which decreased the number of failing or deficient grades by 40% school-wide in 2012.
- Created the Clark County School District's first "12-13" Program where students began their associates' degrees during their junior and senior years and continued a 13th year at Liberty High School for college credit.

Senior Vice President and Chief Operations Officer

2009 – 2010

The Public Education Foundation, Las Vegas, Nevada

- Led 25 employees that raised approximately \$7,000,000 in private donations annually to support Clark County School District (CCSD) as well as individual CCSD school and Foundation initiatives.
- Assisted in the development of the Leadership program for administrators in Nevada.
- Provided composition and oversight of the establishment of private/public partnerships for the support of CCSD and schools therein.
- Provided oversight and consultation regarding up to \$18,000,000 in private funds, which supported CCSD's Empowerment School program – a site-based decentralization program.

- Assumed role of representative member on the CCSD Empowerment Design Team and Community Partnership Committees.

Cheyenne High School Principal

2005 – 2009

Clark County School District, North Las Vegas, Nevada

- Provided leadership as the Chief Education Officer of Nevada's first Empowerment comprehensive high school comprised of a very diverse population of approximately 2,800 students and 150 employees, including seven administrators, a business manager, and a \$14,000,000 school budget.
- Closed mathematics achievement gaps in all sub-groups as measured by AYP and demonstrated by the following proficiency increases: African-American 18%, Asian, 22%, Caucasian 15%, Hispanic 23%.
- Closed reading and writing achievement gaps in all sub-groups as measured by AYP and demonstrated by the following increases: African-American 21%, Asian, 18%, Caucasian 16%, Hispanic 22%.
- Decreased the dropout rate from 9% to 5%.
- Increased Honors and Advanced Placement enrollment by over 75%.
- Increased Advanced Placement pass rates.
- Implemented a workforce development program with the MGM/Mirage and Nevada Newsmakers (a statewide television news show).
- Supported the implementation of a workforce connection program for a homegrown teacher pipeline.
- Implemented a behavior management system that reduced classroom referrals and school-wide behavior issues, which translated to a 50% decrease in number of school days lost due to suspensions.
- Implemented a pure Smaller Learning Communities (SLC) model, as endorsed by the Bill and Melinda Gates Foundation by arranging school stakeholders into five (5) small schools within a school.
- Implemented/expanded gender-based instruction, which contributed to a decrease in classroom disruptions gender-based, versus, co-ed, classrooms.
- Implemented Nevada's only K-12 Mandarin Chinese language program, which has resulted in thousands of students, to date.
- Implemented Tagalog (Filipino), Japanese and Russian language programs.

Administrative Assistant to Region Superintendent (tantamount to a Chief of Staff)

2004 – 2005

Clark County School District Northeast Region, North Las Vegas, Nevada

- Served the Northeast Region Superintendent in her supervision of 55 schools.
- Analyzed school data and coordinated Pre-K-12 reports and collaboration sessions.
- Coordinated the Region's staff in their service to schools therein:
 - Business Services
 - Custodial & Grounds
 - English Language Learner (ELL)
 - Equity and Diversity
 - New School Architecture and Construction
 - Older School Modernization and Renovation
 - Research & Professional Development
 - Special Education
- Assisted in the development of the Northeast Region College Culture Initiative.
- Assisted in the process for the CCSD Board to pass a Standard Student Attire Policy and Regulation.

Cheyenne High School Assistant Principal

2001 – 2004

Clark County School District, North Las Vegas, Nevada

- Supervised English and Social Studies.
- Responsible for attendance, budget, curriculum, discipline, graduation and master schedule.

- Increased the attendance rate from 86%-96% in one-school year. It remained in the mid-ninety's thereafter.

Chaparral High School Dean of Students **2001**
Clark County School District, Las Vegas, Nevada

O'Callaghan Middle School Dean of Students **1999 – 2001**
Clark County School District, Las Vegas, Nevada

Valley High School International Baccalaureate English Teacher/Department Coordinator **1996 – 1999**
Clark County School District, Las Vegas, Nevada

Valley High School International Baccalaureate English Teacher **1995 – 1999**
Clark County School District, Las Vegas, Nevada

Sunset High School English and Theater Teacher **1995 – 1999**
Clark County School District, Las Vegas, Nevada

Sales Manager **1991 – 1995**
Dillards Department Store, Las Vegas, Nevada

Legislative Aide **1991**
Nevada State Legislature, Carson City, Nevada

- First non-political science major selected for this role by the University of Nevada, Las Vegas.
- I worked for the Assembly Minority Leader, Senate Majority Leader and worked with the Legislative Council Bureau to research potential legislation for leadership. Specifically:
 - Class Size Reduction
 - Student Attendance
 - School Funding
 - School Safety

OTHER PROFESSIONAL EXPERIENCE

Professor, Touro University, Las Vegas, Nevada **2008 – 2014**
 • Teaching of education and educational leadership courses to teachers.

ACTIVITIES

- President of the Nevada Association of School Administrators (NASA) **2017 – 2019**
- President-Elect of the Nevada Association of School Administrators (NASA) **2015 – 2017**
- Governor's Appointment to the Nevada Commission on Professional Standards in Education **2010 & 2013**
- President of the Clark County Association of Secondary School Principals (CCASP) **2008 – 2012**
- Board of Directors of the National Association of Secondary School Principals (NASSP) **2011 – 2012**
- President-Elect Clark County Association of School Administrators and Professional-technical Employees (CCASAPE) **2009 & 2012**
- President of the Secondary School Principal's Association of Nevada (SSPAN) **2008 – 2011**
- President of the Clark County Association of Secondary School Principals **2006 – 2009**
- Treasurer of the Clark County Association of Secondary School Principals (CCASP) **2004 – 2006**

HONORS

- Clark County Black Caucus Secondary Educator of the Year **2015 & 2011**
- National Association of Secondary School Principals (NASSP),
Nevada High School Principal of the Year **2009**
- Clark County School District Educational Hall of Fame **2008**

EDUCATION

- **Fellow**, National Superintendents Academy **2016**
- **Turnaround Specialist Program**, University of Virginia, Darden School of
Business **2011 & 2012**
- **Doctor of Education**, Nova Southeastern, Education Leadership **2004**
- **Master of Education**, Nova Southeastern, Education Leadership **1996**
- **Teaching Certification**, University of Nevada Las Vegas,
Secondary English Education **1994**
- **Bachelor of Arts**, University of Nevada Las Vegas, Communications and
Music Performance **1991**

PRESENTATIONS

- **RTM Education Congress** **2018**
Los Angeles, CA
Keynote Speaker: Changing the trajectory of struggling urban school districts, by “Building Effective Schools by Design, Not by Chance”
- **Association of Latino Administrators and Superintendents Education Summit** **2017 & 2018**
Houston, TX
Presenter and panelist: Changing the trajectory of struggling urban school districts, by “Building Effective Schools by Design, Not by Chance”
- **Council of the Great City Schools** **2015**
Long Beach, CA
Presenter and panelist: Changing the trajectory of struggling urban school districts, by “Building Effective Schools by Design, Not by Chance”
- **Public Education Foundation’s Leadership Summit** **2012**
Las Vegas, NV
Moderator, in conjunction with the Clark County School District (CCSD), for CCSD principals
- **Regional Professional Development Program** **2011**
Las Vegas, NV
Presented on the positive impacts of Cooperative Consultative (CC) teaching, best practices relative to inclusion, and how to begin the transition process at a school site
- **National Association of Secondary School Principals’ Association** **2010**
Washington D.C.
Presented on converting a comprehensive high school into Small Learning Communities
- **Cross-Cultural Institute for the Clark County School District’s
Equity and Diversity Education Division** **2009**
Las Vegas, NV
Presented on the benefits of Gender-Based, or single-sex instruction, focused on the research of Dr. Leonard Sax, -- the division of male and female students

- **Clark County School Black Caucus Educational Forum**

Las Vegas, NV

Panelist discussing issues impacting education in Nevada and reform efforts at Cheyenne High School that positively impacted students' achievement and graduation rates

2008
- **Clark County School District Delegate**

Taiwan

Developed an understanding of the Taiwanese educational system and an understanding of how to develop a Mandarin Chinese Immersion program in the United States

2007
- **Clark County School District Delegate**

China

Developed an understanding of the Chinese educational system and the importance of students studying the Chinese language and Chinese culture within America's schools

2006

Robert A. Dworkin

Professional Experience

JFR Consulting Group – Henderson, NV <i>Partner</i>	06/12 – Present
Sole Practice – Los Angeles, CA	05/76 – 06/12
Local CPA Firm – Los Angeles, CA	09/73 – 05/76
National CPA Firm – Los Angeles, CA	07/69 – 09/73

Military Service

United States Air Force	09/65 – 06/69
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Education

Bachelor of Science, Accountancy – New York University 1964
Master of Accounting – University of Southern California 1973

Dr. Edward Goldman
Bio

Dr. Goldman came to the Clark County School District from Los Angeles where he was a junior and senior high math teacher. In 1981, he was recruited by the Clark County School District to teach math and history at Von Tobel Junior High School. Three years later he was appointed dean at Woodbury Junior High School where he served for four years before being promoted to assistant principal at Bonanza High School.

A year later, Dr. Goldman became assistant superintendent under superintendent Dr. Brian Cram, and was appointed as the District's Chief Negotiator, a position he held for the next 13 years. With the appointment of Mr. Carlos Garcia as superintendent, Dr. Goldman was assigned as the Southeast Region Superintendent and then as Associate Superintendent of the Education Services Division.

With the arrival of Superintendent Mr. Dwight Jones, Dr. Goldman was appointed as Associate Superintendent of Employee Management Relations and as the District's Chief Negotiator, a position he continued to hold under Pat Skorkowsky. Currently, he is assigned to the Office of the Chief of Staff.

In addition to his CCSD positions Dr. Goldman was appointed by Governor Kenny Guinn to serve as a member of the Nevada Taxicab Authority, a position he held for the maximum two terms.



Attachment 6

Procedures for identifying and addressing conflict of interest

Amended Articles of Incorporation
of
Olam Academy, Inc.

Pursuant to Chapter 82 of the Nevada Revised Statutes, the undersigned President and Secretary, respectively, of Olam Academy, Inc., a Nevada not-for-profit corporation (hereafter referred to as "Corporation"), whose Charter was approved by the State of Nevada on September 3, 2020, hereby certify that on January 10, 2021, the Board of Directors and Members of the Corporation unanimously voted to accept these Amended Articles of Incorporation.

ARTICLE I
Name

The name of the Corporation is Olam Academy, Inc.

ARTICLE II
Period of Duration

This Corporation shall exist in perpetuity from the date of filing of the original Articles of Incorporation with the Secretary of State of the State of Nevada unless dissolved in accordance with applicable state law.

ARTICLE III
Objectives and Purposes

This Corporation is organized exclusively as a not-for-profit Corporation under the provisions of Chapter 82 of the Nevada Revised Statutes and shall be operated and organized exclusively for charitable, educational, religious or scientific purposes within the meaning of such terms as used in Section 501(c)(3) of the Code of the U.S. Internal Revenue Service. Furthermore, this Corporation is organized and shall be operated to establish and manage a public charter school with an emphasis on foreign languages.

ARTICLE IV
Powers

- A. This Corporation is organized and operated exclusively for charitable, educational, and scientific purposes within the meaning of Section 501(c)(3) of the Code of the U.S. Internal Revenue Service.
- B. In furtherance of the preceding objectives and purposes, the Corporation shall have and may exercise all of the rights, powers, privileges, and immunities now or subsequently conferred upon not-for-profit corporation under the laws of the State of Nevada.
- C. This Corporation shall not carry on any other activities not permitted to be carried on by a corporation (i) exempt from federal income tax under Section 501(c)(3) of the IRS Code, or (ii) contributions to which are deductible under Section 170(c)(2) of the IRS Code.
- D. No substantial part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, directors, officers or other private persons, except that the

Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of Section 501(c)(3) purposes. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate, or intervene in, any political campaign (including the publication or distribution of statements) on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code (or corresponding section of any future Federal tax code).

E. This Corporation shall not carry on any activity which is in violation of the policies and procedures of any of the political, public, educational, service, civic or charitable organizations with which this Corporation may interact or be involved as part of its routine and approved functions.

ARTICLE V

Membership and Capital Stock

The Corporation shall have no members and the Corporation shall have no capital stock.

ARTICLE VI

Board of Directors

The affairs and management of the Corporation shall be under the control of the Board of Directors provided, however, that no action may be taken by the Board of Directors which is in violation of federal or state law or contrary to the Bylaws, Rules and Regulations of the Corporation. The Board of Directors shall consist of no fewer than three (3) nor more than seven (7) Directors. The term and qualifications of the Directors shall be prescribed by the Bylaws of the Corporation.

ARTICLE VII

Bylaws

The Board of Directors shall have power to make such bylaws as it may deem proper for the management of the affairs of the Corporation. Such bylaws shall further prescribe the authority under which conveyance or encumbrance of all or any part of the corporate property may be made, as well as the persons who shall be authorized to execute the instruments of conveyance or encumbrance.

ARTICLE VIII

Officers

The Corporation shall have such officers as may from time to time be prescribed by the Bylaws. Their terms of office and the manner of their designation or election shall be determined according to the Bylaws then in effect.

ARTICLE IX
Principle Office and Resident Agent

The principle office of the Corporation shall be 1481 West Warm Springs Road, Suite 130, Henderson, Nevada 89014, and the Resident Agent of the Corporation shall be Robert Dworkin, 1481 West Warm Springs Road, Suite 130, Henderson, Nevada 89014.

ARTICLE X
Nondiscriminatory Policy

The Corporation shall make its services, facilities, funds, and programs available to all eligible persons regardless of race, color, creed, national origin, handicap or sex, and shall not in any way discriminate against any such person on the basis of race, color, creed, national origin, handicap or sex.

ARTICLE XI
Change in Articles of Incorporation

The Board of Directors of the Corporation shall have the right from time to time to dissolve the Corporation. Furthermore, the Board of Directors of the Corporation shall have the right from time to time to amend, alter, change or repeal the provisions contained in these Articles of Incorporation, provided, however, that no plan of dissolution and no amendment, alteration, change or repeal shall be made which shall:

A. Amend, alter, change or repeal the restrictions set forth in Article N, paragraphs C. and D, unless the IRS Code changes so that amending, altering, changing or repealing such restrictions would not disqualify the Corporation from federal income tax exemption under Section 501 (c)(3) of the IRS Code, or as an organization contributions to which are deductible under Sections 170, 642, 2055, or 2533 of the IRS Code.

B. Operate to permit the use, application, or disbursement of any of the principle or income of all or any part of the corporate property for any purpose other than those expressly provided for in these Articles of Incorporation, or other than exclusively for charitable, educational, or scientific purposes.

C. Operate to permit the principle or income of any bequest, devise, grant, or gift to this Corporation to be used contrary to the conditions, limitations, or restrictions contained in any such bequest, devise, grant, or gift.

ARTICLE XII
Dissolution

All property and assets of this Corporation are irrevocably dedicated to charitable, educational, and/or scientific purposes meeting the requirements for exemption provided by Section 501(c)(3) of the IRS Code. No part of said property or assets shall ever inure to the benefit of any Director, officer, or to the benefit of any unqualified private individual. Under the dissolution,

winding up or abandonment of the Corporation, its assets remaining after payment, or provisions for payment, of all debts and liabilities of this Corporation shall be distributed to such not-for-profit, charitable and/or other eligible organizations as selected by the Board of Directors, consistent with the Corporation's Bylaws and with applicable state and federal statute and code. Such organization shall be engaged in activities similar to those of this Corporation and shall be qualified as such organizations) under Section 501(c) 3) of the IRS Code, or shall be distributed to the Federal Government, or to a State or local government for a public purpose.


ARTICLE XIII Statutory References

All references set forth herein to Sections 170(c)(2), 501(c)(3), 501(h), 642, 2055, and 2522 of the IRS Code shall mean and refer to those sections as they now exist, or as they may hereafter be amended, supplanted or revised, or the corresponding provisions of any future United States Internal Revenue law.

ARTICLE XIV Limitation of Liability for Directors and Officers

To the maximum extent allowed under applicable law, no officer or Director of the Corporation shall have any personal liability for damages based upon any act or omission arising from the failure of such person in his or her official capacity to exercise due care regarding the management or operation of the Corporation, unless the act or omission involves intentional misconduct, fraud or a knowing violation of the law.

Dated this 17 day January, 2021



**BY-LAWS OF
OLAM ACADEMY OF NEVADA**

ARTICLE I: INTRODUCTION; LEGAL STATUS

Section 1. Name. The name of corporation is Olam Academy of Nevada (hereinafter the “OLAM”), a non-profit corporation. OLAM is located in Clark County, Nevada. The charter school contemplated to be approved herein shall be run under the same name as the corporation and located in Clark County, Nevada.

Section 2. Legal Status. It is the express purpose of OLAM to function as a charter school pursuant to NRS 386.527, sponsored by the Nevada State Public Charter School Authority (the “Charter Entity”). After approval by the Charter Entity, the Board, as defined below, shall be governed by NRS 385.553(2) and will plan and direct the operations of the school contemplated herein.

Section 3. Statutes. OLAM will operate in accordance with NRS 82 and NRS 386 and all other applicable laws and regulations.

ARTICLE II: MEMBERSHIP

OLAM has no shareholders. The rights which would otherwise vest in the shareholders vest in the Directors of OLAM (hereinafter the “Directors”) of OLAM. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Directors or approval by the Board of Directors (hereinafter the “Board”).

ARTICLE II: PURPOSE AND MISSION

Section 1. Purpose and Mission. OLAM is Nevada’s contribution to leading a national movement of exceptional, diverse public charter schools that teach Modern Hebrew and Spanish to children of all backgrounds and prepare them to be successful global citizens. OLAM joins the growing number of Hebrew public charter schools across the country that bring a firmly secular education to a new level of excellence. As a multi-language school committed to immersion, OLAM will help students achieve language proficiency in three languages and will set high learning standards. OLAM will operate a traditional campus and also coordinate a hybrid distance learning environment to enable students to participate from anywhere in Nevada.

Additionally, the purpose of OLAM is to engage in any lawful act or activity for which corporations may be organized under Chapter 82 of the Nevada Revised Statutes, as limited by Chapter 386 of the Nevada Revised Statutes. Within the framework and limitations of the foregoing, OLAM is organized exclusively for one or more of the purposes as contemplated and specified in Section 170(c)(2) and 501(c)(3) of the Internal Revenue Code.

Section 2. Non-Discrimination. OLAM shall not discriminate on the basis of race, color, religion, age, sex, sexual identification, national origin, marital status, disability, or other reason prohibited by law in hiring or other employment practices. Further, OLAM shall be open to all student in its authorized geographic area on a space-available basis and shall not discriminate in its admission policies or practices on the basis of color, religion, age, sex, sexual identification, national origin, marital status, disability, or other reason prohibited by law. OLAM shall conduct all of its activities in accordance with all applicable local,

state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

ARTICLE III: BOARD OF DIRECTORS

Section 1. Powers. The Board shall conduct or direct the affairs of OLAM and exercise its powers, subject to the provisions of applicable laws, as well as the requirements of OLAM's Charter and these Bylaws. In addition to the appointment of an Administrator as further described in Article VIII, below, the Board may delegate the management of the activities of OLAM to others, so long as the affairs of OLAM are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

- A. To elect and remove Directors;
- B. To select and remove Officers, agents and employees of OLAM; to prescribe powers and duties for them; and to fix their compensation;
- C. To conduct, manage and control the affairs and activities of OLAM, and to make rules and regulations;
- D. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of OLAM;
- E. To carry on the business of operating OLAM and apply any surplus that results from the business activity to any activity in which OLAM may engage;
- F. To act as a trustee under any trust incidental to OLAM's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- G. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- H. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of Nevada's Not-for-Profit Corporation Law (NRS 82) and the statutes governing charter schools (NRS 386) and any limitations noted in these By-laws;
- I. To develop an annual School schedule of events and activities;
- J. To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- K. To submit a final budget to the Charter Entity and other applicable governmental entities pursuant to state statutes and regulations;

- L. To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- M. To cause an annual inspection or audit of the accounts of OLAM, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of OLAM and its financial condition;
- N. To ensure ongoing evaluation of OLAM and provide public accountability;
- O. To strive for a diverse student population, reflective of the community;
- P. To ensure adequate funding for operation;
- Q. To solicit and receive grants and other funding consistent with the mission of OLAM with the objective of raising operating capital funds; and
- R. To indemnify and maintain insurance on behalf of any of its Directors, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Nevada Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

Section 2. Prohibited Purposes and Powers: Notwithstanding the foregoing statement of purposes and powers, OLAM shall have an exercise only such powers and engage in only such activities as are contemplated and permitted to be carried on by a corporation exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) thereunder and by a corporation described in and contributions to which are deductible for federal income tax purposes under Section 170(c)(2) of the Internal Revenue Code.

Section 3. Prohibited Acts. OLAM shall not, incidentally or otherwise, afford or pay any pecuniary gain, dividends, or other pecuniary remuneration to any director or officer of the School or any other private person, and no part of the net income or net earnings of OLAM shall directly or indirectly, be distributable to or otherwise inure to the benefit of any private person; however, that OLAM may pay reasonable compensation for services rendered to or for the benefit of OLAM and may make such other payments and distributions as permitted by these Bylaws herein. OLAM shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code. OLAM shall not participate in nor intervene in (including, without limitation, the publishing of or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 4. Designated Directors and Terms. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the members of the Committee to Form OLAM, also known as the Initial Board of Directors, whose names, term, and expiration date of their term as of the adoption of these Bylaws are as follows.

Name:	Term:	Term Expires:
Daniel Weintraub	3 years	June 30, 2023
Jennifer Bennett	3 years	June 30, 2023
Robert Dworkin	2 years	June 30, 2022

Edward Goldman	2 years	June 30,2022
Jeff Geihs	2 years	June 30, 2022
Michael DeLee	1 year	June 30, 2021
Vacant/Parent	1 year	June 30, 2021

Section 5. Number of Directors. The number of Directors of OLAM shall be not fewer than three (3) and shall not exceed seven (7). The Board shall fix the exact number of Directors, within these limits, by amendment of the Bylaws.

Section 6. Election of Directors.

- A. Election. Except for the Initial Board of Directors, the Board shall elect the Directors by the vote of a majority of the Directors then in office. Directors-elect assume office subject to approval by the Charter Entity pursuant to Nevada Revised Statutes Chapter 386.
- B. Eligibility. The Board may elect any person who is eligible under the Nevada Revised Statutes and other applicable laws rules and regulations, is not an employee of OLAM and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of OLAM faithfully and effectively
- C. Interested Persons.
 - i. Not more than forty percent (40%) of the persons serving on the Board may be (i) persons currently being compensated by the school for services rendered to it within the previous twelve (12) months; or (ii) a sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.
 - ii. Not more than forty percent (40%) of the voting persons on the Board may be directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the school or another charter school), regardless of whether said entity is affiliated or otherwise partnered with the school. For the purposes of the foregoing sentence, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The Directors, may, at their sole discretion, waive this restriction upon written request from the school.
 - iii. In determining eligibility for Board membership and for the holding of positions as board Officers, OLAM and the Board shall comply with all applicable law and with the terms of OLAM's Charter.

Section 7. Term of Office.

- A. Except for the Initial Board of Directors, the Directors elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
- B. The terms of office of the Directors initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Directors, the second class at the second

succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Director shall continue for three (3) years.

- C. The term of office of a Director elected to fill a vacancy in these Bylaws begins on the date of the Director's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Director, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Directors authorized.
- D. A Director's term of office shall not be shortened by any reduction in the number of Directors resulting from amendment to the Charter, the Bylaws, or other Board action.
- E. A Director's term of office shall not be extended or shortened beyond that for which the Director was elected by amendment of the school's charter or the Bylaws or other Board action.

Section 8. Time of Elections. The Board shall elect Directors whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

Section 9. Removal of Directors.

The Board may remove a Director for cause upon two-thirds vote of all Directors (other than the Director subject to removal). In addition, a Director may be removed from office on examination and due proof of the truth of a written complaint by any Director, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Director. The Board may remove a Director with cause upon a simple majority vote and without cause upon 75 % vote of all Directors (other than the Director subject to removal).

Section 10. Resignation.

A Director may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Director. Except on notice to the Nevada Attorney General, no director may resign if OLAM would be left without a duly elected director or directors.

Section 11. Vacancies.

A vacancy is deemed to occur on the effective date of the resignation of a Director, upon the removal of a Director, upon declaration of vacancy pursuant to these Bylaws, or upon a Director's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Directors. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 12. Compensation of Directors.

Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting School business.

ARTICLE IV: OFFICES

OLAM's principal office shall be at the following address: Olam Academy Charter School, c/o: Robert Dworkin, CPA, JFR Consulting Group, Inc., 1481 W Warm Springs Road Suite 130, Henderson, NV 89014; or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. OLAM may also have offices at such other places, within the State of Nevada, as the Board may from time to time determine.

ARTICLE V: MEETINGS OF THE BOARD

Section 1. Place of Meetings. Board Meetings shall be held at OLAM's facility or at any other reasonably convenient place as the Board may designate prior to OLAM having a school facility.

Section 2. Annual Meeting. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Directors, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

Section 3. Regular Meetings. Twelve (12) Meetings inclusive of the June Annual Meeting shall be held each year on dates determined by the Board.

Section 4. Special Meetings. A Special Meeting shall be held at any time called by the Chair, or by any Director upon written demand of not less than one-half of the entire Board.

Section 5. Adjournment. A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 6. Notice to Directors. Notices to Directors of Board Meetings shall be given as follows:

- A. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings;
- B. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in OLAM's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when e-mailed, or communicated orally, in person or by telephone, to the Director or to a person whom it is reasonably believed will communicate it promptly to the Director.

Section 7. Waiver of Notice. Notice of a meeting need not be given to a Director who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

Section 8. Public Notice. Public notice of all Board meetings shall be given in accordance with the requirements of Nevada Open Meeting Law, NRS 241.020.

ARTICLE VI: ACTION BY THE BOARD

Section 1. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Directors shall constitute a quorum for the transaction of any business or of any specified item of business.

Section 2. Actions by the Board.

- A. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any regular or special meeting of the Board of Directors at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Directors present may adjourn the meeting until a quorum is obtained.
- B. **Board Participation by Other Means.** In all events, a quorum of Directors must be present to lawfully conduct a Board Meeting of the charter school. To the extent permitted by Nevada Revised Statutes Chapter 82.271(3), Directors participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Directors may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Directors participating in such meeting can hear one another and there is no objection from any Director or any person in the public audience. Directors other than in-person or by live video-conferencing shall not vote. Directors participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the board are subject to the provisions of the Open Meeting Law.

Section 3. Committees.

- A. **Appointment of Committees.** The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Directors, who shall serve at the pleasure of the Chair of the Board, except that any executive committee of the Board shall comprise not fewer than five Directors.
- B. **Standing Committees.** The Board shall have the following standing committees: Executive (chaired by the Board Chair), Finance (Chaired by the Treasurer), Governance and Nominating, Education and Program, and Separation of Church/State Compliance Committee. Additional Chairs and committee members will be appointed by the Chair of the Board.
- C. **Authority of Board Committees.** The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- i. The election of Directors;
- ii. Filling vacancies on the Board or any committee which has the authority of the Board;
- iii. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- iv. The appointment of other committees of the Board, or the members of the committees.

D. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are subject to the provisions of these Bylaws and the Open Meeting Law with respect to the calling of meetings.

Section 4. Standard of Care.

- A. Performance of Duties. Each Director shall perform all duties of a Director, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
- B. Reliance on Others. In performing 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, presented or prepared by:
 - i. One or more Officers or employees of OLAM whom the Director believes to be reliable and competent in the matters presented;
 - ii. Legal counsel, public accountants or other persons as to matters that the Director believes are within that person's professional or expert competence; or
 - iii. A Board Committee on which the Director does not serve, duly designated in accordance with a provision of OLAM's Charter or Bylaws, as to matters within its designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, and with that degree of care specified in Article VI, Section 4(1), and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- C. Investments. In investing and dealing with all assets held by OLAM for investment, the Board shall exercise the standard of care described above in Article VI, Section 4(1) and shall consider among other relevant considerations the long and short term needs of OLAM in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 5. Rights of Inspection.

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of OLAM, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 6. Participation in Discussions and Voting.

Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Director shall be excused from the discussion and vote on any matter involving such Director relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Directors then present.

Section 7. Duty to Maintain Board Confidences.

Every Director has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Director violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

Section 1. Officers.

The Officers of OLAM consist of a President, Vice President Chair, a Secretary and a Treasurer. OLAM also may have such other officers as the Board deems advisable.

- A. President. Subject to Board control, the President has general supervision, direction and control of the affairs of OLAM, and such other powers and duties as the Board and these bylaws may prescribe. If present, the President shall preside at Board meetings.
- B. Vice President. If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.
- C. Secretary. The Secretary shall: (i) keep or cause to be kept, at OLAM's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (ii) keep or cause to be kept a copy of OLAM's Charter and Bylaws, with amendments; (iii) keep or cause to be kept a copy of OLAM's incorporation and tax status filings and documentation; (iv) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (v) have such other powers and perform such other duties as the Board may prescribe.
- D. Treasurer. The Treasurer shall: (i) keep or cause to be kept adequate and correct accounts of OLAM's properties, receipts and disbursements; (ii) make the books of account available at all times for inspection by any Director; (iii) deposit or cause to be deposited OLAM's monies and other valuables in OLAM's name and to its credit, with the depositories the Board designates; (iv) disburse or cause to be disbursed OLAM's funds as the Board directs;

(v) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of OLAM's financial transactions and financial condition; (vi) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (vii) serve as Chairperson of the Finance Committee; and (viii) have such other powers and perform such other duties as the Board may prescribe.

Section 2. Election, Eligibility and Term of Office.

- A. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
- B. Eligibility. A Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
- C. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section 3. Removal and Resignation.

The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to OLAM, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: STAFF

The Board shall appoint one employee to function as the administrator of OLAM (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and OLAM. Such person shall administer OLAM in accordance with Board direction and generally accepted educational practice.

ARTICLE IX: NON-LIABILITY OF DIRECTORS

The Directors shall not be personally liable for OLAM's debts, liabilities or other obligations.

ARTICLE X: INDEMNIFICATION

Section 1. Exculpatory Provisions.

None of OLAM's current or former Officers or Directors (each, an "Indemnified Person") shall be liable, directly or indirectly, to OLAM for any act or omission taken or omitted by such Indemnified Person in good faith, provided that such act or omission did not constitute gross negligence, fraud or willful violation of the law or a breach of such Indemnified Person's duty of loyalty to OLAM.

Section 2. Derivative Actions.

Any and every Indemnified Person made or threatened to be made a party to any action, suit or proceeding by or in the right of OLAM to procure a judgment in its favor by reason of the fact that

he or she, his or her testator or intestate, is or was a Director or Officer of this School or of any Corporation which he or she served as such at the request of OLAM, shall be indemnified and held harmless by OLAM to the fullest extent permitted by applicable law, against any and all claims, liabilities and expenses of whatever nature ("Claims") relating to activities undertaken in connection with OLAM, including but not limited to amounts paid in satisfaction of judgments, in compromise or settlement, or other amounts, and reasonable attorneys', accountants' and experts' and other fees, in each case incurred by him or her in connection with the investigation, defense or disposition of such action or in connection with any appeal thereof, except in relation to matters as to which it shall be adjudged in such action, suit or proceeding that such Officer or Director has breached his or her duty of loyalty to OLAM.

Section 3. Nonderivative Actions.

Any and every Indemnified Person made or threatened to be made a party to any action, suit, or proceeding other than one by or in the right of OLAM to procure a judgment in its favor, whether civil or criminal, including an action by or in the right of any other corporation of any type or kind, domestic or foreign, which any Director or Officer of OLAM served in any capacity at the request of OLAM, by reason of the fact that he or she, his or her testator or intestate, is or was a Director or Officer of OLAM, or served such other corporation in any capacity, shall be indemnified and held harmless by OLAM, to the fullest extent permitted by applicable law, against any and all Claims incurred by him or her in connection with the investigation, defense or disposition of such action, suit or proceeding or in connection with any appeal thereof, except in relation to matters as to which it shall be adjudged in such action, suit or proceeding that such Officer or Director (i) acted with gross negligence, fraud or willful violation of the law or (ii) shall not have acted in good faith.

Section 4. Advance of Expenses.

Expenses, including attorney fees incurred by an Indemnified Person in, investigation, defense or settlement of any claim that may be subject to a right of indemnification hereunder may be advanced by OLAM prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the Indemnified Person to repay such amount if it shall ultimately be determined that the Indemnified Person is not entitled to be indemnified by OLAM.

Section 5. Non-Exclusivity.

The right of any Indemnified Person to the indemnification provided herein shall be cumulative of, and in addition to, any and all rights to which such Indemnified Person may otherwise be entitled by contract or as a matter of law or equity, and shall extend to such Indemnified Person's successors, assigns and legal representatives. OLAM shall have the power to purchase or maintain at its cost and expense insurance on behalf of such Indemnified Persons to the fullest extent permitted by this Article and applicable law.

Section 6. Satisfaction from School's Assets.

All judgments against OLAM or an Indemnified Person, in respect of which such Indemnified person is entitled to indemnification, shall first be satisfied from School assets before the Indemnified Person is responsible therefore.

Section 7. Notices of Claims.

Promptly after receipt by an Indemnified Person of notice of the commencement of any action or proceeding or threatened action or proceeding involving a claim, such Indemnified Person will, if a claim for indemnification in respect thereof is to be made against OLAM, give written notice to

OLAM of the commencement of such action; provided, however, that the failure of any Indemnified Person to give notice as provided herein shall not relieve OLAM of its obligations under this Article X, except to the extent that OLAM is actually prejudiced by such failure to give notice. Each such Indemnified Person shall keep the President and the Administrator apprised of the progress of any such proceeding.

Section 8 Burden of Proof.

In any dispute as to indemnification between OLAM and a person claiming indemnity, the burden of proof shall in all events, and as to all elements of any claim or defense, be on OLAM.

ARTICLE XI: SELF-DEALING TRANSACTIONS

OLAM shall not engage in any self-dealing transactions, except as approved by the Board and permitted by applicable Nevada Revised Statutes or Nevada Administrative Code. "Self dealing transaction" means a transaction to which OLAM is a party and in which one or more of the Directors has a material financial interest ("Interested Director(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of OLAM, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of OLAM and without favoritism, and (b) results in a benefit to one or more Directors or their families solely because they are in a class of persons intended to be benefited by the program.

ARTICLE XII: OTHER PROVISIONS

Section 1. Fiscal Year.

The fiscal year of OLAM begins on July 1 of each year and ends June 30.

Section 2. Execution of Instruments.

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of OLAM to enter into any contract or execute and deliver any instrument in the name of or on behalf of OLAM. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind OLAM by any contract or engagement, to pledge OLAM's credit, or to render it liable monetarily for any purpose or any amount.

Section 3. Checks and Notes.

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of OLAM may be signed by the President, the Administrator, or the Treasurer. In the instance that OLAM utilizes a fiscal sponsor, check requests must be made in writing to the fiscal sponsor by those same individuals. Check requests for amounts of \$5,000.00 or greater must be signed by two (2) of these individuals.

Section 4. Construction and Definitions.

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the

context requires, and the word “person” includes both a School and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5. Conflict of Interest.

- A. The Board shall adopt a Conflict of Interest Policy. The Conflicts of Interest Policy shall provide that no Director, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Director, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to:
- i: negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract;
 - ii: audit bills or claims under the contract; or
 - iii: appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Chapter 281A of the Nevada Revised Statutes).
- B. The Conflict of Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of OLAM. Any Director, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to OLAM's interest.

The Conflict of Interest Policy shall also provide that no Director, officer, employee or committee member shall:

- i: directly or indirectly solicit, accept or receive any gift having a value of twenty-five dollars (\$25) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part;
- ii: disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests;
- iii: receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or

- iv: receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency.

These restrictions do not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Nevada Revised Statutes Chapter 281A, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the Nevada Revised Statutes, those provisions of the Nevada Revised Statutes shall control.

Section 6. Interpretation of Charter.

To the extent of any conflict between any provision of these Bylaws and the Open Meeting Law, the Open Meeting Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control. To the extent of any conflict between NRS 82 and NRS 386, the latter shall control.

ARTICLE XIII: AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Once approved by the Charter Entity, the Bylaws may not be amended without the prior approval of the Charter Entity.

ARTICLE XIV: DISSOLUTION

Revocation of Charter or Dissolution. Upon the dissolution of OLAM, the assets shall be distributed for one or more purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction in Clark County, Nevada, exclusively for such purposes or to such organizations as said Court shall determine which are organized and operated exclusively for such purposes. If, at any time and for any reason, OLAM's charter is revoked or OLAM is dissolved, all assets of OLAM, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada of the sponsor to dispose of according to NRS 386.536 and other applicable laws and applicable regulations.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of Olam Academy of Nevada, a not-for-profit corporation organized and existing under the laws of the State of Nevada; that the foregoing Bylaws were duly and regularly adopted as such by the Board of Directors of Olam Academy of Nevada, and the foregoing Bylaws are now in full force and effect.

Secretary

Dated: January 10, 2021

OLAM ACADEMY

GRIEVANCE POLICY AND PROCEDURES

Olam Academy values open communication within its school community, including parents/guardians, students, faculty, staff, administration and the Board of Directors. Olam Academy's Grievance Policies and Procedures (OAGPP) pertain to grievances of varied natures; they regulate how parents and students are expected to express grievances about faculty, staff or administrators, and they regulate how faculty and staff are expected to express grievances about other members of the professional community, including peers, supervisors or the administration. Grievances may pertain to interpersonal disputes, to the violation of other Olam Academy policies and procedures, or to perceived or real discrimination or disparities.

OBJECTIVES

The objectives of the OAGPP are threefold:

- 1) To help members of our community resolve conflicts in an open and direct manner;
- 2) To provide a safe avenue for members of our community to express grievances or report alleged wrong-doing, including behaviors considered discriminatory;
- 3) To prompt, when necessary, further investigation and outside resolution.

INFORMAL GRIEVANCE PROCEDURE

1. If a student has a concern with a teacher or administrator, we strongly encourage the student to set a meeting with the teacher/administrator first. Students are encouraged to advocate for themselves in a respectful, thoughtful manner.
2. Parents/guardians should first speak directly to the person with whom he or she has a concern. Please schedule a meeting with the specific teacher or administrator first.
3. If, after the initial meeting, the conflict is not resolved, the parents/guardians should contact an administrator. A plan will be put into place to resolve the issue.
4. If a reasonable time has passed and the conflict is still not resolved, then the parents/guardians should follow the formal grievance policy below.

FORMAL GRIEVANCE PROCEDURE

The formal grievance procedure is intended to provide an opportunity for grievances that are either not resolved via the informal process or are significant enough in the mind of the grievant to require a formal investigative and resolution process that is documented in writing.

1. To initiate the formal grievance process, a grievant should submit a signed and dated grievance to the Executive Director, or the Chair of the Board if the Executive Director is a named party in the grievance. The written grievance should detail the allegations of dispute, breach of policy, or discrimination and should cite the contract, policy or procedure that has been violated.

2. The Executive Director will provide acknowledgement of receipt of the written grievance within five (5) working days. If the Executive Director is a named party in the grievance, the Chair of the Board will provide acknowledgement of receipt of the written grievance within five (5) working days.
3. Within thirty (30) working days, an internal investigation, including conducting interviews with all relevant parties, reviewing pertinent documents, and reviewing policies will take place.
4. Within forty-five (45) working days of the submission of the written grievance, a written resolution plan that might include plans for facilitated conflict resolution meetings, recommendations for change in policy or procedure, or suggested next steps will be promulgated.
5. Should a grievant not be satisfied with the manner in which the grievance is handled, he or she should request that the matter be scheduled for a meeting of the Board of Directors. It is important to the integrity of our school that grievances be handled in an informed, direct, fair, and equitable manner. The administration and Board share responsibility in ensuring the integrity of the vision and its implementation through the system of due process described in this grievance policy. The final forum for conflict resolution, after a grievant has followed the steps outlined above, will be at the level of the Board of Directors.



Attachment 7

Leadership Job Descriptions

Executive Director

The Executive Director bears primary responsibility for ensuring the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, securing the school's long-term sustainability.

The Executive Director reports to the Board of Directors and is responsible for the overall operations of the school, collaborating with the principal, who is the instructional leader of the school.

Responsibilities include:

Planning and Operations:

- Collaborate with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly scheduled Board meetings.
- Assist with fundraising for the school.
- Facilitate strategic planning with the Board of Directors
- Diagnose the gaps between where the school is, versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps and move forward as a school.
- Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
- Recruit, develop, evaluate, and retain (and as needed, discipline and terminate) high-performing individuals who are passionate about the overarching mission of Olam Academy.
- Recruit, hire (in collaboration with the Board), supervise, and evaluate the principal of school.
- Collaborate with the principal to assist him/her in fulfilling the educational mission of the school, including working collectively to resolve any personnel issues or other disputes that may arise
- Assist principal with data analysis and oversee all reporting related to student performance.
- Prepare and update as appropriate the Employee Handbook, Health and Safety Handbook, and Family Handbook, and ensure that all parties receive and acknowledge receipt.
- Establish and oversee compliance with the school's emergency and safety plans
- Ensure that an effective performance management system is in place for all staff including the principals.
- Oversee self-evaluation efforts of the school relating to operations, including parent surveys
- Collaborate with the principal to be sure that the school has technology and IT support it needs. Help to see that school has sufficient computer systems.
- Develop appropriate budget projections, in collaboration with back-office services providers.
- Ensure that the school budget is in the black and the school is financially solvent.

- Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the school and increase its donor base within a competitive non-profit (specifically charter school) funding environment.
- Work to ensure a permanent school site.
- Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of back---office staff.

Facilities:

- Pursue appropriate temporary facilities for the school as needed.
- Secure permanent site for school.
- Oversee relevant planning, construction and other activities for school site and occupancy.
- Secure appropriate furnishing, materials, supplies and equipment for school operations.

Outreach and Collaboration:

- Develop and maintain effective relationships with the Kavod Academy, Lashon Academy, and the Hebrew Public Charter School for Global Citizens organization.
- Oversee the accreditation process and any related activities.
- Conduct outreach and serve as a liaison with local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters.
- Establish and maintain partnerships with community service organizations, businesses and local councils and residents.
- Assist with coordinating parent involvement and volunteering.

Communications:

- Oversee the school's website, email/list---serves, newsletter and other means of communication with the parents, teachers, volunteers and other community members.
- Maintain open lines of communication between stakeholders and work to resolve conflicts and disputes that may arise.
- Be a neutral arbiter in interschool disputes.
- Assist principal in coordinating parent education workshops, Town Hall meetings and other forums to discuss the school's mission, vision and operations with parents and other stakeholders.

Principal:

Attends to issues that concern Olam Academy Charter School as a whole;
ensures that the school is meeting its mission and vision by facilitating

communication and building consensus among teachers, staff, families, the Board, and the authorizer in support of the school's mission

- Oversees Special Education Program implementation and compliance
 - Develops a larger vision for the future direction of the school while overseeing its day-to-day operations
 - Ensures the administrative success of all school programs and compliance with the school's approved charter, Board policies, appropriate governmental statutes, its authorizer's regulations and all other applicable governmental laws and regulations
 - Fosters the achievement of all LOlam Academy Charter School students and the continual renewal of its charter by its authorizer
 - Communicates the vision of the school to the general public by representing the school to parents, community leaders and the media
 - Maintains overall responsibility for the public relations, marketing and communication between the School and its key stakeholders
 - Oversees implementation of parent outreach and student recruitment
 - Designs and oversees the budget and all fiscal reports and audit procedures with the support of the Board Treasurer and the fiscal services provider
 - Monitors legislative and policy developments related to programmatic and fiscal operations
 - Leads the hiring process with the support of the Executive Director.
- Enhances teachers' understanding and instruction of Nevada State Standards to facilitate meeting API/AYP targets and to further the mission of Olam Academy Charter School
- Oversees the compliant administration of all required standardized tests
 - Analyzes formative and summative student assessment data to guide
 - improved student achievement

- Leads faculty development of curriculum and instructional strategies
- Designs a staff development plan which is data driven and consistent with
- fostering measurable student outcomes
- Evaluates faculty and staff
- Oversees licensing paperwork and the monitoring process
- Enforces student discipline policy
- Receives complaints and grievances and responds appropriately to address or resolve the concerns
- Reports to the Olam Academy Board
- Supports work of Board committees

Curriculum Coordinator

- Oversees the language integration program at Olam Academy Charter School
- Creates a timetable for internal and state-mandated external assessments and supervises its implementation
- Measures the success of all education programs at the school using Nevada content standards, the Proficiency Approach, and the national standards for foreign language learning.
- Analyzes assessment data to track English Learners' second language mastery
- Coordinates with Special Education teachers regarding instruction of children with special needs and oversees implementation of services for students with special needs
- Coordinates with outside professional developers and other consultants in the development and implementation of the school curriculum
- Coordinates assessment, observation and evaluation of teachers with the Principal
- Supports the Principal to do the following:
 - Enhance teachers' understanding and instruction of Nevada frameworks and content standards to facilitate meeting API/AYP targets and to further the mission of Olam Academy Charter School
 - Analyze student assessment data to guide improved student achievement
 - Lead faculty development of curriculum and instructional strategies

- Design a staff development plan which is data driven and consistent with fostering measurable student outcomes
- Evaluate faculty and staff
- Oversee licensing paperwork and the monitoring process
- Works collaboratively with teachers
- To assist with curriculum development
- To integrate Modern Hebrew language and Spanish language effectively into the curriculum in age- and culturally-appropriate ways
- To develop and implement the integration of service learning into the curriculum
- To develop and adapt specialized curriculum related to Modern Hebrew language integration along with the relevancy of the native cultures including American culture in general and to the Culture and History of Israel and its Immigrant Communities specifically as well as the culture and history of Latin America.
- Writes and submits reports regarding program goals and student progress as required by the Principal

Assistant Principal

The Assistant Principal is a key leader responsible for a strategic and tactical role in the cultural development of Olam Academy.

Responsibilities include:

- Contribute towards a safe environment for learning ensuring that student conduct and culture is maintained and discipline is enforced fairly and consistently.
- Create and refinement of the discipline program, which corresponds to the vision and mission.
- Work directly with the Head of School to develop behavioral and cultural goals for the school for the school year.
- Participate with the leadership team and model leadership and professionalism in support of the entire Olam Academy.
- Collaborate with vice principal at Lashon Academy and Kavod Academy for best discipline practices.
- Uphold school policies including dress code, food policy, and discipline.

- Ensure policies are included and up to date in the Family Handbook
- Ensure staff can explain and accurately describe purpose of policies and lead/manage staff to consistent implementation of policies. Be responsible for staff acknowledgement of policies.
- Support principal in implementation of weekly community meetings as needed
- Serve as point person for all immediate discipline concerns
- Establish and uphold referral process for students (to and through being sent to the office)
- Maintain daily documentation of disciplinary incidents (clearly progress monitoring student behavior)
- Communicate with staff regarding behavioral incidents within 24 hours of incident
- Document all behavioral incidents in a Google doc and in Infinite Campus
- Communicate with families and students on an ongoing basis
- Monitor lunch detention on a daily basis --- track student attendance and behavior, ensure follow through of consequences for all disciplinary cases
- Manage additional structures necessary to enforce accountable consequences for disciplinary actions
- Manage Restorative Justice as part of disciplinary process (in coordination with consequence system)
- Work with students, families, teachers, Head of School, and Community Liaison to ensure that the Restorative Justice program is indeed restorative rather than punitive
- Organizational Commitment
- Assist principal in Writing curriculum, Writing grants and attending grant interviews.
- Also assist with hiring and doing home visits.
- Attend weekly Student Support Team meetings and provide up to date data on relevant Students.
- Attend Leadership Team meetings
- Serve as an advisory team member for short and long term strategic as well as operational planning.
- Report monthly to the school board on discipline trends

Professionalism

- Participates fully and actively in Professional Development



Attachment 8

Leadership Team Resumes

At this time we do not have a prospective principal.



Attachment 9

Previous student achievement data for the individual primarily responsible for academic programming

At this time we do not have a prospective principal.



Attachment 10

Competencies Used for School Leader Selection and Evaluation

Olam Academy Leader Selection Rubric Draft

Olam Academy Mission	Level 1	Level 2	Level 3	Level 4	Comments
Focus on Mission of School -Personal philosophy aligns with school philosophy. -Sets goals that align with goals of Olam Academy. -Willingness and passion to improve success of ELL and Special Needs students. -Record in making competent decisions	Candidate has history of not meeting this expectation or does not reach this in an acceptable manner.	Meets some but not all measures of this competency	Meets most subsections of this competency	Meets or exceeds this competency	
Willingness to Improve -Continually looks to improve school. - Seeks new and improved methods of second language development. -Makes decisions to improve the school based on formative and summative data	Candidate has history of not meeting this expectation or does not reach this in an acceptable manner.	Meets some but not all measures of this competency	Meets most subsections of this competency	Meets or exceeds this competency	
Ability to work with Partners -Commitment to seek out and work with Hebrew Public Charter School for Global Citizens, Lashon Academy, and Kavod Academy -Ability to work with Boys and Girls Club of Southern Nevada, PLAN, and NASA. - Reach out to the local community and seek new partnerships	Candidate has history of not meeting this expectation or does not reach this in an acceptable manner.	Meets some but not all measures of this competency	Meets most subsections of this competency	Meets or exceeds this competency	
Communication -Clearly communicates goals with stakeholders. -Communicates messages effectively. -Able to empathize with individuals in	Candidate has history of not meeting this expectation or does not reach this in an acceptable manner.	Meets some but not all measures of this competency	Meets most subsections of this competency	Meets or exceeds this competency	

which potential leader works closely with. -Shows clear communication with Executive Director and Board.					
Problem Solving -Seeks out and notices multiple potential courses of action that could solve a problem. - Ability to recognize strengths in co-workers and match talent to jobs. -Thinks outside the box for possible solutions. - Able to solve challenging conundrums as a team.	Candidate has history of not meeting this expectation or does not reach this in an acceptable manner.	Meets some but not all measures of this competency	Meets most subsections of this competency	Meets or exceeds this competency	
Coaching -Rewards outstanding work from teachers and co-workers. -Creates a positive environment and work place where folks want to come in every day and work. -Seeks out new research in education for Core subject areas and second language development. -Ability to assist teachers with SPED and ELL students.	Candidate has history of not meeting this expectation or does not reach this in an acceptable manner.	Meets some but not all measures of this competency	Meets most subsections of this competency	Meets or exceeds this competency	
Managing Skills -Able to set a vision and goals for school and provide practical steps to achieving them. -Selects best talent to fit each and every position. -Ability to work closely with Executive Director and board. -Maximizes talent in school and assigns clear roles.	Candidate has history of not meeting this expectation or does not reach this in an acceptable manner.	Meets some but not all measures of this competency	Meets most subsections of this competency	Meets or exceeds this competency	
Results Oriented -Proven track record of delivering results particularly for students with special	Candidate has history of not meeting this expectation or does not reach this in an acceptable manner.	Meets some but not all measures of this competency	Meets most subsections of this competency	Meets or exceeds this competency	

needs and ELL learners. -Maintains high standard of excellence from students and teachers. -Takes personal responsibility and doesn't resort to blaming others. -Clear priority of goals and standards. -Ability to face challenges head on and remain calm.					
Candidate Name:					
Comments:					



Attachment 11

Teacher Evaluation Tool

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

2019-2020 ADMINISTRATOR EVALUATION SUMMATIVE RATING TOOL

EDUCATIONAL PRACTICE & STUDENT PERFORMANCE (STUDENT LEARNING GOAL)

Administrator Name: Click here to enter text.
Employee ID: Click here to enter text.
Date: Click here to enter a date.
Position Title: Click here to enter text.
Dates of Observations: Click here to enter text.

School Name: Click here to enter text.
Last 4 SSN: Click here to enter digits.
Evaluator: Click here to enter text.
Dates of Conferences: Click here to enter text.

SECTION 1: Domain Scores

Use the rubrics and evidence recorded throughout the cycle for determining performance levels (1-4 whole numbers only).

Instructions: To insert scores, double click the table below to allow access to the embedded Excel spreadsheet.

INSTRUCTIONAL LEADERSHIP DOMAIN SCORING						
Performance Level (PL)	Standard 1	Standard 2	Standard 3	Standard 4	Instructional Leadership Score (average of standard scores)	Instructional Leadership Domain Score (IL score x 65%)
Indicator 1						
Indicator 2						
Indicator 3						
Indicator 4						
Standard Score (average of indicator PLs)	0	0	0	0	0	0

PROFESSIONAL RESPONSIBILITIES DOMAIN SCORING						
Performance Level (PL)	Standard 1	Standard 2	Standard 3	Standard 4	Professional Responsibilities Score (average of standard scores)	Professional Responsibilities Domain Score (PR score x 20%)
Indicator 1						
Indicator 2						
Indicator 3						
Indicator 4						
Standard Score (average of indicator PLs)	0	0	0	0	0	0

STUDENT PERFORMANCE DOMAIN SCORING		
	Score	Student Performance Domain Score (SLG score x 15%)
Student Learning Goal (performance level of 1-4, whole number only, is determined according to SLG rubric)		0
Summative Evaluation Score		0.00

SECTION 2: Summary of Evidence

I, Click here to enter text., have received a copy of the signed observation notes which identifies two required pieces of evidence for each Indicator, as well as evidence toward my Student Learning Goal and Professional Practice Goal. _____

(administrator's signature)

SECTION 3: Narrative and Final Rating

Instructional Leadership and Professional Responsibilities Strengths/Areas for Growth and Evidence

- For all administrators, list any performance strengths.
- For all administrators with the summative rating of Ineffective, Developing, or Effective, include any areas for growth.
- For administrators earning the Performance Levels of 1 or 2 for any Instructional Leadership or Professional Responsibilities Indicators, list the directions from the pre-/post-observation conference notes or the observation evidence tool already issued.
- If a schoolwide goal(s) is determined, list the goal(s) for all administrators.

Click here to enter text.

Educator Plan Progress and Evidence

- Include a statement regarding the result of the administrator's Student Learning Goal and Professional Practice Goal.

Click here to enter text.

Final Rating: Select an item.

Score ranges for 2019-2020 pending approval by the Nevada State Board of Education. Once determined, score ranges will be communicated.

Please Note that Educators must:

- Demonstrate one of the *three highest* SLG rubric scores (score of 2, 3, or 4) to be eligible to receive an **Effective** summative rating.
- Demonstrate one of the *two highest* SLG rubric scores (score of 3 or 4) to be eligible to receive a **Highly Effective** summative rating.

Administrator Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____



Attachment 12

Leadership Evaluation Tool(s)

NEVADA EDUCATOR PERFORMANCE FRAMEWORK

2019-2020 ADMINISTRATOR EVALUATION SUMMATIVE RATING TOOL

EDUCATIONAL PRACTICE & STUDENT PERFORMANCE (STUDENT LEARNING GOAL)

Administrator Name: Click here to enter text.
Employee ID: Click here to enter text.
Date: Click here to enter a date.
Position Title: Click here to enter text.
Dates of Observations: Click here to enter text.

School Name: Click here to enter text.
Last 4 SSN: Click here to enter digits.
Evaluator: Click here to enter text.
Dates of Conferences: Click here to enter text.

SECTION 1: Domain Scores

Use the rubrics and evidence recorded throughout the cycle for determining performance levels (1-4 whole numbers only).

Instructions: To insert scores, double click the table below to allow access to the embedded Excel spreadsheet.

INSTRUCTIONAL LEADERSHIP DOMAIN SCORING						
Performance Level (PL)	Standard 1	Standard 2	Standard 3	Standard 4	Instructional Leadership Score (average of standard scores)	Instructional Leadership Domain Score (IL score x 65%)
Indicator 1						
Indicator 2						
Indicator 3						
Indicator 4						
Standard Score (average of indicator PLs)	0	0	0	0	0	0

PROFESSIONAL RESPONSIBILITIES DOMAIN SCORING						
Performance Level (PL)	Standard 1	Standard 2	Standard 3	Standard 4	Professional Responsibilities Score (average of standard scores)	Professional Responsibilities Domain Score (PR score x 20%)
Indicator 1						
Indicator 2						
Indicator 3						
Indicator 4						
Standard Score (average of indicator PLs)	0	0	0	0	0	0

STUDENT PERFORMANCE DOMAIN SCORING		
	Score	Student Performance Domain Score (SLG score x 15%)
Student Learning Goal (performance level of 1-4, whole number only, is determined according to SLG rubric)		0
Summative Evaluation Score		0.00

SECTION 2: Summary of Evidence

I, Click here to enter text., have received a copy of the signed observation notes which identifies two required pieces of evidence for each Indicator, as well as evidence toward my Student Learning Goal and Professional Practice Goal. _____

(administrator's signature)

SECTION 3: Narrative and Final Rating

Instructional Leadership and Professional Responsibilities Strengths/Areas for Growth and Evidence

- For all administrators, list any performance strengths.
- For all administrators with the summative rating of Ineffective, Developing, or Effective, include any areas for growth.
- For administrators earning the Performance Levels of 1 or 2 for any Instructional Leadership or Professional Responsibilities Indicators, list the directions from the pre-/post-observation conference notes or the observation evidence tool already issued.
- If a schoolwide goal(s) is determined, list the goal(s) for all administrators.

Click here to enter text.

Educator Plan Progress and Evidence

- Include a statement regarding the result of the administrator's Student Learning Goal and Professional Practice Goal.

Click here to enter text.

Final Rating: Select an item.

Score ranges for 2019-2020 pending approval by the Nevada State Board of Education. Once determined, score ranges will be communicated.

Please Note that Educators must:

- Demonstrate one of the *three highest* SLG rubric scores (score of 2, 3, or 4) to be eligible to receive an **Effective** summative rating.
- Demonstrate one of the *two highest* SLG rubric scores (score of 3 or 4) to be eligible to receive a **Highly Effective** summative rating.

Administrator Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____



Attachment 13

Evidence of Demand from Prospective Students and Families




Emphasis on World Culture

Proposed Charter School For Global Citizens

Free
Public Charter School
K-5

Hebrew and Spanish
Instruction
in the Southwest
side of
Las Vegas!

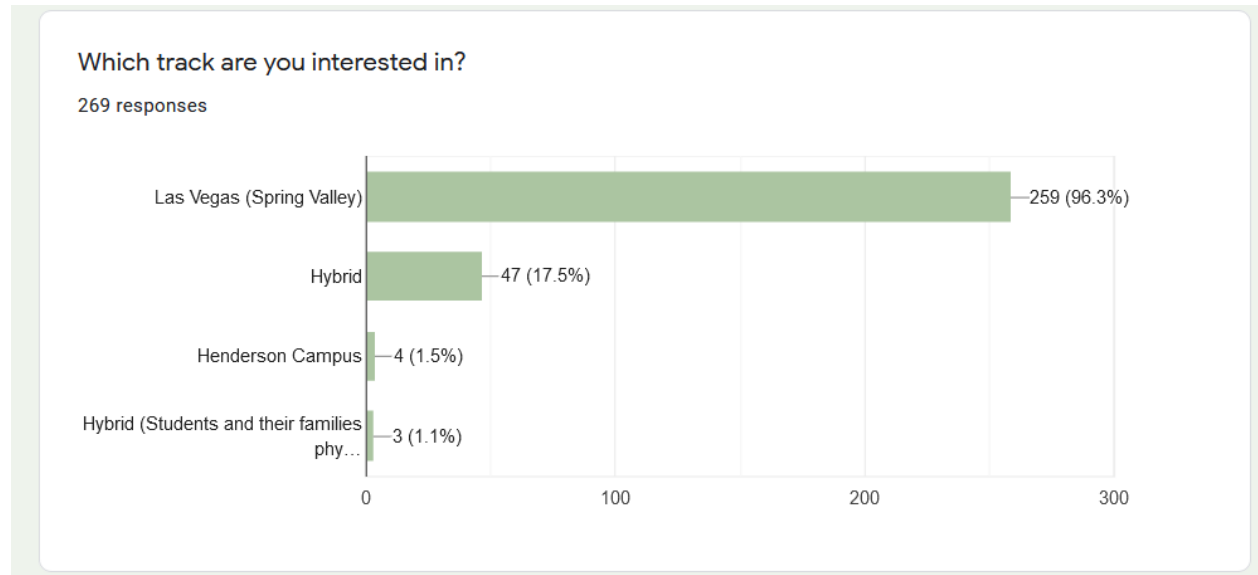


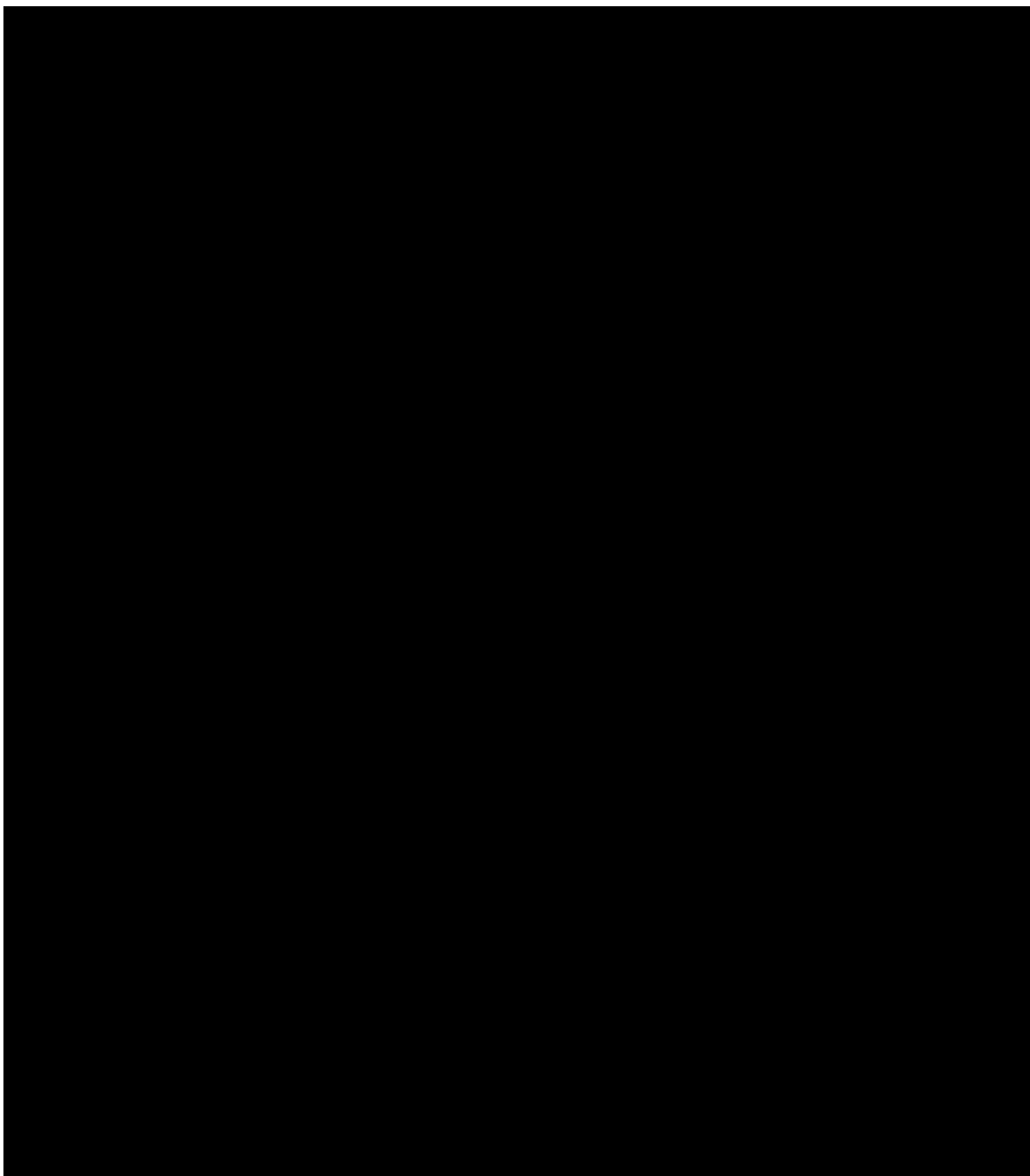
 Olam Academy

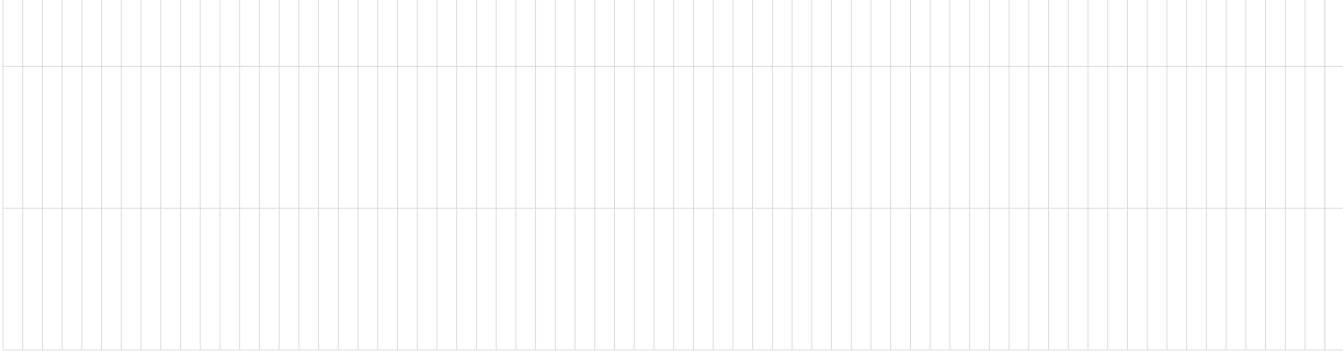
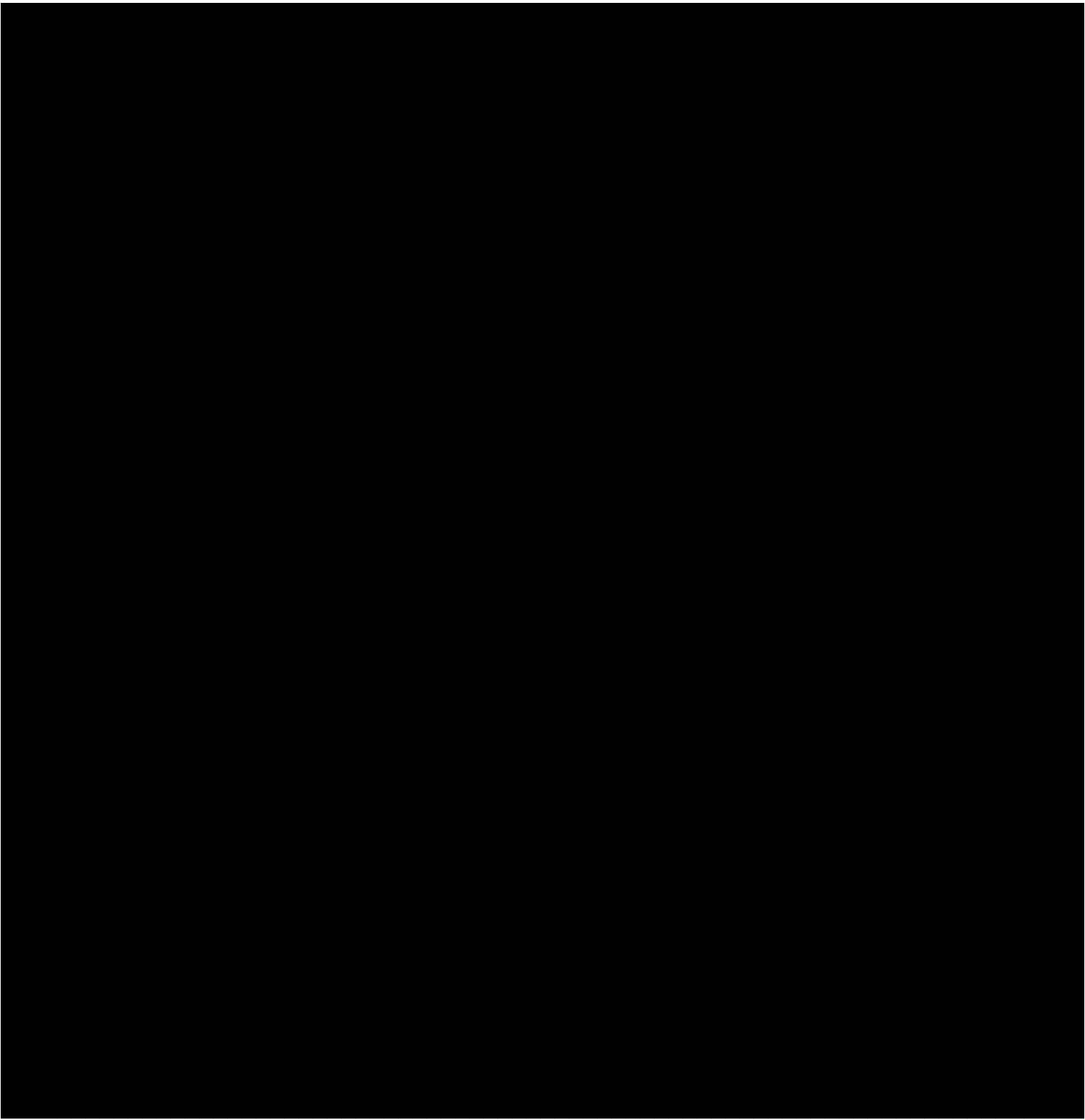
702.572.4264 • info@olamacademy.org
www.olamacademy.org

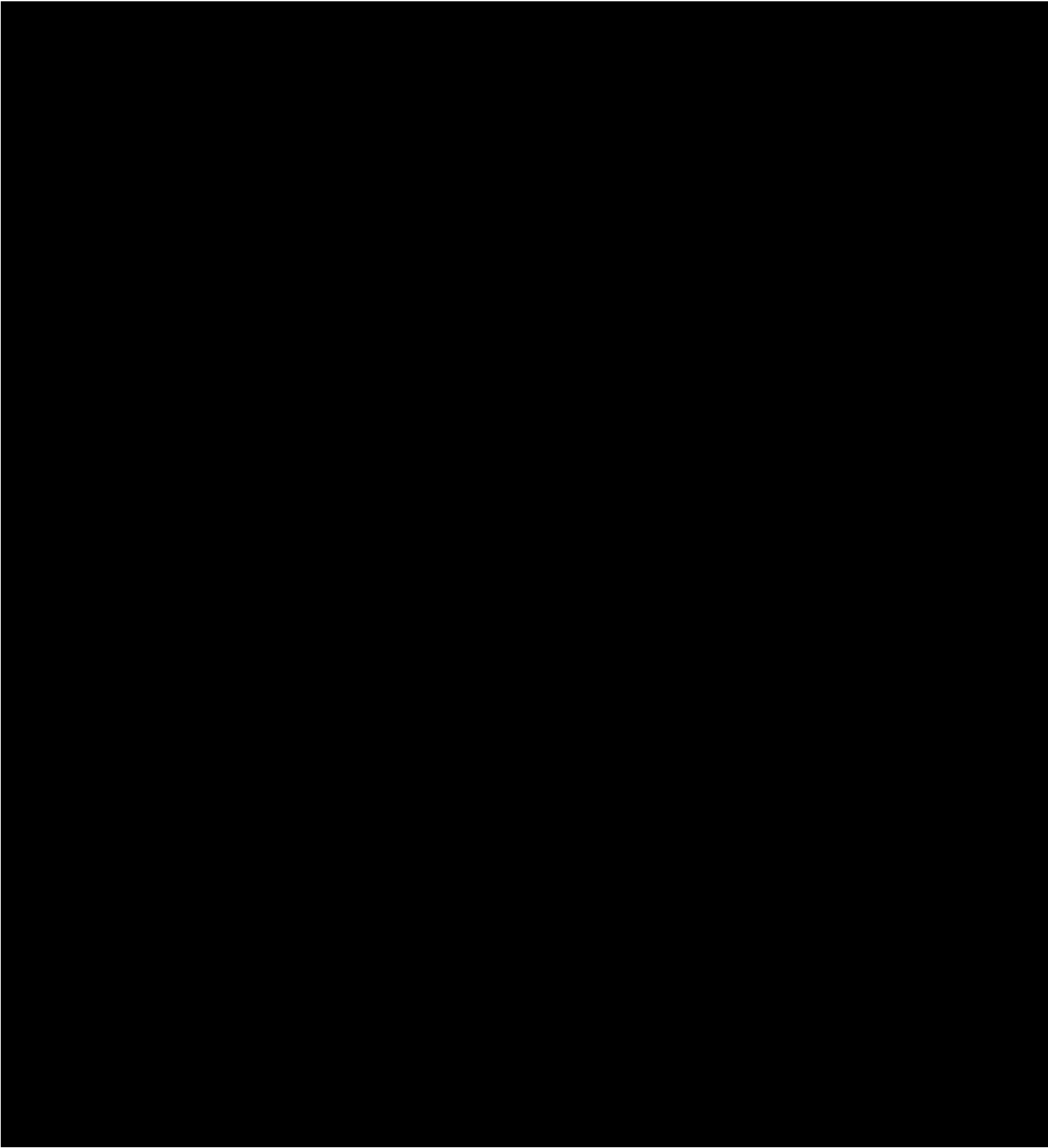
Evidence of Demand

A parent interest form was sent to prospective families to gauge interest in various locations and platforms.



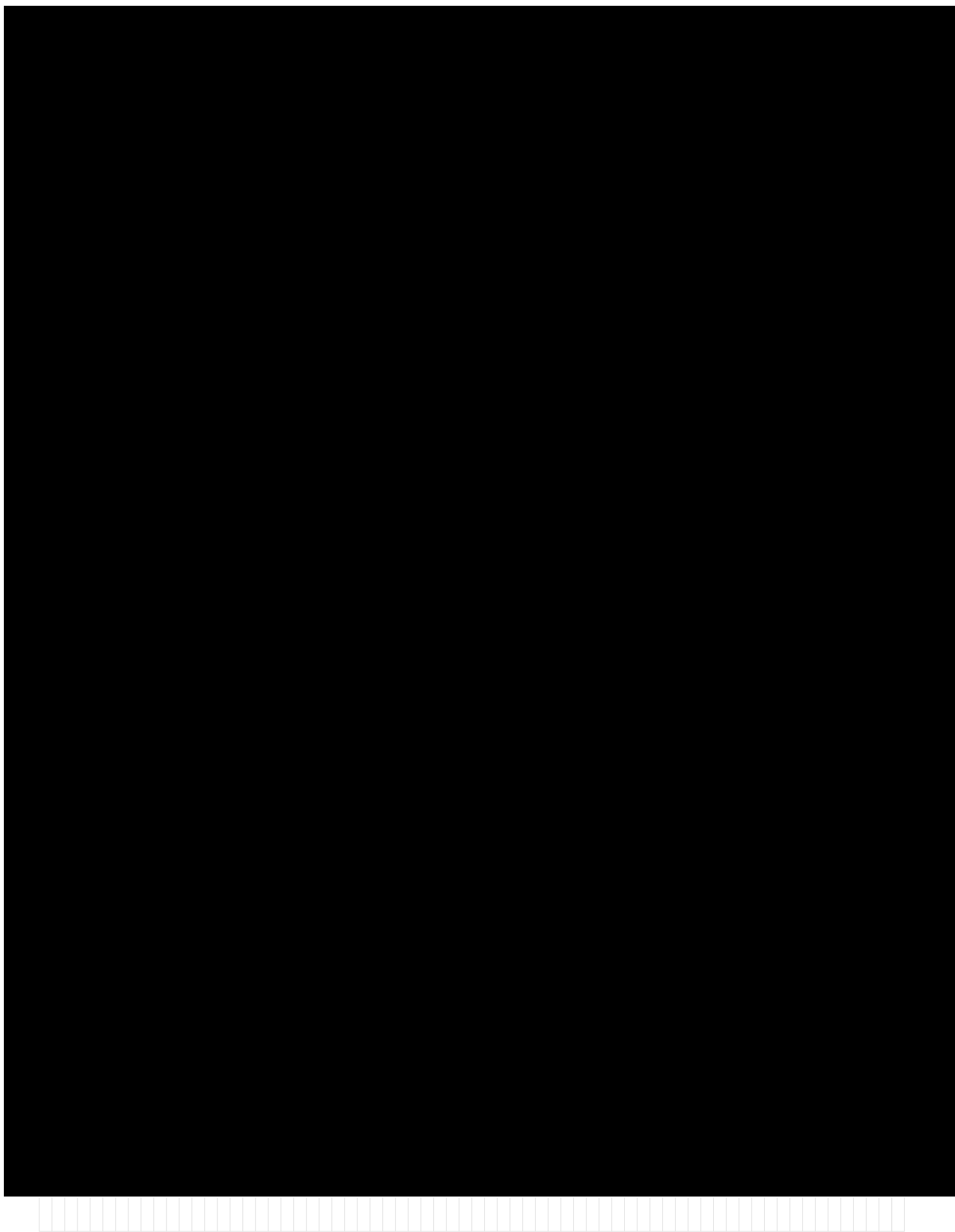
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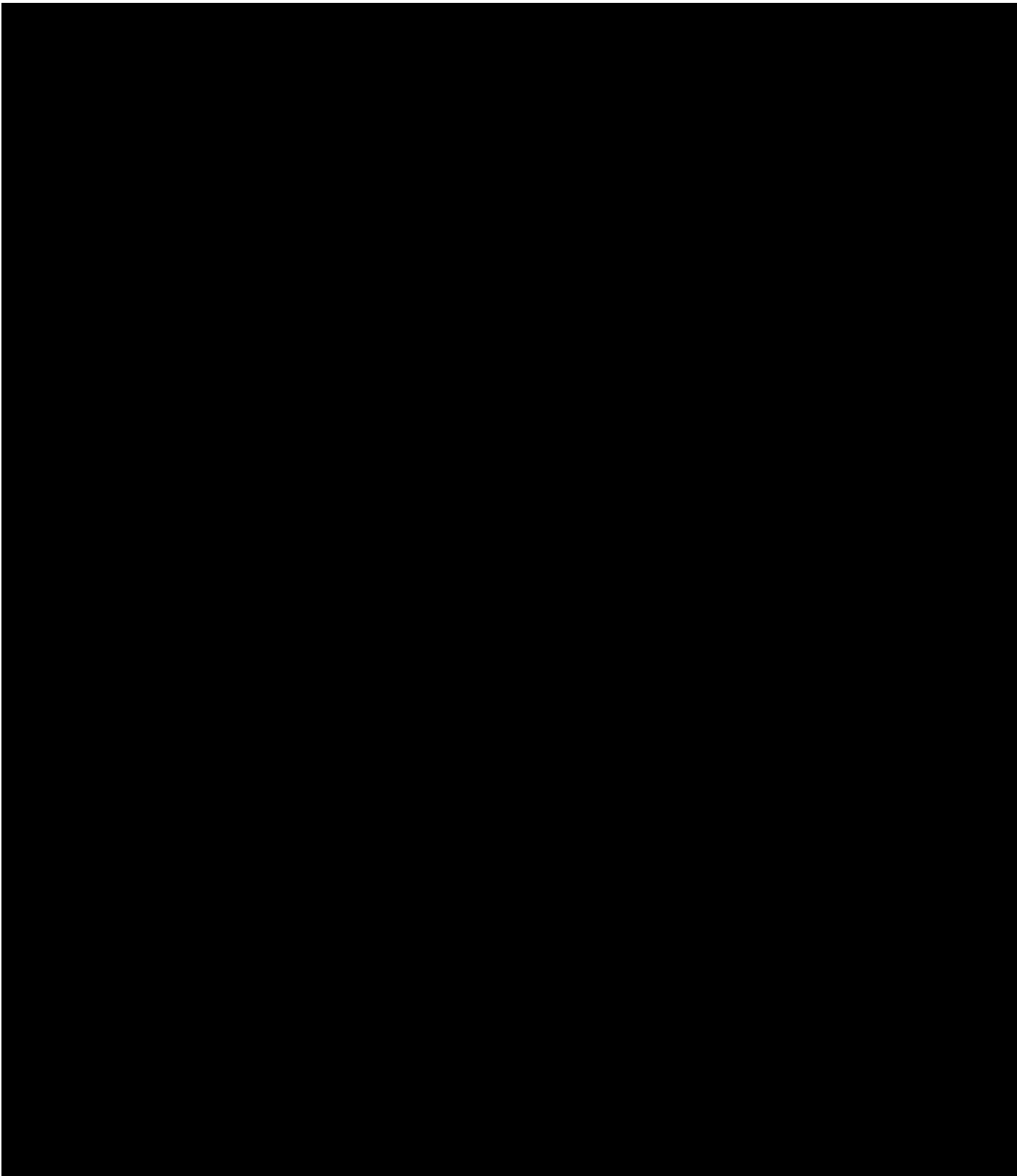


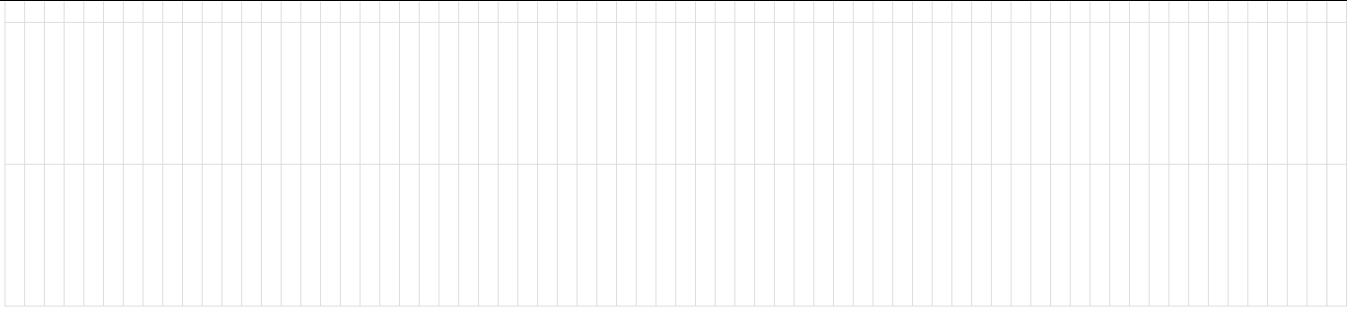
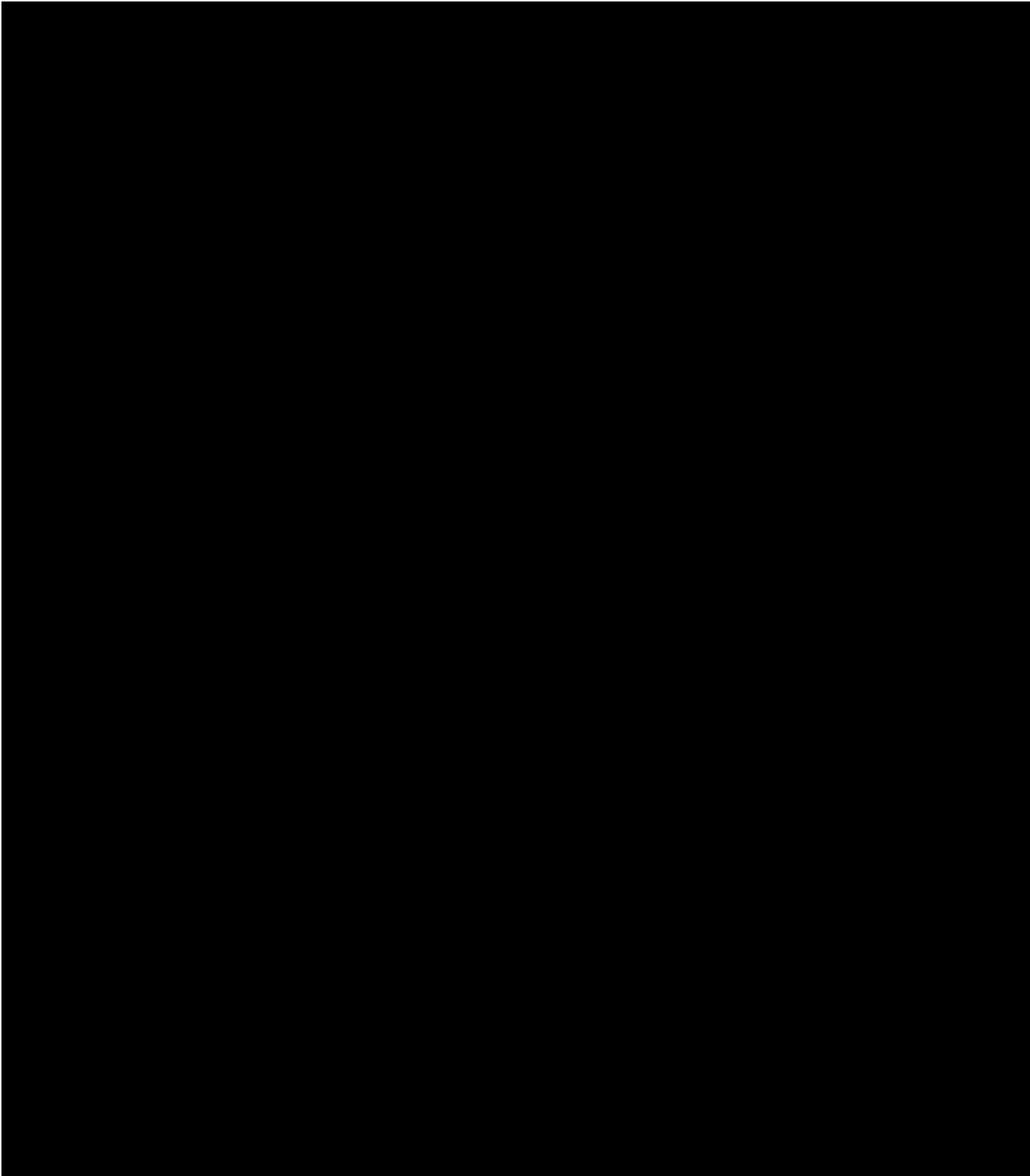




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DATE	Representative s from Olam	Meeting/email/ call with...	Title	Number of people	Description of outreach	Takeaways from the meeting	Next steps
8/14/2019	Eddie, Daniel	Rebecca Feiden and Mark Modcin	Mayor of Henderson	4	Meeting to discuss plan to open school in Henderson.	Mayor is supportive of school. She is unable to legally join the board. discussed mission and intended demographics of OHA, and opportunity 180. see email.	
8/16/2019	Jon, Daniel		Assistant Director, Community Development & Services Department, City of Henderson	2			
8/20	Daniel	Lisa Corrado		1	email re Henderson schools and areas of need		
5/19/2019	Daniel, Michael	Celebrate Israel Festival	IAC Celebrate Israel Festival held at Verne Ian	100 +	Annual Celebrate Israel Festival held at Verne Ian. Our School had a booth set up and gathered letters of support and conducted an interest survey	There is a lot of interest in opening a Dual Language Hebrew Immersion school in Las Vegas. School to be located in location to help under served minorities as well as be inclusive of ELL and SPED learners. We can submit petition and defer for a year if needed. No issue with submitting as certain kind of application (A, B, or C) Also discussed resubmitting the school board.	Look for more Community Outreach events
9/26/2019	Jon, Daniel	Rebecca Feiden and Mark Modcin	Nevada CSAN Charter School Conference	2	Meeting to discuss location of school, as well as get clarification about curriculum and petition submission.		Submission of petition.
9/24/2019	Jon, Daniel	Shelley Berkley	Former Congresswoman and current provost for Touro University.	3	Looking to get support for school and thoughts on involvement.	Shelley put us in touch with Henderson Councilwoman Gerri Schröder	Meeting with Henderson Council to discuss location of school Put me in touch with Leann Putney... Leann.Putney@unlv.edu Connie Malin... connie_malin@icsn.org
10/15/2019	Daniel	Cori More	UNLV Professor	2	Discussion on being board member and support of school	Not able to join at this time	
9/24/2019	Jon, Daniel, Carrie Buck, Michael Eddie		Board Meeting	5	Board Meeting to discuss school	Finding location of school, school funding, looking for director of school	Submission of petition and future meetings.
10/28/2019	Jon, Michael, Daniel	Stephanie Garcia, Andrew Roether, Sean Robertson	Stephanie Garcia (City	6	Meeting to discuss location of land for school.	Finding location for school	Will be sent email for possible locations and possible tours.

great

10/24/2019	Daniel	Chris James Email	Education Program Professional – EPP Office of Student and School Supports Nevada Department of Education	2	Email to discuss Charter School Program Grant	Following questions asked: Is the application for this grant due November 8 or November 20? I believe on the phone you said November 20, but the link states November 8. I just want to confirm. The budget template asks for a DUNS number which we don't have right now. Is it okay to submit the application without the DUNS number? The checklist (page 22 in the application) also asks for several documents that we don't have yet. In each case where an applicant can't include a document, it offers an opportunity to state why, but I'd be interested to hear whether the state would look favorably on an application that isn't able to provide any of the docs- executed charter, CMO contract, conflict of interest policy, and enrollment and lotto policy. We could work quickly to draft the latter two.	Response: Is the application for this grant due November 8 or November 20? I believe on the phone you said November 20, but the link states November 8. I just want to confirm. The application is due on Wednesday, November 20, 2019 at 5:00 p.m. It's also on the charter school link found on the NDE website. The budget template asks for a DUNS number which we don't have right now. Is it okay to submit the application without the DUNS number? I will double check and get back to you asap, but in the meantime please proceed.
2/10/2020	Daniel and Michael	Lashon Academy Staff	Met with head of school, Hebrew Coordinator, Principal of Lashon Academy	4	Michael and Daniel went to Los Angeles to visit the Lashon Academy. Video was taken of the kiddos and school to use as a promotion video for the future Olam Academy in Las Vegas. Curriculum also reviewed.	Video for use for promotional video. Ideas to replicate for Olam Academy. Rotation of Hebrew Teachers as well as curriculum used in both Hebrew and English. Learned about 3 different levels of Hebrew levels and how that can be used for Olam Academy.	Continued contact with Lashon Academy and cooperation for Olam Academy.
2/11/2020	Michael	Kavod Academy staff	Michael met with head of school and staff at Kavod Academy in San Diego	4	Michael went to San Diego to visit Kavod Academy. Video was taken of the kiddos and school to use as a promotion video for the future Olam Academy in Las Vegas. Curriculum also reviewed.	Michael saw different Hebrew classes and Spanish classes and saw how the students are learning both languages. Video taken for promotional video for Olam Academy.	Daniel will visit Kavod Academy on 3/9/2020. Con inues contact with Alexa for replication purposes in Olam Academy.
5/7/2020	Board	Board Meeting	Board Meeting	6	Discussion on making Olam Academy a Hybrid model and having a 2 track school. Also discussion on being a language vendor which board did no approve	Making Olam Academy a traditional brick and mortar school and adding a hybrid option Ayelet and Ronit will continue to collaborate. Shin Shin discussed. Curriculum. Student ratio and structure of Kavod. 2 classes per grade level. about 28 per class. P. E. and Art in Hebrew. Art during 1 hour of PE. 25 minute morning meeting. 1 hour a day in Hebrew. 1 hour a week in Social Studies. Middlebury College Vermont	
6/24/2020	Daniel	Ronit from Kavod and Ayelet Blit	Head of Hebrew curriculum at Kavod	3	Discussion on how to set up Hebrew program at Olam	Continue outreach in Latino Community of Las Vegas. particularly in SW where school will be located.	Ayelet to see school and con inue to work w/ h Ronit and share materials.
6/23/2020	Daniel	Valeria Gurr	Nevada School Choice Coalition	2	Discussion on promoting Olam to Latino Community. FB pages men ioned which can be helpful		Valeria would like to interview me for her show and my wife for Telemundo and Univision

7/8/2020	Bard	Board Meeting	Board Meeting		Conference with principal of Kayod. Sections of charter assigned. Need 8 for more letters of support	One section of charter due each week for each board member	Continue to work on charter and do outreach
8/4/2020	Daniel	TJ Noche, Ryan Smith	PLAN (Professional Learning)	3	Discussion on developing a partnership with Olam Academy	Meeting with Board of PLAN to see if will develop partnership with Olam Academy	Partnership approved and letter forthcoming
7/24/2020	Daniel	Dr. Carrie Buck and Valeria Gurr	FB Interview w/ h Nevada	4	Looking for School Options? Two Ch	Great event with over 1,000 views	Continue to do community outreach events on social media due to COVID 19 pandemic
9/18/2020	Daniel and Michael	Peter Guzman	President Latin Chamber	3	Met via Zoom to get support for opening of Hebrew Charter School	Peter will send a letter of support and email out to 1,500 on his email list.	
10/11/2020	Daniel, Michael, Robert	Daniel Triana	Principal of Siam Academy	3	Budget Committee met with principal of SLAM in order to discuss the budget of Olam Academy and get an idea of what a first year budget looks like	Budget sent to team and used to make budget for Olam Academy. Discussion on best neighborhood to put Olam Academy. Grants brought up as well as targeted demographics	Work on first year budget
10/12/2020	Daniel and Michael	Jana Wilcox	Opportunity 180	3	Discussion on CSP grants and operating costs.	Discussion on best neighborhood to put Olam Academy. Grants brought up as well as targeted demographics	Work on charter and move further on location needs.
10/26/2020	Daniel	SPCSA meeting	SPCSA	Numerous	Discussion of new applicants	What SPCSA is looking for in a new charter application	
11/3/2020	Daniel, Michael, and Robert	Justin Brecht	Nevada Rise Academy	3	Budget Committee met with principal of Nevada Rise Academy to discuss budget costs	Budget reviewed and costs of accounting, IT, textbooks, furniture, reviewed.	Complete budget
12/9/2020	Daniel	Sara Garcia	Lashon Academy	2	Discussion on Workshop model and Lashon Charter.	How schedule and workshop should look at Olam. Discussed budget issues and staffing.	Complete charter and plan for workshop model
12/18/2020	Daniel	Bryon Richardson	Leadership Academy of Nevada	2	Distance on Education Model of Leadership Academy	Better idea on how online component of Olam Academy will work. Different software components to use and issues which might come up.	Incorporate ideas and discussion into charter and plan for it.
12/18/2020	Daniel, Jennifer, Michael, Jeff	Mark Modrcin	SPCSA	6	Discussion on charter submission. Need to show community partnerships and outreach for state wide distance model	Will need to come up with partnerships and ask supporters to also become partners.	Continue to find partnerships near Spring Valley
1/5/2021	Daniel	Jaime Weiler-Lafavor Alma Spears	Boys and Girls Club of	3	Discussion on partnership between Olam Academy and Boys and Girls Club of Southern Nevada	Board will discuss partnership with Olam	Letter and decision forthcoming
1/5/2021	Daniel	Jerrad Barczyk		3	Discussion on partnership between Olam Academy and Southern Nevada Regional Development Program	Jerrad will discuss with board the partnership. He doesn't think it will be a problem to provide letter of partnership and professional development to Olam Teachers	Letter and decision forthcoming
1/5/2021	Daniel	Oswaldo Garcia	Coordinator for World	2	Discussion on partnership between Olam Academy and CCSD department for curriculum and instruction division for Olam Teachers	Oswaldo will ask his director if a partnership is possible. He said Olam Academy Teachers can take professional development with his department in CCSD	Letter and decision forthcoming

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Attachment 14

Incubation Year Planning Table

Incubation Year Plan for 2021-2022
Year (o)

	Activity	Key Personnel	Milestone Date
INSTRUCTION	Evaluate and order curriculum that is aligned to Nevada academic content standards.	Head of School	March 2021-July 2021
	Order assessment software, obtain accounts.	Head of School	June 2021-August 2021
	Set up Infinite Campus grading parameters.	Head of School	January 2021
	Identify and contract with service providers for SPED, ELL, psychology, and counseling services.	Head of School with support of board.	March 2021-August 2021
TALENT	Advertise positions on website, job forums, and social media.	Head of School, Executive Director	January-August 2021
	Attend job fairs, conduct recruiting	Head of School, Executive Director	January-August 2021
	Develop postings and hire local college interns (Sierra Nevada, CSN, UNLV).	Head of School, Executive Director	January-August 2021
	Complete on-boarding and training for all new staff.	Hebrew School Network	July-August 2021
	Hire all required staff positions and secure contracts for supplemental support.	Head of School, Executive Director	Completed by August 2021
OPERATIONS	Develop school policies and work with the board for approval.	Head of School, Executive Director Board	November 2020-February 2021
	Finalize agreement with year 1 facility provider. Obtain any necessary permits/permissions from the County.	Executive Director with Board approval.	January 2021
	Continue to develop year 2 facilities.	Executive Director with Board approval.	Facilities ready for August 2022.
	Set up school food program.	Executive Director	November 2020 – June 2021
	Order and set up minimal furniture needed for school opening.		May 2021-August 2021
	Occupy lease space and establish classrooms.	All staff.	July – August 2021
TECHNOLOGY	Expand school website to include information about opening the school.	Executive Director, Head of School, Board	January 2022

Incubation Year Plan for 2021-2022
Year (o)

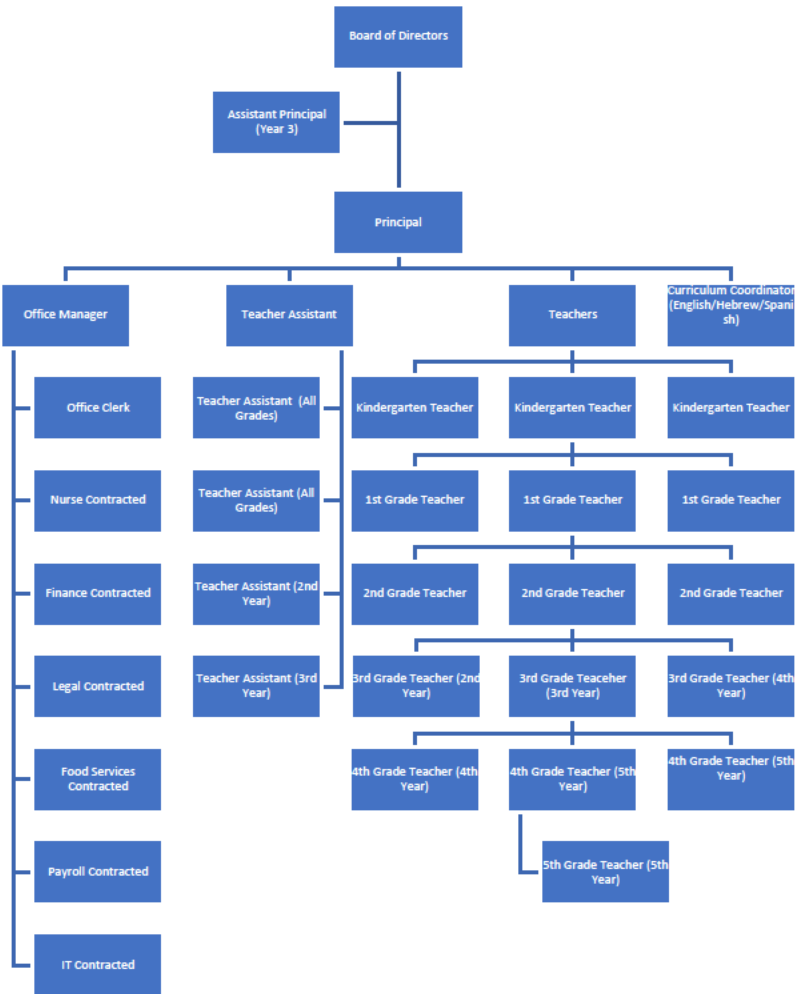
	Develop details and requirements for IT purchases. Issue RFP and evaluate bids. Select a technology provider.	Executive Director with Board approval.	December 2021-February 2022
	Set up computer systems. Initial for school leadership. Followed with full teacher and student rollout.	Executive Director.	Initial in April 2022. Final by July 2022.
	Set up Infinite Campus.	Head of School.	April 2022-July 2022
	Order and set up back office systems (accounting/HR).	Executive Director	December 2021-February 2022
FINANCE	Update budget regularly as cost estimates become more precise. Monitor and manage all expenses.	Executive Director and Board Treasurer	November 2021 and ongoing
	Set up Chart of Accounts, enter records. Track expenditures.	Executive Director	November 2021
	Establish bank accounts.	Executive Director and Board of Directors	November 2021
	Apply for grants.		April 2021 - Ongoing
	Establish 501 C 3		September 2020-February 2021
PARENT AND COMMUNITY ENGAGEMENT	Create and execute detailed enrollment and outreach plan with the Board.	Executive Director and Board of Directors	August 2020-Ongoing
	Continue to maintain social media and participation in public events.	Executive Director and Board of Directors	August 2020-Ongoing
	Continue parent information meetings. Direct communication/enrollment with serious families.	Executive Director and Board of Directors	August 2020-Ongoing
SCHOOL SYSTEMS AND CULTURE	Train board on school culture and pedagogy.	Hebrew public schools, NASA, and Board	April 2021 – Ongoing
	Professional development for school leaders.	Hebrew public schools, NASA, and Board	April 2021 – Ongoing
	Professional development and onboarding for instructional staff.	Executive Director, Head of School	July 2022
	Board development through policy establishment.	Board of Directors	April 2021-Ongoing



Attachment 15

Operational Execution Plan

Olam Academy Organization Chart





Attachment 16

Facility Proof of Commitment



November 17, 2020
Board of Directors
Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Charter Authority Board Members

Michael D. Hiltz, Broker Owner, SGH Commercial Advisers will be representing and assisting Olam Academy in its search to acquire or lease suitable space located within the Spring Valley area of Las Vegas for the 2022 school season.

SGH Commercial Advisers and its team of seasoned commercial agents led by Mr. Hiltz will seek to secure suitable premises for Olam Academy in the Spring Valley area of Las Vegas. Mr. Hiltz has over 42 years of commercial experience (22 in Las Vegas/Summerlin and Henderson) serving all of these communities. Mr. Hiltz is a seasoned commercial Broker in Las Vegas with extensive experience in the Charter School and Day Care School space. Some of the recent Charter School or Charter Applicant clients that SGH Commercial Advisers has either represented or collaborated with include:

- Coral Academy of Science Las Vegas,
- Discovery Charter School,
- Capstone Christian Academy,
- Girls Athletic Leadership School,
- Teach Las Vegas,
- Pahrump Valley Academy,
- Nevada Strong Academy,
- Las Vegas Montessori Charter Academy, and
- Others.

Importantly, through our representation of the clients above, we have an extremely deep, well-developed, years-old understanding of the Spring Valley area, including what charter school-ready locations are or will soon be available there.

SGH Commercial Advisers will assemble and oversee a team consisting of a Charter School Attorney, School Architect, an entitlement consultant and construction contractors to assess the feasibility of prospective properties for Olam Academy.

SGH Commercial Advisers will negotiate on behalf of Olam Academy with Owners, Landlords, Brokers and other principals of prospective properties to acquire and/or lease space that is suitable for Olam Academy's plans.

SGH commercial advisers will stay the course with Olam Academy through its Nevada State Public School Charter Authority application and selection process all the way through the site acquisition process, entitlement process with the applicable local governmental agencies, selection of contractors and the construction process.

SGH Commercial Advisers is a one-stop boutique real estate company that prides itself on dedicated, loyal staff who provide the highest level of support and service to its clients.

Best regards, 


SGH Commercial Advisers
2270 Corporate Circle, Suite 110
Henderson, Nevada 89074
Direct-702.300.8524
Office-702.331.3948
Michael@sghadvisers.com



Attachment 17

Insurance Coverage

Employee Benefits Quote for:

Olam Academy

Prepared by:



Effective Date: 01/01/2021

Health
Dental
Vision

Agent: Sean Retke
NV License #: 181190
Phone: (702) 499-1450
Email: SeanR@cornerstoneinsnv.com



HEALTH PLAN OF NEVADA
A UnitedHealthcare Company



SIERRA HEALTH AND LIFE
A UnitedHealthcare Company



Olam Academy

Effective Date 01/01/2021

Bronze HMO Health Plans

Health Plan of Nevada

Bronze HMO

82.50/0%

Health Plan of Nevada

Bronze HMO

40/85.50/30%

Health Plan of Nevada

Silver HMO

25/60.00/0%

Health Plan of Nevada

Silver HMO

30/30.00 (IP)

Health Plan of Nevada

Silver HMO

35/25.00/30%

Health Plan of Nevada

Gold HMO

25/10.00 (IP)

Health Plan of Nevada

Gold HMO

30/5.00/30%

Health Plan of Nevada

Gold HMO

15/0/10%

In-Network Benefits	Option # 1	Option # 2	Option # 3	Option # 4	Option # 5	Option # 6	Option # 7	Option # 8
Type	HMO	HMO	HMO	HMO	HMO	HMO	HMO	HMO
Deductible (Ded.) - Individual/Family	\$8,250/\$18,500	\$8,550/\$17,100	\$6,000/\$12,000	\$0/\$0	\$2,500/\$5,000	\$0/\$0	\$500/\$1,000	\$0/\$0
Max out of Pocket - Individual/Family	\$8,250/\$18,500	\$8,550/\$17,100	\$7,900/\$15,800	\$8,550/\$17,100	\$8,550/\$17,100	\$7,000/\$14,000	\$8,500/\$17,000	\$7,350/\$14,700
In-Network Co-Insurance	0%	30%	0%	0%	30%	0%	30%	10%
Primary Care Copay	0% after Ded.	\$40	\$25	\$30	\$35	\$25	\$30	\$15
Specialist Copay	0% after Ded.	30% after Ded.	\$75	\$50	\$80	\$50	\$70	\$15
Preventative Care Copay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Telhealth/Virtual Visit Copay	0% after Ded.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Urgent Care Copay	0% after Ded.	\$25	\$35	\$35	\$35	\$35	\$35	\$35
Routine Lab Copay	0% after Ded.	\$30	\$35	\$30	\$25	\$20	\$20	\$5
Routine X-Ray Copay	0% after Ded.	30% after Ded.	\$75	\$50	\$50	\$40	\$40	\$15
Emergency Room	0% after Ded.	30% after Ded.	\$1,000 after Ded.	\$1,500	\$1,000	\$500	\$1,000	\$500
Hospital Admission	0% after Ded.	30% after Ded.	0% after Ded.	\$3,000	30% after Ded.	\$1,000	30% after Ded.	\$300/day - max. \$900
Outpatient Surgery	0% after Ded.	30% after Ded.	\$200 after Ded. or 0% after Ded.	\$150 or \$0	\$150 after Ded. or 30% after Ded.	\$0 or \$150	30% after Ded.	10% after Ded.
Prescription Drug Deductible	Combined (\$8,250)	\$1,550 for tiers 3-4	None	None	None	None	\$50	None
Prescription Drug Coverage	0% after Ded.	\$30/\$125/30%/30%	\$25/\$50/\$100/\$350	\$25/\$50/\$75/\$350	\$15/\$50/\$75/\$350	\$15/\$40/\$70/\$300	\$5/\$50/\$75/50%	\$10/\$30/\$60/\$250
Monthly Premiums								
Daniel	\$259.93	\$279.92	\$299.02	\$388.83	\$361.20	\$434.92	\$420.78	\$487.21
Kindergarten 1 (Age 30)	\$226.59	\$244.01	\$260.66	\$338.96	\$314.87	\$379.14	\$366.81	\$424.72
Kindergarten 2 (Age 35)	\$243.96	\$262.72	\$280.64	\$364.94	\$339.01	\$408.20	\$394.93	\$457.27
First grade 1 (Age 31)	\$231.38	\$249.17	\$266.18	\$346.12	\$321.53	\$387.15	\$374.57	\$433.70
First grade 2 (Age 36)	\$245.56	\$264.44	\$282.48	\$367.33	\$341.23	\$410.87	\$397.51	\$460.27
Second grade 1 (Age 32)	\$236.17	\$254.33	\$271.69	\$353.29	\$328.19	\$395.17	\$382.32	\$442.68
Second grade 2 (Age 37)	\$247.15	\$266.16	\$284.32	\$369.72	\$343.45	\$413.54	\$400.10	\$463.26
Administrator (Age 45)	\$288.28	\$310.45	\$331.63	\$431.24	\$400.59	\$482.35	\$466.67	\$540.34
Office Manager (Age 38)	\$248.75	\$267.88	\$286.16	\$372.11	\$345.67	\$416.21	\$402.68	\$466.25
Custodial Staff 1 (Age 26)	\$204.43	\$220.15	\$235.17	\$305.81	\$284.08	\$342.06	\$330.94	\$383.18
Custodial Staff 2 (Age 32)	\$236.17	\$254.33	\$271.69	\$353.29	\$328.19	\$395.17	\$382.32	\$442.68
Art Teacher (Age 28)	\$217.01	\$233.69	\$249.64	\$324.62	\$301.56	\$363.10	\$351.30	\$406.76
Music Teacher (Age 34)	\$242.36	\$261.00	\$278.81	\$362.55	\$336.79	\$405.52	\$392.34	\$454.28
PE Teacher (Age 25)	\$200.44	\$215.85	\$230.58	\$299.83	\$278.53	\$335.38	\$324.47	\$375.70
Total Monthly Premium	\$3,328.18	\$3,584.10	\$3,828.67	\$4,978.64	\$4,624.89	\$5,568.78	\$5,387.74	\$6,238.30
Employer Contribution - 80% EE ONLY	\$2,662.54	\$2,867.28	\$3,062.94	\$3,982.91	\$3,699.91	\$4,455.02	\$4,310.19	\$4,990.64

Olam Academy

Effective Date: 01/01/2021		Sierra Health & Life		Sierra Health & Life		Sierra Health & Life		Sierra & Life		Sierra & Life		Sierra Health & Life		Sierra Health & Life	
Bronze PPO Health Plans		Bronze PPO 30/8000/30%		Bronze PPO 40/8550/30%		Silver PPO 40/7000/0%		Silver PPO 25/1700/20%		Silver PPO 30/2450/0%		Silver PPO 35/3000 (IP)		Gold PPO 20/1000/20%	
In-Network Benefits		Option # 9		Option # 10		Option # 11		Option # 12		Option # 13		Option # 14		Option # 15	
Type	PPO	PPO	PPO	PPO	PPO	PPO	PPO	PPO	PPO	PPO	PPO	PPO	PPO	PPO	PPO
Deductible (Ded.) -Individual/Family	\$8,000/\$16,000	\$8,550/\$17,100	\$7,000/\$14,000	\$1,700/\$3,400	\$2,450/\$4,900	\$0/\$0	\$1,000/\$2,000	\$500/\$1,000	\$100/\$200	\$500/\$1,000	\$100/\$200	\$500/\$1,000	\$100/\$200	\$500/\$1,000	\$100/\$200
Max out of Pocket - Individual/Family	\$8,500/\$17,000	\$8,550/\$17,100	\$8,150/\$16,300	\$8,550/\$17,100	\$8,550/\$17,100	\$8,550/\$17,000	\$8,550/\$17,100	\$8,550/\$17,100	\$8,550/\$17,100	\$8,550/\$17,100	\$8,550/\$17,100	\$8,550/\$17,100	\$8,550/\$17,100	\$8,550/\$17,100	\$7,350/\$14,700
In-Network Co-Insurance	30%	30%	0%	20%	0% (copays)	30%	20%	30%	20%	30%	20%	30%	20%	30%	10%
Primary Care Copay	\$30 after Ded.	\$40 after Ded.	\$40	\$25	\$30	\$35	\$20	\$25	\$10	\$25	\$10	\$25	\$10	\$25	\$10
Specialist Copay	30% after Ded.	30% after Ded.	\$75	\$80	\$60	\$50	\$40	\$50	\$40	\$50	\$40	\$50	\$40	\$50	\$10
Preventative Care Copay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Telehealth/Virtual Visit Copay	\$0	0% after Ded.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Urgent Care Copay	\$25	0% after Ded.	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$35
Routine Lab Copay	30% after Ded.	\$30 after Ded.	\$35	\$25	\$25	\$30	\$30	\$20	\$5	\$20	\$5	\$20	\$5	\$20	\$5
Routine X-Ray Copay	30% after Ded.	30% after Ded.	\$75	\$50	\$50	\$50	\$30	\$40	\$10	\$40	\$10	\$40	\$10	\$40	\$10
Emergency Room	\$1,500 after Ded.	30% after Ded.	\$1,000	\$500	\$500 after Ded.	\$1,500	\$750 after Ded.	\$1,000	\$500	\$1,000	\$500	\$1,000	\$500	\$1,000	\$500
Hospital Admission	30% after Ded.	30% after Ded.	0% after Ded.	20% after Ded.	\$1,000 after Ded.	\$3,000	20% after Ded.	30% after Ded.	10% after Ded.	\$1,000 after Ded.	30% after Ded.	10% after Ded.	30% after Ded.	10% after Ded.	10% after Ded.
Outpatient Surgery	30% after Ded.	0% after Ded.	0% after Ded.	\$250 after Ded. or 20% after Ded.	\$350 for tier 4	\$150 or \$0	20% after Ded.	30% after Ded.	10% after Ded.	\$350 for tier 4	20% after Ded.	30% after Ded.	10% after Ded.	30% after Ded.	10% after Ded.
Prescription Drug Deductible	\$1,550	\$1,000 for tiers 3-4	\$500 for tier 4 only	\$350 for tier 4 only	None	None	None	None	None	None	None	None	None	None	None
Prescription Drug Coverage	0% after Ded.	\$30/\$125/30%/30%	\$25/\$50/\$100/\$500	\$25/\$50/\$75/\$350	\$25/\$50/\$75/\$350	\$25/\$50/\$75/\$350	\$25/\$50/\$75/\$350	\$25/\$50/\$75/\$350	\$25/\$50/\$75/\$350	\$25/\$50/\$75/\$350	\$25/\$50/\$75/\$350	\$25/\$50/\$75/\$350	\$25/\$50/\$75/\$350	\$25/\$50/\$75/\$350	\$10/\$30/\$65/\$300
Monthly Premiums															
Daniel	\$309.02	\$296.10	\$346.77	\$388.01	\$377.09	\$380.07	\$437.20	\$435.71	\$517.18						\$517.18
Kindergarten 1 (Age 30)	\$269.38	\$258.12	\$302.30	\$338.24	\$328.72	\$331.32	\$381.12	\$379.83	\$450.84						\$450.84
Kindergarten 2 (Age 35)	\$290.03	\$277.91	\$325.47	\$364.17	\$353.92	\$356.71	\$410.34	\$408.94	\$485.40						\$485.40
First grade 1 (Age 31)	\$275.08	\$263.58	\$308.69	\$345.39	\$335.67	\$338.32	\$389.18	\$387.86	\$460.38						\$460.38
First grade 2 (Age 36)	\$291.93	\$279.73	\$327.60	\$366.55	\$356.23	\$359.05	\$413.02	\$411.62	\$488.58						\$488.58
Second grade 1 (Age 32)	\$280.77	\$269.04	\$315.08	\$352.55	\$342.62	\$345.33	\$397.24	\$395.89	\$469.91						\$469.91
Second grade 2 (Age 37)	\$293.83	\$281.55	\$329.73	\$368.94	\$358.55	\$361.38	\$415.71	\$414.30	\$491.76						\$491.76
Administrator (Age 45)	\$342.72	\$328.39	\$384.59	\$430.33	\$418.21	\$421.52	\$484.88	\$483.23	\$573.59						\$573.59
Office Manager (Age 38)	\$295.73	\$283.37	\$331.86	\$371.32	\$360.87	\$363.72	\$418.39	\$416.97	\$494.94						\$494.94
Custodial Staff 1 (Age 26)	\$243.04	\$232.88	\$272.73	\$305.16	\$296.57	\$298.92	\$343.85	\$342.68	\$406.75						\$406.75
Custodial Staff 2 (Age 32)	\$280.77	\$269.04	\$315.08	\$352.55	\$342.62	\$345.33	\$397.24	\$395.89	\$469.91						\$469.91
Art Teacher (Age 28)	\$257.99	\$247.21	\$289.51	\$323.94	\$314.82	\$317.31	\$365.00	\$363.76	\$431.78						\$431.78
Music Teacher (Age 34)	\$288.13	\$276.09	\$323.34	\$361.78	\$351.60	\$354.38	\$407.65	\$406.27	\$482.33						\$482.33
PE Teacher (Age 25)	\$238.29	\$228.33	\$267.41	\$299.20	\$290.78	\$293.08	\$337.13	\$335.99	\$398.81						\$398.81
Total Monthly Premium	\$3,956.71	\$3,791.34	\$4,440.16	\$4,968.13	\$4,828.27	\$4,866.44	\$5,597.95	\$5,578.94	\$6,622.06						\$6,622.06
Employer Contribution - 80% EE ONLY		\$3,165.37	\$3,033.07	\$3,552.13	\$3,974.50	\$3,893.15	\$4,478.36	\$4,463.15	\$5,297.65						

Olam Academy

Effective Date: 01/01/2021

Point-of-Service Health Plans

Health Plan of Nevada

Gold POS

25/20/1500/20%

Health Plan of Nevada

Gold POS

15/0/1000/20%

Health Plan of Nevada

Gold POS

15/0/2000/20%

In-Network Benefits		Option # 18		Option # 19		Option # 20	
Type		<u>HMO</u>	<u>PPO</u>	<u>HMO</u>	<u>PPO</u>	<u>HMO</u>	<u>PPO</u>
Deductible (Ded.) - Individual/Family	\$0/\$0	\$1,500/\$3,000	\$0/\$0	\$1,000/\$2,000	\$0/\$0	\$2,000/\$6,000	
Max out of Pocket - Individual/Family	\$6,500/\$13,000	\$7,900/\$15,800	\$6,500/\$13,000	\$7,900/\$15,800	\$5,000/\$10,000	\$7,500/\$15,000	
In-Network Co-Insurance	20%	20%	20%	20%	0%	20%	
Primary Care Copay	\$25	\$40	\$25	\$30	\$15	\$35	
Specialist Copay	\$45	\$60	\$45	\$50	\$50	\$70	
Preventative Care Copay	\$0	\$0	\$0	\$0	\$0	\$0	
Telehealth/Virtual Visit Copay	\$0	\$0	\$0	\$0	\$0	\$0	
Urgent Care Copay	\$50	\$50	\$50	\$50	\$15	\$15	
Routine Lab Copay	\$15	\$30	\$15	\$25	\$10	\$25	
Routine X-Ray Copay	\$25	\$40	\$25	\$40	\$25	\$50	
Emergency Room	\$500	\$500	\$750	\$750	\$750	750	
Hospital Admission	20% after Ded.	20% after Ded.	20% after Ded.	20% after Ded.	\$1,000	20% after Ded.	
Outpatient Surgery	\$250	\$200	\$100	20% after Ded.	\$250	20% after Ded.	
Prescription Drug Deductible	None		None		None		
Prescription Drug Coverage	\$15/\$40/\$70/\$300		\$15/\$40/\$70/\$300		\$15/\$40/\$70/\$300		
Monthly Premiums							
Daniel	\$432.97		\$441.99		\$439.84		
Kindergarten 1 (Age 30)	\$377.43		\$385.30		\$383.43		
Kindergarten 2 (Age 35)	\$406.36		\$414.83		\$412.82		
First grade 1 (Age 31)	\$385.41		\$393.45		\$391.53		
First grade 2 (Age 36)	\$409.02		\$417.55		\$415.52		
Second grade 1 (Age 32)	\$393.39		\$401.59		\$399.64		
Second grade 2 (Age 37)	\$411.68		\$420.26		\$418.22		
Administrator (Age 45)	\$480.19		\$490.19		\$487.81		
Office Manager (Age 38)	\$414.34		\$422.98		\$420.92		
Custodial Staff 1 (Age 26)	\$340.52		\$347.62		\$345.93		
Custodial Staff 2 (Age 32)	\$393.39		\$401.59		\$399.64		
Art Teacher (Age 28)	\$361.47		\$369.00		\$367.21		
Music Teacher (Age 34)	\$403.70		\$412.12		\$410.11		
PE Teacher (Age 25)	\$333.87		\$340.83		\$339.17		
Total Monthly Premium	\$5,543.74		\$5,659.30		\$5,631.79		
Employer Contribution - 80% EE ONLY	\$4,434.99		\$4,527.44		\$4,505.43		

Page 4 of 7

Olam Academy

Effective Date: 01/01/2021

Sierra Health and Life

PPO - ADULT ONLY

Sierra Health and Life

PPO - ADULT ONLY

Dental Plans

Plan 27

Plan 29

In-Network Benefits	Option # 1		Option # 2	
Type	In Network	Non-Network	In Network	Non-Network
Deductible	\$50/\$150	\$50/\$150	\$50/\$150	\$50/\$150
Deductible waived for preventative	Yes	Yes	Yes	Yes
Calendar Year Maximum	\$1,500	\$1,500	\$2,000	\$2,000
Preventative (cleanings/x-rays)	0%	20%	0%	20%
Basic (fillings, extractions)	20%	40%	20%	40%
Major (crowns, inlays)	50%	50%	50%	50%
Waiting periods for major	12 months	12 months	12 months	12 months
Orthodontia	N/A	N/A	N/A	N/A
Orthodontia Lifetime Maximum	N/A	N/A	N/A	N/A
Monthly Premiums				
Daniel	\$26.64		\$29.31	
Kindergarten 1 (Age 30)	\$26.64		\$29.31	
Kindergarten 2 (Age 35)	\$26.64		\$29.31	
First grade 1 (Age 31)	\$26.64		\$29.31	
First grade 2 (Age 36)	\$26.64		\$29.31	
Second grade 1 (Age 32)	\$26.64		\$29.31	
Second grade 2 (Age 37)	\$26.64		\$29.31	
Administrator (Age 45)	\$26.64		\$29.31	
Office Manager (Age 38)	\$26.64		\$29.31	
Custodial Staff 1 (Age 26)	\$26.64		\$29.31	
Custodial Staff 2 (Age 32)	\$26.64		\$29.31	
Art Teacher (Age 28)	\$26.64		\$29.31	
Music Teacher (Age 34)	\$26.64		\$29.31	
PE Teacher (Age 25)	\$26.64		\$29.31	
Total Monthly Premium	\$372.96		\$410.34	

****ADULTS 19+ ONLY. PEDIATRIC DENTAL BENEFITS ARE COVERED UNDER MEDICAL INSURANCE UP TO DEPENDENTS AGED 19****

Olam Academy

Sierra Health and Life

Sierra Health and Life

Effective Date: 01/01/2021

PPO - ADULT ONLY

PPO - ADULT ONLY

Vision Plans

SB 13

SB 14

In-Network Benefits		Option # 1		Option # 2	
Type	In Network	Non-Network Reimbursement	In Network	Non-Network Reimbursement	
Routine Eye Exam	\$10 copay	\$30 max.	\$0 copay	\$30 max.	
Routine Eye Exams Frequency	1 per 12 months		1 per 12 months		
Frames	\$130 allowance	\$65 max.	\$130 allowance	\$65 max.	
Frames Frequency	1 per 24 months		1 per 12 months		
Single Lenses	\$10 copay	\$25 max.	\$0 copay	\$25 max.	
Bi-focal Lenses	\$10 copay	\$40 max.	\$0 copay	\$40 max.	
Tri-focal Lenses	\$10 copay	\$60 max.	\$0 copay	\$63 max.	
Corrective Lenses Frequency	1 per 12 months		1 per 12 months		
Elective Contact Lens	\$130 allowance	\$104 max.	\$130 allowance	\$104 max.	
Non-Elective Contact Lens	\$0	\$210 max.	\$0	\$210 max.	
Contact Lenses Frequency	1 per 12 months		1 per 12 months		
Monthly Premiums					
Daniel	\$6.28		\$8.59		
Kindergarten 1 (Age 30)	\$6.28		\$8.59		
Kindergarten 2 (Age 35)	\$6.28		\$8.59		
First grade 1 (Age 31)	\$6.28		\$8.59		
First grade 2 (Age 36)	\$6.28		\$8.59		
Second grade 1 (Age 32)	\$6.28		\$8.59		
Second grade 2 (Age 37)	\$6.28		\$8.59		
Administrator (Age 45)	\$6.28		\$8.59		
Office Manager (Age 38)	\$6.28		\$8.59		
Custodial Staff 1 (Age 26)	\$6.28		\$8.59		
Custodial Staff 2 (Age 32)	\$6.28		\$8.59		
Art Teacher (Age 28)	\$6.28		\$8.59		
Music Teacher (Age 34)	\$6.28		\$8.59		
PE Teacher (Age 25)	\$6.28		\$8.59		
Total Monthly Premium	\$87.92		\$120.26		



Disclosure:

Agent: Sean Retke
NV License #: 181190
Phone: (702) 499-1450
Email: SeanR@cornerstoneinsnv.com

We have provided you this quote to the best of our capabilities, based on the information given to us. Please be advised that the rates are subject to change due to the following factors: incorrect SIC code; incorrect census information; human error (i.e. Sean's fat fingers.) The plans include a brief summary on how each plan works. Please ask Sean for the full summary of benefits if you have further questions on specific benefits of the plan, or if you are looking for out-of-network benefits.

When offering employee benefits, the following items must be provided in order to remain in compliance: to deduct premiums pre-tax, a **Section 125** document must be in place. **SPDs/wrap documents**, which detail the group plan, must be distributed to all full-time employees to remain in compliance with **ERISA**. If you have 20+ employees, **COBRA** must be offered to all employees who terminate or are terminated for reasons other than gross misconduct. You may hire a 3rd party or manage these benefits in house. Please consider these additional compliance costs. Please ask Sean for any further information needed.

1-19 Employees

Mandatory Requirements / TASC Services:

- ☐ ERISA
- ☐ Annual ERISA & ACA Notices
- ☐ Annual Medicare Part D Notice
- ☐ HIPAA (if FSA, HRA, or self-insured Medical plan and managed by a third party)
- ☐ ACA Employer Reporting (self-insured)

Additional TASC Services:

- ☐ FSA
- ☐ HRA
- ☐ HSA
- ☐ PayPath
- ☐ Premium Only Plan (POP)

SUBMISSION DEADLINES

1st of the month

15th of the month

SHL/HPN	20th of month prior	5th of month
UHC	20th of month prior	5th of month
Aetna	10th of month prior	25th of month
Anthem	30th of month prior	12th of month
Prominence	25th of month prior	10th of month

Insurance Proposal for
Olam Academy

Presented By
Vance Jolley



A Division Of:



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

General Liability

Customer: Olam Academy

Policy Period: 2022 to 2023

Carrier: TBD

A.M. Best Rating: A (Excellent) XV (\$2 Billion or greater)

Coverages

Limits

General Aggregate Limit Per Location <i>(A general aggregate is the most the company will pay during a policy year)</i>	\$2,000,000
Per Occurrence	\$1,000,000
Products/Completed Operations Aggregate <i>(Maximum for all product/completed operations claims during the policy year)</i>	\$2,000,000
Personal Injury and Advertising	\$1,000,000
Fire Damage Legal Liability	\$100,000
Medical Payments	\$10,000

Deductible

Bodily Injury, Property Damage, Each Occurrence	none
---	------

TOTAL GENERAL LIABILITY PREMIUM

\$4,000.00



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Abuse & Molestation

Customer: Olam Academy

Policy Period: 2022 to 2023

Carrier: TBD

A.M. Best Rating: A (Excellent) XV (\$2 Billion or greater)

Coverages - Occurrence Form

Limits

Each Occurrence Limit

\$1,000,000

Aggregate Limit

\$2,000,000

TOTAL ABUSE & MOLESTATION PREMIUM

Included



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Employee Benefits Liability

Customer: Olam Academy

Policy Period: 2022 to 2023

Carrier: TBD

A.M. Best Rating: A (Excellent) XV (\$2 Billion or greater)

Coverages - Claims Made

Limits

Occurrence Limit	\$1,000,000
Aggregate Limit	\$2,000,000
Deductible Each Employee	\$1,000

Retroactive Date

Policy Inception

TOTAL EMPLOYEE BENEFITS LIABILITY PREMIUM

\$350.00



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Educators Legal Liability, Directors and Officers Liability, Employment Practices Liability

Customer: Olam Academy
Policy Period: 2022 to 2023
Carrier: TBD
A.M. Best Rating: A (Excellent) XV (\$2 Billion or greater)

Coverages - Occurrence Form

Limits

Educators Legal Liability Limit	\$1,000,000
Aggregate Limit	\$2,000,000
Defense Reimbursement Limit	\$100,000
Defense Reimbursement Aggregate	\$100,000
Deductible	\$5,000
Directors and Officers Liability	Included
Employment Practices Liability	Included

Retroactive Date

Policy Inception

TOTAL PREMIUM **\$3,650.00**



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Commercial Auto

Customer: Olam Academy

Policy Period: 2022 to 2023

Carrier: TBD

A.M. Best Rating: A (Excellent) XV (\$2 Billion or greater)

Commercial Auto:

Hired Auto Liability	\$1,000,000
Non-Owned Auto Liability	\$1,000,000
Hired Auto Physical Damage limit	\$50,000
Hired Auto Physical - Comprehensive Deductible	\$100
Hired Auto Physical - Collision Deductible	\$500

TOTAL AUTO PREMIUM \$350.00



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Property

Customer: Olam Academy

Policy Period: 2022 to 2023

Carrier: TBD

A.M. Best Rating: A (Excellent) XV (\$2 Billion or greater)

Address: TBD

Limits

Building	Full Coverage
Blanket Building & Business Personal Property	Full Coverage
Blanket Business Income and Extra Expense	Full Coverage
Deductible each occurrence	Full Coverage

Terms

Special Form
Replacement Cost
Agreed Value
Waiting Period for Business Income = 72 Hours

TOTAL PROPERTY PREMIUM **\$2,000.00**



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Excess Liability

Customer: Olam Academy

Policy Period: 2022 to 2023

Carrier: TBD

A.M. Best Rating: A (Excellent) XV (\$2 Billion or greater)

Coverages

Limits

Each Occurrence

\$3,000,000

Aggregate

\$3,000,000

Underlying Coverages

General Liability with Abuse & Molestation, and Employee Benefits Liability

Hired & Non-Owned Auto Liability

Educators Legal Liability / Directors & Officers Liability / Employment Practices Liability

TOTAL EXCESS LIABILITY PREMIUM

\$3,000.00

Exclusions: Fungi or bacteria; watercraft; Broad Form Nuclear; Owned Auto Liability



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Student Accident Insurance

Customer: Olam Academy

Policy Period: 2022 to 2023

Carrier: TBD

A.M. Best Rating: A (Excellent) XV (\$2 Billion or Greater)

Location 1

Limits

Accidental Medical Expense (Excess) Limit	\$25,000
Accidental Dental Expense included	
No Deductible	
Accidental Death Limit	\$25,000
Accidental Dismemberment Limit	\$50,000
Accidental Paralysis Limit	\$50,000
AD&D and Paralysis Aggregate - Per Accident	\$500,000

TOTAL ACCIDENT PREMIUM \$500.00

Exclusions: Interscholastic Football

[Minimum Premium: \\$300.00](#)



7265 S. Dean Martin Dr. Ste. 130
Las Vegas, NV 89118
P: (702) 507-6999 F: (702) 507-6998
www.charterschoolsinsurance.com

Workers Compensation

Customer: Olam Academy

Policy Period: 2022 to 2023

Carrier: TBD

A.M. Best Rating: A (Excellent) XIV (\$1.5 Billion to \$2 Billion)

Coverages

Limits

PART ONE: Workers Compensation Insurance

Nevada Statutory Requirements

PART TWO: Employers Liability

Each Accident Limit \$1,000,000

Injury by Disease- Each Employee \$1,000,000

Injury by Disease- Policy Limit \$1,000,000

WC Class Codes & Payroll Breakdown

State	Class/Description	Payroll	Rate	Premium
NV	8868 - School - Professional Employees & Clerical	TBD	\$0.51	\$4,500.00
NV	9101 - School - All Other Employees	TBD	\$2.56	\$0.00
	Manual Premium			\$0.00
	Increased Limits of Employers Liability			\$0.00
	Experience Modification Factor 0.81			\$0.00
	Schedule Rating 0.05			\$0.00
	Expense Constant			\$0.00
	Terrorism			\$0.00
	Catastrophe (Other Than Certified Acts of Terrorism)			\$0.00

TOTAL WORKERS COMPENSATION PREMIUM

\$4,500.00

Rating Plan: Guaranteed Cost



8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

2022 Premium Summary

Customer: Olam Academy

<u>Coverage</u>	<u>Premium</u>
General Liability	\$4,000.00
Abuse	Included
Employee Benefits Liability	\$350.00
Educators Legal, Directors & Officers, Employment Practices Liability	\$3,650.00
Auto	\$350.00
Property	\$2,000.00
Excess Liability	\$3,000.00
Student Accident	\$500.00
Workers Compensation (Founders Academy)	\$4,500.00
TOTAL 2022 ANNUAL PREMIUM	\$18,350.00



Attachment 18

Budget Narrative

OLAM ACADEMY

BUDGET NARRATIVE

Per-Pupil Revenue

Olam Academy used the per-pupil revenue (PPR) assumptions in the Financial Workbook spreadsheet that accompanies the application. The value for Clark County is \$7,243, less the 1.25% DSA sponsorship fee (\$90.54). This equates to revenues projected of \$7,152 per pupil for the 2022-2023 academic year. This number is then inflation adjusted upward assuming a 3% annual inflation rate. While Olam Academy's simultaneous in-class / distance learning model anticipates an enrollment of many students from areas other than Clark County, per pupil funding amounts were not adjusted due to the uncertainty of projecting whether funding will be based upon the location of the campus or the location of the student; thus, only Clark County per-pupil amounts were used for purposes of the projections.

Special education per pupil revenues follow the prescribed assumptions in the Financial Workbook which are 12% of students will be SPED at \$3,225 in additional funds for services. This revenue is available in Year Two (2) of school operations given the start-up time for the necessary paperwork and processes to be put in place. There are no Title 1 funds included.

Anticipated Funding Sources

Funding for Olam Academy is primarily expected to come from PPR. Olam Academy expects to obtain these funds approximately sixty (60) days prior to the start of instruction in order to fund the school startup.

Labor costs for Year One (1) total \$880,720. Of that amount, \$85,000 is for the Executive Director. Year Zero (0) expenses will be covered by private fundraising. Simultaneously with submitting the application, Olam Academy is submitting the IRS Form 1023 to obtain its recognition as an IRS 501(c)(3) tax-exempt organization. A small level of matching funds is also expected to be provided by Hebrew Public, an existing entity in New York that has financially sponsored the creation of multiple successful charter schools similar to Olam Academy throughout the country. The anticipated fundraising amounts to cover startup costs are reasonable based upon similar experiences elsewhere.

While not included in the funding sources, Olam Academy intends to apply for the Nevada Charter School Program Startup Grant, Opportunity 180 Grant, and the Nevada State Revolving Loan Fund for Charter Schools. Olam Academy will seek funding from Title I, Title II, and Title III authorities, which we anticipate will be successful given our mission to deliver instruction with an emphasis on foreign language acquisition (including English proficiency) and our location in a targeted needs neighborhood.

Anticipated Expenditures

Salaries and Benefits

- Executive Director, Head of School and other Administrative Staff Salaries vary between \$70,000 and \$85,000. These figures are comfortably within the range of the CCSD Administrative Salary Schedule and well below the maximum of that scale.
- Other Administrative Salaries will be set based upon average market rates for similar positions, taking into consideration the unique skill sets needed for a multi-language and simultaneous on-campus / distance learning instruction model.
- All Teacher pay is set at \$38,000 to \$54,000 per year which is from the CCSD Licensed Professional (Teacher) Salary Schedule table.
- Other paraprofessional staff and level salary is \$20,000.00 a year based upon pay rates in the market.
- Retirement benefits were determined based upon the Nevada State PERS contribution of 29.5%
- Medical benefits were determined based upon a quote provided by Sierra Nevada Health.
- Olam Academy anticipated using online instructional materials and instructor assistants located remote from the campus and to fund those expenses as part of the investment in Technology, discussed below.

Oversight Fee

1.25% of PPR is included in the budget for state oversight.

Audit and Legal Service Fees

Olam Academy estimates \$20,000 and \$5,400 for contracted audit and legal fees, respectively. These figures were recommended by board members who respectively have Certified Public Accounting and practicing legal experience.

General Operating Expenses

Professional Development

An allowance of \$500.00 per Full Time Equivalent (FTE) is included based upon a survey of similarly situated institutions.

Recruitment Costs and Marketing Materials

Olam Academy estimates \$2,800.00 in materials and Internet-based advertising based upon a survey of similarly situated institutions.

Special Education, ELL, Counseling, Psychology Services

These services are budgeted at \$40,000 for year one. This will increase depending on the IEP of the students and if they need Speech, Occupational Therapy, and or Physical Therapy as well as a School Psychologist which will be contracted out. Olam Academy expects to have students with special needs and has budgeted for this. The estimated is based upon the experience of board members who are familiar with Special Education. Olam Academy will work in Year Zero (0)

Curriculum

The budget includes \$200 per pupil for textbooks; however, textbooks are not expected to be used in a traditional sense and, to the extent possible, all instruction materials will be delivered electronically. Some additional expenses covered in the section on textbooks are for the unique costs associated with multi-lingual instruction and working with other similar schools to facilitate the creation and dissemination of same. Olam Academy will ensure that the Nevada Common Core Standards are met through the online curriculum and has conservatively budgeted for the implementation of the technology and oversight similar to successful online Nevada charter schools.

Food Services

Olam Academy anticipates that, given the chosen target area in Spring Valley, that all or mostly all of the students attending instruction on campus will be eligible for Free or Reduced Breakfast and Lunch from the National School Lunch Program administered by the Nevada Department of Agriculture. The budget does not reflect the cost for the food program because it is not a significant factor in delivering the academic services and the costs are covered from the a forementioned programs.

Licensing Fees

Olam Academy does not pay licensing fees as part of any franchise style arrangements.

Bank Fees

Banks fees are estimated at \$180 per year based upon the experience with actual banks who are likely to service the needs of Olam Academy. This estimate is based upon carrying a minimum cash balance high enough to qualify for the relatively modest annual charges and a minimal use of paper checks.

Miscellaneous Items

Office supplies, Student Supplies, and Instructional Supplies, are estimated at \$11,573.00 per year and are based upon other charter school budgets.

Accounting Services

Olam Academy has budgeted \$60,000 annually for contracted accounting and remote administrative expenses. This is based upon consultations with EdTec, which is a successful provider of such services to similar schools in Nevada and California. Olam Academy has a CPA as one of the members of its Board and who will work along with the Executive Director to ensure that accurate day-to-day accounting and reporting to oversight authorities takes place under contract.

Transportation Costs

The costs for transportation are discussed in the charter application.

Specials Program Costs

Given the young age of the initial cohort, Olam Academy does not expect to initially offer athletic programs, music or art until the cohort advances to later age groups.

Facilities Costs

Olam Academy anticipates a startup cost in Year Zero (0) of \$54,000 to secure facilities in advance of the 2022-2023 academic year (Year One (1)). Annual lease costs are expected to be just under \$300,000 (approximately \$18 per square foot, inclusive of CAMs). The Year Zero (0) expense is necessary because an existing facility has not yet been secured in the target area (Spring Valley) although several options exist and Olam Academy is actively working with a broker specializing in acquiring spaces for charter schools. The expense will be covered from anticipated fundraising operations and is not expected to recur in subsequent years. Olam Academy will be securing a leased space of approximately 12,000 square feet. The square footage per pupil at Year One (1) includes all students and not just those present for on-campus instruction. Accordingly, the 49 square-feet per student understates the actual space available based upon enrollment and allows for significant expansion area to cover anticipated growth. Utilities and Custodial expenses total approximately \$30,000 annually.

While it is anticipated at some point that Olam Academy will acquire a permanent facility, the uncertainty of the hybrid-simultaneous instruction model and the untapped demand for foreign language instruction make planning for a permanent facility premature.

Insurance

Olam Academy will obtain a broad form liability insurance coverage of \$1,000,000 with an umbrella of \$3,000,000. Based upon quotation estimates received to date, it is anticipated that the Year One (1) coverage will cost approximately \$18,350. An annual adjustment is included to cover indexing for inflation and a wider exposure based upon multiple year operations. It is anticipated that the rate of increase will slow as the statute of limitations effects certain coverage elements beyond the scope of the initial budget.

Furniture, Fixtures, Equipment and Technology Assumptions

The total Furniture, Fixtures, Equipment and Technology (FFE&T) budget in Year One (1) is \$124,770. This represents a large startup acquisition cost compared to subsequent years of computers for student use (\$60,750). Because Olam Academy expects to use off-site servers and rely heavily on cloud computing due to its hybrid model of instruction, the initial capital outlay for technology other than computers for student use is comparatively minimal; however, there are ongoing expenses for software-as-a-service and internet connectivity of approximately \$5,000 annually in the budget. Computers are expected to consist of a modest laptop or Chromebook costing \$250 each and will be provided to each student whether that student is learning at the Las Vegas campus or through distance education in order to simplify provisioning

across all devices. Additionally, the expense for student furniture in Year One (1) at \$43,740 is approximately ten times the amount indicated for Year Two (2). A modest increase for subsequent years is included to provide for anticipated expansion.

Summary

Olam Academy budget shows an average surplus of \$777 per pupil for the projection period. This is in line with Olam Academy's conservative fiscal planning policy to provide for a contingency carry forward from the fiscal year when possible and includes only a modest Year Zero (0) outside fundraising to cover startup costs. Some expansion costs expected in Year Two (2) will be adjusted from prior and subsequent revenues.

There are some risks that enrollment does not meet planned projections, both in the overall numbers (underage or overage) and in the ratio of distance learning to on-campus instruction. Olam Academy will adjust spending to accommodate the impossibility of planning for these risks given Olam Academy's unique to Nevada foreign-language school based upon a hybrid instruction model in the post-COVID era.



Appendix

Additional documents




OLAM
ACADEMY OF NEVADA

Hello, Bienvenidos,
Shalom

שלום, ברוכים הבאים


1



OLAM
ACADEMY OF NEVADA

**Free Public Charter School
Grades K-5**


Hebrew and Spanish Instruction in the
Southwest Side of Las Vegas



שלום!
מה שלומך?
אני בסדר.

¡Hola!
¿Cómo estás?
¡Muy bien!

Opening 2021/2022 School Year

 **Olam Academy**
702.572.4264 • danielweintra79@gmail.com
www.olamacademy.com

2

Mission

- OLAM is Nevada's contribution to leading a national movement of exceptional, diverse public charter schools that teach Modern Hebrew and Spanish to children of all backgrounds and prepare them to be successful global citizens.



3

Vision



- Excellent education based on Nevada State Academic Standards
- Teach modern-day Hebrew and Spanish
- Nurture global awareness, compassion, respect, and community leaders.
- Be the first charter school in Nevada focusing on teaching a second language.
- OLAM will operate a traditional campus and also coordinate a hybrid distance learning environment to enable students to participate from anywhere in Nevada.

4

Charter Schools

- **Own Board/Governance** = make decisions best for specific school site/program, determines how to spend the money directly
- **Hires directly to school** – staff are not employees of the district = teachers held accountable and there is stability in placement at Olam
- **Enrollment** = doesn't depend on your address. If you move your child doesn't have to move
- **Accountability** = to state, district and local community
- **Free** = Charter schools are free and don't charge tuition.



5

Academic Excellence



- Workshop Style
- Differentiated Instruction
- Project Based Learning
- Emphasis on language and world cultures.

6

6

National Network of Hebrew Charter Schools

- Collaborate with Kavod Charter School in San Diego
- Kavod is one of the top 3 dual language elementary programs in San Diego.
- Kavod is recognized as being the top performing school within like demographics for San Diego County and the 2nd top performing school in the state.
- LEA CAASSP results for 2017-2018 for Kavod were: ELA 70% MATH 60% (We are citing data for 2017-2018 which reflects their student body with over 85% retention rate for 5 consecutive years. In 2018 the school site moved and the school took on considerable student growth; therefore, data from 2018-2019 is not an accurate reflection of the program or the progress students make when enrolled for consecutive years. Due to COVID there is no state data for 2019-2020.)

7

Benefits of learning a second language

- Embracing Cultural Awareness
- Enhanced Communication Skills
- Strengthen Self-perception and Identity.
- Increased Cognitive Dexterity and Problem-solving Skills.



8

Why Hebrew and Spanish?

- **Hebrew:** Israel is a Global leader in Technology.
Less Commonly taught language.
- **Spanish:** Second most widely spoken language in Las Vegas and is the first language in over 20 countries world wide.



9

Global Awareness

- Appreciating and respecting cultures around the world & spreading tolerance and understanding.



10

Social Responsibility & Service Learning

- Giving back to our community and teaching children the importance of being kind caring citizens who help one another
- Value-with a focus on respect and citizenship.



11

Parent Expectations

Before you apply consider is this a successful placement?

Know what your child's capabilities are:

- Students must be willing to participate in learning a second language
- Regulate a longer school day
- Able to transition through various activities
- Be willing to wear the dress code



12

12

Parent Expectations

Before you apply consider is this a successful placement?

Know what your family's capabilities are:

- Children must attend school daily and be on time
- You must notify the school of absences
- You must be able to pick up your child on time
- You must willing to read the communications
- Weekly emails from teachers
- Monthly newsletters from the Director



13

13

Muchas Gracias!!!

Thank you

תודה רבה




Preguntas
Questions
שאלה

14

14

Come Join us!

- www.olamacademy.org
- Check out our Facebook Page! 
- Fill out the parent questionnaire and send us a letter of support!
- Be a part of the first language charter school in Las Vegas!

Clark County School District
Allocation of Academic Time for Grades K-5

This document was printed from Document View in the CCSD Curriculum Engine and is intended to support the curriculum of the Clark County School District. Only electronic versions are controlled.

HALF-DAY KINDERGARTEN			
Daily Allocations:		Minutes	
Student Day	150 minutes	Daily	Weekly
Breaks, Passing	10 minutes		
Available Academic Time:	140 minutes		
Weekly Academic Time:	1,400 minutes		
Academic Area		Minimum	
Core Academics		Minimum	
Reading/Language Arts	400		
Mathematics	180		
Integrated Academics		Minimum	
Science/Health	35		
Social Studies	35		
Specialist Period(s)		Minimum	
		50	

*100 Minutes of Physical Education, 50 Minutes of Library, 50 Minutes of Music, and 50 Minutes of Art.

FULL-DAY KINDERGARTEN			
Daily Allocations:		Minutes	
Student Day	371 minutes	Daily	Weekly
Lunch	30 minutes		
Breaks, Passing	31 minutes		
Available Academic Time:	310 minutes		
Weekly Academic Time:	1,550 minutes		
Academic Area		Minimum	
Core Academics		Minimum	
Reading	120		600
Language Arts	40		200
Mathematics	70		350
Integrated Academics		Minimum	
Science/Health			75
Social Studies			75
Specialist Period(s)		Minimum	
		250*	

GRADES 1, 2, 3, 4, 5, (6)			
Daily Allocations:		Minutes	
Student Day	371 minutes	Daily	Weekly
Lunch	30 minutes		
Breaks, Passing	25 minutes		
Available Academic Time:	316 minutes		
Weekly Academic Time:	1,580 minutes		
Academic Area		Minimum	
Core Academics		Minimum	
Reading	110		550
Language Arts	48		240
Mathematics	70		350
Integrated Academics		Minimum	
Science/Health			110
Social Studies			80
Specialist Period(s)		Minimum	
		250*	

CHAMPS: A Proactive Approach to Classroom Management

Presented by:
Randy Sprick and Karl Schleich

Alaska Staff Development Network
October 7 and 14, 2013



For more information contact Safe & Civil Schools
800-323-8819 or info@safeandcivilschools

Introduction

Basic Beliefs

Notes:

1. Behavior is changeable!
2. Many schools depend too much on punitive consequences.
3. Punitive consequences have inherent and inescapable drawbacks, including but not limited to:
 - Escape/avoidance
 - _____
 - _____
 - Fear
 - May become neutral
 - May become reinforcing
 - Can set a negative climate

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

—Haim Ginott

4. The goal of classroom management is to develop a classroom of students who are responsible, motivated, and highly engaged in meaningful tasks.
5. There are five broad variables to implement to change behavior.
 - Structure for success.
 - Teach expectations (like a great basketball coach).
 - Observe—circulate and scan.
 - Interact positively with students.
 - Correct misbehavior fluently.

The remainder of this packet has 10 strategies for classroom management.

1. Prepare lessons on your behavioral expectations for each major activity.
(CHAMPS C4T1&3, DSC C5T1&3)

Identify critical content for activities such as teacher-directed instruction, independent seatwork, and cooperative groups.

Be sure to clarify:

Conversation

Help

Activity

Movement

Participation

= **S**uccess

High school teachers: Consider ACHIEVE.

CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity _____

Conversation

Can students engage in conversations with each other during this activity?

Voice Level:

If yes, about what?

With whom?

How many students can be involved in a single conversation?

How long can the conversation last?

Help

How do students get questions answered? How do students get your attention?

If students have to wait for help, what should they do while they wait?

Activity

What is the expected end product of this activity? (Note: This may vary from day to day.)

Movement

Can students get out of their seats during the activity?

If yes, acceptable reasons include:

pencil sharpener

restroom

drink

hand in/pick up materials

other:

Do they need permission from you?

Participation

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

Success!

Exhibit 5.4

ACHIEVE Classroom Activity Worksheet

Achieve—To succeed in something!

Activity: _____
(e.g., lecture, labs, independent work, tests, cooperative groups)

CONVERSATION

- Can students talk to each other?
- If so, about what?
- What voice level?
- To whom?
- How many can be involved?
- How long should conversations last?

HELP

- How should students get questions answered during this activity?
- How should students get your attention?

INTEGRITY

- What are your expectations for students working together, quoting sources, and so forth? In other words, define what you consider to be, for example, cheating or not cheating, plagiarizing or not plagiarizing.

EFFORT

- What behaviors would demonstrate active participation?
- What behaviors would demonstrate a lack of participation?

VALUE

- How would active participation be of benefit for students?

EFFICIENCY

- Can you provide tips to increase student productivity?

2. Prepare lessons on your behavioral expectations for each major transition. Include time criteria.
(CHAMPS C4T2 & 3, DSC C5T2&3)

Transitions include:

Arriving at the classroom

Beginning class/routines

Getting out necessary materials

Changes in location

Putting things away

Cleaning up

Leaving the classroom

Schoolwide settings
(halls, cafeteria, playground, bus waiting areas,
assemblies, and so on)

CHAMPS TRANSITION WORKSHEET

Transition _____

Conversation

Can students engage in conversations with each other during this transition?
If yes, clarify how (so that they keep their attention on completing the transition).

Voice Level:

Help

How do students get questions answered? How do students get your attention?

Activity

Explain the transition. What will be different afterwards? (e.g., change in location, use of different materials, etc.).
Include time criteria (how long it should take).

Movement

If the transition itself does not involve getting out of seats, can students get out of their seat for any reason during the transition? If yes, what are acceptable reasons?

If the transition itself involves out-of-seat movement, can a student go elsewhere (e.g., to sharpen a pencil)?

Participation

What behaviors show that students are participating in the transition fully and responsibly?

What behaviors show that a student is not participating appropriately in the transition?

Success!

Exhibit 5.7

ACHIEVE Transition Worksheet

ACHIEVE Transition Expectations

Transition: _____

Describe the transition. What will be different after the transition?

How long should this transition require? Be specific.

Can students speak to each other or you?

If so, for what reasons and how (voice level, permission, how many students, etc.)?

Can students move during this transition for any reason?

If so, for what reasons and how (do they need permission)?

What behaviors would indicate a student is participating?

What behaviors would indicate a student is not participating in this transition?

3. Develop a plan for providing frequent positive feedback for following rules, striving toward the Guidelines for Success, and meeting expectations.
(CHAMPS C7T2&T4, DSC C8T3& 4)

Feedback should be:

Specific and descriptive

Contingent

Following a behavior or skill that is new

Following a behavior or skill that is difficult

Following anything the individual is proud of

Age appropriate

More frequent than attention to misbehavior—3:1 RATIO

4. Design rules that communicate your most important expectations.
(CHAMPS C3T2, DSC C4T2)

Plan to post this information in a prominent place.

If you wish to work these out with the students, predetermine whether there are any rules that *you* need to establish in order to effectively teach.

Rules should be specific, observable, and (for the most part) stated positively.

Avoid having more than five rules.

SAMPLE RULES:

Follow directions immediately.

Work during all work times.

Keep hands, feet, and objects to yourself.

Arrive on time with all materials (pencil, notebook, textbook, paper).

5. Develop and post Guidelines for Success.
(CHAMPS C1T4, DSC C1T3)

Design the Guidelines to be hierarchical, with the first describing the most important trait you want all students to learn to exhibit.

Sample:

Be responsible.
Always try.
Do your best.
Cooperate.
Treat everyone with respect,
including yourself.

Use the Guidelines as the basis for positive feedback, corrections, classwide discussions, monthly themes, assignments, celebrations of progress, guest speakers, and so on.

6. Develop consequences for common rule infractions.
(CHAMPS C3T4, DSC C4T4)

Establish consequences that fit the nature of the problem, but are as mild as possible.

Prediscuss consequences with students.

Implement the consequence calmly and consistently.

Possible classroom consequences include:

Gentle verbal reprimand

Keep a record of the behavior (see forms on pp. 13–14)

Behavior improvement form

Parental contacts

Restitution

Time owed

Timeout — Four possible levels include:

- Removal from small group instruction
- Isolation area in class
- Sent to another class
- Sent to the office

Reduction of points earned (behavior incorporated into grading)

Lunch/after-school detention

Student is required to devise a plan for own behavior

Restriction from privileges

7. Develop an Attention Signal.
(CHAMPS C2T3, DSC C3T3)

The most effective signals can be used in any location.

Decide on a reasonable length of time between giving the signal and gaining all students' attention.

8. Analyze the physical setting.
(CHAMPS C2T2, DSC C3T2)

Ensure easy access from any part of the room to any other part of the room. CIRCULATE!!!

9. Establish routines and policies that create a calm, orderly, efficient classroom climate.

Beginning routines (CHAMPS C2T4, DSC C3T4)

Procedures for assigning work (CHAMPS C2T5, DSC C3T5)

Procedures for collecting work (CHAMPS C2T5, DSC C3T5)

Homework routines (CHAMPS C2T5, DSC C3T5)

Ending routines (CHAMPS C2T4, DSC C3T4)

10. Provide frequent noncontingent attention to help create a friendly and welcoming classroom climate.
(CHAMPS C7T1, DSC C8T1&2)

Greeting students at the beginning of class

Showing an interest in student work

Things To Do!

- 1 Identify a misbehavior or trait exhibited by several (many?) students. _____
2. On the chart below, fill out each section after it has been discussed in the workshop.

Things to do:	Already completed	Priority: A— Within two weeks B— If there is time C— Low priority For items labeled A & B, make notes on implementation.	Finished
1. Prepare lessons on your behavioral expectations for each major activity.			
2. Prepare lessons on your behavioral expectations for each major transition. Include time criteria.			
3. Develop a plan for providing frequent positive feedback for following rules, striving toward the Guidelines for Success, and meeting expectations.			
4. Design rules that communicate your most important expectations.			
5. Develop and post Guidelines for Success.			
6. Develop consequences for common rule infractions.			
7. Develop an Attention Signal.			
8. Analyze the physical setting.			
9. Establish routines and policies that create a calm, orderly, efficient classroom climate.			
Beginning routines			
Procedures for assigning work			
Procedures for collecting work			
Homework routines			
Ending routines			
10. Provide frequent noncontingent attention to help create a friendly and welcoming classroom climate.			

Exhibit 6.1

Class Syllabus: Template

Teacher: _____

Classroom Goals

Write your four to seven classroom goals in the form of what students will be able to successfully do at the end of the year or semester. You can find more information on this topic in chapter 2, task 1.

Guidelines for Success

Write your list of three to six attributes and traits that you feel will ensure your students' success. You can find more information on this topic in chapter 1, task 3.

Classroom Rules

Outline the three to six important student behaviors that will ensure your class runs efficiently and that will result in a corrective consequence if students do the opposite. You can find more information on this topic in chapter 4, task 2.

Activities

Outline the activities that students will engage in during a typical week. You can find more information on this topic in chapter 5, task 1.

Grades

Grading scale: Outline the percentage cutoffs for A's, B's, and so on.

Relative value: Outline the relative weight of homework, quizzes, tests, papers, and behavior and effort on the final grade.

You can find out more information on this topic in chapter 2, tasks 2 to 4.

Classroom Procedures

Entering the Classroom

Outline exactly what students should do from the time they enter the room until the bell rings for class to begin. You can find more information on this topic in chapter 3, task 4.

Tardy to Class

Provide your definitions of *on time* and *tardy*, identify the procedure a student will follow if tardy, and identify the consequences for being tardy. You can find more information on this topic in chapter 3, task 4.

Identify what students should have to write with. In addition, specify what students should do if they don't have this and what, if anything, you will implement as a consequence. You can find more information on this topic in chapter 3, task 4.

How to Find out What the Daily Assignments Are

Identify how you will assign work and how students will know what they are to do each day. Also define how they should keep track of homework and long-range assignments. You can find more information on this topic in chapter 3, task 5.

Turning in Assignments

Identify where and how students turn in classwork and homework. Specify if students are to check off completed work they have turned in. You can find more information on this topic in chapter 3, task 5.

Returning Assignments to Students

Detail how you will return completed work to your students. You can find more information on this topic in chapter 3, task 5.

Finding out Grade Status

Review your grading system. Note whether you will give students a weekly grade report or if you expect them to track their grades themselves. Also identify when and how students can approach you to discuss their current status in the class. You can find more information on this topic in chapter 2, task 4.

Student Responsibilities After an Absence

Outline what students will need to do when returning after an absence.

- How to find out what they missed and get needed materials
- How long they have to make up assignments
- What to do if they miss a test

You can find more information on this topic in chapter 3, task 4.

Late, Missing, or Incomplete Assignments

Outline the maximum number of late assignments you will accept, along with penalties and time limits for late work. You can find more information on this topic in chapter 3, task 5.

Communication Procedures with Parents and Families

Note whether you will have any regular communication with families that you initiate. Provide information on when, where, and how family members can get in touch with you. You can find more information on this topic in chapter 1, task 5.

Ending Class

Specify how you will end class, any responsibilities your students may have during this time, and how you will dismiss the students. You can find more information on this topic in chapter 3, task 4.

Consequences for Classroom Rule Violations

List the range of corrective consequences that you may assign if rules are violated. You can find more information on this topic in chapter 4, task 3.

Consequences for Code of Conduct Violations

Inform students that you must follow through with disciplinary referrals for violations of schoolwide rules, including dress code, unexcused absences, threats, and so forth. Make sure to get this information from your principal or assistant principal. See chapter 4, task 5.

CLASSROOM MANAGEMENT AND DISCIPLINE PLAN (1 of 2)

(REFLECTION/IMPLEMENTATION)

Student _____ **Teacher** _____ **Date** _____

As you reflect on these questions, make notes about adjustments you can make in how you implement your plan with this student.

1. Do classroom variables such as physical setting, schedule, and beginning/ending routines affect the student's inappropriate behavior?

- Consider whether the student would be less distracted or disruptive in a different part of the room.
- Consider whether you can observe more frequently and easily if the student is in a different part of the room.
- Giving Stand up and Stretch breaks during long work periods may help this and other students stay focused.
- Giving the student a job assisting with some part of your beginning and ending routines may help the student stay focused and cooperative.
- Skim Chapters 1 and 2 to see if other variables of this type may help this student.

2. Does this student fully understand your behavioral expectations and your concerns about the misbehavior? If not, or if you are unsure, implement a Planned Discussion to further clarify your expectations.

- Consider whether the student is unaware that the misbehavior of concern is an example of not meeting the expectations.
- Schedule a neutral time to discuss the misbehavior with the student—a time when there will not be an audience of other students.
- Keep the focus on the positive expectation, then refer specifically to the problem, then re-emphasize the positive expectation. End with high expectations—say that you know the student will make an effort to meet your expectations and be successful in the classroom.
- Consider inviting the family to participate in this Planned Discussion, especially with a severe problem or a minor problem where you have seen no improvement after discussing it with the student only.
- Examine your CHAMPS expectation sheets (or reread Chapter 4).

3. Are your classroom rules clear? Does this student fully understand the rules? If not, or if you are unsure, schedule a Planned Discussion and lesson to clarify your rules and consequences.

- Schedule a time to meet with the student to discuss your rules and consequences. This can be added to the discussion above when rule violations are part of the problem.
- For a younger student, model or use pictures to communicate examples of following the rule and not following the rule.
- Clarify that enforcing the rules is part of your job as the teacher and that this enforcement has nothing to do with liking or disliking the student.
- Clarify that the student is not bad. When he or she breaks a rule, it is the behavior at that moment that is a problem, not the student.

4. Is your enforcement of these rules:

a. Consistent? (e.g., day to day or hour to hour, relative to your mood)

Do not let the student get away with misbehavior when you are in a good mood if you would correct that same misbehavior when you are in a bad mood. Using a sports metaphor, offside in football should be called whether the referee is in a good mood or a bad mood.

b. Fair? (Are other students who violate these rules corrected?)

- Be cautious about any bias—even unconscious—wherein you hold one group of students (e.g., based on gender, race, academic ability) to one standard of rule following, and another group to a different standard.
- Note that on some occasions you may adapt an expectation or rule (as shown in the sample Reproducible 9.1). This is analogous to a driver getting her license suspended for a period of time. Be very careful about doing this so you don't have to keep track of too many exceptions to your management plan.



CLASSROOM MANAGEMENT AND DISCIPLINE PLAN (2 of 2)
(REFLECTION/IMPLEMENTATION)**4. Is your reinforcement of these rules (*continued*):****c. Brief? (Does the student receive five seconds or less of attention at the time of the misbehavior?)**

- Don't talk too much—take action.
- In the early stages of correcting a misbehavior, you may use that opportunity as a teachable moment, which will take longer than five seconds. However, once a problem is chronic, your reprimand or consequence should take five seconds or less so you can immediately return to the flow of instruction and give positive feedback to students who are following the rules.
- If you think the student needs a "lesson," schedule a planned discussion. Do not have that discussion at the time of the misbehavior.
- If the student tries to argue, say, "You can make an appointment to speak to me later about this, but right now I must go on with the lesson." Then ignore any further attempts by the student to suck you into a power struggle.

d. Calm? (Are you emotionally neutral when correcting this student's behavior?)

- Some students love having the power to upset a teacher.
- When you stay calm as you are correcting misbehavior, you do not give these students any power.
- Staying calm also reduces the chance that in the heat of the moment you may say something insensitive, embarrassing, or hurtful.
- Remember that you do not necessarily have to be calm—you just have to act calm.
- There is a great quote about staying calm that middle school teachers will appreciate: "Arguing with an adolescent is like mud-wrestling a pig—you both get dirty and the pig loves it."

e. Respectful? (Are you correcting objectively, not judgmentally, and as privately as possible?)

- Remember that the only absolute rule in the CHAMPS approach is that students must be treated with dignity and respect.
- It is easy to get frustrated with a student and then put the student in his place. Try to avoid this.
- Correct as privately as the immediate situation allows.
- Comment on the behavior, not the person.
- Provide an objective description about the behavior, not a label. Don't resort to name-calling.
- Avoid sarcasm in your words, tone of voice, and even body language (e.g., rolling eyes).
- Try to treat students as you would like to be treated. If your principal was concerned about some aspects of your job performance, how would you like her to provide corrective feedback or enforce district rules? (reasonably private, objective descriptions of the problem, etc.).

5. Is this student misbehaving to cover some learning problem and/or an inability to understand and/or complete the work?

- Can the student read assigned work fluently and accurately?
- Does the student comprehend when reading?
- Can the student do handwriting easily, or does she hold the pencil in a death grip?
- Can the student complete independent assignments independently, or does she need lots of assistance?

If the answer to any of these questions is no, make academic adaptations (differentiation). If you are unfamiliar with how to differentiate, talk to colleagues in special education for ideas.

6. Does this student have an "expectancy of success"?

- Re-examine the "Expectancy x Value" theory of motivation in Chapter 1.
- Sometimes a student can do the work, but does not see himself as capable. You may need to "pump up" the student so he believes he will be able to be successful.

Behavior Counting Form

Student _____

Grade/Class _____

Teacher _____

Week of _____

Monday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Tuesday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Wednesday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Thursday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Friday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Monday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Tuesday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Wednesday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Thursday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Friday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Monday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Tuesday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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Friday																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

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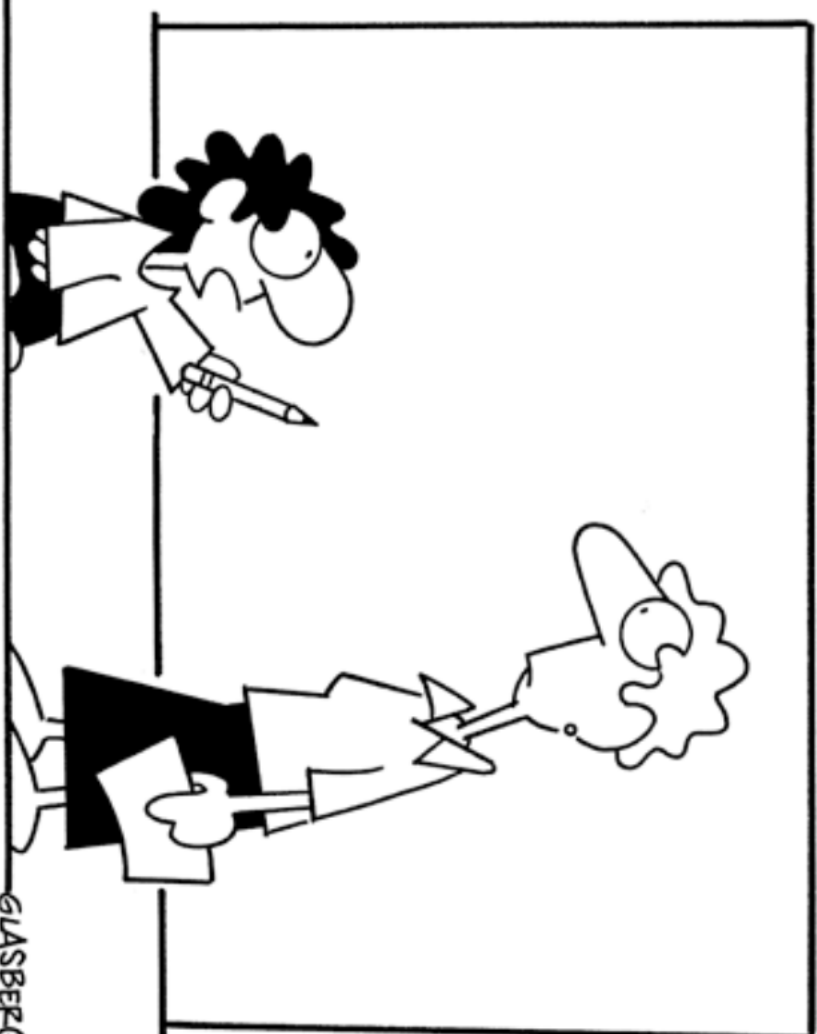


"Class, I've got a lot of material to cover,
so to save time I won't be using vowels today.
Nw lts bgn, pls trn t pg 122."

Writers Workshop

What is Writers Workshop?

- ☐ Daily, structured time
- ☐ Teacher provides explicit instruction
- ☐ Teacher provides exposure to models of good writing
- ☐ Students select their own topics to write about
- ☐ Students are encouraged to be risk takers as they develop their own individual writing style
- ☐ A community to share and learn from one another



GLASBERGEN

"How do you expect me to write with this?
It doesn't even have a USB port for a keyboard!"

Major Components of Writer's Workshop

- ☐ Introduction / Read Aloud
- ☐ Mini-Lesson
- ☐ Independent Writing Time
- ☐ Conferencing
- ☐ End-of-Workshop Share
- ☐ Assessment

60 Minutes Framework of Writer's Workshop

Whole Group (10 Minutes)	<u>Introduction</u> - read mentor texts connected to mini-lesson
Whole Group (10-15 minutes)	<u>Mini-Lesson:</u> * Connection * Teach * Active Engagement * Link
Independent Writing Time (20-45 Minutes)	* Independent Writing * Guided Writing * Confering * Mid-workshop Share
Whole Group (5 Minutes)	<u>End-of-workshop Share</u>

SESSION II

DISCOVERING ONE SMALL MOMENT



YOU WILL HAVE READ THROUGH YOUR CHILDREN'S WORK, and, in your mind, you'll have a long list of notes for your kids. You'll wish they'd

GETTING READY

Focused targets from your everyday life plan how to tell the story of this moment briefly, yet in a way that moves through time (first this happened, then this, and finally this) and includes a detail or two.

Use that list to write a *Chart for My Moment*.

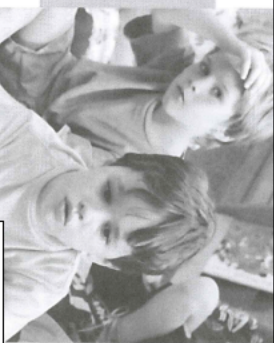
Use the children's story to write a *Small Moment story or not!* See CD-ROM for resources.

- ▶ Show more representationality
- ▶ Write more in addition to drawing
- ▶ Use their time more wisely
- ▶ Focus on writing more than on handwriting

You are wise to wish these things for your writers, but don't show children your feelings if you are discouraged. For now, instead of looking at the problems, immerse the class in rich examples of what you hope they'll do. Act as if all is going splendidly, even if it isn't yet. Find the goal in the classroom even if you know you are overlooking the problems that are really there. Many of the problems will go away with more time. The others, the ones that persist, can be addressed a few days from now when a "We need to fix things that are away" time won't deflect the energy in your room.

To follow up on Session I, then, you may decide to demonstrate how you go about writing a *Small Moment* across the pages in a booklet. Let children in on your thinking by demonstrating how you focus on just a *Small Moment* and then envision (or remember) that moment so that you can draw and write with detail.

In this session, you will write a story in the air that occurs in an one moment, demonstrating thinking hard and picturing the moment while you put down the page.



PART ONE

SESSION II



IN THIS SESSION, YOU'LL RESEARCH ALREADY KNOWN FOR GENERATING WRITING. YOU WILL ALSO TEACH THEM THAT WRITERS THINK ABOUT HOW TO WRITE. THEY'LL BE ABLE TO USE STRATEGIES THEY'VE LEARNED TO WRITE. THEY'LL BE ABLE TO WRITE. THEY'LL BE ABLE TO WRITE. THEY'LL BE ABLE TO WRITE.

GETTING READY

- Strategies for Generating Personal Narrative Writing chart from first unit
- Questions to Ask to find Turning Points of Narrative Writings
- See CD-ROM for resources

STARTING WITH TURNING POINTS

Although the preceding session was the start of this unit, because children spent that day reading rather than writing, today's minilesson actually launches the writing work in this second unit of study. Approach this session knowing that your minilesson will need to set children up for the earliest stages of their writing process. As you plan today's minilesson for the initial lessons of all units, you will need to help children consolidate, carry forward, and draw upon the lessons they have already learned. This will be especially important in this unit because children will be writing personal narratives again. Teach children that the strategies they learned during personal writing workshops will be useful throughout their lives. Of course, as children develop facility with these strategies, the strategies themselves will no longer be the focus of their attention. Instead, writers will be able to use them almost automatically, concentrating on new writing goals.

When I introduce a strategy, I make a big deal of it. I lay out every part of it, turning it into a mechanical, step-by-step operation. This may feel odd at first, I've experienced. But I believe that when we teach any complex activity, we need to explicitly lay out each step with exaggerated attention, keeping in mind that soon the learner will master the procedure, repeating it at one flowing, almost automatic activity. For example, the tennis coach will show the novice how to grasp the tennis racket, then how to turn the racket so that it sits properly in the hand. But before long the learner just grabs for the racket, snatching it—without any longer fussing over—the same steps.

In launching the Writing Workshop, we helped children develop a set of strategies for personal narrative writing and we asked them to carry these in their mental backpacks. In this unit, you'll help children use those strategies to move powerful effect. You'll teach a few new strategies, but this time you'll focus less on the strategies and more on writing narratives like those the class is studying. Narratives that contain more than a single small moment—narratives that have a story arc. The early lessons in this unit will help children generate not only topics for writing but also finished-out story lines—topics with a made-made plot line. This will help children write stories that move around (but are more than) accounts of single, small moments. That is, the narratives that children begin generating today should begin to feel like real stories—ones that resemble those your children have been reading.



Getting Ready / Materials

Introduction

- ❑ Read aloud from mentor text or previously written stories supports the mini lesson
- ❑ Provides a model to study
- ❑ Helps students make writing decisions
- ❑ Show how reading and writing are connected

Starting with Turning Points



CONNECTION Tell children that in this unit they will be writing even more powerful Small Moment stories—and one way to do this is to start with turning points.

"Whenever we passed over that [resemble those we hope to be] and we asked, 'Why do I feel this? What is the author do that I could try? We were not in the way in which all the stories have a shared form. They all contain more than just a small moment; they have written leading up to the main story moment in the middle, and then they sometimes have more moment to make an end. For example, in 'Your Name in Gold,' you noticed that the story starts with a scene at the breakfast table when a couple and her big sister both read the great book and both years to be the one to send the coupon off for a golden name plaque, and the story starts with a second small moment, a second scene (as written call) in which the big sister gives Annie her name in gold. We also read other stories—like *Serenade* and *Papa Who Wakes Up Third in the Day*—and afterwards we realized that stories often have a shared form."

"In the stories we read, there is a beginning, and then something happens to change things, and then there is an end. The moments that change things are all different, but all are important. In one, the big sister does a surprising act of generosity; in another, the girl realizes that it could have been her own papa who died; in another, the train arrives late to a group of kids. In all of these moments, the character feels or learns something important. The stories we studied (and the stories we will be writing) are Small Moment stories, and if you study them over harder, you will see they all fit inside some kind of turning point."

COACHING

[illegible]

Mini Lesson



THE MINILESSON

Connection

Remind the class that they already saw how an author took a simple event and turned it into a story. Tell them that today, they can watch you do this.

"Yesterday, we saw that Steve Williams decided to write about me. I happened to notice that she didn't tell me about the whole day. She told about one little part of the day. She told about walking home from buying shoes, then turning the corner, then seeing the fire truck. Today, I'll show you how I write about small moments in life so that you will be drawn there, too."

Teaching

teaching

write publicly, modeling whatever you want to highlight about the writing process.

Show that you could have approached this writing with a broad topic in mind, but

instead zoom in on a more focused topic.

that, no, you envision scenes in their minds. But you could write about all the things I did with my dog last night. Yesterday. But no, I am going to zoom in on just how I gave Tucker a bath! Writers do that. We zoom in on just a small part."

Model how writers envision their stories in their minds and sketch the stories, bit by bit, across pages.

"So I'm remembering giving Tucker a shampoo."

I am demonstrating by writing publicly. It is almost as if I take the nap off my head and let the wheels in my children see the wheels in my brain turn. But, of course, the strategies I spotlight for kids aren't necessarily those that I actually use as I use an adult's written, inanimate, and highbrow strategies to see us written grass of the kids.



Here I use a phrase over and over that I hope will become part of the writing vocabulary in the classroom. Writers "zoom in on *Small Moments*." I find it helps to make a funneling motion with my hands in to help children understand the term "zooming in."

Be sure your selected moment is an ordinary one to which children can relate. Perhaps when it was time to go to school you couldn't find your shoe, looked all over and found it in a weird place. Perhaps you were making cookies and didn't have an ingredient so you substituted something different instead—and it turned out okay, or not. You'll probably want your story to contain a problem. You'll need to resolve it, although it's not this to avoid. It's great if you have very small stories here some times. Children will respond to a story in emotional terms.

18 RAISING THE QUALITY OF NARRATIVE WRITING

Headings give a quick summary of the focus

SHORT MOMENTS: PERSONAL NARRATIVE WRITING

Mini Lesson

- ☐ Connection
- ☐ Teaching
- ☐ Active Engagement
- ☐ Link

Mini Lesson - Connection

- Student learn why today's lesson is so important and how it relates to their prior work.
- Opens the mini-lesson
- Teacher repeats previous day's teaching point
- Teacher names today's ONE teaching point

Mini Lesson - Teaching

- ☐ Children are taught a new skill and strategy that they can use often when they write.
- ☐ State the teaching point and explain when and why a writer might use it.
- ☐ Show through modeling of your writing or shared writing pieces the techniques the author used.
- ☐ Guided practice / scaffolding

Mini Lesson - Active Engagement

- Students briefly use the strategy taught while the teacher is there to provide support.
- Repeat the ONE teaching point to get students ready for what they will practice.
- Students try what they were just talk by writing in their notebook or discussion. (eg. "Turn and Talk")

Mini Lesson - Link

- This is the launch of the lesson.
- Restate the teaching point.
- Get students excited to try what they learned.
- Remind students that this teaching point can be used in the future.

Selecting the Focus of the Lesson

- ☐ Mini Lessons could be based on:
 - ☐ Procedures during Writer's Workshop
 - ☐ Genres
 - ☐ Writing Process
 - ☐ Traits of Good Writing
- ☐ Things you are noticing in student writing

Independent Writing

- ☐ Students write on their own to practice skills and strategies previously taught.
- ☐ Develop understanding of multiple genres of writing/reading.
- ☐ Gain writing fluency and stamina.
- ☐ Share their experiences through topic choice.

Guided Writing

- Students write to practice skills and strategies previously taught.
- Teacher guides, responds, and extends the students' thinking.
- Based on data and observations the teacher coaches small groups to students to practice a particular skill or strategy.

Conferring

- ☐ Research
- ☐ Compliment
- ☐ Decide and Teach
- ☐ Link

Conferring - Research

- ☐ Read the student's work.
- ☐ Determine what the student is beginning to do well and what you want to teach them to do better.
- ☐ Asking open-ended questions:
 - ☐ How is it going?
 - ☐ Can you tell me what you are working on as a writer today?
- ☐ Consider using conference notes to monitor growth.

Conferring - Compliment

- ☐ React like a reader: "Wow! your details really helped me to picture what was happening!"
- ☐ Clearly state the skill and strategy used and show where they used it.
- ☐ Explain why it is important to continue using it.

Conferring - Decide and Teach

- ☐ Of all of the things that I could teach this child, what is the one thing likely to make the most difference?
- ☐ How will I teach this to the child?
 - ☐ State the skill/strategy
 - ☐ Explain why and why to use it
 - ☐ Model then coach as they practice it in their writing.
- ☐ Comment/question: I have one suggestion to make, can I show you one thing? Can you try?

Conferring - Link

- ☐ Repeat the teaching point.
- ☐ name what the child has done.
- ☐ Remind him that the skill and or strategy can be used in the future.

Mid-Workshop Teaching Point

- A need of the majority of students.
- Based on conferences and guided writing the teacher stops writers to quickly share a teaching point.
- Could be an extension of the mini-lesson, revisit something taught earlier in the year, or a new concept.
- Something great seen in a student's piece to support strategies taught.
- Calkins Mid-Workshop Teaching Point could serve as future mini lesson.



AFTER-THE-WORKSHOP SHARE

Call children together on the carpet. Tell them that a lot of children have asked you, "Is this a Small Moment?"

Today a lot of you have come up to me and asked me your questions. I want to ask you, "Is this a Small Moment?" I think you mean, "Is this a Small Moment?" Today I want to teach you how you can be a writing teacher for each other! When Sam brings me his story and says, "Is this a Small Moment?" I listen and ask myself: Is it a true story? Is it about a Small Moment? Does it make sense?

Ask students to judge if a story is a Small Moment by listening to examples.

"Can you all be writing teachers with me today? Let's listen to Sam's story and then I'll ask ourselves those three questions. Listen to Sam's story."

I want to be a teacher. We saw big, big dinosaurs. I touched one with my hand. That was fun.

"So if Sam asked you, 'What do you think?' Is this a Small Moment story?" What could you say? Does it do these three things?

James: "It is, because when he touched it, it is a Small Moment."

Tiffany: "But, it's a different time, when he went home. Maybe you could leave that out."

"I loved that part about the touch too. Now let's listen to Nicholas' story and again, you will be a writing teacher. Ask yourself, 'Is it a true story? Is it about a Small Moment? Does it make sense?'"

"Tell your friend whether this is a true story about a Small Moment. Does it make sense?"

The children turned to talk, and most agreed that yes, Nicholas' story fit the bill as a Small Moment story.

validate their work and thinking as writers



Fig. 1-1 Nicholas



Fig. 1-2 Nicholas

As often as you can, invite children to describe their own narratives. This is a powerful way to build their writing skills.



SHARE
Noticing features of personal narratives

Ask partners to share and discuss their own writing, just as they did the day before with texts written by published authors.

Without yesterday, we read stories written by famous authors, and we talked about all those texts, noticing what most of those authors wanted to do. Today we have new texts that we can look at—texts you all have written. Would you and your partner get together and partner 2 (bumps up so I can see that you know who you are), please share the entry or the entries you wrote today with partner 1, and then talk together about that writing. What is it that you've done? What were you trying to do? How is the form of your writing similar to (and different from) the form you noticed in the folder of mentor texts? Talk deeply and read closely, and in a few minutes I'll bring us back to talk as a group.

Ask one partner to share an entry and the other to share observations of it. Then debrief in a way that reminds writers of the lessons they can hold on to.

After a few minutes, I convened the class. Joey read his entry: [Fig. 11-8]

Jumping in the pond really late at night. We and John were going to jump in the pond really late at night. John kept on telling me, "Come on, jump!" I just could not. John kept on encouraging me to do it. He said, "You can do it, come on. Nothing is going to happen."

I had to do it. I jumped. I closed my eyes and tried to think of good things. Splash! It was like a yellow.

John was up to me and said, "Crotch-pon. You did it! You're the best!"

Joey's partner Felix said, "He told about one moment, and he had the beginning before the jump and all."

I nodded. "Yes, you noticed that like the other personal narratives we read, your story has more than just plot; there's the moment, right? Although the climax of the story is the moment when you jumped into the pond, you led up to it. Didn't you? Just like a diver."

Sharing

If students are asked at discussing their writing, you may choose to ask them to look at the writing they did in the previous unit as well as the experiences about personal narrative writing offered by a whole folder of their own writing rather than just one piece. New conclusions will be deeper and more advanced.

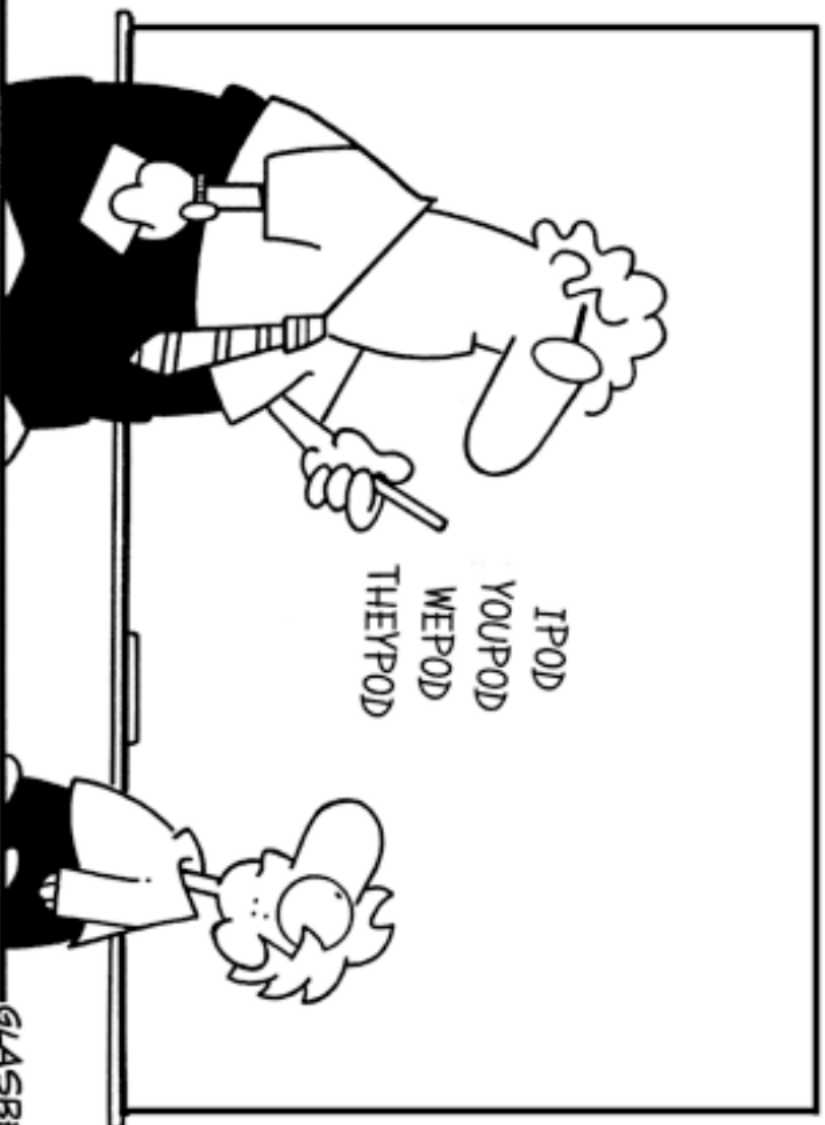
Day	at	not	about	it
1	jumping	late	at night	
2	jumping	late	at night	
3	jumping	late	at night	
4	jumping	late	at night	
5	jumping	late	at night	
6	jumping	late	at night	
7	jumping	late	at night	
8	jumping	late	at night	
9	jumping	late	at night	
10	jumping	late	at night	
11	jumping	late	at night	
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15	jumping	late	at night	
16	jumping	late	at night	
17	jumping	late	at night	
18	jumping	late	at night	
19	jumping	late	at night	
20	jumping	late	at night	

End of Workshop Share

- ☐ The share always includes teaching:
 - ☐ State the skill and/or strategy
 - ☐ Explain when and why to use it
- ☐ Show what it looks like to successfully use the strategy
- ☐ Use student work as much as possible or a teacher created piece


Resources

- Units of Study K-2 / Lucy Calkins
- Units of Study 3-5 / Lucy Calkins
- 6+1 Traits of Writing Primary Grades / Ruth Culham
- 6+1 Traits of Writing: Grade 3 and up / Ruth Culham
- Craft Lesson / Ralph Fletcher, Joann Portalupi
- Craft Lessons - Nonfiction / Ralph Fletcher, Joann Portalupi



Overview of a Day's Reading or Writing Workshop

WORKSHOP COMPONENT	TIME FRAME	LOGISTICS	TEACHER	STUDENTS
MINILESSON	Less than 10 min.	The teacher gathers students in the meeting area next to their partners	Whole-group instruction <ul style="list-style-type: none">• Connection• Name the teaching point• Teaching• Active Engagement (guided practice)• Link to the work students will do	Listening, then actively engaged in applying new learning
INDEPENDENT READING AND WRITING CONFERRING AND SMALL-GROUP WORK	35–45 min.	Students find comfortable spots to read or write	One-on-one and small-group teaching <ul style="list-style-type: none">• Circulate• Observe• Question• Listen• Coach• Demonstrate• Reinforce the minilesson• Encourage	Practicing strategies learned throughout the unit, working independently or with partners
MID-WORKSHOP TEACHING	3–5 min. (during independent reading and writing time)	Students' eyes are on the teacher	Extends the minilesson or reminds students of ongoing habits	Pausing to reflect, then refocusing to resume reading or writing
SHARE	3–5 min.	The teacher gathers students in the meeting area or calls for their attention while they remain at their reading or writing spots	Sets students up to share and celebrate the work they did that day	Sharing their learning with partners or the whole group



School Based Restorative Justice Practices

Education Services Division
Regina James, Project Facilitator, Region I
Gerald P. Robinson, Project Facilitator, Region I

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LEGISLATIVE UPDATES

Restorative Plan of Action CCSD

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- **Restorative Discipline Plan**
 - Site-Based/Established
 - Staff & Parent/Guardian Input
 - Review of Site Disciplinary Decisions
 - Reviewed/Revised Annually
- **Restorative Discipline Plan Provisions**
 - Hold Students Accountable
 - Provide Interventions and Supports
 - Interventions & Supports Based on Specific Offense
 - Change Student's Behavior
 - Relief for Victim
- **Restorative Justice**
 - Non-Punitive Interventions
 - Non-Punitive Supports
- **Restorative Justice Provisions**
 - Provided by School
 - Improve Student's Behavior
 - Remedy Harm Caused by Offender
- **Restorative Plan of Action Example**
 - PB S
 - B P/B T
 - Peer Mediation
 - The Harbor

(SB89-NRS 392.464 AB 168; Chapter 392 of NRS)

2

Restorative Justice Practices

"Restorative Justice means non-punitive intervention and support provided by the schools, to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil." (AB168)

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RESTORATIVE PRACTICES PARADIGM

- **Foundation** – Develop community, manage conflict and tension by repairing harm and building relationships.
- **Principles** – Harms, Needs, Obligations and Engagement
- **Values** – Respect; Responsibility; Relationships
- **Questions** – Who has been harmed; What are the needs; Who has the Obligation

4

EFFECTIVE IMPLEMENTATION OF RESTORATIVE PRACTICES

- One of the most established evidence-based MTSS behavioral frameworks Positive Behavior Interventions and Supports (PBIS) is easily cross-walked and supported with Restorative Practices



Shared Core Features

- Whole school approach
- Attention to changing the behavior of adults
- See and pay attention to each and every child
- Change environment
- Identify, teach and encourage positive behaviors
- Build assets and protective factors.

Complementary Features

- Restorative Measures provide early and/or intense interventions to restore harm and repair relationships
- The Circle process provides a way of delivering content, especially Social Emotional Learning, that strengthens relationships
- The SW-PBIS framework provides data for team based decision making
- SW-PBIS reflects best practices in implementation science

5



Why Do Kids Want to Go to School?



6



RELATIONSHIPS



7

WHAT IS RESTORATIVE PRACTICE?

- Defined as "all those affected by an 'offense' or incident being involved in finding a mutually acceptable way forward" (Hopkins, 2002)
- Instead of focusing on "rule breaking", restorative practices aim to focus on how "rule breaking" actually impacts other humans and people (Cameron & Thorsborne, 2001, p. 183 as cited by Morrison, 2002)
- Restorative Practices are established in the idea that "safe and just school communities are grounded in the premise that human beings are relational and thrive in contexts of social engagement instead of control" (Morrison, 2002 as cited by Riestenberg, 2015, p.5)



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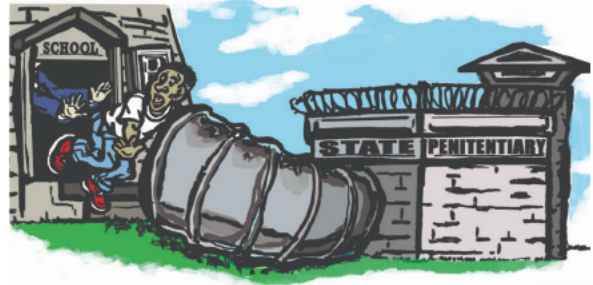
WHAT DOES RESEARCH SAY ABOUT TRADITIONAL SCHOOL DISCIPLINE?

- Encourages recidivism of inappropriate behaviors as cited by 5 different studies
- Traditional punishment has been associated with "various negative academic outcomes" as cited by 3 different studies
- "Students who are subjected to harsh discipline are at increased risk of future delinquency both in school and in the community"
- Zero-tolerance policies have not given any measurable impact on school violations and violence post '99 Columbine
- Our attempts to "get tough" on violations in schools have not yielded safer schools prior to zero-tolerance measures being implemented
(as cited by Payne & Welch 2013 pp. 2-4)



9

Restorative practices provide a potential solution for a disruption to the pathway to prison pipeline.



10

Purpose of Restorative Structures: Impacting School Climate and School Culture.



RJ provides ways to effectively address behavior through accountability, repairing the harm, and building and strengthening community.

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APPLYING RESTORATIVE PRINCIPLES

- Focus on the behavior (harm).
- Allow the harmed (victim) to be involved in the process.
- Support students who have harmed through helping them accept responsibility (ownership) and be accountable for their actions.
- Provide an opportunity for dialogue between the person having caused the harm (offender) and the harmed (victim).



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ACCOUNTABILITY

- Restorative strategies provide opportunities for offenders to be accountable to those they have harmed, and allow them an opportunity to **repair the harm** they have caused.



13

WELL-BEING

- Restorative structures promote school safety through strategies that build **relationships** and enable the school community to take responsibility for the **well-being of its members**.



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SOCIAL-EMOTIONAL DEVELOPMENT

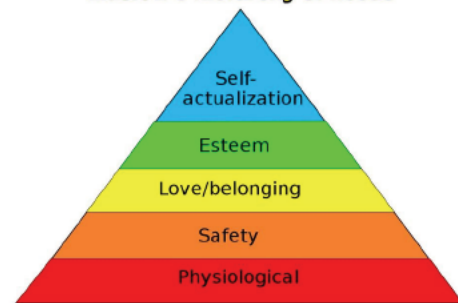
- Restorative structures seek to increase the **positive social skills** of those who have caused harm to others; address **essential factors** that lead youth to engage in offending behavior, and build on **strengths** in each young person.



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Shifting the Paradigm of Behavior (Student Needs)

Maslow's hierarchy of needs



https://en.m.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs



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One Minute



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SHIFTING THE PARADIGM OF BEHAVIOR (COGNITIVE)

- Core Beliefs
- Cognitive Frameworks
- Personal Narrative
- Personal Values
- Personal Perspective



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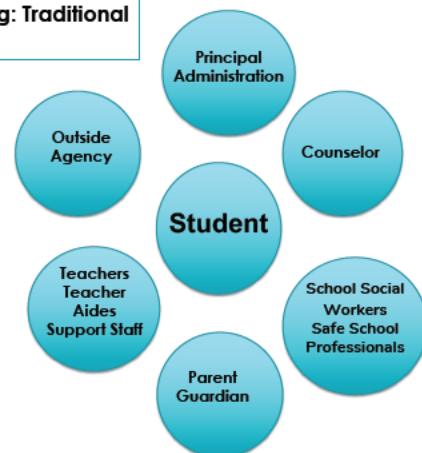
SCHOOL-WIDE APPROACH TO RESTORATIVE JUSTICE PRACTICES

- Principal's vision and commitment - Sets the tone
- Restorative Practices Team
- Staff must have the same mindset adopting RP
- Professional Development
- Implement RJP through a Multi-Tiered System of Support

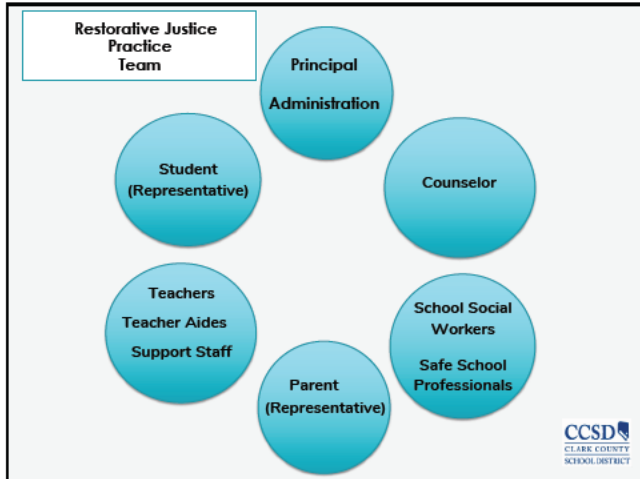


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Teaming: Traditional



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21



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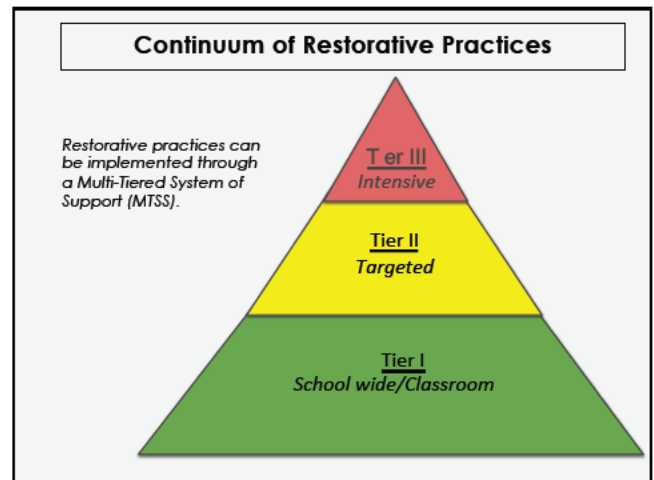
REFLECTION IS KEY:

Teacher/Staff Self-Reflective Questions:

1. How do I interact with my students, colleagues, even when we disagree?
2. How do students feel about my class?
3. How do I respond when I have a conflict with my students?
4. When I see conflict arise between students in the classroom, how do I respond?
5. What am I doing to make students feel welcome?
6. What am I doing to make students feel included?
7. How am I addressing my implicit biases?
8. How am I building positive relationships?
9. What is the process for resolving conflict or disagreement in my classroom?
10. How can I link classroom prevention and restorative practices to the school-wide restorative philosophy?

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A System Approach: Tier I

School-Wide Preventative Practices

Building Healthy Relationships- Active Listening
Identify common values and expectations
Promote a sense of belonging and ownership-Affective Statements

Tier I

- Classroom Circle
- 5:1 Ratio
- Respect Agreement (Class Contract)
- Four Options Model
- School-Wide Discipline Plan



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A System Approach: Tier II

Targeted

Prevent Harm
Resolve Differences
Build Social Emotional Skills

Tier II

- Social Emotional Groups
- Restorative Circles
- Mentoring
- Check in and Check out
- Check-N-Connect
- Teacher-Student Informal Conference

*Tier II comes into play when there is a conflict, a student breaks a rule and someone has caused harm to someone else.



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A System Approach: Tier III

Intensive

Individualized Support
Repair/Reintegrate
Focus on Accountability
Rebuild Relationships

Tier III

- Reintegration after Exclusion
- Formal Conference
- Wraparound Support
- FBA/BIP
- 1:1 Support



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FORMAL CONFERENCING

Reflective Questions in a conference after a HARM has been committed.

Offender/Who Caused the HARM

1. What happened?
2. What were you thinking at the time?
3. Who has been affected by the harm?
4. In what way(s) have you/they been affected?
5. What about this experience has been hardest for you?
6. What do you think you need to do to make things right as much as possible?

Victim/The Person(s) HARMED



1. What did you think when you realized what happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?



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**CLOSING COMMENTS and
QUESTIONS**


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Restorative Plan of Action
(Template)

Student Number: _____ Student Name: _____ DOB: _____

Grade: _____

Region: _____ Discipline Administrator: _____

Restorative Interventions and Explanation:

Community:

Social Emotional Learning:

Accountability:

Heal & Repair Harm:

How will interventions work together to provide the student with support to be successful?

Seeking a Change in Placement: _____

Provide justification for removal - what interventions or supports are needed that are not available at this school site?

Principal's Signature: _____ Date: _____

AB168 does not state that the above components are ALL required. They are listed as examples and the law says "may" as in "may include."