

SPCSA CHARTER PROPOSAL COVER SHEET

Identify the **primary point of contact** for your team. 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 team 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.

Primary contact person: James M. Martineau

Mailing address: Street/PO Box: 1778 Walker Drive **City:** Carson City **State:** Nevada **Zip:** 89701

Phone Number: 775-220-3382

Email: mrtineau@nvbell.net

Name of team or entity applying: Sierra Nevada STEAM Academy

- Track A
- Track B
- Track C
- Track D

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

The mission of the Sierra Nevada STEAM Academy (SNSA) is to assure learning experiences that will assist Northern Nevada students to achieve their greatest potential. Our school is committed to developing resilient, knowledgeable students prepared to excel competitively in a global workforce, seamlessly adapting to a diverse and constantly changing society. The comprehensive education the students receive at SNSA instills in them a disposition to continue their education and become valuable contributors in their communities.

The vision of SNSA is to maximize student potential empowering them to achieve on every level maximizing individual potential and ensuring students graduate well-equipped to meet the challenges in the 21st century international workforce. SNSA is innovative, progressive, and intellectually rigorous providing an educational environment that is culturally diverse, socially nurturing, and safe. SNSA's curriculum model of integrated fine arts and technology, project-based and collaborative learning, fosters student creativity, expression, cultural perspective and global competence.

The Sierra Nevada STEAM Academy proposes to open for the 2017-2018 school year, serving grades 9-12. Middle school grades 7-8 added [if applicable] in 3-5 years. SNSA teachers deliver enriched, individualized and engaging instruction. SNSA students are introduced to applied career experiences through STEAM curriculum. SNSA works in partnership with local businesses and Nevada colleges developing project and inquiry-based learning activities that solidify student understanding and academic concept mastery.

Names, roles, and current employment of all persons on applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
James Martineau	Spec. Ed., Silver State Charter	Principal/Director
Christina Saenz	Director of Business & Finance, Carson Montessori School	Member, Board of Directors
Melissa Alcantar	Teacher, Silver State Charter	Member, Board of Directors
Lynn Stephenson	Teacher, Carson High School	Member, Board of Directors
Richard Vineyard	Lead Project Manager, Public Consulting Group, NDE	Member, Board of Directors
Keith Barham	Owner/Manager, Debug Computer	Member, Board of Directors
Ross Cooper	Environmental Scientist III, Bureau of Safe Drinking Water, NDEP	Member, Board of Directors
Shane Watson	Teacher, Carson Montessori School	Member, Board of Directors

Does this applicant team, 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 applicant team, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2015-16 or 2016-17 school years? Yes No

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

Proposed School Name	City	State	Opening Date

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Sierra Nevada STEAM Academy	2017	9-12	7-12

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K						
1						
2						
3						
4						
5						
6						
7				10	20	25
8				10	20	25
9	32	37	42	42	42	42
10	32	37	42	42	42	42
11	32	37	42	42	42	42
12	32	37	42	42	42	42
Total	128	148	168	188	208	218

Nevada law currently permits an operator to contract with for-profit and non-profit education management organizations and education service providers.

Does the proposed school intend to contract or partner with an education management organization (EMO) or education service provider (ESP) or other organization to provide school management services? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, identify the EMO/ESP:	

Effective January 1, 2016, Nevada law will also permit authorizers to enter into charter contracts to nonprofit charter management organizations which directly hold a charter in another state as well as to Nevada non-profit corporations formed for the purpose of applying for a charter in conjunction with such a CMO.

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 nonprofit:	

Applicant Certification:

James Martineau
Signature

7-15-16
Date

James Martineau
Printed Name: James M. Martineau

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Executive Summary

(1) An Overview of the Mission and Vision for the School

SNSA Response: The Science Technology Engineering Arts Mathematics (STEAM) School, Sierra Nevada STEAM Academy (SNSA) has a mission and vision that addresses the needs of Carson City's high school student population. The school's mission is to support students in a high school environment with academic, individual, and social skills to build a successful high school experience. This is achieved through the school's dual-enrollment for grades 11-12, the STEAM model, a flexible interdisciplinary framework tailored to individual teaching and learning, student support system, resource distribution, and curriculum design. All students who have previously attended public school, private school, or homeschool are eligible to enroll in SNSA. Sierra Nevada STEAM Academy is committed to obtaining 5-star status and upholding exemplary academic excellence. The school's vision is to create a society of learners where SNSA teachers facilitate student learning opportunities. Teachers will consistently set rigorous attainable goals for the students, requiring all stakeholders to challenge, coach, support, and encourage them to exceed expectations. This culture provides a safe environment where students experience meaningful personal growth every day, preparing them to be college and career ready upon graduation.

(2) Proposed Model and Target Community

SNSA Response: The proposed STEAM school will follow the dual-credit model through Sierra Nevada STEAM Academy's partnership with Western Nevada College and their Jump-Start program. SNSA has targeted Carson City's four high schools; Carson High School, Pioneer High school, Sierra Lutheran High School, and Silver State High School. , These schools have been targeted for students' with a career path in mind. SNSA will conduct ongoing assessments of students' abilities to determine which skill sets match with potential careers. SNSA will provide support services, vocational and college planning, empowering students' to acquire and further develop specific abilities necessary in the workforce domestically and abroad.

(3) The Outcomes Sierra Nevada STEM Academy Expects To Achieve

SNSA Response: The goal of Sierra Nevada STEAM Academy is to make available to Carson City in the targeted area access to SNSA's dual enrollment program and support services to achieve success. SNSA will implement a schoolwide Response to Intervention program creating a well-integrated system of instruction and intervention guided by student outcome data ensuring SNSA students' will attain the Common Core State Standards. SNSA will integrate assessment and intervention within a multi-level prevention system maximizing student achievement and reducing behavior problems. RTI data will identify students at risk for poor learning outcomes, aid the monitoring of student progress, and provide evidence-based interventions.

(4) The Key Components of the Sierra Nevada STEAM Model

SNSA Response: Sierra Nevada STEAM Academy adheres to the Effective Schools education model. The eight key components are:

Accountability: Effective schools establish transparent and rigorous systems of accountability by which school and student performance can be evaluated.

Focus on Teaching and Learning: Effective schools are focused primarily on teaching and learning and use student learning data to inform planning and instruction. This focus guides the construction of rigorous and relevant learning for every student.

High Expectations of All Learners: Effective schools expect every student to learn— instruction is adapted to the individual needs of students, including high potential and underperforming students.

Learning Communities: Learning communities include students, their families, all staff and interested members of the wider community. They share common visions, values and objectives and they work collaboratively to enhance the teaching and learning of every student.

Professional Leadership: Professional leadership includes identifying a clear sense of purpose for the school and developing professional learning priorities that reflect the school's purpose. This provides a window into the learning and growth of each learner and a platform from which to plan.

Purposeful Teaching: Purposeful teaching builds on students' knowledge and matches the learning needs and styles of each student. Teachers have a strong grasp of the content, skills and pedagogy of their discipline. It is at the core of improving student learning outcomes.

Shared Vision and Goals: Effective schools demonstrate a clear and shared understanding of their goals, which are focused on student learning, sustained improvement and problem-solving. Sharing the vision and goals captures and communicates the school's core purpose and beliefs.

Stimulating and Secure Learning Environment: Resources, including learning spaces, technologies and staffing, are allocated to develop and maintain classrooms that are conducive to high-quality literacy and numeracy learning and teaching. This space provides students and staff with a secure environment to learn with others.

- (5) The Values, Approach, and Leadership Accomplishments of your School Leader or Leadership Team

SNSA Response: Sierra Nevada STEAM Academy leadership team leads by example. The leadership team has consistently, high expectations and are very ambitious for the success of the students. Focus is placed on improving teaching and learning with effective professional development of all staff. Assessments are conducted tracking pupil progress with appropriate support and intervention based upon detailed knowledge of individual pupils. The SNSA administration and staff is dedicated to cultivating a range of partnerships with parents, business and the community to support pupil learning and progress. Emphasis is placed on students' skills and achievements as they prepare for applying to college scholarships and internships. SNSA staff will prepare students for post high school success through recognition of students overcoming adversity to accomplish their goals.

- (6) Key Supporters, Partners, or Resources That Will Contribute to SNSA's Success

SNSA Response: Sierra Nevada STEAM Academy has begun the process of establishing partnerships with stakeholders by establishing associations with Western Nevada College, the Boys & Girls Clubs of Western Nevada, and the Carson City Library. SNSA's students' are afforded the opportunity to participate in the WNC Jump Start College program permitting them

to pursue their post-secondary ambitions leading to higher paying professions. Affiliation with the Boys & Girls Club of Western Nevada provides students' a safe environment to learn new skills in life-enriching programs while building character development. The Carson City Library offers SNSA students' access to an array of multimedia resources providing them out-of-school technology assistance in their learning. Businesses support SNSA by offering internship and job shadowing opportunities, producing a superior educated future workforce better-trained for businesses to hire. SNSA is continually building new associations with public services and area businesses to enhance credibility, attract students, and broaden community support.

Charter Application Request

2016 CALL FOR QUALITY CHARTER SCHOOLS

WINTER CYCLE REQUEST FOR PROPOSALS

Schools Opening Fall 2017 and Beyond:

Track A: Experience Non-Profit CMO Applicant

Sierra Nevada STEAM Academy

July 15, 2016

MEETING THE NEED

TARGETED PLAN

- (1) Identify the community you wish to serve and describe your interest in serving this specific community.

SNSA Response: SNSA plans to open in the Carson City, Carson Valley area at a location to be determined. SNSA aims to serve high achieving students. Given the right conditions, the STEAM integrated framework benefits every student creating opportunities to succeed, regardless of socioeconomic status. Our goal is to develop STEAM programs that engage all students in authentic learning experiences aligned with the Nevada Common Core State Standards, preparing all students for college readiness and future careers,

- (2) Explain how your model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

SNSA Response: SNSA serves grades 9-12. SNSA is committed to preparing our students to be globally competitive by developing their ability to understand and use STEAM to acquire facts, principles, and techniques, building highly transferable skills that provide each individual with many career options. Adhering to the mission of the SPCSA, SNSA strives to increase graduation rates producing an increasingly well-educated global workforce able to face greater demands for innovative development and the use of technologies.

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.

SNSA Response: Partnerships with Western Nevada College, The Carson Library have been established. SNSA is actively pursuing partnerships with businesses and organizations in Carson City and surrounding communities. As we prepare our students for college readiness and professional careers, by engaging them in job shadowing, internships, and apprenticeships, SNSA recognizes the value that can be generated by connecting them with real life people from the education, business, nonprofit and public sectors.

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

SNSA Response: To enhance and ensure buy-in, SNSA's website and Facebook page will enable parents, business partners of SNSA, and the community the benefit of instant two-way communication. SNSA will utilize Carsonnow.org for advertising enrollment, displaying parent and community volunteer opportunities, and to post news stories about the school.

- (3) Describe how you will engage parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

SNSA Response: SNSA believes parental involvement is vital for the academic success of each student and the growth and success of the school as a whole. Parental involvement includes but is not limited to: Attending monthly board meetings, membership in a Parent Teacher Organization, volunteering, and communications. SNSA's parents are encouraged to form a Parent Advisory Committee. The members will take an active role promoting and assisting with SNSA school programs, activities, special events.

- (4) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. 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. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

SNSA Response: SNSA will work collaboratively with Carson City businesses and seek membership with state and community organizations, to include the Carson City Chamber of Commerce and the Charter School Association of Nevada.

- (5) Describe the group'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, community, and broader city?

SNSA Response: SNSA will communicate proactively to the community at large. Informing them through the use traditional and nontraditional communication tools and events: from mailings and newsletters to a website page, Facebook, email, open houses, fundraisers, and workshops. SNSA will listen to feedback from parents and the community and respond to their questions and concerns. SNSA will build public trust in our initiatives by incorporating feedback into school improvement plans, budgets and progress decisions.

- (6) Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the group is new to Nevada, describe how your previous work has prepared you to establish relationships and supports in this new community.

SNSA Response: At the present time, SNSA is not contracting with any partners in the planning process for establishing the Sierra Nevada STEAM Academy.

Academic Plan

MISSION & 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 of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.

SNSA Response: The mission of the Sierra Nevada STEAM Academy (SNSA) is to assure learning experiences that will assist Northern Nevada students to achieve their greatest potential. Our school is committed to developing resilient, knowledgeable students prepared to excel competitively in a global workforce, seamlessly adapting to a diverse and constantly changing society. The comprehensive education the students receive at SNSA instills in them a disposition to continue their education and become valuable contributors in their communities.

SNSA's purpose is to use effective and innovative instructional strategies which support Common Core State Standards. SNSA is genuinely committed to (and talented in) hands on learning. Our focus is on educating, enriching and empowering the whole child to learn through flexible thinking, risk-taking and creative problem solving, differentiated instruction, and positive student teacher reaction. Expectations are monitored through the implementation of the STEAM framework, direct reports, administrative and staff meetings, formative and summative data, and incentives.

- (2) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society.

SNSA Response: The vision of SNSA is to maximize student potential empowering them to achieve on every level maximizing individual potential and ensuring students graduate well-equipped to meet the challenges in the 21st century international workforce. SNSA is innovative, progressive, and intellectually rigorous providing an educational environment that is culturally diverse, socially nurturing, and safe. SNSA's curriculum model of integrated fine arts and technology, project-based and collaborative learning, fosters student creativity, expression, cultural perspective and global competence. SNSA will participate in all required Nevada high school examinations using products distributed by ACT, which measures students' personal, academic, social, and career readiness for college. SNSA's expectations are for 90% or better of students in the WNC Jump Start College program to be college ready by graduation.

SNSA will compile student test results from the Nevada Department of Education and the State Public Charter School Authority's Framework.

Presented below is an example of how student test data will be documented

Scale Score	Raw Scores				Scale Score
	Test 1 English	Test 2 Mathematics	Test 3 Reading	Test 4 Science	
36	75	60	38-40	40	36
35	73-74	58-59	37	—	35
34	71-72	56-57	36	39	34
33	70	55	35	—	33
32	69	54	34	38	32
31	68	52-53	—	—	31
30	67	50-51	33	37	30
29	65-66	48-49	32	36	29
28	64	46-47	30-31	35	28
27	62-63	43-45	29	34	27
26	60-61	41-42	28	32-33	26
25	57-59	39-40	27	30-31	25
24	55-56	37-38	26	29	24
23	53-54	35-36	25	27-28	23
22	50-52	33-34	24	25-26	22
21	47-49	31-32	23	23-24	21
20	44-46	30	22	21-22	20
19	42-43	27-29	21	18-20	19
18	39-41	25-26	20	16-17	18
17	37-38	22-24	19	14-15	17
16	34-36	18-21	17-18	13	16
15	30-33	15-17	16	12	15
14	28-29	12-14	14-15	10-11	14
13	26-27	09-11	12-13	09	13
12	24-25	08	10-11	08	12
11	22-23	06-07	08-09	07	11
10	20-21	05	07	06	10
9	18-19	04	06	05	9
8	15-17	—	05	04	8
7	13-14	03	—	03	7
6	10-12	02	04	—	6
5	08-09	—	03	02	5
4	06-07	—	02	—	4
3	04-05	01	—	01	3
2	02-03	—	01	—	2
1	00-01	00	00	00	1

SNSA will follow the recommendations of the Task Force Report compiled by the West Comprehensive Center and Nevada Department of Education from the work of the College and Career Task Force. The report contains six identified college and career readiness standards for Nevada students. The report articulates what students should know, understand, and be able to do upon graduation from high school. The standards signify the knowledge, skills, and qualities Nevada students should strive to develop and demonstrate at the conclusion of their high school experience. Standards are as follows:

College and Career Readiness Standards for Nevada Students

1. Students demonstrate proficiency in reading, writing, mathematics, and science.
2. Students demonstrate proficiency in digital literacy.1
3. Students know and understand the specific content knowledge applicable to one or more career pathways.
4. Students demonstrate cultural competency.
5. Students demonstrate critical thinking, teamwork, problem solving, communication, and technical skills.
6. Students exhibit the characteristics of a lifelong learner by demonstrating qualities including but not limited to: a. Adaptability and flexibility, b. Independence and personal

responsibility, c. Intellectual curiosity and perseverance, d. Acknowledging diverse perspectives, and e. a strong work ethic.

SNSA Response: SNSA intends to use the ACT data to monitor academic progress. Collection of this data will be used as a part of SNSA’s effective instructional strategies and best practices to increase student achievement during the design of annual school improvement plans.

Articulate clear guiding purposes and priorities which are meaningful, measurable, and attainable.

SNSA Response: Our students’ will be guided by a strong support staff. We promote students’ learning opportunities and they are integrated, experiential, and relevant to reaching their goals and objectives. We ensure students have experiences that provide exposure, pique their interest, and increase engagement in STEAM fields with the potential to increase the number of learners interested in pursuing STEAM careers. SNSA will have three primary goals in our first year open. Our students will pass all end of course exams, be college and career ready be committed to ongoing staff development. Our students’ assessments will be done early and often. Through monitoring student progress on IC and administering formal and informal assessments we can observe how they are benefiting from working with their peers participating in project based learning and life experiences that are designed to be inclusive of groups historically underrepresented in STEAM fields to ensure that they too are equipped with the tools necessary to thrive in an innovation economy.

(3) A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. 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.

SNSA Response: SNSA’s goal is to fulfil 386.520 under the “encouraging the use of effective and innovative methods of teaching” The STEAM framework aligns directly with the school’s mission and vision. SNSA teachers are innovators who develop applications of the STEAM platform expanding on teaching and learning pedagogies to enhance student performance, with the intention of having SNSA graduates college and career ready.

TRANSFORMATIONAL CHANGE

The SPCSA is committed to authorizing applicants that seek transformational change for the communities they serve, meaning that the operator:

- *Puts forth a model that will result in double-digit academic gains, and*
- *Has a solid plan to move schools toward the top 25% in Nevada. School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education.*

(1) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic goals. Specifically describe how your students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals.

SNSA Response: SNSA Response: SNSA will implement a monitoring and evaluating system to increase academic performance through accurate monitoring of each student's achievements. Performance is compared to previous academic years, national standards, and school defined targets. Features of performance to be monitored and evaluated are: bench marking of student performance, impartation of historical data, and analysis of past and present data, display of student performance against national curriculum targets, and color code display (red, yellow, and green) to indicate whether a student is above or below target.

(2) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:

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

SNSA Response: The school serves grades 9-12. In grades 11-12 dual-credit is offered through the WNC Jump Start Program. Students enroll in college courses while simultaneously earning high school credits. SNSA has a partnership with the Boys & Girls Clubs of Western Nevada. Their many programs are designed to assist our students to build aspirations for the future, become responsible, develop social skills, increase confidence, and improve their physical health and emotional well-being. SNSA is continually making new partnerships to enhance our students learning opportunities. SNSA's STEAM model creates opportunities for students to develop the ability to think critically and solve complex problems. SNSA's goal is to explore a variety of approaches. Such as, smaller class sizes of 10 to 12 students with a one-to-one student/computer ratio, and inquiry-based teaching methodologies. SNSA will continually form active partnerships with Carson City businesses to provide students with real-world experiences, job shadowing, and internships. SNSA will strive to provide our students with electronic textbooks, Skype and video-conferencing as an integral part of the educational experience.

(3) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.

SNSA Response: The partnership established with WNC offer a range of resources; finances, a unique curriculum, and access to their facilities will enrich our students' education meaningfully. The dual-credit option gives students' incentive to create post-graduation employment opportunities. As more businesses support SNSA and offer internship and job shadowing opportunities, our students' will be a better educated future workforce. Students get hands-on, real-world work experience that helps them gain a better understanding of the

specific skills and education employers are looking for. These experiences better prepare students to enter the workforce following graduation. The benefit is better-trained employees for businesses to hire. SNSA will make it a priority to partner with local businesses and utilize their assist with fundraising efforts. SNSA believes in parental involvement. Parents are encouraged to participate in regular, two-way, communication and inclusion in decision making and on advisory committees to assist in the education of their child.

- (4) How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind?

SNSA Response: Data-based decision-making interventions and practices are utilized to improve student achievement. Teachers use data from multiple sources to set goals, make curricular and instructional choices, and allocate instructional time. Databased decisions are made frequently, consistently, and appropriately. Structured time is designated for collaboration across and within grade levels and subject areas to diagnose problems and refine lessons. Student’s needs are further addressed through the collection and preparation of data from formative and summative assessments, districtwide interim tests, and end of course examinations.

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) Describe the proposed academic program and how it complies with the requirements of NRS 386.550 and NRS 389.018.

SNSA Response: Sierra Nevada STEAM Academy is a high school serving grades 9-12. SNSA’s academic program integrates the content and skills of science, technology, engineering, and mathematics. A combination of behavior expectations of a proficient STEAM student are integrated with STEAM content. These behaviors include engagement in inquiry, logical reasoning, collaboration, and investigation. The Framework is comprised of seven practices: **1) Learn and Apply Rigorous Science, Technology, Engineering, and Mathematics.** Students demonstrate an understanding of science, technology, engineering, and mathematics content. **2) Integrate Science, Technology, Engineering and Mathematics Content.** Students analyze interdisciplinary connections that exist within science, technology, engineering, and mathematics disciplines and other disciplines. **3) Interpret and Communicate Information from Science, Technology, Engineering, and Mathematics.** Students Identify, analyze, and synthesize appropriate science, technology, engineering, and mathematics information (text, visual, audio, etc.). **4) Engage in Inquiry.** Students conduct research to refine questions and develop new questions. **5) Engage in Logical Reasoning.** Students engage in critical thinking. **6) Collaborate as a STEM team.** Students Listen and be receptive to the ideas of others. **7) Apply Technology Strategically.** Students identify and understand technologies needed to develop solutions to problems or construct answers to complex questions. The SNSA framework provides the curriculum content and our administration/teachers provide the approach to support student achievement of Nevada Academic Content Standards.

- (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. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

SNSA Response: SNSA will Implement Interdisciplinary instruction, an instructional strategy based upon groupings of experiences and outcomes from across curriculum areas that provide students' relevant, challenging learning experiences. Project based-learning will be implemented. Students solve real-world problems. Critical thinking constantly progresses as the students acquire and apply new knowledge in a problem-solving context. The teacher is the facilitator, framing worthwhile questions, structuring meaningful tasks, assessing what students have learned. SNSA teachers practice differentiation in the classroom, designing lessons based on students' learning styles grouping students by shared interest, topic or ability for assignments. Students' are frequently assessed and lesson content is assessed and adjusted to meet students' needs.

- (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? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

SNSA Response: SNSA will implement a performance dashboard management tool to gauge student performance and progress toward achievement of the Nevada CCSS. SNSA's dashboard will be designed and developed to address a wide range of school objectives. The dashboard is interactive and provides online access to SNSA's school performance data over multiple years. SNSA will be able to evaluate our school individually; compare the performance of multiple schools; review the performance of a single school across several years; or download the entire data set. The school performance dashboard rates SNSA on multiple measures. Dashboards assess financial resources and investment; school performance; academic productivity; and high school performance.

- (4) 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, and fulfill NV's required Response to Intervention model.

SNSA Response: Student progress, or response to the intervention, is assessed frequently. Frequent progress monitoring allows SNSA to make informed decisions about the effectiveness of the intervention and to tailor the intervention to meet student needs. The tools used are: Intervention Needs Worksheet: Class Summary, intervention Needs Worksheet: Grade-Level Summary, Intervention Program Inventory Checklist, and Intervention Program Research Review.

- (5) 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. 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?

SNSA Response: SNSA identifies intellectually gifted students through the collection of information on both the student's performance and potential through a combination of objective (quantifiably measured) and subjective (personally observed) identification instruments in order to identify gifted and talented students. A systematic, multi-phased process is used for identifying gifted students: Identification, screening or selection, and placement. SNSA will use objective Individual intelligence and achievement tests assess giftedness. Subjectively SNSA will use gifted characteristic checklists, inventory, and nomination forms completed by students, parents, teachers, and administrators to provide an informal perspective. The programming of instruction for gifted students match the identified needs of students. Content and learning experiences will be modified through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts and materials. Students are encouraged to move through content areas at their own pace. When they master a particular unit, students are provided with more advanced learning activities.

- (6) Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

SNSA Response: SNSA identifies intellectually gifted students through the collection of information on both the student's performance and potential through a combination of objective (quantifiably measured) and subjective (personally observed) identification instruments in order to identify gifted and talented students. A systematic, multi-phased process is used for identifying gifted students: Identification, screening or selection, and placement. SNSA will use objective Individual intelligence and achievement tests assess giftedness. Subjectively SNSA will use gifted characteristic checklists, inventory, and nomination forms completed by students, parents, teachers, and administrators to provide an informal perspective. The programming of instruction for gifted students match the identified needs of students. Content and learning experiences will be modified through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts and materials. Students are encouraged to move through content areas at their own pace. When they master a particular unit, students are provided with more advanced learning activities.

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

SNSA Response:

Grades 9-12

- A. Grade classification for high school students will be determined by years in school, not on credit earned. Students will be classified to the next grade level at the end of each school year. However, progress should be continuous and student advancement through the curriculum should be according to the student's demonstrated ability rather than the student's age or years in school.

- B. Students who exceed ten (10) unapproved absences in any course during the semester shall receive a failing semester grade and shall not earn semester credit for that course. All prearranged absences in excess of ten (10) during a school year shall be considered unapproved.
- C. As soon as it becomes evident that a student is in danger of failing one or more subjects, teachers are to inform the designated administrator and parent. If necessary, a conference should be arranged so that parents or guardians will be adequately notified of the situation in time to take whatever corrective action they deem necessary. Teachers will provide ongoing monitoring of student progress and communication to parents.
- D. Each student's learning needs are to be assessed and provision made for these needs. Adjustment of individual course curriculum will be a continuous process. Students are to be motivated to progress as rapidly as their ability permits. Teachers are to be aware of students' developmental and academic needs and provide appropriate learning situations to meet them. Parents or guardians are to be informed regularly regarding the level of work being done by their children, which shall include their progress towards promotion to the next grade. Teachers and principals are to make this clear by use of the mid-quarter unsatisfactory report, parent contact, and report cards.
- E. Site-based interventions shall be provided to students identified as being at risk of failing one or more courses and becoming credit deficient.
- F. Students identified as being credit deficient shall be provided opportunities to participate in remediation programs at the school site and district approved programs such as summer school, after-school programs, distance education, and tutoring.

PROGRAMS OF DISTANCE EDUCATION (Distance Education Applicants Only)

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

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

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. NDE 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 may review resources available at [http://www.doe.nv.gov/Early Learning Development/](http://www.doe.nv.gov/Early_Learning_Development/). For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

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

**HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS
(High School Applicants Only)**

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. 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) Explain how the school will meet state 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.

SNSA Response: To be awarded a Standard High School Diploma, a student must earn a total of 22 1/2 credits and receive a passing score on the Nevada End of Course Exams. Currently, 16 credits are required and 6 1/2 credits are electives. The course/unit requirements are as follows:

Graduation Requirements

Course of Study	Credit Requirement
English Language Arts	4
Science	2
Mathematics	3

U. S. History	1
U. S. Government	1
Computer Literacy	1/2
Physical Education/JROTC	2
Health	1
Humanities	1
Electives	6 ½

Students earn 0.5 credit hours per semester for each completed class with a passing grade.

Grade point averages are calculated on a traditional scale (A=4; B=3; C=2; D=1; F=0).

Transcripts contain the following information: grade point average (GPA) and class rank, course load taken in high school, and a behavior record is displayed on transcripts if there are any negative reports, such as suspensions or other disciplinary actions. Because of its STEAM framework SNSA will institute a block of STEAM electives to fulfil that graduation requirement. These will include but are not limited to animation, robotics, mechanics, culinary arts, and musical instrument instruction. Students in grades 9-12 take End of course Exams at the end of each quarter. All students are required to take a college and career readiness assessment in grade 11. While participation will be required for graduation, the results of the assessment will not be used to determine a student's eligibility for a diploma. Students with disabilities may opt out of the college and career readiness assessment based on the decision of the Individualized Education Program (IEP) team. Appropriate assessments and accommodations for students with disabilities will be determined by the student's IEP team. The following three high school equivalency exams have been approved by the State Board of Education: GED, HiSET and TASC.

- (2) 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).

SNSA Response: Monitor students as they work toward their diploma ensuring all students have access to a rigorous curriculum. Establish mandatory requirements that all students complete the college- and career-ready curriculum in order to earn a high school diploma, which students can opt out of if their parents sign a waiver.

- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

SNSA Response: The school's Student formation is stored on Infinite Campus and an action team will meet regularly for reflection and evaluation of student data. The action team will focus on and address two important categories of risk factors; academic performance and educational engagement. SNSA ensures that all high school students have equal access to advanced courses and post-secondary learning opportunities. SNSA supports students in meeting rigorous expectations (including providing more adult advocates, tutors, mentors, etc.). SNSA will use the **A+nyWhere Learning System®** for credit recovery. Students will have the scheduling flexibility to retake courses and examinations to increase their GPA, rise to grade level, and obtain the credits necessary to graduate on time.

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 replace, 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.

SNSA Response: SNSA tracks goals aligned to the following areas of focus: proficiency, academic growth, achievement gaps, and college career readiness. Successfully meeting our strategic targets will be achieved as follows:

Proficiency: Increase teacher access to and enrollment in rigorous professional development aligned to the Nevada Academic Content Standards (NACS). Provide all teachers rigorous professional development in instructional practices using the new Nevada Academic Content Standards (NACS) and Next Generation Science Standards (NGSS).

Academic growth: SNSA will improve their pass rate percentages to 70% or better on ACT, SAT, and end of course exams.

Achievement gaps: Increase the percentage of staff who use instructional strategies that reach diverse learners.

College and career readiness: Annually increase the percentage of students eligible to graduate.

- (2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations for the Charter School 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.

SNSA Response: The baseline data will be established with the initial measurements of information collected from SNSA’s first year of operation. SNSA will collect data to establish student learning outcomes (SLO) and staff professional development learning outcomes. Our purpose of setting and evaluating the results of the data is to lead to more purposeful instruction, closer monitoring of student progress, and greater student growth.

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

SNSA Response: SNSA provides the information in the requested format in the table below.

Table 1: Measuring academic and professional development progress

Goal	Evaluation Tool and Frequency	Baseline	2017-18	2018-19	2019-20
Increase overall retention and graduation rates.	Number of graduates, Infinite Campus	SNSA opens in 2017	90%	91%	92%
Improve college entrance examination scores.	College transcripts, ACT, SAT	SNSA opens in 2017	90%	91%	92%
Raise End of Course examination scores	Completion of each course	SNSA opens in 2017	90%	91%	92%
Provide teacher professional development opportunities	Enrollment in PD & instructional trainings,	SNSA opens in 2017	100%	100%	100%

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

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

SNSA Response: SNSA will acquire the GAINS Interim Assessments. GAINS provides leveled interim assessments that measure the ACT®, Inc. College Readiness Standards and Career Readiness Skills. The assessments are based on College Readiness Standards and Career Readiness Skills. These are available in English, Math, Reading, Science, and Social Science Reading.

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

standards.

SNSA Response: Interim assessments determine students' strength and weakness in a particular domain, or provide feedback to students for motivational and metacognitive reasons. Results are reported immediately and data is disaggregated by content standard. The assessments aligns with Nevada curriculum content standards for the reasons that Interim assessments effectively measure the depth and breadth of the CCSS; Inform and improve the quality and consistency of instruction; Indicate whether or not students are reaching mileposts that signify readiness; and hold educators and schools accountable for improving student performance and readying students for postsecondary education and careers.

- 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.

SNSA Response: Attendance and non-attendance is directly correlated with academic achievement. Effective monitoring of daily attendance on Infinite Campus will effectively identify students who are most at-risk of becoming chronically absent. The Principal/Director of Site Administration is responsible for implementing a student performance accountability system that ranks its school based on achievement test data. The ranking systems generally have three or more categories, with one category clearly identified for unacceptable or low performance. The Site Director will improve disappointing interim test results, directing staff to follow up with students' and build in re-teaching time for struggling students, and give interim tests more frequently. Staff professional development training is a priority. High expectations and collective responsibility for student learning are at the core of a rebuilding effort.

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

SNSA Response: Our teachers gather or access evidence about their students' learning, analyze and interpret that evidence, use evidence to plan instruction, and carry out improved instruction. The criteria for successful implementation of interim assessments are; **antecedents, assessments, analysis, and action**. Antecedents—lays the foundation for success. The assessments are exemplars of proficient student work and are common across each grade or course. Assessments—create highly informative tests. They align with state tests and college-ready expectations. They are diagnostic, identifying curriculum areas in need of improvement. Analysis—teachers score and making meaning of the test. Data is not difficult to compute and easy for students to track their growth. Action—putting interim assessments data to work. Students are enlisted in their own improvement to see how much they have learned and they receive constructive feedback. SNSA Staff work collaboratively to analyze data and identify skill gaps for their students, and modify curriculum and instruction.

- e. Regardless of grade levels served, new charter schools will not receive an NSPF or CSPF rating until after the completion of their first full year. Therefore, in the table below, 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.

Table 2: Measuring Academic Progress

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Raise End of Course Examination scores	Formative, interim, summative assessments	70%	75%	80%	85%
Achieve perfect school attendance	Infinite Campus	90%	93%	95%	100%

(4) Describe the process for collecting and storing data, including the information system(s) used, including the state-mandated Infinite Campus student information system.

SNSA Response: The school will use the Aspen Student Information System (SIS) to host and manage student data.

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. Beginning in the 2016-17 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All applicants submitting proposals to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

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?

SNSA Response: The term at-risk describes students who have a higher probability of failing academically or dropping out of school. Students face circumstances that could jeopardize their ability to complete school, such as homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, and transiency. Additionally, learning disabilities, low test scores, disciplinary problems, and retentions are factors that adversely affect the educational performance and attainment of some students. SNSA’s special education department will hold IEP meetings and review student behavior plans and IEPs. The school will use the student’s historical data to predict risk factors. Before the semester begins, the school will observe several factors. Such as credit deficient students who have gaps in attendance between grades. Students that may have a part/full time job with family obligations, and students whose families are financially burdened, and minority populations from low socioeconomic backgrounds.

- (2) Describe your RTI model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.

SNSA Response: The school RTI model has three essential components: Multi-tiered intervention, service delivery, and integrated data. All students receive Tier 1 instruction. Tier 1 is the key component of tiered instruction, all students receive instruction within an evidence-based, scientifically researched core program. The Tier 1 instructional program’s core reading and math curriculum are aligned with Nevada CCSS state standards. The instructional program in reading and math establishes known outcomes in the targeted area. System, and data based decisions based on a problem solving model. Those children in need of supplemental intervention receive additional instruction at Tier 2 or Tier 3. Tier 2 consists of children who fall below the expected benchmarks and are at some risk for academic failure but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process. Instructional programs are delivered that focus on students’ specific needs. Instruction is provided in smaller groups than Tier 1. Small groups consist of about 5 to 8 children. Tier 3 consists of children who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. The groups of students at Tier 3 are of much smaller sizes, ranging from 3 to 5 children. Our models uses one-to-one instruction. Tier 3 is usually considered special education; also, the tier includes children who are not identified as being in need of special education but whose needs are at the intensive level. SNSA does not consider special education as a separate tier. Instead, special education is viewed as a service delivery model that is integrated within the tier of instruction matched to the student's skill needs

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

SNSA Response: The RTI behavior model follows 4 sequential steps of the problem-solving process that are completed in all situations. Step (1) problem identification: The problem is defined in specific, observable, and measurable terms. Concerns are prioritized so that the

problem focuses on teaching skills that are meaningful and alterable through instruction. A replacement behavior/goal is identified. Step (2) problem analysis: A hypothesis statement is created. It is an evidence based statement about why a problem is occurring. Step (3) an appropriate intervention is designed and implemented. Interventions are guided by the hypothesis and prediction statements developed in Step 2. Step (4) evaluate frequently. Interventions should be monitored and evaluated on a regular and frequent basis.

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.

SNSA Response: Mr. Martineau is a highly qualified Generalist K-12 special education teacher. He holds a Master of Elementary Education with a concentration in literacy and additional endorsements in Administration, TESL K-8, Alternative Education, and Reading Specialist K-8. Mr. Martineau has taught special education since 2012. Mr. Martineau's assigned special education caseloads each year have involved him in teaching and working with students diagnosed with mild disabilities to the severe and profound.

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

SNSA Response: Screening for skill deficits and monitoring progress at regular intervals will be used to effectively identify students needing additional support or intervention beyond the regular instructional program. It is important to implement screening and progress monitoring vertically and horizontally (across grades and within grades). Use screening and progress monitoring data to identify students in need of assistance and to make instructional decisions (e.g., identify skill deficits, differentiate instruction, establish intervention/tutoring groups, etc.). Monitor student progress to ensure that interventions provided to students are effective.

- (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 (Pre-K, K, 1, or 2) for appropriate services?

SNSA Response: N/A

- (b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?

SNSA Response: Parents recognize their child is having difficulty and discuss this issue with the teacher. This discussion might lead to a formal evaluation that may confirm that the child is eligible for special education services. The teacher on his/her own may recognize at the student is having learning or behavioral difficulties and request a formal evaluation. If this occurs, the school notifies the parents to ask for their consent to allow the evaluation process to begin. SNSA will use screening tests to find students who might have special needs. These screenings look for academic or learning problems, behavioral problems, or sensory or physical needs of students. Transition planning is used to identify and develop goals which need to be accomplished during the current school year to assist the student in meeting his post-high school goals. The

focus is on more specific planning and goal setting for the necessary transition services. Factors to be included are: academic preparation, community experience, development of vocational and independent living objectives

- (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?

SNSA Response: SNSA will use the Collins Solution as a guide to a workable solution to the over-identification dilemma. JoAnn Collins is an author, speaker, special education advocate. Collins makes recommendations about how to decrease over-identification:

1. Better keeping of data to include increased information about race, gender, and race by gender categories. More detailed, systematic, and comprehensive data collections would provide a better sense of demographic representation in special education that could better help understand this issue.
2. More analytic research is needed to improve our understanding of the numerous factors that independently or in combination contribute to a disability diagnosis.
3. More people that are willing to help advocate for children in this situation. I believe that some of this issue, is related to the inability of some special education personnel to understand cultural differences.
4. Better and clearer guidelines for diagnosing disabilities that could reduce the potential for subjective judgments that are often cited for certain diagnosis.
5. More improvements are needed in general education to help children learn to read and keep up with their grade and age appropriate peers.”

The incorrectly identified student would transition out of special education through the special education evaluation process. There are five steps. 1. The IEP exit referral. The referral can originate from a parent, teacher or other school personnel. 2. The evaluation. The assessment will measure areas of cognition, academics and language skills along with social, emotional, developmental and medical findings. 3. Determining eligibility. Under the law, the IEP team has the flexibility to determine if a child qualifies for services. 4. Writing the IEP. The IEP will be written at the eligibility meeting if your child has been found to be eligible for special education services or transition out of the program. 5. The IEP meeting would not be necessary if the student has transitioned out of special education.

- (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.

SNSA Response: Addressing inclusion in the regular education classroom, SNSA will operate Response to Intervention Teams to promote data driven instruction, to individualize learning experiences and to effectively integrate resources which would positively impact the student's educational program. The Individual/Small Group Instruction program provides students with disabilities supplemental instruction which focuses on targeted IEP goals and objectives. The

Resource Rooms offer an alternative/modified curriculum in a small group setting, which provides personalized options that are not offered in the general education program. Conditions that promote positive behavior in the classroom include clear behavior expectations, the teaching of expected behaviors, consistent and sound responses to rule violations, and individualized programming for more chronic behavioral difficulties.

- (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?

SNSA Response: An effective team of teachers will at SNSA will work together as equal partners in interactive relationships, with both involved in all aspects of planning, teaching, and assessment. Areas for this collaboration will include curricula and instruction, assessment and evaluation, and classroom management and behavior. The key to making co-teaching work is joint planning. Both teachers know all the curriculum so they can switch back and forth and support each other's efforts.

- (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, including those which may qualify for licensure flexibility in other subject areas.

SNSA Response: The Special Education teacher and all teachers hired at SNSA will be fully-qualified licensed teachers.

- (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?

SNSA Response: General education teachers will have professional development opportunities available to them during the school year when special education training is offered in the district or the Nevada Education Association. In addition, administration will tailor Special Ed Instruction Training Specific to the SNSA staff. Teacher collaborations for special education training to modify curriculum and instruction can be coordinated in staff meetings, grade level meetings and between departments.

- (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.

SNSA Response: SNSA follows Nevada Special Education Laws and Practices regarding discipline. Behavior issues are addressed in the student's IEP. The IEP team and the site administrator convene a mandatory meeting no later than 10 school days after the date on which a disciplinary change of placement decision is made. The IEP Team must review all relevant formation in the student's file to determine if the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or if the conduct in question was the direct result of the local educational agency's failure to implement the IEP. If the school was at fault the situation is address accordingly. If student's conduct was caused by his/her disability disciplinary actions proceed forward in accordance to the law.

- (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?

SNSA Response: Students will be monitored at SNSA using Infinite Campus. The system helps staff, parents and guardians effectively monitor the progress of their students. The system provides detailed, real-time information, including, assignments, assessment scores, grades, attendance, and graduation progress. The Individuals with Disabilities Education Act (IDEA) 2004 requires that the primary focus of IDEA monitoring be on 1) improving educational results and functional outcomes for children with disabilities, and 2) ensuring states and local educational agencies (LEA)—Nevada meet the IDEA program requirements. With a heightened focus on accountability and effectiveness for students with disabilities, SNSA is using Infinite Campus for Results-Driven Accountability (RDA) to support Local Education Agency—Nevada (LEA) improvement efforts that are (designed to improve the educational results and functional outcomes of Nevada’s students with disabilities. RDA will align all components of accountability in a manner that best supports LEA—Nevada in improving results for SNSA students.

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

SNSA Response: SNSA will send out parent letters, phone calls, and/email to invite parents to “Parent Orientation Night” to introduce them to our school and discuss policies and expectations. SNSA will advise parents to visit the Nevada Department of Education website to familiarize themselves with the (NDE) Parent Involvement & Family Engagement page. Pursuant to NRS 385.630The Nevada Department of Education Office of Parent involvement and Family Engagement was established in 2012 to actively promote and support the participation and engagement of families and communities. The NDE resources link are a valuable tool for parents to aid them in the process of getting involved in their child’s education. In addition, SNSA teachers will establish Two-way communication with parents to open a dialogue, make phone call home, and have parent teacher conferences. SNSA will actively pursue parents to volunteer at school. Parent volunteers offer a huge resource and support base for the school community while showing their kids the importance of participating in the larger community.

- (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.*

SNSA Response: SNSA is not a distance education school so this question is not applicable.

English Language Learners

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

SNSA Response: SNSA will use a 2-step process to identify English Language learners (ELL). First, parents will fill out a home language survey. Second, students in whose homes a language other than English is spoken and who therefore might be less than fully proficient in English, will be tested for English language proficiency. Also, students' cumulative files will be carefully checked for any misidentification by case managers.

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

SNSA Response: The Director of Site Administration (DSA) will keep documentation on the ELL students. SNSA will provide necessary interventions for these and the students who are progressed monitored. SNSA will document and track these interventions on Infinite Campus. Parents will be notified with the SPCSA approved letter from NDE about services and testing per the ELL plan.

- (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.

SNSA Response: SNSA will contract with a TESL endorsed teacher to meet the needs of ELL students. The TESL teacher will be responsible for administering the W-APT or the WIDA Model to new students. The DSA will be responsible for the continual academic progress monitoring of the ELL students.

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

SNSA Response: SNSA will prioritize finding appropriate ELL professional development trainings and in-service workshops for the general education staff. Giving them exposure to instructional methods that show how to implement strategies that simultaneously modify curriculum, and instruction, integrate language acquisition, language development, and increase academic achievement.

- (5) 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?

SNSA Response: SNSA will implement content based ELL programs. These programs include structured immersion, sheltered English, and Specially Designed Academic Instruction in English (SDAIE). They all share the goal of teaching English language learners both English language and academic content. Teachers use a variety of strategies – such as the use of gestures, visual aids, and simplified English – so that students can access content. Teachers will conduct ongoing formal and informal pre-tests to customize their lessons. These assessments give an overview of who can read, speak, and write, and to what degree. Teachers identify key areas of need, and incorporate the knowledge in their lesson planning.

- (6) 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?

SNSA Response: SNSA will train staff to administer the W-APT or WIDA online to ELL students. Once a student achieves a score on the ACCESS for ELLs test indicating English proficiency, the student is exited automatically from the program. The school can manually exit the student for other reasons (e.g., the parent refused services). Once the student is exited, the school notifies the parent of the student's exit and that the student's progress will be monitored for two years. SNSA will progress monitor students on Infinite Campus to determine whether students are benefitting appropriately from our instructional program. We will identify students who are not demonstrating adequate progress. SNSA will build more effective programs for the students who are not benefitting appropriately. SNSA will build a bilingual program and compare results with the content based program, and staff will design more effective, individualized instructional programs.

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

SNSA Response: SNSA will send school send bilingual letters home and provide a multilingual homework telephone line, and SNSA will enthusiastically encourage parents to attend school board meetings, parent nights, and school activity nights. SNSA will arrange transportation to facilitate student involvement in school activities. Infinite Campus will keep parents informed and up to date on their child's progress. Community will be incorporated into the curriculum and SNSA will acknowledge families' cultural values

- (8) 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.*

SNSA Response: SNSA is not a distance education school so this question is not applicable.

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?

SNSA Response: SNSA will check Student enrollment information on Infinite Campus. If the residence and employment information is incorrect or conflicted, administration will contact the parents to address the discrepancies. SNSA can provide information to the parents for the Carson City Homeless Shelters & Services for the Needy. Their webpage contains all active listings of homeless shelters in the Carson City, Nevada.

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

SNSA Response: Student identification records are stored on Infinite Campus. Case managers input relevant, important information on the IC contact log. As part of the follow up process parents are kept informed and updated by email, phone, or in person contact.

- (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.*

SNSA Response: SNSA is not a distance education school so this question is not applicable.

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.

SNSA Response: The spirit of our culture at Sierra Nevada STEAM Academy is of innovation. It means: “The process of translating an idea or invention into a good or service that creates value.” Our school is one of collaboration, continuous learning, trust and accountability. Our students possess the tools and insights to transform their aspirations and dreams into thriving careers, fulfilling their potential and making lasting contributions to the world around them. Together, our students, staff, families, and community partners are creating the leaders and visionaries of tomorrow. Our mission and vision is driven by the core values of a strong work ethic, integrity, dedication, and respect. Our goal is for our students to be college ready, be the next generation of STEAM leaders, and for all students to be prepared to reach their highest professional potential.

- (2) During the incubation year, how will you incorporate parent and community input into the plan for developing a positive school culture?

SNSA Response: The school will convene at least four meetings a year: Parents, agencies and community partners who serve students or families within the school populations will be invited. Everyone will be asked to come prepared to talk briefly about who they serve, what is their mission, and with whom they are already partnering. A plan will be created for working together, along with check-in points to assure progress is occurring. Businesses will be invited to school events. Partnerships will be publically acknowledged through newsletters and signs at the school. The goal is to make partnerships more visible. SNSA will ask for feedback and ideas to improve outreach to families.

- (3) 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.

SNSA Response: The school will survey potential volunteers: Surveys will be given throughout the year. SNSA will survey parents about their interests and availability to volunteer. A volunteer will be appointed as a coordinator. The volunteer coordinator will make phone calls to remind volunteers of their commitments, to provide training on equipment such as the copy machine, to organize volunteer activities and recognition events. A variety of times will be offered to parents to volunteer. SNSA recognizes people have varied schedules, so school volunteer programs will be flexible schedules. For students entering the school mid-year, to help make it a smooth transition, staff will train parents to become parent mentors: Parent mentors can work with new volunteers and answer questions at the school.

- (4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.

SNSA Response: My approach to reinforcing positive behavior is predicated on the belief in a hard work ethic. The school is dedicated to teaching and preparing our students to be high achieving students on the path to becoming finely trained experts in their chosen field. In our school's mission statement, it declares, "Our school is committed to developing resilient, knowledgeable students prepared to excel competitively in a global workforce." Bad behavior choices only slow academic progress down. SNSA believes reinforcing positive behaviors is essential to becoming well-adjusted, fully functioning adults. Our behavior policies are firm. We strive to have schoolwide discipline built on 5 principles: 1) every schoolwide discipline plan is designed to be an instrument of support and inclusion, not removal and isolation. 2) Be clear about expected behaviors. 3) Be reasonable, consistent, and fair when responding to inappropriate behaviors. 4) Pre-correct for anticipated behavioral errors. 5) Respect the uniqueness of each student, each incident, and each set of circumstances. By following these 5 universal guidelines, our school is more likely to create a more positive, productive, and proactive school culture.

- (5) Describe how the school plans to align staff and students around high expectations for student behavior.

SNSA Response: The school inputs all behavior data on a document log in Infinite Campus. It is the intention of the SNSA discipline policy to help students effect a positive change in their behavior and/or attitude. There are 3 levels that allow for judgment on the part of staff members to implement consequences based on the frequency and/or severity of the inappropriate behavior. They are: Teacher-Student Conference, Detention and Parent/Guardian Contact, and Referral to Administration. The severity of the consequences will increase with each referral to Administration for disciplinary action.

- (6) Please describe how you will measure 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.

SNSA Response: The culture of SNSA can be described as a Family culture. The school is a team. The most important element is, we have concern for each other. Our staff commitment is to the students and their culture. SNSA will send a School Climate Survey to parents. The school will send out the Effective Schools Battery (ESB) -- Surveys students and teachers. The school will collaborate with parents and students to share information and implement specified and mutually agreed upon changes to the school.

- (7) 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. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

SNSA Response: SNSA will have several levels of support. The school would like to hire a school counselor to assist students in educational planning, including planning for college and career, through individual academic conferences for students and parents. Peer support groups will be comprised of students who help new students feel welcome at SNSA. Students within these groups work with the school counselor to identify and contact students who are new to their schools. Activities for new students are organized by the counselors and peer support group. SNSA will hire a registered nurse to work with students and staff. The focus of the school health program is the prevention of illness and absenteeism. The school nurse provides assistance to students who become ill or injured at school and works with students with chronic disabilities to enable them to function in the school setting. The school will enlist the help of volunteers and mentors to be advocates for the students. The school will offer a discipline management program was created in an attempt to better understand students and the problems they face in today's world. The focal point of the program is the students' awareness that a school and parent partnership is formed to address student needs and problems. Remediation for students will be in the core subject areas of math and reading. The problem areas will be diagnosed using a curriculum-based measure. The math assessment will be will begin at a level that is comfortable for the student. Once the student's weaknesses are identified, one on one or small group instruction that focuses on that student's needs can begin. This begins the intervention or remediation stage of the process. Developing math fact fluency is one of the most important strategies for improving mathematics achievement for all students. Developing fact fluency requires practice. Students who are provided the opportunity to practice math computation facts develop the skills necessary to solve complex math problems. As students' progress or fail to progress, parents and educators must change the intervention to meet student needs. This requires ongoing monitoring of student progress and making changes based on the identification of student weaknesses. Social and emotional learners

(SEL) skills can be taught through school-based programs. Instructional components should be sequenced, well-designed lessons intended for use in core educational classrooms. A prescribed sequence of lessons in a curriculum promotes student learning, building upon what has been taught in earlier levels and prepares for what will be taught in later grades. Curricula should teach students skills and provide opportunities for them to develop their skills on a daily basis. The administration commits to implementing and sustaining a school-wide SEL initiative and engages key stakeholders. Rubrics and methods are used to measure the progress and impact of SEL programs. SNSA staff uses these data to inform decisions about continuing, modifying, and/or changing the future course of action. Assessment tools measure a broad range of academic outcomes such as higher order thinking, analytical, creative, and practical skills.

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.

SNSA Response: The Discipline Foundation Policy at Sierra Nevada STEAM Academy is a fair and thoughtful plan that has been developed in order to clearly communicate to all stakeholders that SNSA is dedicated to providing a school climate that promotes continuing academic progress and growth. This document states the policies and procedures that will be implemented by all school staff and students to ensure academic success by holding students to high expectations of behavior that will promote successful life skills in post high school

endeavors. The Discipline Foundation Policy at SSNA follows the procedures and regulations provided by the Nevada Department of Education. Our SNSA family adheres to the principles outlined in this policy regarding good conduct, responsibility, integrity and respect for self and others. Parents, teachers, counselors, deans and administrators are committed to supporting and implementing this policy in its entirety in order to foster student success, maintain academic focus and ensure the safety and security of our campus. SNSA students are expected to learn and to uphold the standards of behavior set forth in this policy. The goal of SNSA Discipline Foundation Policy is to promote positive and appropriate behavior among students, teachers and staff in order to decrease negative/inappropriate behaviors particularly among students who are repeat referral offenders, opportunity transfer students and candidates for opportunity transfers or suspensions. In order to keep parents/guardians apprised of their students' progress, communications between administrators, teachers, staff and students will be achieved through monthly parent workshops, parent meetings, phone calls home, written communications and parent conferences.

- (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.

SNSA Response: SNSA In accordance with Nevada NRS392.4657 SNSA maintains a zero tolerance policy requiring suspension and recommendation for expulsion for students who: Possess, sell or otherwise furnish a firearm, Brandish a knife at another person, Sell a controlled substance, Commit or attempt to commit a sexual assault or battery, Possess an explosive. In accordance with Nevada NRS 392.4657 the Director on Site may determine consequences, including recommendation for suspension and/or expulsion for: Causing serious physical injury to another person, except in self-defense, Possession of any knife or other dangerous object of no reasonable use to the student, Robbery or extortion Assault or battery on any school employee.

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

SNSA Response: The Director of Site Administration (DSA) will be responsible for discipline at the school and major situations, decisions and intervention plans. The DSA will enter major incidents resulting in suspensions or higher as suspensions into Infinite Campus attendance and it will be tracked for end of the year reporting. It will be the first year of operation for SNSA. The suspensions suspension numbers will be used as baseline data to be used in coming years to determine cultural shifts.

- (4) How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations?

SNSA Response: SNSA is committed to equitable discipline practices. The school's language is specific regarding equity (e.g., race, gender cultural,). The school's focus is on implementing positive, proactive behavior support practices. SNSA emphasis is on prosocial behaviors (e.g., helping, sharing, and donating). SNSA discipline procedures, clearly and objectively delineate

between major and minor discipline infractions. Our school does not condone exclusionary practices. SNSA rejects those practices to maintain disciplinary equity.

(5) Describe the core principles of the school's proposed parent grievance policy.

SNSA Response: 1) Purpose of a Complaints Procedure: An employee, student, parent or community member can have a complaint about any decision, behavior, act or omission (whether by the Principal, members of the leadership team or other staff/students) that they feel is discriminatory or unreasonable. 2) Making a Formal complaint: Complaints are referred to the DSA/ Principal. The purpose of this procedure is to offer a process by which employees/students/parents/community members can have complaints addressed. For example, if you feel that you are being harassed or discriminated against, this complaints handling procedure is available to you so your concerns can be dealt with in an appropriate manner. Who may use this procedure? All employees, Students within the school, Parents of students at the school Members of the wider community. 3) Key Elements of SNSA Complaint Handling Procedure: Impartiality and procedural fairness: If you make a complaint, it will be investigated in a fair and impartial manner. Confidentiality: You can feel secure that if you do make a complaint under this procedure it will remain confidential. No Victimization: You can also rest assured that if you make a complaint you will not suffer in any way as a consequence. Vexatious or malicious complaints: There is an underlying assumption that complaints are made in good faith (and with good will) and with an intention for resolution as opposed to retribution. Timeliness: Each complaint will be finalized within as short a period of time as possible.

Complainants will be advised if the matter cannot be finalized within one month. Once you have made the complaint to the school or DSA, that person will then consider whether there are any reasons why he/she should proceed to deal with the complaint. If the complaint remains unresolved it will be reviewed by either the Principal, or Head of School Services or Head of Human Resource Services. They will make a final decision as to the outcome of the complaint.

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

SNSA Response:

Specific Dress Code Policies:

Exposure/Appropriateness:

Exposure of underwear is prohibited. Pants or shorts that hang below the buttocks are prohibited. Additionally, the waistbands of underwear should not be visible; Ladies tops should not expose bras or cleavage. Exposure of MIDRIFTS and CLEAVAGE is prohibited. Holes in jeans that expose skin or tights are prohibited. Skirts or shorts should not be shorter than mid-thigh. Tights/Stockings/Leggings must be covered by a top that extends to mid-thigh. Any other exposure of the body between the armpits and mid-thigh, because of TIGHT FIT, SHEER or THIN FABRIC or the LACK OF APPROPRIATE UNDERGARMENTS is PROHIBITED. Halter tops, backless/strapless dresses, shredded tops, that expose skin, wife-beaters and camisoles are prohibited. Sleepwear, including pajama tops and/or bottoms, is strictly prohibited and should not be worn on campus.

Hats/Headgear/Sunglasses:

Bandanas are prohibited on campus at all times. Hats and headgear must be removed when inside buildings. Hoods on "hoodies" should not be worn over the head in the classroom. Hoods

are not permitted on campus, except during inclement weather. Curlers, hair nets, wave caps and scarves should not be worn at any time on campus

Gang-Related/Drug-Related/ Message Clothing:

Items incorporating symbols or colors that can reasonably be interpreted as gang-affiliated are not to be worn at school. These items include tattoos, jewelry, belts or any other items with gang related symbols or designs. Depictions of drugs, drug related paraphernalia or inappropriate photos, sayings or quotes relating to drugs on items of clothing or school related items such as backpacks, shoes or hats are prohibited. White T-shirts are strictly prohibited. Any items that are obscene or vulgar, sexually suggestive, inflammatory in nature, gang, drug or alcohol related are prohibited. Health and Safety

Accessories or clothing that can create a safety or health hazard are prohibited. Open toe shoes and sandals are a safety hazard in a school environment and are prohibited on campus. Shoes must be worn at all times as required by State law.

Positive Supports:

Assemblies addressing appropriate attire will be held at the beginning of each semester. Staff will acknowledge students who are dressed appropriately for school. Students may be referred to the Washington Preparatory High School Closet for appropriate attire.

Consequences:

Students who are dressed inappropriately for school will be sent to the DSA office. The DSA will call home to speak with a parent regarding the student's attire and issue a warning. The DSA may send a student home to change clothes.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- (1) Discuss 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.

SNSA Response: SNSA will model our school calendar to reflect the Carson City School District. Grades 11-12 will follow the WNC Jump Start College Program dual-credit model.

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

SNSA Response: The school's model is designed after The Carson City School District and also, WNC for 11-12 grade students enrolled in their dual credit model. We will use block scheduling. First Bell is at 7:40 am. Classes are in session for 90 minutes. Blocks rotate and meet every other day. There is a 10 minute nutrition break at 9:15 am. The lunch bell rings at 10:55 am. Lunch break is for 35 minutes. The afternoon block has a 90 minute block from 11:30 am – 1:00 pm. The final period is in session for 55 minutes. School dismissal is at 2:05 pm. In grades 9-10 students are required to take 3 core classes and 1 elective. In grades 10-11 students are required to take two core classes and two electives. The instructional minutes for

core and elective classes is 90 minutes. This model is optimal for the STEAM framework for the following reasons: Teachers are able to utilize more varied or innovative instructional techniques when class periods are longer—they can cover more content with fewer interruptions, provide students with more attention and one-on-one support, and they can engage students in more sustained, in-depth learning activities, including more sophisticated projects, teamwork-based exercises, or other activities that could not be easily completed in 40 or 50 minutes. Also, the more students that teachers have to see each day, the less time and attention they can devote to each student. Consequently, student-teacher relationships may not be as strong, and students, particularly those with significant learning needs or disabilities, may not get the personal attention and support they may need to succeed in a course.

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

SNSA Response: The goal for our school is to have perfect attendance. SNSA will be using Infinite Campus for attendance. The DSA will be responsible for collecting and monitoring attendance data. SNSA teachers verify their attendance daily. Every three weeks progress reports are sent home and the staff reports any chronic absenteeism to the DSA. Truant students are sent out truancy letter. The teachers call parents and follow up with emails and other calls as necessary.

A DAY IN THE LIFE & SCENARIOS

- (1) Describe a typical school day from the perspective of a student in each grade span (elementary, middle, and high school) that will be served in your first year of operation.

SNSA Response: The student would be in his seat at 7:45 am (first bell). His first semester courses are English, math, science and his elective class is Culinary Arts. His first period class is English A1 and is a 90 minute session. All classes are 90 minutes long in the block scheduling format. A1 means it is his A day on Monday and it will be his B day on Tuesday, and classes switch every other day. At the conclusion of first period is a nutrition break from 9:15 am-9:25 am. Second period begins at 9:25 am. His second period class is Math. At 10:55 am. It is lunch time. Lunch ends at 11:30 am. Third period is from 11:30-1:00 pm. His third period class is science. From 1:00 pm-1:10 pm it is a passing break. His fourth period class is Culinary Arts from 1:10 pm-2:05 pm. School ends at 2:05 pm. After school he goes to the Boys and Girls Club.

- (2) Describe a typical day for a teacher in a grade that will be served in your first year of operation.

SNSA Response: She is a U.S. History teacher and her day begins at 7:00 am and she uses the time as teacher prep before first bell. She sees her first period A track students in first period Monday and her first period B track students on Tuesday. At 9:15 am is a nutrition break. For second period beginning at 9:25 am she has her A second period class. Lunch is at 10:55 am. After lunch ends at 11:30 am she will teach her A3 and A4 U. S. History classes. After school ends at 2:05 pm she spends her last hour preparing for tomorrow, grading papers, or attends a staff meeting or professional development training.

- (3) A new student, Ruby, has enrolled at your school and during the registration process her mom informed the office manager that she has Down syndrome. This student is eligible to attend the school. Based on the IEP information that her mom brought in, the student is included in the

general education program for 60% of her day. How will you plan to ensure your school is prepared to meet the needs of students like Ruby and/or what adjustments will be made (e.g., in scheduling, staffing, etc.) to account for students with unanticipated needs?

SNSA Response: Ruby's parents be involved in the process. They will meet with the regular teachers and have confidence that Ruby's interests are a priority, good relationships are essential. The special education teacher will work with the regular classroom teachers to ensure that the classroom environment supports Ruby. The teachers will make sure Ruby fully understands the rules and routines in all her classes. Ruby's IEP will be well known by the regular teachers. The IEP will be fully implemented and revised as necessary based on Ruby's needs and strengths and to maximize her learning opportunities. The regular classroom students need to be prepared for Ruby. It helps to have a few peers support Ruby and become her friend(s). The teachers will make sure the rest of the class understands why it is important to fully include Ruby. The goal is to increase Ruby's time in class from 60% to full inclusion.

- (4) A new student, Alejandra, has enrolled at your school. After reviewing the enrollment packet and speaking to your registrar you learn this student is an ELL student and her mother has brought a friend to serve as an interpreter. Some of the records you received from the parent indicate the child has a 4 in listening, a 4 in speaking, a 2 in Writing and a 1 in Reading. How will you plan to ensure your school is prepared to meet the needs of ELL students like Alexandra and/or what adjustments will be made to the daily schedule to account for unanticipated needs? How will you communicate and work with parents like Alexandra's?

SNSA Response: The grade level teams and the special ed. teachers will meet regularly at a specified agreed upon time in their schedules to plan the curriculum and address her teachers and Alexandra's concerns. The goal is for Alexandria to become proficient in English as soon as she possibly can. Assessments may need to be modified in order to correctly assess the progress of ELL students. Alexandria will be encouraged to find a friends who can help with instructions, and help them learn their way around the classroom and the school. If there is a successful ELL student who can be a buddy to help the new ELL students understand the assignments, so much the better. Alexandria will be assessed formally and informally frequently. In addition to the usual correspondence methods of letters home, email and phone calls to parents, SNSA will reach out to parents by holding parent nights and invite Alexandria and any other ELL students as part of the program to encourage family member attendance. SNSA will send home bilingual notes announcing parent nights.

- (5) You have been operating a school for the past three years and have just received your school-level state test data for the most recent year (see table below).

- (a) Your annual accountability targets for each subject require that you grow the whole-school Percent Proficient/Advanced of your SWD students by 8 percentage points to approach, 10 points to meet and 12 points to exceed expectations from year to year. Explain the trends you see in the performance of your Students with Disabilities (SWD), both over time and as compared to the non-SWD population, in the table below. What are your initial thoughts about this data? What are your next steps? Who needs to be part of the team to address this? What further information do you need and how will you obtain it? Keep in mind that the SWD subgroup includes a range of disabilities, including Specific Learning Disabilities, Autism, Emotional Disturbance and Intellectual Disabilities.

SNSA Response: The most noticeable trend is the Students with Disabilities drastic decrease in proficiency in math and Reading Language Arts over the four year period. There are variable factors to consider that are impactful to the overall picture. The group of SWD and the students with no disability dwindled from 23 to 14 131 to 99. The data does however, illustrate the SWD are performing significantly below their same peers by nearly 50% since 2012 in both subjects. This data indicates both groups of students are struggling to retain and apply their math and English skills meaningfully and effectively in their daily practice. It would be beneficial to compare formal assessments to the standard test data to assess overall achievement and identify comparable strengths and weaknesses with peers. The general education teacher and the special education teacher will work collaboratively team teaching with greater instructional intensity and differentiated instruction. Additionally, they will regularly review the IEPs of their students, refreshing their memory of the details and monitoring how well the IEP is addressing the students' needs, progress, and learning. Assessments will be done often to determine whether or not the students' goals are being met and adjustments will be made as needed.

Data for All Tested Grades			Math				RLA			
Yr.	Subgroup	valid tests	pct_below_bsc	pct_bsc	pct_prof	pct_adv	pct_below_bsc	pct_bsc	pct_prof	pct_adv
2012	All Students	131	30.6	51.1	14.5	3.8	29.8	49.6	16.8	3.8
	Students with Disabilities	23	26.2	47.8	13	13	34.9	30.4	13	21.7
	Non-Students with Disabilities	108	31.4	51.9	14.8	1.9	28.7	53.7	17.6	0
2013	All Students	116	26.7	40.5	25	7.8	46.5	41.4	11.2	0.9
	Students with Disabilities	20	50	50	0	0	75	25	0	0
	Non-Students with Disabilities	96	21.9	38.5	30.2	9.4	40.7	44.8	13.5	1
2014	All Students	113	30.1	38.9	24.8	6.2	44.2	43.4	12.4	0
	Students with Disabilities	14	57.2	28.6	7.1	7.1	57.2	35.7	7.1	0
	Non-Students with Disabilities	99	26.2	40.4	27.3	6.1	42.5	44.4	13.1	0

OPERATIONS PLAN

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
SNSA Response: Reviewers may view the school’s organizational charts for year one and for when the school is at full capacity in Attachment 01.
 - (b) Job descriptions for each leadership role (provide as Attachment 2)
SNSA Response: Reviewers may view the schools proposed job descriptions for the Director of Site Administration which is the key central role identified and located in Attachment 02.
 - (c) Resumes of all current leadership (provide as Attachment 3). 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 Start-Up application (0-2 schools at the time of applying and less than three full years of operation) for any school which wishes to open in the 2017-18 school year.
SNSA Response: Reviewers may view the resume of the schools proposed Director of Site Administration located in Attachment 03.
 - (d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)
SNSA Response: The DSA will be in charge of academic programing. Reviewers may wish to visit Attachment 03.
- 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;
SNSA Response: SNSA’s Direct Site Administrator is constantly building his institutional knowledge of the school and broad range of knowledge nationally and in the state of Nevada regarding charter schools and dual-credit curriculum. The Director of Site Administration help’s with succession planning and building more capacity in the school leadership.
 - (b) Curriculum, instruction, and assessment;
SNSA Response: The Director Site Administrator has worked with a consortium of teachers creating Curriculum maps for the Lyon County School.
 - (c) At-risk students and students with special needs;
SNSA Response: The Director Site Administrator has worked for the past four years with the at-risk high school population

(d) Performance management; and

SNSA Response: The DSA will update the Governing Body at each quarterly meeting on the performance of the school academically and operationally. The main areas of update from school operations are quarterly financial reports and progress of employees on completing performance incentives. Academically, the school will update the Governing Body on the progress of students by reporting on student scorecards, progress toward goals and school improvement plan. Annually, the Governing Body will validate the information shared by the DSA by receiving performance reports through the school annual financials along with the state and sponsor's performance framework ratings.

(e) Parent and community engagement.

SNSA Response: SNSA's strongest and most important partnership will be students' parents. SNSA will aim to achieve a 90% parental involvement rate with parents attending the mandatory parent meeting, new parent orientations, and meetings with staff. Each semester, students will collect their grades for their parents and report progress on a Parent Performance Review that guides parents and students through a structured conversation on student progress and college plans and progress. Parents will come into the school to pick up student transcripts each semester and have access to other resources including, but not limited to presentations on tracking student progress in their classes.

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 4).

SNSA Response: The Director of Site Administration (DSA) will serve many roles at the school that include, but are not limited to the following: recruiter, registrar, test facilitator, advisor, counselor, principal, etc. The DSA will be held accountable through performance incentives and respective evaluations for himself and those they supervise. These performances incentives are used with specific targets around academics and operations to coach and train these individuals through the first 90 days of transition to their new position along with report updates during regular administrative meetings with the DSA. OPERATIONS accountable through performance incentives and respective evaluations for both themselves and those that they supervise. These performances incentives are used with specific targets around academics and operations to coach and train these individuals through the first 90 days of transition to their new position along with report updates during regular administrative meetings with

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

SNSA Response: The school will hire a Director of Site Administration (DSA) that will serve many roles at the school that include, but are not limited to the following: recruiter, registrar, test facilitator, advisor, counselor, principal, etc. The DSA will be held accountable through performance incentives and respective evaluations for both themselves and those that they supervise. These performances incentives are used with specific targets around academics and operations to coach and train these individuals through the first 90 days of transition to their new position along with report updates during regular administrative meetings with the

governing body. Reviewers seeking more specific information may wish to visit Attachment 04 which gives the job description for the Director of Site Administration.

- 5) Explain your school leader’s role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the school leader’s guidance?

SNSA Response: The DSA will update the Governing Body at each quarterly meeting on the performance of the school academically and operationally. The main areas of update from school operations will be quarterly financial reports and progress of employees on completing performance incentives. Academically, the school will update the Governing Body on the progress of students by reporting on student scorecards, progress toward goals and school improvement plan. Annually, the Governing Body will be able to validate the information by the DSA by receiving performance reports through the school annual financials along with the state and sponsor’s performance framework ratings.

- 6) Explain your school leader’s role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the school leader’s guidance?

SNSA Response: SNSA’s DSA will be actively involved at reviewing dashboards on student interventions through the school’s online Infinite Campus portal. The Infinite Campus portal allows for tracking activities of student support and intervention that are logged through Student Situation Reports (SSR’s). These dashboards and interventions allow for a common language at the school and provide for instructional guidance on how to increase appropriate and necessary interventions to support instruction. The instructional guidance provided through a common language, student interventions, performance incentives, and a scorecard will allow for the instructional leader to support the school’s strategic framework and embed the overall school culture with each employee to increase student achievement. The DSA will request progress and updates on student achievement during regular meetings. The intent of these meetings are to strategize on best practice and enhance previous successful techniques used to increase student achievement and support staff.

- 7) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

SNSA Response: The DSA will schedule regular meetings with staff. These DSA/staff meetings, along with common performance incentives, will allow for a successful transition professional development and aspects of new leadership with emphasis on common language, sharing of best practices, validation of the school’s strategic framework, and ensure redundancies in knowledge and skill. Individual meetings are also conducted each month by the DSA with staff to discuss individual progress, areas of needed support, and areas of strength. Through this monitoring process and data, the DSA and staff will have an ability to stress the non-negotiables and protect the academic and operational integrity of the school and its replication. Finally, DSA’s will utilize these meetings to branch out and recommend and innovate on local decisions.

STAFFING

- (1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Change or add functions and titles as needed to reflect organizational plans.

Proposed New School

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Management Organization Positions						
Administrative Director/Principal	1	1	1	1	1	1
Office Manager / Secretarial	1	1	1	1	1	1
Office Assistant				1	1	1
Accountant / Bookkeeping	1	1	1	1	1	1
School Nurse	0.5	0.5	0.5	0.5	0.5	0.5
Total Back-Office FTEs	3.5	3.5	3.5	4.5	4.5	4.5
School Staff						
Assistant Principals					1	1
Dean of Students				1	1	1
Classroom Teachers (Core Subjects)	6	6	8	8	10	10
Classroom Teachers (Sp. Ed.)	1	2	3	3	3	3
School Counselor	1	1	1	1	1	1
Specialized School Staff 1 Community Partnership (IT)	0.25	0.25	0.25	0.5	0.5	0.5
Specialized School Staff 2 Community Partnership (CAD/Engineering)	0.25	0.25	0.25	0.5	0.5	0.5
School Operations Support Staff-IT	0.5	0.5	0.5	0.5	0.5	0.5
School Operations Support Staff-Maintenance	0.5	0.5	0.5	0.5	0.5	0.5
Total FTEs at School	9.5	10.5	13.5	15	18	18

HUMAN RESOURCES

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

SNSA Response: The hiring process from screening the applicants, conducting the interview take about 3 days after interviewing 5 qualified candidates. SNSA is looking to hire teachers that are advocates for STEAM. A natural outcome of STEAM is students must become proficient in the 4 C's: Creativity, Critical thinking, Collaboration and Communication. Our teachers are called upon to integrate STEAM content and techniques into the curriculum. Upon hiring a new teacher, they are given an orientation to the structure and general functioning of the school. SNSA is a collaborative school. The aptitudes and proficiencies that are valuable for the STEAM teachers that we look for are: transfer control of the learning process to the students, foster curiosity, and provide hands on learning. Professional development in STEAM practices is ongoing and differentiated.

The philosophy and mission of the organization. How does the organization see its role in the community and the world? What does it actually want to accomplish?

SNSA Response: SNSA sees its role as being a frontrunner in educational excellence. SNSA wants to have 100% of our students graduate with professional skills that qualify them for and lead them

to achieving their goals. Our desire at SNSA is to graduate globally competitive professionals in their careers.

- (2) Outline the proposed school's salary ranges and employment benefits for all employees, 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.

SNSA Response: SNSA will negotiate individually with their potential staff. When hiring teachers, this allows flexibility to recruit the best teachers and not be bound by a salary scale. The school will maintain a low, mid, and high range of salaries from \$35,000 to \$85,000 per year. The school will pay for healthcare benefits and offers annual performance incentives from \$3000 to \$10,000. The school will use a "down and over" or "up and out" philosophy as the core of its strategy to invest in the best and reward individuals for quality and progress of work. The school will work to develop relationships with their employees through 30-45 minute monthly meetings with specific agendas around health, family, development, future goals, mini development, and upcoming projects. These meetings allow for finding the motivation of each individual so that the school leader can tailor value-added projects to the individual employee.

- (3) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school. Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

SNSA Response: SNSA will establish a single school model where the Director of Site Administration is responsible for results onsite with respect to academics and operations. The DSA will develop metric points and the DSA along with the staff at SNSA will be responsible for these deliverables. The DSA will be responsible for managing compliance for the school from the sponsor.

- (4) 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 5, as well as any supporting protocols or documentation.

SNSA Response: SNSA will use a project pledge to define areas of focus and duties for each staff member at the school. This project pledge is then evaluated at the end of the year using an evaluation tool that relates back to the project pledge. Throughout the year, staff are evaluated through performance incentives that are related to the course and scope of their employment and/or value added components of their job.

- (5) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 6, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

SNSA Response: SNSA will use the same instruments and tools discussed in Attachment 6 above including: project pledges, final evaluations related to pledges, performance incentives and evaluations, along with student scorecard data rolled-up and will be presented to the Governing Body each quarter related to the progress of work.

- (6) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

SNSA Response: SNSA will use the same instruments and tools discussed including: project pledges, final evaluations related to pledges, performance incentives and evaluations, along with monthly student scorecard related to the progress of work.

- (7) Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.

SNSA Response: The DSA will look to build capacity within the organization through the training of staff as they take on higher leadership roles. The DSA will work to fill vacancies and build new leadership at the school where applicable.

- (8) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.

SNSA Response: SNSA employs all “at will” positions and works on a four step supervision model of Notifying, Explaining, Assisting, and providing Time (N.E.A.T.) for any unsatisfactory performance. The DSA looks to identify performance of all staff during the first 90-days through onboard training that is directly related to a performance incentive. The school estimates that by using performance incentives that are directly related to employee responsibilities for on the job training that talent is discovered earlier in the process and costs are halved.

- (9) Does your school plan to utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you will be using.

SNSA Response: At this time SNSA does not plan to use a HRIS.

- (10) 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.

SNSA Response: Payroll services provided by Payroll Services in Las Vegas. Payroll services will be approximately 1.5% of payroll. Medical and dental benefits will be administered through a third party. The goal will be to minimize the cost with maximum benefits.

STUDENT RECRUITMENT AND ENROLLMENT

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

- (1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). 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 that 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.

SNSA Response: SNSA does not plan on giving admission preferences. The student enrollment and registration does plan to exceed the minimum requirements set forth in SB 208 by conducting a grassroots campaign 45 days before school in neighborhoods within 2 miles of the address chosen for the school and provide collateral in a language primarily spoken by the household to the extent practicable. The recruitment campaign will begin with sending a mailer to all addresses of current 9-12 grade students in the traditional public school system. Families will learn more about the school when the SNSA website is created upon approval of the SNSA Charter. Parents will be able to call the school to speak to a representative, or attend informational meetings. The grassroots portion of the campaign will result in presentations at churches, child care centers, handing out flyers at supermarkets, and canvassing neighborhoods with a 2-mile proximity of the chosen facility address.

- 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.
SNSA Response: SNSA will have will have two registration periods for the first year and all subsequent openings to successfully enroll students into their 9-12 grade classes. The school's grassroots requirement campaign will commence immediately upon SPCSA approval.
- b. What enrollment targets will you set and who will be responsible for monitoring SNSA Response: 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.
SNSA Response: SNSA will use Dashboard program to monitor the outcomes, measures, and targets for the school.

- 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?

SNSA Response: The front office staff direct registration questions to the school’s Office Manager to maintain a clear and consistent message regarding the school’s registration process for all students. In the event that the OM is not available, other staff will be trained to answer general registration questions and collect information from individuals so that a more appropriate staff can contact them. During registration periods, the school will hold weekly meetings for training and development and addressing questions pertaining to students of special populations and/or circumstances. If questions or student circumstances go beyond the scope of understanding, then the RC is trained to schedule a meeting with a more appropriate staff member (counselor, school facilitator, Director of Site Administration, etc.).

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

SNSA Response: Grades 9-12. SNSA believes word of mouth is the most effective method of student recruitment. After students attend the school for even a semester, students and parents will be much more adept at spreading the word about the school to others because they have experienced the program and the culture of the school first hand. These students are truly ambassadors to the school. They are encouraged to bring potential students to school events to meet other students and get to know more about the school in an informal setting. The school will engage in a mid-year recruitment plan to attempt reaching out to students that elected not to complete the registration process.

- (3) Complete the following tables for the proposed school to open in 2017-18.

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

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7				10	20	25
8				10	20	25
9	32	37	42	42	42	42
10	32	37	42	42	42	42
11	32	37	42	42	42	42
12	32	37	42	42	42	42
Total	128	148	168	188	208	218

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

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7				10	20	25
8				10	20	25
9	32	37	42	42	42	42
10	32	37	42	42	42	42
11	32	37	42	42	42	42
12	32	37	42	42	42	42
Total	128	148	168	188	208	218

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

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7				42	42	42
8				42	42	42
9	42	42	42	42	42	42
10	42	42	42	42	42	42
11	42	42	42	42	42	42
12	42	42	42	42	42	42
Total	168	168	168	252	252	252

(d) 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.

SNSA Response: SNSA Response: SNSA is planning to serve 130 students in the Carson City, Carson Valley area. Planning to enroll 130 students will allow the school to open with a full-time Director of Site Administration (DSA). The DSA will give students the opportunity to have a team of support, guidance, and assistance beyond the classroom and increase the overall capacity of the school. Increasing the capacity to serve students with a team of support to assist students and families will promote a more successful high school community. Rather, the alternative is opening with a minimum number of 100 students to operate which may result in having to hire part-time instructors to cover the classroom experience and may not be as readily available to provide assistance, guidance, and support to students. Although it is possible to operate the school with part-time instructors it is not ideal. Financially, the school could start with 100 students to operate its first year.

BOARD GOVERNANCE

- (1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

SNSA Response: Sierra Nevada STEAM Academy's governing board follows the philosophy set forth by marketing innovator and bestselling author Ekaterina Walter of the three P's: Passion, Purpose, and People. All great achievements start with passion. Passion is what fuels everything. Passion is what motivates you. Passion is what shapes your purpose in life and in business. When the idea for a venture or a cause starts taking shape, purpose is what ultimately helps define it. The success of our missions depends on people we partner with. Whether you are a growing business or an established one, if you don't have a team or partners who share your vision, your dream, and your goals, your business will not be able to reach its full potential.

- (2) Describe the governance structure of the proposed school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

SNSA Response: The roles and responsibilities of the Board include but are not limited to the following: Financial development and management, fiduciary duties, general program oversight, coordination of long term planning, overseeing and evaluating the work of the

principal, setting a framework for the budget process and authorizing the annual budget. The Board may exercise all powers granted to it as they determine to be expedient and necessary for the interests of Sierra Nevada STEAM Academy. Parents can also be involved as non-board volunteer members of board committees. In this setting board directors and parent leaders will have an opportunity to build personal relationships. Additionally, building and maintaining relationships with parents and community members is achieved through fundraising and providing a means for involving people who are willing to give technical assistance.

- (3) Summarize the qualifications and experience of proposed members of the governing body of the school. Please submit board member information in the provided Board Member Template (provide as Attachment 7). *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 2017-18 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.*

SNSA Response: Seven members reside on the SNSA Governing Board. See attachment 7

- (4) Provide, as Attachment 8, a completed and signed 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.

SNSA Response: The seven members of Sierra Nevada STEAM Academy are: Dr. Richard Vineyard, Lynn Stephenson, Melissa Alcantar, Shane Watson, Christina Saenz, Keith Barham, Ross Cooper. For reference and necessary resumes, qualifications, information sheets are located at the State Public Charter School Authorities Portal Epicenter. See attachment 8.

- (5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.

SNSA Response: SNSA will be opening with the present board.

- (6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 9, the boards proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

SNSA Response: During the SNSA annual September meeting of the Governing Body, members review and sign the school's conflict of interest policy and Nevada Acknowledgement of Ethical Standards for Public Officials produced by the Nevada Commission on Ethics.

- (7) 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.

SNSA Response: SNSA does not foresee any actual or perceived conflicts at this time. If a conflict does arise, the member or official with the conflict of interest is obliged to identify it, and disclose it to the SPCSA in a timely and effective manner. Selecting a suitable mitigation option will largely be informed by the judgement about the seriousness of the conflict of

interest in each particular case. It may also be necessary to take into account the practicability of any options for avoiding or mitigating the conflict.

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

SNSA Response: SNSA Board will consist of not less than five nor more than nine Members, the precise number to be fixed by Sierra Nevada STEAM Academy from time to time. SNSA will explore the possibility of creating Standing Committees or Executive Committees as our business and community partnerships grow and develop.

- (9) 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.

SNSA Response: New SNSA board members would receive an official orientation session before their first board meeting. A welcome as a brief agenda item during a regular meeting; and/or orientation might take place informally with a mentor for the new member. Regular training sessions are scheduled four times a year. Topics covered would include: General program oversight, coordination of long-term planning, setting a framework for the budget process and authorizing the annual budget, approving large resource expenditures, significant program changes, expansion into new program areas, and building and facility issues, and adopting an annual budget. The trainings are mandatory and any hardcopy study materials, DVDs, and online webinars, are always available to board members to reference and keep improving their governance skills.

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

SNSA Response: At each regular quarterly meeting the DSA will give performance and operation updates of the school. The DSA reports on academic progress using the school's student dashboard as they relate to meeting the schools desired result for 90% of students performing successfully.

- (11) 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.

SNSA Response: SNSA will create a parent teacher student organization. The PTSO will reserve the right to choose a parent member to serve on the Governing Body. At this time, there are no other planned advisory bodies or councils at the school.

- (12) 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.

SNSA Response: Students and/or parents shall follow the school’s proposed complaint process. In general, the complaint process will begin with the site administrator. An investigation will be conducted and a timely decision will be made. If the complainant is not satisfied with the site administrator’s decision, then through the process, the complainant may appeal the decision to the chair of the governing body who may request the school’s legal counsel attempt resolution or bring the matter before the next governing body regularly scheduled meeting.

- (13) 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. What actions would trigger removal from the board and under what process?

SNSA Response: Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the members in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of the school. It is expected that governing body members will meet the minimum qualifications of their positions on the board per NRS 386.549, follow the laws, regulations, policies, support the school’s strategic framework, disclose and/or recuse themselves of any potential ethical and/or conflicts of interest, and stay clear of inefficiencies, neglect of duty, or malfeasance in their position. The board supports the following goals:

Goal	Purpose	Outcome Measure
Active Recruitment	Build board capacity	2-3 viable candidates
Flexible board meetings	Build board access	Meeting in the evenings
Regular attendance	Build school engagement	< two absences per year

INCUBATION YEAR DEVELOPMENT

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2016-2017) to ensure that the school is ready for a successful launch in fall 2017. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10.

SNSA Response: We have used a Gantt chart to display a successful start-up plan in the areas of student enrollment and registration, human resources, finances, procurement of supplies, securing facilities, and governance. The school has established the following milestones including: receiving approval to open from authorizer, finalizing negotiations on facility, receiving approval on any necessary city use permits, receiving certificate of occupancy, and configuring technology for online access.

- (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.

SNSA Response: The school's planning team currently consists of the school's Site Administrator (DSA) and governing body members. These two individuals are founding members of the school.

- (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.

SNSA Response: The DSA will work on a full-time basis to lead the development of the school and the plan to compensate those individuals.

DUAL-CREDIT PARTNERSHIPS

If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable.

- 1) Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.

SNSA Response: When SNSA's partnership is established with Western Nevada College (WNC) the school will be a part of WNC's Jump Start College program. Students enroll in college courses through Western Nevada College while simultaneously earning high school credits. Jump Start College participants are able to complete up to 60 college credits through WNC.

- 2) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.

SNSA Response: The role of the Governing Body does not change or differ under a dual credit model. The role of the employees under the school's dual-credit model is a traditional one. The high school staff serve to support students in the college environment.

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

SNSA Response: SNSA 11-12 grade students are entitled to all college services as the college students including but not limited to free tutoring and college advisement.

- 4) Explain 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.

SNSA Response: SNSA pays 100 percent of students' enrollment costs if they qualify for free or reduced price lunch status. Otherwise, the SNSA pays 50 percent of the student's costs.

- 5) Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.

SNSA Response: SNSA has no authority to ask the college or University to effectively monitor pupil enrollment and attendance. SNSA has Infinite Campus in place to do its own monitoring and college course enrollment verification and reporting of college credits through the student college transcript.

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

SNSA Response: There are no employees or the college or university that serve on the governing body of SNSA.

- 7) Provide as Attachment 11, 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.

SNSA Response: SNSA adheres to the rules and provisions set forth by WNC's Jump Start College Program. See attachment 11.

SERVICES

- (1) Provide, as Attachment 12, 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.

SNSA Response: Each SNSA staff member will serve multiple roles. 2017-2018 will be our inaugural year of operation. It will be advantageous for the SNSA staff to teach dual subjects. For example, SNSA is projecting a count of about 130 students. SNSA can essentially run with one individual serving "multiple roles." Although not always ideal, this type of "multiple roles" staffing model is necessary to run efficiently and economically. The Direct Site Administrator will serve the role of principal, teacher, counselor, test director, etc. This type of staffing model makes common sense. The central service roles of academics, operations, finance, governances, and compliance are handled by the DSA. Staff are rewarded for taking on various roles or multiple value-added duties by engaging in performance incentives that gage the progress and quality of work. Using this type of staffing model forces the site administrators to take a much closer look at student recruitment, retention, school/staff capacity, and develop practical ways to hire staff that will benefit the unique needs of the specific school site. By way of example, the DSA may decide to hire part-time instructors (as indicated previously as not ideal) to teach class and that the school will place more emphasis on human capital outside the classroom to provide support, mentorship, tutoring, assistance, home visits, etc. A "multiple roles" staffing model allows for this, and SNSA believes that this type of model empowers instructional leaders to make local decisions, build realistic budget assumptions, and actively develop solutions to solve real problems at their site. This type of model is contrary to a unit allocation staffing

model that is built on the conditional logic including: if the school enrolls “x” number of students, then it is entitled to “y” number of staffing positions. SNSA believes in a flexible “multiple roles” staffing model over a traditional unit allocation model to help finance these local decisions and build ownership in the success of students and the school.

- 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.

SNSA Response: SNSA will serve grades 9-12 and many students have their vehicles and drive to and from school. For others, SNSA will reimburse students monthly for using public transportation. Many students that cannot afford the cost of a monthly Carson JAC (Jump Around Carson) bus pass. In this case, SNSA will individually review a student’s situation on a case-by-case basis to determine if a need exists for the school to purchase a bus pass on behalf of the student. Information regarding transportation reimbursement and purchases are given during the school’s initial consultation meeting with the family, on the school’s annual assurance page, posted in the student handbook, and reiterated during the mandatory parent meeting each fall.

- 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.

SNSA Response: SNSA does not provide food service. This question is not applicable to SNSA.

- c. Facilities maintenance (including janitorial and landscape maintenance)

SNSA Response: SNSA may sign a modified lease that will include Common Area Maintenance (CAM) charges excluding property tax. In this case, many of the maintenance expenses associated with the up keep of the facility (landscaping, utilities, repairs, etc.) may be included in the lease. Traditionally, janitorial expenses have not been included and in this case the school may look to bid for services from a vendor that will be responsible for cleaning. In the event that the school signs a gross lease or a lease where the school assumes responsibility, the school will select a vendor to service the school for handyman repairs, plumbing, electric, etc. The DSA will be responsible for gathering bids for vendors and completing a purchase order to engage in service as needed.

- d. School health and nursing services
SNSA Response: Charter schools are not required to hire a school nurse. If SNSA does hire a nurse, that person is not required to be a full-time employee. That person must be an RN because an LVN is not allowed to work without supervision.
- e. Purchasing processes
SNSA Response: SNSA will have processes for purchasing detailed in a school policy PCDR_03.0027 using five topics with detail for each including: general purchases, special purchases, professional services and other contracts, expense reimbursements, and cash or uncashed checks e. Safety and security (include any plans for onsite security personnel).
- f. Safety and security (include any plans for onsite security personnel)
SNSA Response: SNSA Response: SNSA does not have a plan for any formal onsite safety and/or security officers. However, SNSA views safety and security of students as the school's top priority. SNSA will have a current crisis management plan and will develop a plan for the proposed facility in compliance with NRS 392.600 to NRS 392.656 inclusive. SNSA will require annual training on the safety and security of students and individuals at the school through the school online portal www.safeschools.com. Finally, the school will practice situations using the strategy of "Get'em out Keep'em in Bring'em back" that is provided by Nevada's Schools Prepared and Ready Together Across Nevada (S.P.A.R.T.A.N) program that is a Nevada Homeland Security Commission grant-funded program. The school will plan on attending the annual S.P.A.R.T.A.N trainings keeping current on any changes to the law and ways to serve and protect all individuals at the school.

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

SNSA Response: SNSA Response: SNSA's technology will be overseen by the DSA and management of workstations, printer, servers, firewall, routers, etc. will be handled by a separate technology company than the school's service provider. Technology service requests go directly through the office of the DSA to ensure quality control of the request and to save on unnecessary service calls. SNSA will use Microsoft Windows 8.1 for individual workstations and a similar software to run the school's servers. Individual staff are setup through Microsoft's active directory and positions are assigned to groups with certain rights and privileges. SNSA will have an acceptable use policy that notifies staff of their responsibility to appropriate online behavior. SNSA will protect staff members from inappropriate or vulnerable sites through the school's firewall. SNSA will use one service provider for the LAN and to provide staff with hardwired connection to the Internet through a Wide Area Network (WAN) which will also provide wireless access through a secured password. It is proposed to use this same service

provider to provide digital telephones and an online fax portal that run through the internet rather than analog connection. SNSA will run a basic business connection for around \$100 as a form of backup at the school in case the main connection is down. This basic business connection will be mainly for student and public wireless access onsite.

- (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. Explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

SNSA Response: Infinite Campus at SNSA will be managed by the SPCSA. SNSA will designate a Data Coordinator (DC) to run Infinite Campus and validate information. The DSA will engage staff through performance incentives around data integrity and uses checkpoints to provide feedback on strategies defined above to improve accuracy of student information.

- (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.

SNSA Response: SNSA Response: SNSA will require all staff to complete FERPA training SNSA will be cognizant and sensitive to the protection of data that are defined as personally identifiable information (PII). PII data are elements of data that can be used to distinguish or trace a person's identity and the school determine there are PII public elements and PII protected data elements. For the purposes of PII public elements consider those items that can be readily found are publicly listed in telephone books, websites, or other such directory listings. Examples of PII data may include, but are not limited to: first and last name, address, telephone number, e-mail, etc. However, examples of PII protected data may include the following: social security number, usernames and passwords, passport numbers, educational transcripts, mother's maiden name, etc. SNSA will practice ways to safeguard protected PII data by: limiting the collection of only necessary protected PII data, limiting the use of protected PII data by staff, protecting the storage of protected PII data digitally and in locked fireproof file cabinets, shredding unnecessary paperwork containing protected PII data, encrypting the exchange of protected PI data files with passwords, and protecting information on portals using Secure Socket Layer (SSL). Finally, staff will be required to disclose any compromise to public or protected PII incidents within 24 hours.

FACILITIES

- (1) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

SNSA Response: SNSA will target serving students from schools that are underrepresented at Sierra Nevada STEAM Academy School and use a real estate agent to find a current facility that satisfies three main conditions: two or more toilets in each boys and girls bathrooms, open area to accommodate a minimum classroom space of 30 ft X 30 ft., and 100 –150 parking spots

between 3000 – 4000 square feet. The school plans to lease these proposed facilities and follow a similar process of using underserved school funds to open a facility in each of the proposed future target areas. 60

- (2) If a facility is not yet identified, please describe the organization’s approach to finding a suitable facility. Please include the organization’s plans to finance the facility, including:

SNSA Response: SNSA will target serving students from schools in the Carson City, Carson Valley area that are underrepresented at Sierra STEAM Academy. The school will use a real estate agent to find a current facility that satisfies three main conditions: two or more toilets in each boys and girls bathroom, open area to accommodate a minimum classroom space of 30 ft X 30 ft., and 100 – 150 parking spots between 3000 – 4000 square feet.

- (a) Total project cost
- (b) Financing and financing assumptions
- (c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

SNSA Response: SNSA plans to have no debt service and will operate on an independent financial model until which time the school has become financially solvent to respectively contribute to the central services or close operation due to lack of projected growth. SNSA will determine financial solvency based on the school’s breakeven analysis of 130 students with a respective facility lease cost of \$10,000 annually. Reviewers seeking more specific information on revenue and expenditures may wish to visit the school’s breakeven analysis chart Attachment 15. Given the local desecration at the SNSA campus to assume multiple roles, site administration may decide to assume janitorial maintenance and partial classroom duties while hiring part-time instructors to allow for an increase in the use of facility costs to top out at no more than \$15,000 per year. SNSA will use this model to operate its site.

- (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 17. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 13, 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.

SNSA Response: SNSA does not have an MOU or intent to provide a facility.

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

SNSA Response: This will be the first facility acquisition by SNSA.

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

SNSA Response: Once SNSA finds a suitable property for the school campus, SNSA and the landlord will agree on the key features of the lease, such as how much rent SNSA will pay and how long the lease will run, SNSA will time to formally spell out the deal in a binding, written lease. Most important? SNSA will head into the lease negotiations understanding the meaning of the landlord's lease clauses. A thorough understanding of common commercial lease clauses will help SNSA avoid hidden costs. It will also help SNSA bargain for modifications in our favor.

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?

SNSA Response: SNSA will submit contact information to the lead law enforcement agencies and local school district police updating them on the address, contact person, and alternate contacts for the school in case of emergency. SB 321 of the 2015 Nevada Legislature extends the jurisdiction of school police officers to all school property, buildings, and facilities within the school district, including without limitation, all property, buildings and facilities in which a charter school is located. The school annually reviews the schools EMP with a committee. Under NRS 392.624, the committee has a responsibility and ability to make changes to the EMP while maintaining the integrity and intent of the original plan by carrying out the following: reviewing annually school's plan (PCRD_04.0038), responding to changes in the law, developing actionable practices at school sites, updating the plan for any changes at the school or surrounding areas, posting and distribution of the plan, and training of school employees in responding to crisis or emergency. SNSA does not plan on contracting with local school police.

- (2) Provide, as Attachment 14, 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.

SNSA Response: SNSA will select and work with an insurance provider. SNSA will thoroughly research and implement coverage to protect the health and wellness of employees.

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 criteria and procedures for the selection of contractors.

SNSA Response: SNSA will contract with Payroll Systems of Nevada. The cost is 1.5% of payroll and the benefits will be contracted out by a third party. SNSA will contract for specific services in the areas that include, but are not limited to the following: accounting, legal, technology, counseling, nursing, psychologist, guest presenters, and auditing. The DSA works on behalf of the board to draft a professional service contract narrative that identifies the following minimum parts for discussion including: selection of the contractor, plan of action, and expected results and deliverables. The board will use DSA to monitor and evaluate the level of service and deliverables against the expected results of the contract prior to approving any payment for service.

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

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

SNSA Response: Reviewers wishing to see information related to this section should visit attachment 15.

- 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.

SNSA Response: SNSA will establish associations with banks, lending institutions, corporations, foundations, grants, etc., upon approval of our charter application.

- 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.

SNSA Response: Not applicable.

- 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.

(3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 16.

(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.



BOYS & GIRLS CLUBS
OF WESTERN NEVADA

**Boys & Girls Clubs of
Western Nevada**

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Friday, August 12, 2016

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

Dear Nevada State Authority Members,

On behalf of the Boys & Girls Clubs of Western Nevada, I am pleased to write this letter in support of the charter application for Sierra Nevada STEAM Academy. SNSA's mission is to provide the best educational experience to all students interested in integrating their principal education with career business, service, and work environments.

The school promises to uphold a proven educational model that emphasizes leadership development, civic engagement, and academic excellence. This model has been recognized as a top performing educational model.

The addition of this school would benefit education in western Nevada, and in Carson City and the Carson Valley/Eagle Valley areas. Your attention and consideration to their application is appreciated.

Sincerely,

Matt Sampson
Program Director
Boys & Girls Clubs of Western Nevada
matts@bgcwn.org



GREAT FUTURES START HERE.

August 12, 2016

Sierra Nevada STEAM Academy
Charter High School Grades 9-12
James Martineau M.Ed.
mrtineau@nvcbell.net
775-220-3382

Dear Mr. Martineau,

The Carson City Library would like to show support for the Sierra Nevada STEAM Academy charter school application. Through working with Mr. Martineau we have identified many ways in which the Library would be able to partner with Sierra Nevada STEAM Academy.

- Provide online resources to students, not limited to but including Lynda.com, Business Decisions, ReferenceUSA, EBSCOHost, Small Business Reference Center, ABCCLio, Learning Express and Tutor.com.
- Provide in person resources to students, not limited to but including access to Librarians, Digitarium (digital auditorium) and digital equipment checkout.

The Carson City Library is the premiere place for out of school time learning focused on STEAM. Activities students would be exposed to through this partnership range from self service access technology and in print resources to STEAM activities such as our “egg drop” and public service announcement creation. I want to encourage the support of the Sierra Nevada STEAM Academy by the Nevada Department of Education on behalf of the Carson City Library.

Sincerely,



Sena Loyd
Library Director
sloyd@carson.org
775-283-7591

Carson City Library
900 N Roop Street
Carson City, NV 89701
www.CarsonCityLibrary.org

Director of Site Administration

Duty to serve many traditional school roles including:

Principal, Advisor, Academic Counselor, Disciplinarian, etc.

Annual salary range is based on experience/qualifications/negotiations

\$80-\$90K/yr. I Mid: \$100-\$110K/yr. I High: \$120-

\$130K/yr. NO STATE/LOCAL INCOME TAX

GENERAL PURPOSE OF THE POSITION

Under the direction of the Chief Academic Officer, the Director of Site Administration at each campus shall direct, execute, plan, develop, and supervise curriculum for the high school in accordance with policies, practices, and procedures prescribed by law and Sierra Nevada STEAM Academy. This is a demanding site leadership position with freedom and flexibility to make progress with employees and increase student achievement.

The position requires a high level of responsibility with evaluating and coordinating measurable school and student outcomes in alignment with the schools strategic framework. This is a salaried full-time 12-month position that requires nearly 100% autonomy and a traditional work week that may range from 50 - 60 hours. This position requires leadership for preparing every student to be college ready, building independent resourceful learners, and developing creative ways to maintain strong relationships with students that are on-site less than five hours per week.

ESSENTIAL DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Directs, executes, plans, develops or supervises the student support services for the school including, but not limited to:
 - a. Parental communication, extended learning, academic support services, school improvement, and student support services
2. Directs, executes, plans, develops or supervises the academic achievement services for the school including, but not limited to:
 - a. Literacy, mathematics, career paths, academic planning, academic enrichment, counseling, academic standards
3. Directs, executes, plans, develops or supervises the special education/504 services for the school including, but not limited to:
 - a. Related services, remedy services, program support, IEP teams
4. Directs, executes, plans, develops or supervises the services related to special events for the school including, but not limited to:
 - a. Student activities, awards night, graduation, mandatory parent meeting

MAJOR DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Assist in the development of student understanding of college level coursework; and
2. Collaborates in the development, implementation, and evaluation of a comprehensive high school/college programs; and
3. Compiles information for annual State audits; and
4. Conducts student conferences on achieving individual student academic plans; and
5. Coordinates special academic activities specific to assigned areas including transitioning students to college and career paths; and
6. Leads school in student database management systems; and
7. Leads the school improvement team to analyze data, develop and implement school improvement plans; and
8. Maintains regular, on-time attendance; and
9. Offers tutoring to students on an as needed basis in specialized area of the Director of Site Administration; and
10. Organizes collaborative meeting meetings with site staff; and
11. Participates in advising student activities monitoring/documenting the overall progress of students in college; and
12. Participates in designing and writing parent/student newsletters; and
13. Participates in the development of student understanding of the specific requirements of curricula in college; and
14. Plans with stakeholders high quality instructional lessons and strategies; and
15. Prepares information for special projects; and
16. Provides and participates in relevant professional development and performance incentives; and
17. Provides assistance and support to students in order to achieve optimum teaching/learning conditions at the college level; and
18. Provides direction and support for instructional strategies connected with Nevada's high school assessments; and
19. Provides for gathering data from a variety of sources for inclusion in technical reports; and
20. Provides for planning, organizing, and recommending changes for efficiency at the school; and
21. Provides leadership in curriculum development and in the articulation of curriculum between high school and college; and
22. Provides leadership in staying current on local, state, and federal educational initiatives; and
23. Reacts to change positively and productively; and
24. Recruits students to participate in the school; and
25. Represents the school through participation in professional organizations at national, state, and regional conferences; and
26. Responds to parental concern with discipline, registration, and academic achievement; and
27. Serves as a liaison with appropriate Nevada State Department of Education and sponsor representatives; and
28. Serves as a resource to the Chief Academic Officer on instructional and fiscal decisions to support all programs; and
29. Serves in developing systems to ensure successful and efficient academic operations; and
30. Teaches or secures instructors for high school introduction to college and study skills courses; and
31. Validates and produces official transcripts using the school's student information system for college admissions; and
32. Performs independent research; and
33. Performs other duties as assigned

SPECIFIC DUTIES AND RESPONSIBILITIES OF THE POSITION

Sierra Nevada STEAM Academy operates on a shared leadership model. This position is in the leadership team and has many tasks directly associated with the position (SITE) and other tasks shared with the same position at the other campus (SHARE) and/or shared with the executive administration (EXEC). Below is a partial list of tasks throughout the year that this position is actively involved in including:

001: SITE I Accounting for site inventory	034: SITE I Planning school improvement	067: SHARE I Entering scorecard data	100: EXEC I Maintaining personnel files
002: SITE I Approving payroll time logs	035: SITE I Processing transcripts	068: SHARE I Facilitating car wash fundraiser	101: EXEC I Maintaining telecomm.
003: SITE I Approving requisitions	036: SITE I Proctoring online test	069: SHARE I Hosting annual parent meeting	102: EXEC I Ordering state testing
004: SITE I Approving supply purchases	037: SITE I Remediating for state tests	070: SHARE I Hosting parents in partnership	103: EXEC I Participating in accreditation
005: SITE I Approving time off	038: SITE I Reporting on academic audit	071: SHARE I Maintaining student data	104: EXEC I Participating in gov. mtgs.
006: SITE I Attending sped meetings	039: SITE I Reporting on school improve.	072: SHARE I Planning study skills	105: EXEC I Participating in recruit. mtgs.
007: SITE I Collecting academic plans	040: SITE I Scorecard reporting	073: SHARE I Planning transitions course	106: EXEC I Planning emerg. & crisis
008: SITE I Collecting frl forms	041: SITE I Servicing ell students	074: SHARE I Planning two-week course	107: EXEC I Planning for new students
009: SITE I Collecting school forms	042: SITE I Serving as homeless liaison	075: SHARE I Recruiting new students	108: EXEC I Preparing for financial audits
010: SITE I Collecting semester grades	043: SITE I Scheduling indiv. mnly. staff mtgs.	076: SHARE I Running monthly staff mtgs.	109: EXEC I Processing college payments
011: SITE I Collecting state reporting	044: SITE I Supervising front office	077: SHARE I Scheduling state tests	110: EXEC I Reaching out to community
012: SITE I Complying emerg. & crisis	045: SITE I Supervising instruction	078: SHARE I Supervising event outreach	111: EXEC I Recruiting new students
013: SITE I Complying with e-rate	046: SITE I Supervising textbook process	079: SHARE I Supervising mock interviews	112: EXEC I Reporting arc
014: SITE I Conducting emergency drills	047: SITE I Supporting perform. incentives	080: SHARE I Training for sch. improvement	113: EXEC I Reporting financials
015: SITE I Conducting indiv. parent mtgs.	048: SITE I Tracking credits	081: SHARE I Training new students	114: EXEC I Reporting inventory
016: SITE I Counseling students	049: SITE I Validating college classes	082: SHARE I Training study island	115: EXEC I Reporting on monthly attend.
017: SITE I Developing student interventions	050: SITE I Validating count day forms	083: SHARE I Training study skills	116: EXEC I Reviewing immunizations
018: SITE I Distributing monthly scorecards	051: SITE I Validating historical transcripts	084: SHARE I Training transition course	117: EXEC I Scanning invoices
019: SITE I Entering semester grades	052: SITE I Verifying class payment	085: SHARE I Training two-week course	118: EXEC I Setting up class structure
020: SITE I Identifying 504 students	053: SITE I Withdrawing students	086: SHARE I Updating MOODLE users	119: EXEC I Testing ell contractor
021: SITE I Intervening on scorecards	054: SHARE I Accounting for MOODLE crs.	087: SHARE I Updating student handbook	120: EXEC I Training for osha
022: SITE I Maintaining facilities	055: SHARE I Administering state tests	088: EXEC I Accessing comp. accounts	121: EXEC I Training staff
023: SITE I Maintaining storage room	056: SHARE I Advising student government	089: EXEC I Archiving and tech. backup	122: EXEC I Updating computers
024: SITE I Maintaining student files	057: SHARE I Advising student prom	090: EXEC I Budgeting for school	123: EXEC I Updating facebook/twitter
025: SITE I Managing asbestos compliance	058: SHARE I Advising student yearbook	091: EXEC I Compiling with facilities	124: EXEC I Updating school website
026: SITE I Monitoring 504 students	059: SHARE I Announcing school events	092: EXEC I Connecting printers	125: EXEC I Updating staff handbook
027: SITE I Monitoring facilities	060: SHARE I Calendaring and date card	093: EXEC I Deploying network security	126: EXEC I Validating bighorn app
028: SITE I Monitoring grad. progress	061: SHARE I Conducting awards ceremony	094: EXEC I Developing master register	127: EXEC I Validating e-rate
029: SITE I Monitoring new students	062: SHARE I Conducting social events	095: EXEC I Drafting newsletter	
030: SITE I Overseeing daily attendance	063: SHARE I Coordinating online test prep.	096: EXEC I Engaging business to business	
031: SITE I Overseeing school sales	064: SHARE I Developing and training staff	097: EXEC I Facilitating sped	
032: SITE I Overseeing student portfolios	065: SHARE I Directing graduation ceremony	098: EXEC I Hiring staff	
033: SITE I Overseeing volunteer forms	066: SHARE I Entering historical transcripts	099: EXEC I Hosting online databases	

MINIMUM REQUIREMENTS OF THE POSITION

1. Has obtained or is eligible for a Nevada High School Teacher License with administrative endorsement; and
2. Has demonstrated leadership ability with a preferred administrative experience in education; and
3. Has knowledge of high school and college curricula; and
4. Has knowledge of child development, learning theories, and effective teaching techniques; and
5. Has good interpersonal communication skills; and
6. Has proficiency in desktop computer applications with MS Office; and
7. Has a willingness and capability to work beyond the normal workday; and
8. Is available to begin employment on or before Monday, August 3, 2015

SALARY

The salary range for this 12-month position is commensurate with training, qualifications, experience, and negotiations. Attractive benefits include: performance pay, health care, eye/dental, retirement plan, longevity, and accrual of time.

PERQUISITES OF THE POSITION

1. Performance pay linked to progress and quality of projects; and
2. 4 personal days per month; and
3. Time off for nationally recognized holidays; and
4. Choice 100% contribution or shared contribution from employer into State Retirement system (PERS)

EQUAL OPPORTUNITY EMPLOYER

Nevada State High School is an equal opportunity employer and does not discriminate in admissions, access, treatment or employment in its programs and activities on the basis of race, color, sex, age, national origin, religion or disability.

START DATE

Sierra Nevada STEAM Academy employment may begin immediately.

Chief Academic Officer - Job Description

GENERAL PURPOSE OF THE POSITION

Under the direction of the Sierra Nevada STEAM Academy Governing Body, and in collaboration with the Chief Operating Officer for Sierra Nevada STEAM Academy, the Chief Academic Officer shall execute, direct, plan, develop, or supervise curriculum for the high school in accordance with policies prescribed by law and the Governing Body. This position will involve the responsibility for the school's academic evaluation and coordination to address measurable school/student outcomes.

ESSENTIAL DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Executes, directs, plans, develops or supervises the student support services for the school including, but not limited to:
 - a. Library services, parental communication, extended learning, academic support services, school improvement, and student support services
2. Executes, directs, plans, develops or supervises the academic achievement services for the school including, but not limited to:
 - a. Literacy, mathematics, career paths, academic support, academic enrichment, counseling, academic standards, and professional development
3. Executes, directs, plans, develops or supervises the special education/504 services for the school including, but not limited to:
 - a. Related services, remedy services, program support, IEP teams
4. Executes, directs, plans, develops or supervises the research/evaluations services for the school including, but not limited to:
 - a. Assessment, accountability, program evaluation, and institutional research
5. Executes, directs, plans, develops or supervises the academic recommendations made to the Governing Body for the school including, but not limited to:
 - a. Regulations, policies, procedures, or practice

MAJOR DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Plans with stakeholders high quality instructional lessons and strategies to assist in the development of student understanding of college level coursework; and
2. Provides leadership in staying current on local, state, and federal educational initiatives; and
3. Provides assistance and support to students in order to achieve optimum teaching/learning conditions at the college level; and
4. Serves as a resource to the Governing Body on instructional and fiscal decisions to support all programs; and
5. Provides leadership in curriculum development and in the articulation of curriculum between high school and college; and
6. Coordinates special academic activities specific to assigned areas including transitioning students to college and career paths; and
7. Works with school improvement team to analyze data, develop and implement school improvement plans; and
8. Collaborates in the development, implementation, and evaluation of a comprehensive high school/college programs; and
9. Provides direction and support for instructional strategies connected with Nevada's high school assessments; and
10. Serves as a liaison with appropriate Nevada State Department of Education representatives; and
11. Represents the school through participation in professional organizations at national, state, and regional conferences; and
12. Serves in developing systems to ensure successful and efficient academic operations; and
13. Participates in professional development; and
14. Participates in designing and writing parent/student newsletters; and
15. Participates in advising student activities monitoring/documenting the overall progress of students in college; and
16. Participates in the development of student understanding of the specific requirements of curricula in college; and
17. Recruits students to participate in the school; and
18. Offers a minimum of five 5 hours per week as office hours for students/parents; and
19. Conducts student conferences on achieving individual students' academic plan; and
20. Responds to parental concern with discipline, registration, and academic achievement; and
21. Produces official transcripts for college admissions; and
22. Organizes collaborative meeting meetings with high school teachers and college professors; and
23. Compiles information for annual State audits; and
24. Leads school in student database management systems; and
25. Provides for planning, organizing, and recommending changes for efficiency at the school; and
26. Provides for gathering data from a variety of sources for inclusion in technical reports; and
27. Performs independent research and prepares information for special projects; and
28. Provides for the compilation/information of agenda items for public meetings with knowledge of Nevada Open Meeting Law; and
29. Maintains regular, on-time attendance; and
30. Reacts to change positively and productively; and
31. Teaches high school introduction to college and study skills courses; and
32. Performs other duties as assigned

MINIMUM REQUIREMENTS OF THE POSITION

1. Has obtained or is eligible for a Nevada High School Teacher License with administrative endorsement; and
2. Has demonstrated leadership ability with a preferred Doctoral Degree; and
3. Can demonstrate knowledge of child development, learning theories, and effective teaching techniques; and
4. Has good interpersonal communication skills and proficiency in desktop computer applications; and
5. Has a willingness and capability to work beyond the normal workday

Chief Operations Officer - Job Description

GENERAL PURPOSE OF THE POSITION

Under the direction of the Sierra Nevada STEAM Academy Governing Body, and in collaboration with the Chief Academic Officer for Sierra Nevada STEAM Academy, the Chief Operations Officer shall execute, direct, plan, develop, or supervise business/financial management for the high school in accordance with policies prescribed by law and the Governing Body. This position will involve the responsibility for the school's financial evaluation.

ESSENTIAL DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Executes, directs, plans, develops or supervises the operational services for the school including, but not limited to:
 - a. Facilities, maintenance, operations, transportation, health, and safety
2. Executes, directs, plans, develops or supervises the financial services for the school including, but not limited to:
 - a. Information technology, general accounting, financial analysis, budgeting, payroll, accounts payable, procurement, grants, management, and third party billing
3. Executes, directs, plans, develops or supervises the communications/external initiatives for the school including, but not limited to:
 - a. Communications, public relations, development, partnerships, and public affairs
4. Executes, directs, plans, develops or supervises the human resources for the school including, but not limited to:
 - a. Labor relations, staffing/certification, compensation, and benefits
5. Executes, directs, plans, develops or supervises the operational/financial recommendations made to the Governing Body for the school including, but not limited to:
 - a. Regulations, policies, procedures, or practice

MAJOR DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Ensures accurate financial records are maintained for all areas of the school; and
2. Prepares the school budget to meet the needs and goals of the School; and
3. Directs budget amendments as needed throughout the year; and
4. Insures compliance with the Nevada Department of Education requirements, state, and school policies in all areas of finance
5. Maintains an effective system of expenditure control by means of regulations, internal audits, and periodic financial reports; and
6. Analyzes state reports and computes anticipated reimbursement from all state and funding sources; and
7. Conducts data analysis and make budget comparisons as needed to make recommendation for efficient operations of the School; and
8. Maintains compliance with insurance programs including for healthcare, liability, and Worker's Compensation; and
9. Compiles the school's information for review and evaluation by an independent financial auditor to be reviewed by the Governing Body; and
10. Processes payroll and appropriate deductions to be submitted to appropriate Local, State, and Federal agencies; and
11. Disseminates information and lobbies for the School on State statute, regulations, and code; and
12. Ensures the School's purchasing abides by local and state policy as well as ensure the best financial options for the School; and
13. Provides for the review of educational licenses and personnel files in staying current; and
14. Serves as a resource to the Governing Body on instructional and fiscal decisions to support the all programs; and
15. Serves as a liaison with appropriate Nevada State Department of Education and represents the school system through participation in professional organizations and at national, state, and regional conferences; and
16. Serves in developing systems to ensure successful and efficient financial operations; and
17. Participates in professional development; and
18. Participates in designing and writing parent/student newsletters; and
19. Participates in advising student activities monitoring/documenting the overall progress of students in college; and
20. Participates in the development of student understanding of the specific requirements of curricula in college; and
21. Recruits students to participate in the school; and
22. Offers a minimum of five 5 hours per week as office hours for students/parents; and
23. Conducts student conferences on achieving individual students' academic plan; and
24. Compiles information for annual State audits; and
25. Leads school in financial database management systems; and
26. Provides for planning, organizing, and recommending changes for efficiency at the school; and
27. Provides for gathering data from a variety of sources for inclusion in technical reports;
28. Performs independent research and prepares information for special projects, as assigned; and
29. Provides for the compilation/information of agenda items for public meetings with knowledge of Nevada Open Meeting Law; and
30. Maintains regular, on-time attendance.
31. Reacts to change positively and productively.
32. Performs other duties as assigned.

MINIMUM REQUIREMENTS OF THE POSITION

1. Has obtained or is eligible for a Nevada High School Teacher License with administrative endorsement; and
2. Has demonstrated leadership ability with a preferred Doctoral Degree; and
3. Can demonstrate knowledge of generally accepted fund accounting standards; and
4. Has good interpersonal communication skills and proficiency in desktop computer applications; and
5. Has a willingness and capability to work beyond the normal workday

James M. Martineau, M. Ed.
1778 Walker Drive, Carson City, NV 89701
mrtineau@nvcbell.net, Home (775) 883-1323, Cell (775) 220-3382
**School Administrator, Elementary Teacher, Alternative Education,
Reading Specialist, TESL and Special Education**

Education & Certifications

University of Nevada, Reno

Special Education (2011), Alternative Education (2009), School Administrator (2007), TESL (2006), Master of Education (2002) Elementary Education / Literacy, Bachelor of Science in Education (1998) Elementary Education, Bachelor of Science (1998) General Studies

State of Nevada Teaching License

School Administrator K-12, Elementary Teaching K-8, Reading Specialist K-12, TESL K-8, Alternative Education K-8, Special Education Resource K-12.

School Administration

Silver State Middle School, Vice Principal 2009-2010
3719 N. Carson St., Carson City, NV 89706
(775) 883-7900

Board of Directors, Chairman 2007-2011
High Desert Montessori
2590 Orovada St., Reno, NV 89512
(775) 624-2800

Sutro Elementary School, designee 2007-2009
190 Dayton Village Parkway, Dayton, NV 89403
(775) 246-6270

Professional Teaching

Special Education Resource Teacher, Silver State Charter Schools 2015-2016
(775) 883-7900

Special Education Resource Teacher (English), Winnemucca Jr. School 2013-2015
Humboldt County School District
(775) 623-8120

English/Science Teacher, Pyramid Lake Jr./Sr. High School 2012-2013
(775) 574-1016

Special Education Resource Teacher (English), Wooster High School 2011-2012
Washoe County School District
(775) 333-5090

School Improvement Coordinator, Veteran's Memorial Elementary 2010-2011
Washoe County School District
(775) 333-5090

Elementary Education Teacher, Sutro Elementary
Lyon County School District
(775) 246-6270

2000-2009

English Teacher, Silver Stage Middle School
Lyon County School District
(775) 577-5050

1999-2000

Not Applicable

Teacher Evaluation

Teacher's Name _____ Social Security Number _____

Name of School _____ School Year _____

Most Recent Date of Hire _____ Assignment _____

Satis- factory	* Needs to Improve	Unsatis- factory	RATING ELEMENTS
I. Effective Teaching Preparation			
A. Planning and Preparation			
			Implements lessons which provide for instruction of students at appropriate achievement levels, and reflects an appropriate sequencing of instruction, based on approved curricular objectives.
B. Learning Climate			
			1. Creates a classroom climate that is warm and inviting. Promotes the development of positive self concept for all students.
			2. Involves students at all instructional levels in each lesson and encourages and receives inquiries, ideas and opinions that relate to those lessons from the students involved.
			3. Presents lessons in such a way as to encourage students to employ higher order critical thinking skills.
			4. Demonstrates fairness and consistency in the handling of student discipline.
C. Instruction			
			1. Demonstrates knowledge of subject matter and transmits that knowledge in an interesting manner using a variety of techniques and/or materials to accomplish the objectives of instruction.
			2. Maximizes the use of time for instructional purposes, with all students being involved in meaningful learning activities.
			3. Uses a wide range of assessment information (including but not limited to observations by the teacher, CRT, etc.) to regularly adjust student instruction.
			4. Makes clear the purpose and/or practical importance of the lesson and how the content of the homework assignment relates to that lesson.
			5. Provides prompt and appropriate feedback on work completed by students.
			6. Demonstrates a keen understanding of the needs, concerns, abilities and interest of each student in such a manner that leads to the delivery of needed instructional or other resources.
			7. Performs so that there is observable satisfactory growth in children.

Teacher's Name _____ Social Security Number _____ School Year _____

Satisfactory	*Needs to Improve	Unsatisfactory	RATING ELEMENTS
II. Professionalism			
			A. Uses current curricular and instructional practices which relate to effective education.
			B. Actively participates in program improvement activities.
			C. Works cooperatively as an effective team member to achieve school goals and objectives.
			D. Demonstrates accuracy in record keeping and promptness in meeting deadlines.
			E. Demonstrates punctuality at post of duty.
			F. Follows established school policies and procedures.
			G. Demonstrates effective oral and written communication skills.
			H. Relates without difficulty to staff members and parents.
III. Achievement Outcome			
Achieved	Not Achieved		Shows significant and demonstrable progress on the part of students as defined by the goals developed by the principal and/or designated administrators and the teacher.

IV. Overall Rating

SATISFACTORY

UNSATISFACTORY

Comments: _____

Reassign

Transfer: Teacher's Request

Principal's Request

Principal's Signature

Date

I have received a copy of this Evaluation:

Teacher's Signature

Date

IF I DO NOT AGREE WITH THIS EVALUATION, I UNDERSTAND THAT I MAY SUBMIT A LETTER TO THE CHIEF DIVISIONAL ADMINISTRATOR, PERSONNEL TO BE PLACED IN MY PERSONNEL FOLDER WITH COPIES TO THE CHIEF EDUCATIONAL ADMINISTRATOR/PRINCIPAL OR PRINCIPAL, AS APPROPRIATE.

***This rating option may be used for interim evaluations only.**

Not Applicable

Start-Up Charter School Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Sierra Nevada STEAM Academy
2. Full name CHRISTINA SAENZ
Home Address 1218 NORTHILL DRIVE, CARSON CITY, NV 89706
Business Name and Address _____
Phone Number 775-450-2984
E-mail address CHRISTINA.SAENZ@SBCGLOBAL.NET
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I am currently the Director of Business & Finance of the Carson Montessori Charter School. I have been employed by the Montessori school for the last 9 years. In my tenure at the school I have been able to assist in the creation of a successful charter school. One of the many duties that I perform is accounting for Carson Montessori.

I have a Bachelor's in Accounting and a Master's in Business Administration

Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes

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

Start-Up Charter School Board Member Information

I am a strong supporter of the charter school movement. Since I work at an elementary charter school, I am well versed in the regulations and requirements that make a school function on a daily basis. I whole heartedly support the vision of the Sierra Nevada STEAM Academy.

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

I understand that the members of the governing board set policy. The staff members, usually the directors, executive directors or superintendent sets procedures to follow the policy that the board has set.

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

I currently serve two non-profit boards. I am co-president of the Carson Montessori School PTO board and I am the vice president of the Carson Tigersharks Swim Team board.

I also have served as the vice president and president of the governing board for Silver State Charter School.

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

I am the Director of Business and Finance at the Carson Montessori Charter School. This means that I understand the laws, regulations and requirements that are set forth, in which a school needs to function. At the Montessori school, I have been a secretary, office manager, bookkeeper, substitute teacher, custodian and have done many other jobs. I understand that working at a charter school means wearing many hats.

School Mission and Program

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

My understanding of Sierra Nevada STEAM Academy is to graduate students that are ready to join the work force.

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

My understanding of the school's proposed program is to assist students who have very clear goals of their future. To mentor students in their field of interest and to help them define their higher educational paths.

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

1. A Clear and Shared Focus
2. High Standards and Expectations for All Students
3. Effective School Leadership
4. High Levels of Collaboration and Communication
5. Curriculum, Instruction, and Assessments Aligned with State Standards

Start-Up Charter School Board Member Information

6. Frequent Monitoring of Learning and Teaching
7. Focused Professional Development
8. Supportive Learning Environment
9. High Levels of Family and Community Involvement

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

It is once said, "Consider the graduates of the school where you serve. Are they active and involved in their communities? Have they put their own educations to work in the service of others?"

The school is successful if it completes its task of graduating community minded citizens.

<http://www.nais.org/Magazines-Newsletters/ISMagazine/Pages/Measuring-Our-Success.aspx>

Governance

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

The board will develop policies under which the school will operate.

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

The school will be successful if it is able to retain 80% of its students for matriculation and move towards graduating students.

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

The school will be successful if it is able to retain 80% of its students for matriculation and move towards graduating students.

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

Effective leadership

Effective teachers

Focused and determined students and families

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

Unethical behavior needs to be dealt with. First a conversation needs to happen with the board member(s) to understand their point of view. At the same time a conversation needs to be had with the Ethics Commission to get an opinion on the validity of the claim.

Disclosures

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

I / we do not know any such trustees. Yes

Start-Up Charter School Board Member Information

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

Start-Up Charter School Board Member Information

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

None. Yes

Start-Up Charter School Board Member Information

Certification

I, CHRISTINA SAENZ, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for SIERRA NEVADA STEAM ACADEMY Charter School is true and correct in every respect.



Signature

7/12/16

Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Sierra Nevada STEAM Academy,
(name of charter school)

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

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

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

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

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

Start-Up Charter School Board Member Information

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

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



CHRISTINA SAENZ

Signature of Certifying Charter School Official

Name Printed

Board Member

7/12/16

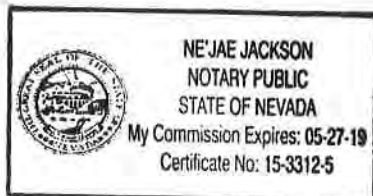
Title

Date

Subscribed and sworn to before me Ne'Jae Jackson, notary public.
State of Nevada, County of Carson.

This 12th day of July 2016
date month year

(Notary Public Seal)



Start-Up Charter School Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Sierra Nevada STEAM Academy
2. Full name Please see attached/Keith Barham
Home Address _____
Business Name and Address _____
Phone Number _____
E-mail address _____
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
6. Why do you wish to serve on the board of the proposed charter school?

Start-Up Charter School Board Member Information

7. What is your understanding of the appropriate role of a public charter school board member?
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
9. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

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

Governance

1. Describe the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of three years of the school is successful?
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Charter School Board Member Information

BACKGROUND

Home Address

Keith Barham
2506 Lilly Drive
Carson City, NV 89701
775-315-0048

Business Address

DeBug Computer, Inc.
1817 N. Stewart St, #30
Carson City, NV 89706
775-883-3630

E-mail

Keith@debugcomputer.net

3. Graduate of Carson High School, 1981

Began IT career with Last Days Ministries/Pretty Good Printing as computer and backup operator with Data General MV 4000 Main Frame, worked for Resource Concepts, Inc. as IT/Computer Technician from 1990-1998. Was appointed by Governor Kenny Guinn as IT Manager for Public Employee Benefit Program from 1998-2000. Began DeBug Computer, Inc. in January 2000, providing IT support the several thousand individuals and businesses in northern Nevada, managing two business locations (Carson City and Minden) with fifteen employees, the business continues to grow and thrive. I also serve on the Board of Directors for The Retail Association of Nevada beginning in 2013 to present time. I have volunteered over the years helping classrooms as a guest speaker, computer labs, and assisting educators.

4. I worked on all levels of computer technology from workstations (all versions of DOS thru Windows 10), including security, hardware troubleshooting, business evaluations, WANs, LANs, VPNs, cabling, business class routers, various network equipment and system peripherals, all versions of Microsoft Server including Exchange, SQL, domain controllers, Active Directory, and all other various functions.

5. Yes. Retail Association of Nevada

6. I wish to serve on the STEAM board to help provide direction in our community in regards to student education and aptitude in entering the workforce in a manner in which they are prepared to work in a real word technology setting spanning beyond book knowledge.

7. As a board member, I would hope to provide direction in class room curriculum that is appropriate for students wishing to pursue a career in technology, help provide direction in allocating resources where they could most properly be utilized by the educators and students to achieve these goals.

8. Serving on the Board of Directors for the Retail Association of Nevada we constantly review the current political environment in the State of Nevada, hoping to provide elected officials with direction and education as to how proposed and existing bills help or hinder business in Nevada, and how tax dollars are allocated.

9. I have been immersed in technology most of my adult life, and have used my business, DeBug Computer, Inc. to provide volunteer services and equipment to help educate children. I have a very thorough knowledge of most current technologies, including the benefits and dangers in social media, and have a strong personal desire to keep our children and families safe when using technology and social media.

SCHOOL MISSION AND PROGRAM

1. To provide top quality education to students possessing a strong desire to obtain the necessary education and skills to succeed in the current work climate in Nevada, hoping to keep as many of our children (our greatest assets) in our local work force.
2. Provide an education tailored more to the needs of children and young adults who are seeking to excel.
3. Educators who love what they do, and recognize the needs of the individual students, and the ability to provide the necessary tools to achieve this.
4. Students that have mastered the skills taught in their current level before being promoted, and ultimately graduating and able to succeed in college, trade school, or in the work place of their goals.

GOVERNANCE

1. Overseeing proper curriculum, quality of the educators, and that the proper level of knowledge was imparted to the students.
2. Enrollment and growth of student body, testing of students to verify necessary skills were imparted, motivation and enthusiasm of both educators and students.
3. That student enrollment has increased, level of consistent attendance, degree of disciplinary action is appropriate, student and educator involvement and turn over.
4. Regular consistent communications with the educators, student testing, meetings with students and educators in a nonjudgmental environment where concerns and comments can be heard. Testing of both educators and students.
5. Initially with a one on one discussion with the involved party and director, followed by board review if necessary.

Start-Up Charter School Board Member Information

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of

Start-Up Charter School Board Member Information

consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

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

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

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

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

None. Yes

Certification

I, Keith Barham, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for _____ Charter School is true and correct in every respect.



Signature

7-12-16
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Sierra Nevada STEAM Academy,
(name of charter school)

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

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

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

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

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

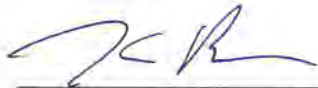
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school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

Start-Up Charter School Board Member Information

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

Notarized Statement

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



Signature of Certifying Charter School Official

Keith Barham

Name Printed

Board of Directors

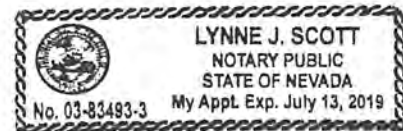
Title

7-15-16

Date

State of Nevada, County of Carson City
Subscribed and sworn to before me

This 15th day of July, 2016
date month year



Lynne J. Scott, notary public

(Notary Public Seal)

Start-Up Charter School Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Sierra Nevada STEAM Academy
2. Full name Lynn Annette Stephenson
Home Address 227 Gordon Ln. Dayton, NV 89403
Business Name and Address Carson High School, 1111 N Saliman Rd, Carson City, NV 89701
Phone Number 775.246.1789
E-mail address 08lynnstephenson@gmail.com

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. After completing my B.A. (in chemistry and biology), and my M.A., (in pure mathematics), I taught math for 8 years in higher education. I left the workforce to home school my children and later returned to the classroom to teach physical sciences at Silver State Charter High School. I taught there for 7 years and am presently teaching math at Carson High School. My diverse experiences in education have allowed me to see the modern educational system from many viewpoints. I have seen schools that work well, along with schools that need improvement. I believe my broad teaching experience will enable me to give a practical teacher's perspective to SNSA's fledgling board.

Resume and ^{CV}professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me. Yes

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

I would like to put my many years of educational experience to work helping to support SNSA in its early years, especially since I have come to believe that SNSA's approach to education is one that could be successful if well executed.

Start-Up Charter School Board Member Information

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

A board member should be able to support the administration in transforming the vision and mission of the school into an institution that is financially sound, fits well into its community, attracts enough students to be viable, and uses the vision of the school to educate and graduate student the vast majority of its students.

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

I served on the founding board of the Westminster College Habitat for Humanity chapter. The board was able to incorporate the chapter, find funding to keep it running, and act as community liaisons for initial projects.

8. Describe the specific knowledge and experience that you would bring to the board.
I have taught at various universities for 11 years, (including teaching during graduate school). I have taught at various high schools for eight years; seven of those were at a public charter school. I home schooled three of my children for a total of 15 years, two of whom have learning disabilities.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
SNSA is based on the belief that students need to work on engaging projects in science, technology, engineering, art and mathematics, to really learn these subjects deeply and to integrate them into their other learning. Further, SNSA understands that these projects will most likely take them out of the classroom and into partnership with businesses who are doing interesting things. As a result of this enhanced curriculum, SNSA believes their students will stay motivated to graduate; that they will graduate on time; and that they will graduate ready to be successful lifetime learners.
2. What is your understanding of the school's proposed educational program?
SNSA will focus on project based learning, especially projects that have a community based component.
3. What do you believe to be the characteristics of a successful school?
A school is successful if
 - it is financially stable, and meets all its legal and reporting requirements,

Start-Up Charter School Board Member Information

- if it is a beloved, contributing member of its community,
 - if it is a place where students feel safe, nurtured and experience real success, (as measured by externals like standardized test scores)
 - if it has a high graduation rate; and if its students have a high college or vocational school acceptance rate.
4. How will you know that the school is succeeding (or not) in its mission?
SNSA will be succeeding if
- almost all students can describe STEAM projects they are participating in, (along with what they are learning from those projects),
 - if almost all students are passing all their classes,
 - if almost all students graduate and
 - if almost all of those graduates either go on to college or vocational school.

Governance

1. Describe the role that the board will play in the school's operation.
The SNSA governing board is responsible for the academic, financial, and operational quality of the school. Focus is on student achievement and allocation of resources to support students. The SNSA board adopts performance evaluation systems at all levels of the school. The governing board works in 3 modes; fiduciary, strategic and generative. SNSA's fiduciary responsibility is to maintain the school's financial accountability, overseeing operations and ensuring efficient and appropriate use of resources, legal compliance and fiscal accountability. SNSA's strategic responsibility is to set priorities, review and modify strategic plans, and monitor performance against the plans. The school's generative responsibility is to generate insight and understanding about a question, problem, challenge, or opportunity the school is addressing.
2. How will you know if the school is successful at the end of the first year of operation?
SNSA will be successful at the end of its first year
- if the school is financially stable and has been able to meet all its reporting requirements, and legal requirements to its students, (like ELL, GATE, or 504 services),
 - has attracted enough students to justify continued operations,
 - if it is adequately staffed with qualified teachers, (including having a fully staffed SPED department that can provide all legally required services to their students),
 - if almost all students have passed all their classes,
 - if all students have been involved in more than one STEAM project during the year,
 - and if more than three businesses or community groups have agreed to partner with SNSA over the next school year.
3. How will you know at the end of three years of the school is successful?
SNSA will be successful at the end of its third year if
- it is still financially stable, meeting all reporting requirements, and legal requirements to its students,
 - it continues to attract enough students,

Start-Up Charter School Board Member Information

- if it is fully staffed with highly qualified teachers in all STEAM and core subjects,
 - if it continues to provide high quality services to special needs students,
 - if almost all students are passing all their classes,
 - if all students have been involved with multiple STEAM projects during the past year,
 - and if more than 3 businesses or community groups are actively partnering with SNSA.
 - In addition, almost all present or former students at SNSA must be on track to graduate, or have graduated on time.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
- Foremost, the charter school board helps the administration sets specific expectations for the school and holds the administration accountable for meeting those expectations. If those expectations are not being met, the school board provides guidance and help.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
- I would meet with that board member, (or members), to try to understand the situation. Then, if I still thought the behavior was unethical, I would broach the subject with the entire board in a closed meeting. If I still thought the behavior was unethical, I would resign from the board.

Disclosures

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

Start-Up Charter School Board Member Information

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

Start-Up Charter School Board Member Information

Certification

I, Lynn Stephenson, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for SNSA Charter School is true and correct in every respect.

Lynn Stephenson
Signature

6-27-2016
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Sierra Nevada STEAM Academy,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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

Lynn Stephenson

Signature of Certifying Charter School Official

Lynn Stephenson

Name Printed

Teacher, Carson High School

Title

6.27.2016

Date

Subscribed and sworn to before me

This 27 day of June 2016

date month year

[Signature]

(Notary Public Seal)



Start-Up Charter School Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Sierra Nevada STEAM Academy
2. Full name Melissa Alcantar
Home Address 1900 Pumas St. Reno, NV 89509
Business Name and Address _____
Phone Number 775-815-1460
E-mail address mmelissa2002@gmail.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
6. Why do you wish to serve on the board of the proposed charter school?
I hope to promote education and serve as a voice for students & teachers.

Start-Up Charter School Board Member Information

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

To be a face for the community & serve the school w/ honesty & dignity.

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

I can be an effective board member because of my experience teaching in charter schools.

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

I have 8 years of teaching experience & know the ~~same~~ benefits & challenges of charter schools.

School Mission and Program

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

To provide a quality STEAM education.

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

The focus will provide science, technology, engineering & the arts to enrich students' educational backgrounds.

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

Safe & positive learning environment is crucial to providing a quality education to students.

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

Students are graduating & the population continues to thrive.

Governance

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

To form policy that will guide the school's operation.

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

The student population grows & has shown growth in grades & earned credits.

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

High graduation rate, positive reputation w/in the community.

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

By setting clear goals & policies that will ensure the high standards of the school's mission statement.

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

I would take the proper steps to investigate the matter and remove any board members that operate unethically or w/out the best interests in mind.

Start-Up Charter School Board Member Information

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

Start-Up Charter School Board Member Information

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

N/A.

I / we or my family do not anticipate conducting any such business. Yes

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

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

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

None. Yes

Certification

I, Melissa Alcantar, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Sierra Nevada STEAM Charter School is true and correct in every respect.

Melissa Alcantar
Signature

7/11/16
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Sierra Nevada STEAM Academy,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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

Melissa Alcantar

Signature of Certifying Charter School Official

Melissa Alcantar

Name Printed

Teacher

Title

7/11/16

Date

Subscribed and sworn to before me

KL

This 11 day of July 2016

date

month

year

(Notary Public Seal)



Start-Up Charter School Board Member Information

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Sierra Nevada STEAM Academy
2. Full name Richard Noel Vineyard
Home Address 6831 Island Queen Ct, Sparks, NV 89436
Business Name and Address _____
Phone Number 775 560-8434
E-mail address Rvineyard7@gmail.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
I have worked professionally in education for more than 25 years. I have extensive experience in science education, education policy and research. I have worked with teachers in K-12 schools, and in higher education. I recently retired from a 17 year career at the Nevada Department of Education, where I worked first as the state science specialist -1998-2011 (standards, curriculum, and assessments) and then as the state assessment director (2011-2015). Prior to joining the NV Dept of Ed, I worked at Weber State University as Director of the Center for Science and Mathematics Education.
As part of my work at NV Dept of Ed., I have worked with Nevada Charter schools since the first applications were submitted. I have extensive experience with the charter school programs and have worked with many of the district and state sponsored schools over the past 15 years.

Start-Up Charter School Board Member Information

4. X Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
X Does not apply to me. Yes

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

I think that the experience I have as an educator and as a leader in the state department of education where I participated in many rounds of charter school application review, give me a good insight into how to support the successful launch of a new charter school in Nevada. I also think that my experience and expertise in the area of science and STEM education will be valuable in helping the director of the school develop the vision, goals, and objectives to guide the operation of the new school.

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

I think that the role of a charter school board member is to provide guidance to the executive director of the school and to work with the other board members and the school administration to ensure that the school is in compliance with all state and SPCSA regulations and guidance.

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

In the past I have served as an executive board member and President of the Council of State Science Supervisors (2003-2007); as a board member and President of the Northern Rocky Mountain Education Research Association (2003-2008). I have also served as a board member of the Triangle Coalition (national science education research and policy organization), and Executive Sect. of the Nevada State Science Teachers Assn.

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

As part of my work at the NV Dept of Ed. I worked with department leadership, the Academic Standards Council, State Board of Education, and Legislators to support development of many Nevada revised statutes and regulations relating to school and teacher performance measures in Nevada, and on the revision of the state testing programs and graduation requirements.

I was assistant director of the office of standards, assessments, and curriculum that supervised the development and implementation of all the previous and current academic standards used in Nevada public schools, so I have a clear understanding of the academic requirements that will have to be met by the faculty and students at the new charter school.

Start-Up Charter School Board Member Information

I also have a strong background in science, STEM, and STEAM education that I will use to support the school leadership in the development of their new school curriculum.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
I support the school mission and vision to provide a science and arts based education experience that will support each student in the development and completion of a personalized learning program to maximize their academic and personal potential.
2. What is your understanding of the school's proposed educational program?
My understanding is that the proposed school will provide a student with a balanced education based on the integration of content across the curriculum, while supporting the use of arts programs related to the emphasis on STEM fields. The addition of the Arts to STEM will help students find additional points of engagement with the curriculum and offer more students a place to engage with the content in ways that make sense to their personal learning program
3. What do you believe to be the characteristics of a successful school?
A successful school supports all students appropriately in the development and realization of their academic goals. To do this the school has to have a faculty that feel that they have the required tools and resources to engage each student with the curriculum. The school has the data needed to know the progress of every student and to be able to identify those experiencing academic challenges so that the school and faculty can provide additional supports. The successful school has a leader that supports and is supported by the faculty and who knows the students as more than names on a roll sheet.
4. How will you know that the school is succeeding (or not) in its mission?
The school will succeed in its mission if the students are engaged with the curriculum (attending classes and earning credits toward graduation). If the school is such that the students want to attend and are successful in graduating, it will be successful.

Governance

1. Describe the role that the board will play in the school's operation.
The board will work with the school leadership team to provide insight into the development of policies and procedures guiding the academic, fiduciary and general operating systems for the proposed school.
2. How will you know if the school is successful at the end of the first year of operation?
I will measure success at the end of the first year, if students who are currently enrolled (but not graduating) re-enroll for the second year. I will also look to see what the academic success rate (earning credits toward graduation) is for the students in each grade, and the success on other measures of academic achievement (end of course exams). I will look for high levels of student and parent engagement with the school faculty and administration, and for the development of clear lines of communication within the school and between the school and the community.
3. How will you know at the end of three years of the school is successful?

Start-Up Charter School Board Member Information

I think that at the end of three years, success will be a measure of how students who have been in the program for several years do when they graduate. It will also be apparent if there is a need to expand the program, due to increased interest in the school (if the students are successful academically, more will want to enroll). Students will be on track to graduate. There will be an active parent/teacher group, and the school will have a growing list of community partners.

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

The board will have to know the school administrators and the proposed operational plans for the school. The board will have to provide the needed supports and oversight and to work with the school to develop and expand its position in the local communities.

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

I would work with the board members to collect and evaluate all available evidence related to the alleged violations and if they proved to be substantive, I would bring the issue to the school administration and SPCSA for their consideration.

Disclosures

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

X I / we do not know any such trustees. Yes

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

XX I / we do not know any such employees. Yes

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

XX I / we do not know any such persons. Yes

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

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

Start-Up Charter School Board Member Information

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

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

I / we do not know any such persons. Yes

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

XX N/A. I / we have no such interest. Yes

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

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

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

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

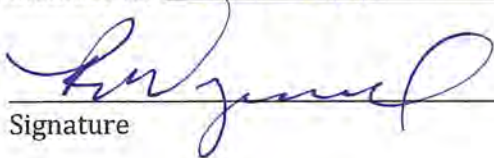
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

XX None. Yes

Certification

I, RICHARD N VINEYARD, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for SNSA Charter School is true and correct in every respect.

Signature



Date

5 July 2016

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Sierra Nevada STEAM Academy,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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



Signature of Certifying Charter School Official

RICHARD N. VINDRYAS

Name Printed

Board Member

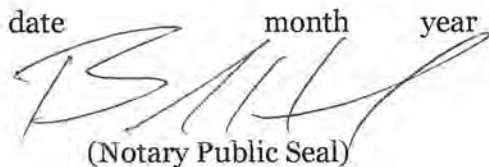
Title

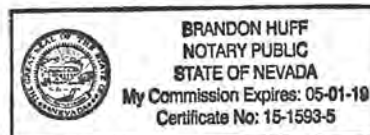
15 July 2015

Date

Subscribed and sworn to before me

This 15 day of July 2016

date month year

(Notary Public Seal)



Start-Up Charter School Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Sierra Nevada STEAM Academy
2. Full name Ross Cooper
Home Address 4305 W. 4th Street, Reno NV 89523
Business Name and Address 901 S. Stewart Street, Carson City NV 89701
Phone Number 775-287-4875
E-mail address rcooper@ndep.nv.gov
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
 - B.S. Cell and Molecular Biology, UNR
 - M.S. Environmental Science and Health
 - Currently employed as Environmental Scientist III, Nevada Division of Environmental Protection
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes

Start-Up Charter School Board Member Information

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

As a parent and educator, I would like to take an active role in the future direction of the of teaching our youth, and have a positive influence on the development of students' education.

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

"The SNSA governing board is responsible for the academic, financial, and operational quality of the school. Focus is on student achievement and allocation of resources to support students. The SNSA board adopts performance evaluation systems at all levels of the school. The governing board works in 3 modes: fiduciary, strategic and generative."

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

Although never having served on a board, I have been a frequent advisory member to various board's and technical contributor in assisting a board's understanding of the role of those they oversee. Examples include various public water systems and the North Lyon County Fire Protection District.

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

As referenced, I have a strong background in several of the sciences, and an ability to convey advanced topics to students and the public. I have a great belief in the scientific method of discovery and understanding. I am a very competent communicator, and possess good insight into topics I have responsibility for.

Start-Up Charter School Board Member Information

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
Mr. James Martineau is a long time friend.
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
See #2 above
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Start-Up Charter School Board Member Information

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

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

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

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

None. Yes

Certification

I, Ross Cooper, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Sierra Nevada STEAM Charter School is true and correct in every respect.

R Cooper
Signature

7/14/16
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Sierra Nevada STEAM Academy,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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

R. Cooper

Signature of Certifying Charter School Official

Ross Cooper

Name Printed

Board Member

Title

STATE OF NEVADA
CARSON CITY

7-14-16

Date

Subscribed and sworn to before me

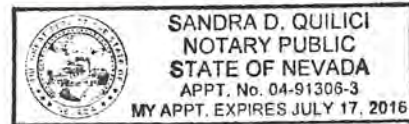
Sandra D. Quilici

This 14TH day of JULY, 2016

date

month

year



(Notary Public Seal)

Start-Up Charter School Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Sierra Nevada STEAM Academy
2. Full name Shane Watson
Home Address 387 Springview Drive, Carson City, NV 89701
Business Name and Address _____
Phone Number 541-805-8140
E-mail address Shane.watson1985@gmail.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
Educational history includes a master of art in teacher and currently in the dissertation phase of a Doctor of Education program at Grand Canyon University.
Employment history includes teaching in the charter school environment since 2010 and served on Silver State Charter School's governing board from January 2015 to June 2016.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes

Start-Up Charter School Board Member Information

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

As an educator, I want to serve on this proposed charter school board to lend my expertise and perspective as a charter school teacher to the educational leaders of the institution. This opportunity will also provide the change to serve the community through governing a school, which contributes greatly to a specific student population.

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

My understanding of the appropriate role of a public charter school board member is to provide their expertise, use the resources at their disposal, and seek the recommendations from the community and educational leaders to craft and implement school policy.

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

I have previous experience serving on a governing board for a charter school, which is relevant to serving on this new board. I believe I would be an effective board member, because of my experience as an educator and a doctoral learner, who has focused on organizational leadership within the K-12 educational system.

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

As previously stated, I have specific knowledge in organizational leadership within the K-12 educational system, and I have practical experience as a charter school educator, which will bring a unique perspective to the governing board.

School Mission and Program

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

My understanding of the school's mission and guiding beliefs is that Sierra Nevada STEAM Academy will provide students with a unique learning experience that will help prepare them to be college-ready, and meet the demands of a globalized 21st century.

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

My understanding of the school's proposed educational program is that SNSA will focus on curriculum that will integrate traditional curriculum with the arts, sciences, and cultural and global learning.

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

In my opinion, characteristics such as student growth, achievement, real-world learning, college readiness, and global competence contribute to the success of a school. The proposed curriculum model of SNSA will foster all of those characteristics.

Start-Up Charter School Board Member Information

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

I will know that the school is succeeding in its mission if students are engaged in a variety of curriculum and learning opportunities that allows them to reach their full potential. As students graduate and move on to higher education, the mission will also be reaffirmed as a success.

Governance

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

The role of the board will govern the academic, financial, and operational policies for SNSA.

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

I will know that the school has been successful at the end of the first year if students have achieved growth, experienced real-world learning opportunities, and have become empowered with their learning.

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

By the end of three years, I will know that the school has been a success if students have graduated and progressed on to higher education.

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

The charter school board will need to work with educational leaders to develop a strategic plan to outline the responsibilities of all stakeholders, and create policies to govern the school.

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

If a situation occurs that leads me to believe that one or more members of the schools board are acting unethically or not in the best interest of the school, I would communicate these concerns with those members, the legal consul for the board, or the Nevada Ethics Commission, depending on the severity of the situation.

Disclosures

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

I / we do not know any such trustees. Yes

Start-Up Charter School Board Member Information

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

I / we do not know any such employees. Yes

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

I / we do not know any such persons. Yes

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

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

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

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

I / we do not know any such persons. Yes

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

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

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

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

Start-Up Charter School Board Member Information

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

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

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

None. Yes

Certification

I, Shane Watson, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Sierra Nevada STEAM Academy Charter School is true and correct in every respect.

Shane Watson
Signature

7-14-16
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Sierra Nevada STEAM Academy,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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

Shane Watson

Signature of Certifying Charter School Official

Shane Watson

Name Printed

Board Member

Title

7-14-16

Date

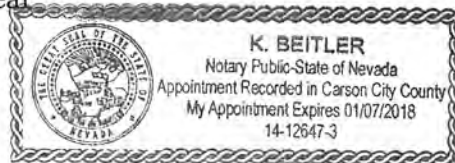
State of Nevada
County of Carson

Subscribed and sworn to before me, Notary,

K. Beidler
Notary

This 14 day of July 2016
date month year

(Notary Public Seal)



Lynn Stephenson

227 Gordon Ln. Dayton, NV 89403•08lynnstephenson@gmail.com

Education

SUNY Stony Brook, New York

- MA, Mathematics, 1986
- Graduate Teaching Assistant, Basic Math → Calculus

Westminster College, Utah

- BA, Chemistry, *Summa Cum Laude*, 1981
- Managed Math Learning Center

Employment Highlights

Math Teacher

Carson High School, Carson City, NV

- Achieved 90% pass rate in all classes, including those with high special ed population
- TESL endorsement in progress

Science and Robotics Teacher

Silver State Charter High School, Carson City, NV

- Wrote four online classes, used by over 250 students per year
- Started award-winning robotics team
- Set up science lab and robotics lab for new school building
- Awarded Teacher of the Year, 2011 - 2012 school year

Math Instructor

Western Nevada College, Fernley, NV, 2006 - 2008

California Lutheran University, Thousand Oaks, CA, 1986 - 1991

- Taught courses from basic Algebra → Calculus
- Developed and taught several short, general interest courses

Math Teacher

Thousand Oaks High School, Thousand Oaks, CA, 1991 - 1992

- Yearbook advisor

Activities

- Organized Pumpkin Chunkin' Competition, Dayton State Park, 2008
- Developed and ran preschool science program Nature Buddies, Dayton State Park

Melissa Alcantar
1900 Plumas St.
Reno, NV 89509
(775) 815-1460

TEACHING OBJECTIVE:

I am looking for a secondary teaching position in English for grades 7-12. I enjoy teaching literature, poetry, and writing skills to students of all learning levels. I am looking for a position that will challenge me as well as allow me to grow as an educator.

EDUCATION AND CERTIFICATION:

Washoe County School District License	2011-2017
Substitute License	2007
Bachelor of Arts Degree in Secondary Education English University of Nevada, Reno	2006 GPA: 3.33

AWARDS AND HONORS:

Dean's List College of Education	2006
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PROFESSIONAL EXPERIENCE:

English I-IV, Creative Writing, OJT Teacher Ninth through Twelfth Grade, Silver State Charter Schools, Carson City, NV Taught differentiated instruction to multiple learning levels RTI Committee Scholarship Committee Prom Committee Headed Drama Club 2015-2016 school year Headed Writing Club 2012-2013 school year	Fall, 2011-Present
English 1-2 Teacher, Creative Writing , Poetry Alpine Academy, Sparks, NV Developed lessons ranging including essays and various literature Developed curriculum for Creative Writing and Poetry classes	Fall, 2010-Spring, 2011
Team-Up Pine Middle School, Reno, NV Tutored students on a variety of subjects Developed and supervised recreational activities	Fall, 2010-Spring, 2011

English 5-6 Teacher

Fall, 2008-Spring, 2009

Eleventh Grade, Spanish Springs High School, Sparks, NV
Developed lessons ranging from Shakespeare to Steinbeck

OTHER EXPERIENCE:

Substitute Teacher

Washoe County School District

2007-2010

REFERENCES:

Blaine Spires

Vice Principal

Jacks Valley Elementary

(775) 267-3267

bspires@dcsd.k12.nv.us

Kora Bales

English Teacher

Silver State Charter Schools

(775) 450-7676

kora.bales@wnc.edu

Nadine Branco

Math Teacher

Silver State Charter Schools

(775) 220-8215

n1b50050@hotmail.com

Jennifer Linney

Early Childhood Strategies Teacher

Double Diamond Elementary School

(775) 224-9777

jlinney@washoeschools.net

PERSONAL VITAE

Richard N. Vineyard Ph.D.

A. Biographical Information

Address:

Work- Nevada Department of Education
700 E. Fifth St.
Carson City, NV 89701
(775)687-9195, rvineyard@doe.nv.gov

Home- 6831 Island Queen Ct.
Sparks, NV 89436
rvineyard7@gmail.com

B. Education

B.S. Environmental Science, cum laude, 1977.
Washington State University, Pullman, WA

M.S. Biology, 1981
Central Washington University, Ellensburg, WA
Thesis: "A survey of Caddisflies (Trichoptera) in Southeastern Alaska"

Ph.D. Systematic Zoology (Entomology), 1990
University of Toronto, Toronto, Ontario,
Dissertation: "The Systematics of the Caddisfly Genus *Neophylax*
(Trichoptera: Uenoidae)"

C. Employment

Sept. 2015 - . Lead Project Manager, Public Consulting Group.

In this position I will work in the Pepper PD team and with PCG staff in other teams in the PCG Education Practice to develop and expand the presence of PCG into the area of K-12 science education and assessment. I will work on projects focused on the professional development of teachers in science and with states, districts, and schools to design and develop new instructional programs based on the Next Generation Science Standards (NGSS).

July 2011-Aug 2015. Assessment Director. Office of Assessment, Data, & Accountability Management (ADAM)

In this position I oversee the technical quality of the state's K-12 assessment programs. This includes test administration, test security, research studies related to reliability and validity and use of the data produced by the state's proficiency

assessment program and also involves studies on the impact of the assessment program on students, teachers, and schools. I also supervise NDE staff members responsible for production of the Nevada School Performance Framework; those responsible for development of Nevada's Waiver application from U.S. Dept. of Education, and the National Assessment of Education Progress (NAEP).

- I am the person that NDE staff members, including the Superintendent's office staff turn to when they have questions regarding NRS and NAC related to the NDE. Working with regulations and interpretation of NRS is a task that I have worked on from the first month I started at NDE in 1998. I have a solid understanding of the relevant NRS and NAC and have worked with the previous directors and Superintendents to build an understanding of the appropriate application and interpretation of the details that direct the work of NDE.
- I oversee the development of all materials related to the contracts awarded to vendors to provide services for the state assessment programs from writing the initial requests for information, through the proposal process, and the negotiation of the final contracts.
- Most recently, I worked with NDE leadership to complete the work needed to establish a new contract for all Nevada 11th grade students to take the ACT assessment in 2014-15. This included working with staff from state purchasing to develop the RFP, management of the proposal evaluation process, presentation of the committee selection to the State Board of Education, negotiation of the services to be provided to the state under the contract, and setting up the program management structure that NDE will use to operate the program.
- I work directly with the program managers at NDE, at the testing company, and with the APAC director to manage the budgets for the testing program contracts.
- In the APAC office I oversee the work of the Nevada Growth Model, including research in support of the model and its application to the evaluation of schools and teachers. I work with the developer of the Student Growth Percentile (SGP) model that NDE has adopted for use in the state, and with members of the APAC and IT staff to keep the model up to date.
- I co-chair the Nevada Growth Model Steering Committee, serve as a member of the growth model Technical Advisory Group
- I served as a member of the assessments and measures taskforce of the Teachers and Leaders Council (TLC), and currently provide technical support to the TLC in the area of assessments and student growth measures.
- I also co-authored the white paper developed by the TLC to document their work and decisions.
- I worked with staff in APAC and the Teachers and Leaders Council to develop the scope of work, RFP, and contract that was awarded to conduct the validation study of the tools and procedures developed by the TLC to use in the Nevada Educator Performance Framework (NEPF), for evaluation of teachers and administrators.

- I am currently working with WestEd and other NDE staff to design and conduct the research associated with the Validation Study of the NEPF tools and procedures.
- The first task I worked on when I moved into this position was to prepare materials for submission to the US Dept. of Education to meet the terms of the compliance agreement that the NDE had entered into to obtain final peer review approval for our state assessment system. Over the course of many months and a series of submissions, and several meetings with staff members from the US Dept. of Ed., I was able to obtain full approval of our assessment programs in the areas of ELA, Math, Science, and for the Nevada Alternate Assessment.
- In 2012-2013 I worked with the Office of Career and Technical Education in several capacities. I co-chaired the College and Career Readiness taskforce to develop a recommendation for a new definition to include both college readiness and career readiness in the same regulation.
- I participated as a member of the Technical Advisory Group (TAG) providing technical support and information on the Nevada Growth Model to the committee designing the Nevada School Performance Framework (NSPF).
- I supervise the state test security program officer, and work directly with them to prepare materials for the annual test security trainings. I also supervise the development of work regarding investigation of any testing irregularities, from the initial reports through collection of evidence and when necessary preparation of documentation to forward to the State superintendent and Deputy Attorney General's office for potential action.
- I work directly with the director and the State Superintendent to prepare documents to make changes to Nevada Administrative Code and make regular presentations to the State Board of Education, the Board of Examiners, and legislative committees.
- I have been the supervisor for the Nevada NAEP program coordinator for nearly all the years since the position was created (2003). In this capacity I work with the NAEP State Supervisor (NSS) to make sure that the programs work successfully and that paperwork and reports get done on time. I also work with the NSS to work on analysis of the data and preparation of the press releases and reports.
- I do the final scoring and reporting of results for the Alternative High School Examination in Science.
- I serve as an outside panel member on the Office of Career and Technical Education committee that reviews proposals from Nevada school districts for the formula and competitive grant funding under the Carl Perkins Act.
- In 2012, at the request of the Governor's office, based on recommendation of the Superintendent, I served as interim staff for Nevada to the Interstate Compact for the Education of Military Children, until a state commissioner was appointed. In the fall of 2013, I received a temporary appointment from the Governor to the commission and represented Nevada at the national meeting of the Interstate Compact commissioners. I continue to

support the work of the commission.

- I represented NDE on the state committee that organized the Military Children's Education Coalition conference in Reno in the spring of 2013.
- I was a member of the Outside communications workgroup that met last spring to develop a communication plan for the department to communicate important activities and policy changes to the Nevada education community.
- I have participated on the NDE committee working on development of responses for legislative actions including preparation of fiscal notes for bill drafts, and working with the superintendent and State Board to provide potential language for inclusion in bill draft language over 8 legislative sessions.
- At the request of the Superintendent, I provide state responses to surveys related to the state assessment and accountability programs, from various agencies and organizations such as the Center for Education Policy, Achieve, and Council of Chief State School Officers.
- I represent the state as part of the Technical Issues in Large Scale Assessment, state collaborative.
- I am the NDE representative on the Nevada ACT council.
- I directly supervise 6 NDE staff.

Aug 1998- July 2011 K-12, Science Consultant, Nevada Department of Education

As the K-12 science specialist, I had primary responsibility for science education standards and assessments for all schools in the state.

- My first task was to work with educators across the state to develop and implement plans for the rollout of the Nevada Academic Content Standards in Science to schools across the state. In addition to introducing the content of the standards, we also had to develop performance indicators to as targets for the knowledge, skills, and abilities students should be able to demonstrate as they became proficient in the content.
- I worked closely with the Academic Standards Council through all the stages of the development of the standards and the associated assessment systems that were put in place to measure student achievement.
- I worked with a series of testing contractors and educators across the state to develop the first science content assessments for grades 5, 8, and HS.
- From 2003-2009, along with the other APAC content staff, I worked with committees of teachers, under the supervision of the testing contractor, to develop items for the Nevada science assessments at grades 5, 8, and high school.
- In 2009, in response to legislation passed by the Nevada Legislature, I worked with a committee of stakeholders across the state to design and prepare for the administration of the Nevada Alternative High School Science assessment. This assessment allows for students who have not been able to pass the regular HSPE in Science to submit a portfolio of work to

demonstrate their proficiency. I developed the administration manuals, data sets for analysis, and scoring guides and rubrics for each of the three elements of the assessment. I distributed materials to districts, and organized a panel of experienced high school teachers to score the work submissions. After the first administration in the spring of 2010, I also worked with other NDE staff to conduct a standard setting meeting to determine the level of performance required to be considered proficient.

- In 2004, I organized committees of educators to conduct a first review and revision of the Nevada Academic Content Standards in Science; the new standards were adopted by the State Board in the spring of 2005.
- I worked with district curriculum directors and the state regional professional development programs to develop curriculum and professional development programs for teachers at all levels.
- From 2003, when funds first became available, through 2011 when I move to a new position at NDE, I supervised the Nevada Math/Science Partnerships (MSP) program grant. This program awarded funds on a competitive basis to partnerships of school districts and faculty or departments in the state's colleges and universities. The MSP program awarded up to \$1,000,000 annually to professional development programs across the state in support of better math and science teaching. As director of the MSP program, I attended annual meetings of the state coordinators and participated in ongoing development of program policies and procedures.
- At the beginning of the MSP program, I organized a series of meetings with the MSP directors in other states in the western region to develop a common set of criteria to be used for the RFPs used to solicit proposals. The basic elements of the RFP that was developed are still in use in 2013.
- I worked directly with a variety of programs to promote science education in schools such as the NV Western Regional Science Fair, First Robotics, Science Bowl, and Science Olympiad.
- I represented NDE on the organizing committee that brought the Intel International Science and Engineering Fair to Reno in 2009, when I was chair of the facilities committee and co-chair of the education outreach committee.
- I worked with the informal and environmental education community in Nevada to support development of an environmental literacy plan (The Green Print) for the state, and made an initial presentation of the plan to the State Board of Education, in 2010
- I had the opportunity to serve as PI for an Enhanced Assessment Systems (EAG) from the US Dept. of Education, to study the feasibility of incorporating computer simulation based science assessments into large scale assessment systems. This grant (\$1,700,000) involved research staff from WestEd and science and assessment staff from six other state education agencies.
- I had the opportunity to direct teacher recognition programs for excellence in science teaching, including the Presidential Awards for Excellence in Math

and Science Teaching program, and the Outstanding Biology Teacher Award (awarded annually by the National Association of Biology Teachers).

- I represented the state as a member of the Council of State Science Supervisors (CSSS), and served as a board member and president of that organization. As part of my work with CSSS, I participated in several programs designed to develop materials and professional development programs to support the implementation of the National Science Education Standards published in 1994. While on the CSSS board, I helped plan three national conferences and a series of regional workshops.
- From 1999 through 2001, I organized the annual competition for 2 students in Nevada to apply to attend the National Youth Science Camp in West Virginia. Announcements were sent in the fall to all Nevada high schools and a committee of science teachers met in late winter to select the top two candidates.

July 2000-09 Assistant Director, Assessment, Program Accountability, & Curriculum (APAC), Nevada Department of Education

In this position I supervised the APAC office staff in the areas of curriculum and assessment.

- This included the development and revision of the state content standards in science, mathematics, English language arts, and social studies.
- This also included the work that these staff members did in the development of the state assessment program in reading, writing, math, and science.
- I worked with the director and superintendent's office to secure the first contracts with testing companies to support the state assessment system.
- I worked with the director to develop the first school accountability model that was put in place after the passage of the No Child Left Behind act in 2001.
- At the request of the APAC director and Superintendent, I developed new regulations for possible adoption by the State Board, responded to requests for information from the board and legislative committees.
- I also participated on several work groups in the department to develop long term strategic plans for the department and also in the development of the Nevada State School Improvement Plan.
- During my first term as Asst. Dir. Of APAC, I supervised 10 staff members in the standards and assessment groups. I attended and completed the full set of state training classes required for all supervisors. I helped staff members develop work performance standards, conducted annual evaluations and performance reviews.
- I was responsible for the development of the human resources forms (NPD-19) needed to establish new positions and also for the upgrading of other positions in the office.
- At the request of the Superintendent, I represented Nevada at the national service learning conference in 2007.
- I continued to conduct academic research in partnership with higher

education faculty from several universities and served as a Nevada state representative for the Northern Rocky Mountain Education Research Association (NRMERA). I was conference chair for the 2005 NRMERA conference and served as NRMERA President in 2007-08.

July 1991-98 Director, Center for Science & Mathematics Education,
Weber State University

As Director of the Center, I was responsible for the development and operations of the science outreach programs of the university.

- I supervised the operation of a small planetarium and a natural history museum, and the Utah NASA Educator Resource Center. This included managing the budget for the center, making all staffing decisions, and working with the university administration to align programs and plan future development and activities.
- For five years, I worked with local representatives from the aerospace and technology industries and the education community to host an annual NASA Educator workshop for teachers in Utah and southeastern Idaho. I have continued working with the NASA Aerospace education services over the years since 1991.
- As part of the position I worked with the university development office and also directly with local business and industry, and state and national agencies to secure funding to support the outreach activities.
- I represented the University on the committee that designed and wrote the first Utah Science Core Curriculum and helped write the state's application for a Statewide Systemic Initiative for science.
- Working with local business and industry, and with state and federal agencies, the Center operated the NASA teacher workshop, bringing the resources of the NASA educator programs to northern Utah for a 2 day workshop from 1991-1997.
- The Center worked with the Utah State Office of Education to develop programs to support teacher professional development to introduce teachers to the national science education standards and the Utah Science Core Curriculum. The Teachers As Scientist Program, which I designed and started in 1995 has continued to operate through this year.
- Working with the Utah Office of Education, I organized and hosted a series of workshops for first and second year science teachers; designed to help develop knowledge and skills that they did not identify until they were engaged in their first year of teaching.
- During the time I was at Weber State, I worked with the other science and education faculty to redesign the undergraduate science education programs for elementary education majors.
- I was director for a variety of programs that directly impacted students in the state from co-directing the state science fair, I was state director for the Utah Science Olympiad program, and organized an annual science seminar series for local high school students.

July 1991-98 Asst. Professor of Zoology, Weber State University

Asst. Professor of Teacher Education, Weber State University

In addition to my regular teaching assignments for the Zoology Department, worked with other faculty in the college to redesign the science core curriculum for elementary education majors. The new courses were designed to have students spend the majority of their time in hands on activities and less time in lectures. I also taught the science teaching methods course for secondary education majors, and supervised the student teaching of these students in middle and high schools.

In the College of Education, I taught the elementary science teaching methods course.

1990-91 Scientist/Educator, Project TEAM (Teacher Education At the Museum); Research Fellow, Div. of Invertebrate Zoology
Buffalo Museum of Science, Buffalo, NY

As a post-doctoral fellow at the museum my time was divided between work as visiting curator for the entomology collection, and as the scientist/educator for Project TEAM. Project TEAM was an NSF funded program to design materials to use the natural history collections of the museum to support science teacher education. I worked with the project's director, the other museum staff, and faculty from local schools to build professional development modules that used materials from the collections to help build science understanding and skills for teachers in Buffalo.

1983-90 Graduate Research Assistant, Entomology Department, Royal Ontario Museum, Toronto, ONT

As a research assistant for the entomology department I traveled each year with ROM staff members to various locations across North America to collect insect specimens in support of the ongoing research programs.

1980-83 Fisheries Biologist, USDA, Forestry Sciences Laboratory, Juneau, AK

I worked as the invertebrate specialist on projects to conduct baseline environmental studies prior to the granting of permits to develop forestry or mineral resources in watersheds in Southeastern Alaska.

1978-80 Fisheries Biologist, Alaska Department of Fish and Game, Southeast Region Office, Juneau, AK

I worked for both the commercial and sport fisheries divisions on a variety of projects related to fish populations, habitats, and harvest levels.

D. Teaching Experience

University of Nevada,

Science Education Methods for Early Childhood Education (2001-2008)

Special Problems in Educational Specialties: Science Inquiry
Marine Biology, Watershed Ecology, Natural History of Lamoille
Canyon, Natural History of the Colorado Plateau.

These courses were offered as part of the NERDS (Nevada Educators Really
Doing Science) program. This grant funded program ran from 2000-2011.
The NERDS program was a 6 credit science professional development course
for K-12 teachers.

Sierra Nevada College
Elementary Teaching Methods – Science (2012)

Weber State University (1991-1998)
Principles of Life Science for Elementary Education Majors,
Science Methods for Elementary Teachers, Science Methods for Secondary
Teachers, Introduction to Zoology, General Ecology, Organic Evolution

Courses offered as part of the Teachers as Scientists program.
Entomology for Teachers, Invertebrate Zoology for Secondary Teachers,
Marine Biology for Elementary Teachers, Stream Ecology for Teachers
This grant funded program was started in 1995 and ran through the summer
of 1998. The Teachers as Scientist program was a 3 credit science
professional development course for teachers in grades 3-12.

K-12 teaching experience

I continue to make regular visits to schools in Nevada and have made
presentations on various science topics in grades K-8. Topics presented
include:

Plants & Animals; Microbiology; Insects; Solar System; Evolution;
Environmental Science; Animal Communication; Physics, light
electricity, & magnetism, Newton's Laws; Nevada Plants & Animals;
Teeth.

E. Leadership Experience

Nevada Department of Education

Asst. Dir. Assessment, Program Accountability, & Curriculum, 1999-2009,
2011 - present

In this position, I work the director and other senior staff at the Nevada
Department of Education to promote and support better education opportunities
for all students and teachers in the state.

- I have been a member of the committee that worked on development of the
State School Improvement Plan, the development of the 5 year strategic plan
for NDE, and the committee currently working to develop a new plan to
evaluate educator effectiveness.

- I have written and presented many new regulations for consideration by the state board of education and regularly attend and represent the Office and the NDE at the Nevada State Legislature.
- I directly supervise Education Program Professionals and Program Managers in APAC, including development of work performance standards, conducting evaluations, and when needed the use of disciplinary procedures.

Director, Nevada Math/Science Partnership Program 2001-2011

As director of the state MSP program, I was responsible for all aspects of the program: developing the annual request for proposals, soliciting proposals from the school districts, colleges and universities, and eligible nonprofit organizations, arranging for evaluation of proposals, negotiation of the final grant budgets and work scopes, evaluation of project activities, and distribution and monitoring of funds. The MSP program was funded by the federal government as part of the Elementary and Secondary Education Act, under Title II, part B. The Nevada program currently awards slightly more than \$ 1,000,000 annually to support science and math professional development programs.

At the start of the MSP program, I hosted a meeting of the MSP directors from other western region states to develop common criteria for inclusion in the individual state RFPs that were being developed to solicit proposals in each state. The basic criteria that were developed at that meeting are still used in 2013 in Nevada and other states. As MSP director for the state I attended annual national and regional meetings of the state directors to learn about program changes and to learn about successful projects and evaluation plans being used in other states.

Director, Nevada Science Olympiad Program 1999-2014

The Nevada Science Olympiad Program is a science (STEM) based academic competition for students in middle and high schools. Science Olympiad is a national program and the first place teams at both middle and high school from Nevada receive invitations to attend and compete at the National Science Olympiad tournament. As director, I send invitations to all schools in the state at the beginning of each academic year. I work with faculty and staff at the state tournament site (this year at Rancho High School, Las Vegas) to determine the date for the state competition, and prepare registration materials. I manage all funding for the competition, including working with a variety of local and state businesses and agencies to secure sponsorships to support the tournament activities and to help the first place teams raise travel funds. I also participate at the national competition as an event supervisor, and on the committee that sets the rules for the competition.

National Academy for Science and Mathematics Education Leadership Cohort 6 – 2006-2007, graduated May 2007

As part of Cohort 6 of the leadership academy, I participated in four meetings over two years, working with a group of science and math education leaders from across the country to increase our knowledge, skills, and abilities to lead our states

and agencies into the future. The four sessions focused on different aspects of academic leadership:

1. Effective Leadership and Leading Individual and Organizational Change.
2. Data-Driven Decision Making and Collaborative Inquiry.
3. Designing and Implementing Effective Professional Development
4. Facilitating Collaborative Groups

Council of State Science Supervisors (CSSS)

Board Member-at-Large, 2003-2005

President, 2005-2007

Past President, 2007-2008, 2011-2012

The CSSS is a national professional organization with a membership composed of the individuals within each state education agency with primary responsibility for science. The CSSS is active in many areas of science education and most recently has played a major role in the development of the new K-12 Science Education Framework, and in the review and consideration of the Next Generation Science Standards. As a board member, President, and Past-President, I helped direct the organization and to develop its potential to influence science education across the country.

National Science Teachers Association (NSTA)

Member NSTA Council 2005-2007

I represented CSSS as a member of the NSTA Council of Affiliate organizations at their semi- annual meetings of the NSTA Board.

Nevada State Science Teachers Association (NSSTA)

Exec. Dir. 2010-2013

NSSTA is the Nevada state science teacher organization. As Exec. Dir. I work with the NSSTA board, which changes annually to determine the policy directions and activities for the organization. I help the NSSTA president and regional directors plan the annual conference and participate as needed as the NSSTA representative with the NSTA.

Northern Rocky Mountain Education Research Association (NRMERA)

Board Member, Nevada State Representative 2004-2006

President, 2007-2008

NRMERA is the northern rocky mountain regional affiliate of the American Educational Research Association. It has an annual meeting in one of the member states, and publishes an online research journal.

Triangle Coalition for Science and Technology Education

Board Member 2006-2008

The Triangle Coalition is a Washington D.C. based organization that brings together organizations and government agencies to promote partnerships and generate support for STEM education across the country.

INTEL International Science and Engineering Fair

Member organizing committee, Reno 2009 (facilities, education outreach)
The Intel International Science and Engineering fair, brought more than 1500 of the top STEM focused high school students and nearly 1000 judges (including 4 Noble Laureates) to Reno in May 2009. As Facilities chair, I was responsible for the organization and set up of the exhibit space for the event. As Co-Chair of the education outreach committee I made arrangements for 3000 K-12 students from northern Nevada schools to visit the fair to see the exhibits and meet the student exhibitors.

Nevada STEM Coalition (Gathering Genius, Inc.), Board member, 2010-2013

The STEM coalition board is working to leverage the excitement and momentum for STEM education generated by the INTEL science fair in Reno, to continue to promote STEM education activities, outreach programs, and to build partnerships within the state to support STEM education in all the schools. The STEM coalition hosted the first Nevada STEM Summit, in March 2012.

F. Regulations, Policies, and Procedures

As part of my work from 1998 to the present at NDE, I have been involved in the development of and amendments to a large number of Nevada Administrative Code (NAC) regulations governing the system of education in Nevada. In all cases, changes to the NAC required that I work with the director and superintendent's office to write the new proposed language, prepare the documents required to get the item on the State Board Agenda, and then present the proposal at a workshop and in public hearings. In many cases, changes were required between the workshop presentation and the final public hearings. In addition to a series of amendments to clean up redundancies and to remove outdated sections, regulation I have worked on include:

NAC 389.048 – Eligibility for pupils to take high school proficiency examinations.

NAC 389.079 - Nevada High school proficiency examination in science.

NAC 389.445 – Required units of credit; pupils with disabilities; pupils who transfer between schools; recognition of certain programs of homeschool study.

NAC 389.4915 – Science : Standards

NAC 389.655 – Passage of proficiency examinations; exceptions for demonstrating proficiency by alternative methods.

NAC 389.657 – Alternative method to demonstrate proficiency in writing.

NAC 389.6575 – Alternative method to demonstrate proficiency in science.

NAC 389.659 – Units of credit or semesters required for promotion to next higher grade level; waiver of certain requirements.

NAC 389.663 – Units of credit required to receive an advanced diploma

NAC 389.664 – Units of credit required to receive a standard diploma

NAC 389.670 – Credit granted for performance on examination in lieu of course attendance; Board of trustees required to prescribe application and eligible courses of study; effect of pupil's withdrawal from school; authority

of State Board to review examination and minimum score required.

G. Scholarship

Selected Presentations

International

Inquiry into Inclusion. presentation at the International Association for Special Education, Alicante, Spain, July 15, 2009.

Analysis of the affinity between the Uenoidae, Thremmatidae, and Neophylacinae. Fifth International Symposium on Trichoptera, Lyon, France, July, 1986.

National

Transitioning Reporting Assessment Results: From Performance Status to Achievement Growth. Presented as part of a multi-state panel at the CCSSO National Conference on Student Assessment, Gaylord Hotel, MD., June 20, 2013.

The Generalizability of School Growth Scores Derived from Student Growth Percentiles for Use in School Accountability and Principal Evaluation Systems. Presented with Andrea Lash, WestEd, to the Annual Meeting of the National Council on Measurement in Education. San Francisco, CA, April 28, 2013.

Simulations as part of Nevada's state science assessment system. Presented at the Council of Chief State School Officers, National Conference on Student Assessment, Orlando, FL. June 20-22, 2011.

Integrating Simulation-Based Science Assessments into Balanced State Science Assessment Systems: Findings and Implications. Presented at Council of State Science Supervisors annual meeting, San Francisco, CA March 7, 2011

Three Trails Through the Desert: Moving Toward School Improvement in Three Rural Nevada Schools, presented at the American Council for Rural Special Education annual conference, Orlando, FL March 18, 2004.

Merging into the future of science education: novice teachers picking up SPED (Science Processes and Experimental Design) on their road toward change. Presented at the Northern Rocky Mountain Education Research Association annual conference, Jackson, WY, October 1997.

Teachers-As-Scientists: an experimental approach to professional development. Presented at the National Science Teachers Association, National Convention, New Orleans, LA, April, 1997.

Teachers-As-Scientists: developing science process skills and constructing content Knowledge by Designing and Performing Experiments. Presented at the National Science Teachers Association, Regional Convention, Phoenix, AZ, October, 1997.

"LOVE science approach for students with disabilities: Live It, Observe It, Validate It and Enjoy It". with T. V. Abernathy, Weber State Univ. Dept. of Teacher Ed. Presented at the 1994 Council for Exceptional Children Annual Convention, Denver, CO, April 1994.

Systematics of the caddisfly family Uenoidae. Entomological Society of America, Annual Meeting, Reno, NV, December, 1986.

Regional

The Power of a White Paper in Support of Educational Research. Presented at the Northern Rocky Mountain Educational Research Assoc. annual conference, Jackson, Wyo., October 3, 2013.

Discussion: Evaluating the Effects of the Common Core State Standards Initiative and its Associated Assessment Consortia Testing Programs on Teacher Training Programs. I was a part of an invited panel at the Northern Rocky Mountain Educational Research Assoc. annual conference, Jackson, Wyo., October 4, 2013.

All Models are Wrong, But Some are Useful: the evolution of measuring academic achievement in schools. Presented at the Northern Rocky Mtn. Educational Research Assoc. annual conference, Park City, Utah, October 4, 2012.

A Validation Framework for the Inclusion of Growth in State Accountability Systems. presented with Anne Davidson at the Northern Rocky Mtn. Education Research Assoc. annual conference, Park City, Utah, October 4, 2012.

Simulation-based science modules as formative and summative components in balanced state science assessment systems. Presented at the Northern Rocky Mtn. education Research Assoc. annual conference, Jackson, Wyoming, Oct. 7, 2011.

Communicating with Education Policy Makers, presentation at the Northern Rocky Mountain Education Research Association annual conference, Jackson, Wyo, October, 5, 2007.

Finding funds for research in the time of NCLB, presentation at the Northern Rocky Mountain Education Research Association annual conference, Sun Valley ID, October 12, 2006.

The effects of Including a Technology Component in a Science Inquiry Field Experience

for Teachers. Presented at the Northern Rocky Mountain Education Research Association annual conference, Estes Park, CO, October 11, 2002.

Would I Know a Scientist if I Met One? Presented at the Northern Rocky Mountain Education Research Association annual conference, Estes Park, CO, October 11, 2002.

Standards, Teachers, Students & States: The impacts of state standards and accountability systems on students, teachers, and schools. Presented at the Northern Rocky Mountain Education Research Association annual conference, Park City, UT, October, 2000.

The effects of Including a Technology Component in a Science Inquiry Field Experience for Teachers. Presented at the Northern Rocky Mountain Education Research Association annual conference, Estes Park, CO, October 11, 2002.

Would I Know a Scientist if I Met One? Presented at the Northern Rocky Mountain Education Research Association annual conference, Estes Park, CO, October 11, 2002.

State

The Generalizability of School Growth Scores Derived from Student Growth Percentiles for Use in the Nevada School Performance Framework and the Nevada Educator Performance Framework. Presented with Andrea Lash, Mary Peterson, Loan Tran REL West at WestEd, Nevada Education Research Symposium, November 2, 2013, University of Nevada, Reno.

Nevada's Growth Model: An Early Look at Reliability. Presented with Andrea Lash & Mary Peterson (WestEd), Nevada Legislative Committee on Education, May 9, 2012.

Growing STEMs of Integrated Literacy in the Early Years. workshop presented at the Southern Nevada annual Mathematics and Science conference, Rancho High School, Las Vegas, NV, January 20-21, 2012.

A GreenPrint for Nevada: developing a new environmental literacy plan. Keynote presentation at the 2010 Our Places Tell Stories environmental literacy conference, springs Preserve, Las Vegas, NV February 26, 2010.

What does proficiency look like in science, workshop presented at the Southern Nevada Annual Mathematics and Science conference, Rancho High School, Las Vegas, NV January 22-23, 2010.

Science outside the classroom. workshop presented at the Southern Nevada Annual Mathematics and Science conference, Rancho High School, Las Vegas, January 22-23, 2010.

The good, the Bad, and the Fantastic: Insects across the curriculum. Workshop presented at the Nevada Association for Early Childhood Education, Reno, NV, April 4, 2009.

How to Pass the Nevada Science Assessments. Workshop presented at the Southern Nevada Math and Science Conference, Las Vegas, NV, January 23-24, 2009.

Science starts with a Story. Workshop presented at the Nevada Association for Early Childhood Education, Las Vegas, NV, April 12, 2008.

Teaching Science with Stories and Toys. Workshop presented at the Nevada Association for Early Childhood Education, Reno, April 7, 2007.

NERDS – Nevada Educators Really Doing Science. Presentation at the Nevada State Science Teachers Association annual conference, Ely, NV October 18, 2002.

“Science Assessments in Nevada.” Presentation at the Nevada State Science Teachers Association annual conference, Ely, NV October 18, 2002.

Looking at Student Results to Determine Remediation Strategies. Presented at the Nevada Department Of Education Mega Conference, Las Vegas, NV, March 31, 2001.

Meeting the State Science Education Standards. Presented at the Nevada State Science Teachers Association fall conference, Lovelock, NV, October, 2000.

Selected Publications

Vineyard, R. N. & J. McLaughlin (2015). Next Generation Science in Support of Language Acquisition for All Students. A PCG White Paper, Boston: Public Consulting Group. www.publicconsultinggroup.com/education/library

Vineyard, R.N. (2007). New NCLB Science Requirements: What Will They Mean to States and Schools? In Current Developments in K-12 Education: Near and Longer Term Trends. Thompson Publishing Group, Washington, D.C.

Vineyard, R.N., G. B. Wiggins, H. Franina, and P. W. Schefter (2005). The caddisfly genus Neophylax (Trichoptera: Uenoidae). Life Science Contribution Series, Royal Ontario Museum, Toronto, ONT.

Abernathy, T.V. & Vineyard, R.N. (2001). Academic Competitions in Science: What are the rewards for students. The Clearinghouse, 74(5), 269-276.

Abernathy, T.V., Vineyard, R.N., Miya, S. & Miya J. (2000). “I am a “Scintist” too!” An alternative science program for struggling students. Journal of Science Education for Students with Disabilities. 8: 8-21.

Vineyard, R.N. (1997) Teachers As Scientists: an experimental approach to professional development. From Traditional Approaches Toward Innovation, Society for College Science Teachers, monograph series, M. W. Caprio, editor

Vineyard, R.N. and G.B. Wiggins. (1988). Further revision of the caddisfly family Uenoidae (Trichoptera): evidence for inclusion of Neophylacinae and Thremmatidae. Syst. Entomol. 13:361-372.

Vineyard, R.N. and G.B. Wiggins. (1987). Seven new species from North America in the caddisfly genus Neophylax McLachlan (Trichoptera: Limnephilidae). Ann. Entomol. Soc. Am. 80: 62-73.

Grants Funded

Integrating simulation-based science assessments into balanced state science assessment systems. Enhanced Assessment Systems Grant, U.S. Department of Education. 2008. Project Director

Nevada Educators Really Doing Science (NERDS) IV. University and Community College System of Nevada, NeCOTIP, Title II Part A, Higher Education Funds

Nevada Educators Really Doing Science (NERDS) III. University and Community College System of Nevada, NeCOTIP Title II Part A, Higher Education Funds

Nevada Educators Really Doing Science (NERDS) II. University and Community College System of Nevada, D.D. Eisenhower Program, Higher Education Funds, 2001.

Nevada Educators Really Doing Science (NERDS): Teachers As Scientists Institute. University and Community College System of Nevada, D.D. Eisenhower Program, Higher Education Funds, 2000.

Teacher as Scientist Program: science processes and experimental design in K-12 science education. Utah State Board of Regents, D.D. Eisenhower Program, Higher Education Funds. 1997.

Fifth annual WSU/NASA Science Teacher Workshop. Utah State Board of Regents, D.D. Eisenhower Program, Higher Education Funds. 1996.

Everyone is a Scientist: teacher enhancement in school science. Improving content knowledge in the context of designing and performing experiments. Utah State Board of Regents, D.D. Eisenhower Program, Higher Education Funds. 1995.

Teacher As Scientist Program. Utah State Office of Education, Science Inservice

Fund, 1995-96.

SMART: Science Materials And Resources for Teaching. A hands-on science teaching and resource laboratory for the Weber State University, Center for Science Education. WSU Faculty Vitality Program, WSU Education Technology Initiative program, US West Foundation. March, April 1994.

Grants Reviewed

NSF Math Science Partnership Program, Grant review panel, June 28, 2013.

NSF Teacher Enhancement Program, Teacher and Student Development through research proposals. Grant review panel, October 23-25, 1997

U.S. Department of Education, Education Technology Innovation proposals. Grant review panel, June 17, 1997.

NSF Teacher Enhancement Program, Teacher and Student Development through research proposals. Grant review panel, October 21-23, 1998

Books Reviewed

Bailey, N. C. and N. L. Eskeland. (2001) "Call Me Gene", Science2Discover Publishers, Del Mar, CA.

Sussman, Art, (2005) "Dr. Art's Guide to Science", Jossey-Bass Publishers.

G. Other Professional Service

- Member, Western Nevada Regional Science Fair, Board of Directors, 2003-2014
- Head Judge, High School division, Western Nevada Regional Science Fair, 2007-2014
- National advisory panel member, WestEd, Multilevel Assessments of Science Standards, 2009-12
- National advisory panel member& Chair, SRI International, Calipers I and Calipers II, projects to develop simulation based science assessment systems 2001-2005.
- CCSSO National Science Panel, member 2005-06
- Outside review panel member, Idaho Department of Education, Title II, Part B, Math Science Partnership program grants, 2003-2010
- Outside review panel member, Utah State Office of Education, Title II, Part B,

Math Science Partnership grants, 2003-2006. 2008

- Member, Expert review panel, Washington State Science Standards, March 2004
- Outside reviewer for Utah Board of Regents, D.D. Eisenhower Program Higher education grants, 1999-2003
- Member, Planning committee, NSTA Western Regional Convention, Reno, NV, 2003
- Event Supervisor, National Science Olympiad, "Don't Bug Me" event, 1998, 1999
- State Director, Utah Science Olympiad Program, 1993-1998
- National Science Foundation grant review panel, EHR and DUE, 1998-2000, 2009

Ross Cooper
379 Bens Way
Fernley, NV 89408
(775) 287-4875 rcooper@unr.nevada.edu

Objective: Placement as an environmental scientist in biology, ecology, or the emerging field of health sciences.

SUMMARY

- * Experienced and effective writer, editor, and lecturer. Able to present complex material in a clear, concise, and influential manner to a range of audience levels.
- * Proven proficiency with new subjects and techniques, identifying the most significant concepts and information, and troubleshooting problem areas.
- * Creative, analytical, and determined, with an emphasis on detail.
- * Effectively management of time and multiple projects, priority setting, motivating and supervising others, and meeting deadlines.
- * Capable of following the scientific method from initial research of a problem to experimental design, through the generation of raw data, interpretation of the results and determination of necessary corrective actions.

EDUCATION AND INSTRUCTION

University of Nevada, Reno

Reno, NV

MS: Environmental Sciences and Health

May 2004

BS: Cell and Molecular Biology

May 1994

Minor: English Literature

Masters Student

- * Biological field investigator, with focus on behavioral, populational, and ecological studies.
- * Conducted bioassays and laboratory studies, including statistical analysis, cellular physiology and quantification of environmental markers.
- * Thesis: *The Physiological Effects of Sub-lethal Concentrations of Cyanide on Homing Pigeons (Columba livia): A Model System for Migratory Studies*

Instructor - General Biology and Laboratory

Jan. 2000 to current

University of Nevada, Reno

Truckee Meadows Community College

Instructed the basic tenets of biology, including biochemistry, genetics, ecology and emerging biotechnology. Conducted sessions with individual students, assisting in all stages of the writing process and research. Led lab demonstrations and review sessions, counseled students, and composed lab reports, papers and exams.

Biography:

Ross Cooper has worked for the Nevada Division of Environmental Protection for the past ten years. He has a Bachelor of Science in Cell and Molecular Biology with a minor in English Literature, and received his Masters of Science degree in Environmental Toxicology from the University of Nevada, Reno in 2003. He has taught classes and laboratories in Biology at both the University and Truckee Meadows Community College.

Ross Cooper is an Environmental Scientist III with the Bureau of Safe Drinking Water. He has overseen the Lead and Copper Rule locally and nationally, and is the State authority for Consumer Confidence Reports. He has worked for the Nevada Division of Environmental Protection for the past ten years. He earned his Bachelor of Science in Cell and Molecular Biology, and received his Masters of Science degree in Environmental Toxicology from the University of Nevada, Reno in 2003. In addition, he teaches a course and laboratory in Biology at Truckee Meadows Community College.

Biography:

Ross Cooper is an Environmental Scientist III with the Bureau of Safe Drinking Water, Nevada Division of Environmental Protection. He has overseen the Lead and Copper Rule locally and nationally, and is the State authority on Consumer Confidence Reports. Additionally, he has worked as a technical assistant on the EPA Guidance Document task force for Legionella. He has worked for the Nevada Health District and the Nevada Division of Environmental Protection for the past ten years, coming from a background in cytogenetics and the field sciences. He earned his Bachelor of Science degree in Cell and Molecular Biology, and received his Masters of Science degree in Environmental Toxicology from the University of Nevada, Reno, in 2003. He has taught laboratories and courses in Biology at both the University and at Truckee Meadows Community College, and guest lectured to several academic and professional entities throughout Nevada and the US.

SHANE WATSON

387 Springview Dr. Carson City, NV 89701 | shane.watson1985@gmail.com | 541-805-8140

OBJECTIVE | Obtain position as an Educator Trustee with the Sierra Nevada STEAM Academy governing board

LICENSURE | Nevada Teaching License, expires Feb. 9, 2018

Endorsements: K-8 Elementary Multiple Subjects, 7-12 Social Studies and Communication/Journalism

EDUCATION | **GRAND CANYON UNIVERSITY, PHOENIX, AZ**
DOCTORAL LEARNER, K-12 ORGANIZATIONAL LEADERSHIP

SOUTHERN OREGON UNIVERSITY, ASHLAND, OR
M.A., TEACHING

OREGON INSTITUTE OF TECHNOLOGY, KLAMATH FALLS, OR
B.S., COMMUNICATION STUDIES, INTERNATIONAL RELATIONS

EXPERIENCE | **CARSON MONTESSORI SCHOOL, CARSON CITY, NV**
AUGUST 2010-PRESENT

- Upper-Elementary language arts and social studies teacher
- GATE Co-coordinator
- Member of student disciplinary team

WASHOE COUNTY SCHOOL DISTRICT, RENO, NV
AUGUST 2009-AUGUST-2010

- Substitute taught various grade levels and subjects
- Long term assignment at Roger Corbett Elementary

PAISLEY SCHOOL DISTRICT #11, PAISLEY, OR
NOVEMBER 2007-JUNE 2008

- Substitute taught various grade levels and subjects
- Long term assignment at the middle and high school level for social studies and language arts

**RELATED
EXPERIENCE AND
PROFESSIONAL
DEVELOPMENT**

Archery Instructor, Carson Montessori School, Carson City, NV

- August 2014-present
- NASP Certified

Running Club Coach, Carson Montessori School, Carson City, NV

- September 2011-present
- Cross-country running and walking club

Assistant Track and Field Coach, Talent Middle School, Talent, OR

- March 2009-June 2009
- Throwers Coach: shotput and discus

Editor in Chief, *The Edge*, Oregon Institute of Technology Newspaper, Klamath Falls, OR

- April 2004-June 2007
- Helped journalism students with editing and layout of news stories
- Made decisions regarding layout design and wrote weekly editorials
- Worked with other staff members to publish weekly student newspaper

Career Related Workshops

- Northern Nevada Writing Project – Writing Consultant Training
- UNR 3D Printer STEM Program
- Child Abuse and High Risk Students Training
- ESOL Strategies Training
- Chinese Cultural Education Training
- Writing and Assessment Training
- Special Education Collaboration Strategies Training

**BYLAWS
OF
Sierra Nevada STEAM Academy**

**ARTICLE I INTRODUCTION;
LEGAL STATUS**

Section 1. The name of the charter school is The Sierra Nevada STEAM Academy (hereinafter referred to as the “School”). The School is located in the Carson Valley/Eagle Valley area of Nevada (location to be determined).

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the **State Public Charter School Authority (hereinafter referred to as the “Authority”)**. The Governing Board of the School is an independent body under the authorization of the Board of Trustees of the Authority. The Board of Directors plans and directs all aspects of the school’s operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386.

**ARTICLE II PURPOSE
AND MISSION**

Section 1. Purpose and Mission. The purpose of the School is to provide high quality education to students from grades 9-12 and shall be operated exclusively for educational objectives and purposes. The School, in partnership with its parents and community strive to instill in its students high standards for academic achievement, leadership, integrity, responsibility and citizenship. The charter School will create leaders one project at a time.

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, and sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School 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 GOVERNING BODY

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board of Directors, herein referred to as the “Board”. The Board shall govern the School, maintain overall control of the School and be responsible for the operation of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School’s purpose and mission.
- (c) To develop an annual School schedule of events and activities;
- (d) To establish and approve all major educational and operational policies to the extent deemed necessary by the board;
- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) To submit a final budget to the Nevada Department of Education pursuant to statute and regulation;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, which inspection and audit shall show in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (k) To ensure ongoing evaluation of the School and provide public accountability;

- (l) To uphold and enforce all laws related to charter school operations;
- (m) To improve and further develop the School;
- (n) To strive for a diverse student population, reflective of the community;
- (o) To ensure adequate funding for operation;
- (p) To solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) To critically evaluate the performance of any contractor for the School and select another contractor if the contractor is not performing his or her duties or services in a satisfactory manner; and
- (r) To carry out such other duties as required or described in the School's Charter.
- (s) The Board may decide to recognize a single Parent Teacher Organization for the School, subject to any rules, requirements and/or restrictions the Board may impose on that organization.

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(4) or NRS 386.527(6) shall consist of the Directors of the Committee to Form the School. Former Committee Directors prohibited from Directorship on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board Directors shall fill all vacancies created by resignations or these Bylaws at the first meeting. At the first meeting upon formation of the Board, the Board of Directors shall elect officers. Those officers shall remain on the Board for four years. The other three members shall remain on the Board for three years.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of a minimum of 7 Board of Directors and a maximum of 9 and shall be subject to the following requirements, restrictions and prohibitions:

(a) The Board shall adhere to the statutory requirements of NRS 386.549, which requires that the governing body of the school consist of (each category must be filled by a separate person):

- (1) One person who is licensed pursuant to chapter 391 or a person who previously held such a license and is retired (a Nevada Licensed Teacher);
- (2) One person licensed pursuant to chapter 391 or is a person who previously held such a license and is retires; or a person who is a school administrator with an out of state license or a person who previously held such a license and is retired;
- (3) One person who is a parent or legal guardian of a pupil enrolled in the School who is not a teacher or an administrator at the School;

(4) Two persons who possesses knowledge and experience in one or more of the following areas: accounting, financial services, law or human resources; and

(5) Two “at large” positions, that may, but not necessarily qualify pursuant to sections (1)-(4) above. (b) Pursuant to NRS 386.549 (b), the Board may consist of, without limitation, parents and representatives of nonprofit organizations and businesses. Not more than two persons who serve on the Board may represent the same organizations or business or otherwise represent the interest of the same organizations or business. A majority of the Directors of the Board must reside in this State. If the Directorship of the Board changes, the governing body shall provide written notice to the sponsor of the charter school within ten working days after such change.

(b) Following the first board, the three positions requiring special qualifications as provided in Section 3. Subsection (a) (1-4) above shall be appointed by the currently comprised board. Any person nominated in this manner, must sign and agree to abide by the Affidavit acknowledging the rights, duties, and responsibilities of charter school board members, prior to serving on the Board. The board will accept nominations and resumes for the two “at large” positions and appoint new directors based on those resumes.

(c) Nominations: In the event that less people submit resumes, the Board shall nominate applicants. The Board shall attempt to nominate a sufficient number of people so twice the number of resumes are available for review than are open seats.

(d) Teacher positions shall be appointed by the Board of Directors at the annual meeting. The Board of Directors shall consider public comment on the nominated teachers prior to the election of the Teacher positions.

(e) A majority of Board Directors shall be residents of the Carson Valley/Eagle Valley area, which is the region in which the school is located.

(f) All Board Directors shall be devoted to purpose and mission of the School and shall represent the interests of the community.

(g) The Board Directors shall serve two (2) year terms. Terms shall be staggered so no more than four members of the Board shall be up for election/appointment in any one year, unless a vacancy(ies) needs to be filled. Elected officers of the first Board, shall remain on the board for four years, the other three positions shall remain on the Board for three years.

(h) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Board Director and provide the sponsor and the Department of Education with the new Director’s resumes and affidavits as required pursuant to NRS 386.549(1) and any other applicable statutory or regulatory provision.

(i) Board Directors shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

Section 4. Annual Meeting. The annual meeting of the Board shall be held in May of each year, or such other month as the Board may determine. The annual meeting shall take the place of the regularly scheduled meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each Director of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice and conduct of the annual meeting shall comply with the Nevada Open Meeting Law. The annual meeting shall be for the purpose of appointing new Board Directors and for the transaction of such business as may come before the Board.

Section 5. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held in the Carson Valley/Eagle Valley area. Special meetings of the Board may be called at any time by the President or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice and conduct of the annual meeting shall comply with the Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each Director of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School.

Section 6. Agenda. An agenda must be produced for each board meeting except as otherwise permitted under the Nevada Open Meeting Law and these Bylaws. The agenda shall be prepared in accordance with NRS 241.020(2). In addition to previously requested agenda items, any Board Director may provide additional agenda items for the following meeting by providing the requested agenda item, via email, fax, or regular mail to the School's supervising employee or administrator noting its appropriate place on the normal agenda format, and describing a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board

Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors present at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death, resignation, or removal shall be appointed for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly appointed and qualified.

Section 9. Committees. The Board may designate from among its Directors, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one (1) Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in

these Bylaws. Committee reports shall be provide in written format and unless the relevant committee or the Board request a recommendation for decision or substantial discussion the committee shall be given no more than 10 minutes on the agenda. The Board shall not be permitted to delegate the powers to contract, financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law.

Section 10. Removal. Any Director of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the Director at issue whenever in their judgment such removal would serve the best interests of School.

Section 11. Resignation. A resignation by a Board Director shall be effective upon receipt by the President of a written communication of such resignation.

Section 12. Participation by Telephone. To the extent permitted by law, any Director of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 13. Proxy Voting. Proxy voting is not permitted.

Section 14. Compensation. No Director of the Board shall receive any compensation for serving in such office; provided that, the School may reimburse any Director of the Board for reasonable expenses incurred in connection with authorized service on the Board.

Section 15. Closed Sessions. Any Board Director may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality in accordance with the Nevada Open Meeting Law. All persons except Board Directors may be excluded from such Closed Sessions at the discretion of the President. No action may be taken in a Closed Session.

Section 16. Orientation/Training. Orientation and training will be optional.

Section 17. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board Director is unable to attend a Board meeting, the Board Director shall contact the President, Administrator or designated supervising employee prior to the meeting.

Section 18. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment in accordance with the Nevada Open Meeting Law. After the speaker identifies his or her name, address and affiliations, public comment may be limited to the extent permitted by law.

Section 19. Contracts. The Board may authorize any officer or officers, agent or agents, employee or employees to enter into any contract or other instrument on behalf of the

school, and such authority may be general or confined to specific instances. Except as herein provided or as authorized by the board, no officer, agent, or employee shall have any power or authority to bind the school by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.

ARTICLE IV OFFICERS

Section 1. Number. The officers of the School shall include a President, Vice-President, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board of Directors, at its first meeting after July 1st of every year shall elect and appoint all officers of the School to serve for terms of one (1) year and until their successors have been duly elected and qualified. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office. Any two offices may be held by one person.

The Board of Directors may from time to time, by resolution, appoint such additional Vice-Presidents, and additional Assistant Secretaries and Assistant Treasurers of the School as it may deem advisable; prescribe their duties, and fix their compensation, and all such appointed officers shall be subject to removal at any time by the Board of Directors. All officers, agents, and factors of the school shall be chosen and appointed in such manner, and shall hold their office for such terms as the board of directors may by resolution prescribe.

Section 3. Suspension and Removal. Any officer of the School appointed by the Board of Directors may be removed or suspended by a majority vote of the Board of Directors at any time, with or without cause. Any agent or employee appointed or employed by the President may be removed or discharged or suspended by him at any time, with or without cause.

Section 4. Powers and Duties of the President. The President of the Board shall preside at all meetings of the Board. The President of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The President of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Powers and Duties of the Vice-President(s). The Vice-President(s) of the School shall generally assist the President, and shall perform such duties as may be assigned to him/her by the Board of Directors. In the event of the death, resignation, absence, or inability to act of the President, he/she shall assume and discharge pro tempore the powers and duties of the President of the School.

Section 6. Powers and Duties of the Secretary. The Secretary shall be secretary of the Board of Directors. S/He shall keep the minutes of all meetings of the Board of Directors,

shall have charge of the books and records, and shall serve all notices to the Directors. In general, s/he shall perform all duties incident to his/her office.

Section 7. Powers and Duties of the Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board Director. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Returns and Statements. It shall be the duty of each officer of the School to make and file any and all returns, reports, lists, or statements required by law to be made and filed by him/her, and to make full report to the Board of Directors respecting the affairs of the School in his/her charge whenever he/she may be requested to do so.

Section 9. Compensation. The salaries of all officers shall be fixed by the Board of Directors, and the fact that any officer is a Director shall not preclude him/her from receiving a salary or from voting upon the resolution providing the same.

ARTICLE V MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of the School shall be July 1 to June 30.

Section 2. Disposition of Monies Received. All checks and drafts of funds of the School shall be deposited from time to time to the credit of the School in such banks, trust companies, or to other depositories as the Board of Directors may from time to time designate. All checks shall be drawn out of the regular check books of the School and upon the stub of each such check; the purpose and amount for which the same is drawn shall be specified. All checks, notes, drafts, bills of exchange, acceptances, or other orders for payment of money or other evidences of the indebtedness of the School shall be signed as shall from time to time be designated by resolution of the Board of Directors.

Section 3. Notice. Whenever, under the provisions of these Bylaws, notice is required to be given to any Director, it shall not be construed to be limited to personal notice, but such notice may be given in writing by depositing the same in a Post Office or letter box in a postpaid, sealed wrapper, addressed to such Director at the latter's last known address, and the time when the same shall be thus mailed shall be deemed to be the time of the giving of such notice.

Section 4. Books and Records. The Bylaws and such other books and records of the School as are required by law or as may from time-to-time be prescribed by The Board of Directors, shall be kept at the principle office of the School for inspection by all who are authorized or have the right to inspect the same. All other books and records of the school shall be kept at such places as may be prescribed from time-to-time by the Board of Directors.

Section 5. Singular and Plural, Etc. It is understood that any and all references to the plural shall include the singular and any references to the masculine shall include the feminine and vice versa, as indicated by the context and number of parties involved.

Section 6. Faxed and Electronic Signatures. A faxed or electronic signature of any Director shall have the same force and effect as an original signature.

Section 7. Amendments to Bylaws. The Board of Directors shall have power to make, amend, or repeal the Bylaws of the School at any meeting or at a special meeting called for the purpose. A 2/3 vote is required to amend, alter, or repeal the Bylaws. Any amendments to the Bylaws must be approved by the State Board of Education before the amendment takes effect.

Section 8. Unenforceable or Illegal Provisions. In the event any provision contained in these Bylaws are found to be illegal or unenforceable, that provision shall be stricken and all other provision contained herein shall remain in full force and effect.

In Witness Whereof, we, being all the Directors of the Board of Directors of The Sierra Nevada STEAM Academy, have hereunto set our hands this _____ day of _____, 201_.

Director

Director

Director

Director

Director

Director

Director

ATTEST:

SECRETARY

Not Applicable

Not Applicable

Not Applicable

Not Applicable

[INSERT School Name] Budget Summary

BUDGET SUMMARY

Name of School

Nevada STEAM Academy

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of Students	0	128	148	168	188	208	218
Number of Employees	0	9	9	9	9	9	9
REVENUE							
DSA Funding	\$0	\$977,792	\$1,164,489	\$1,361,508	\$1,569,300	\$1,788,334	\$1,930,541
DSA Sponsorship Fee	\$0	(\$14,667)	(\$17,467)	(\$20,423)	(\$23,540)	(\$26,825)	(\$28,958)
State Special Education Funding	\$0	\$3,411	\$3,944	\$4,477	\$5,010	\$5,543	\$5,810
Title I	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal Breakfast Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal Lunch Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0
IDEA	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transportation	\$0	\$3,411	\$3,944	\$4,477	\$5,010	\$5,543	\$5,810
R&E start-up funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other start-up funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Investment Income	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School level fundraising	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (foundations, corporate)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (individuals)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$0	\$969,948	\$1,154,910	\$1,350,040	\$1,555,781	\$1,772,596	\$1,913,203
EXPENSES							
Personnel	\$0	\$709,623	\$730,736	\$752,483	\$774,882	\$797,952	\$821,716
General Operating Expenses	\$3,000	\$110,215	\$86,295	\$87,395	\$88,495	\$89,595	\$88,145
Transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Athletic Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities		\$40,500	\$40,500	\$40,500	\$40,500	\$40,500	\$40,500
Technology & Equipment	\$0	\$207,464	\$30,684	\$30,844	\$31,004	\$41,964	\$41,044
TOTAL EXPENSES	\$3,000	\$1,067,802	\$888,215	\$911,222	\$934,881	\$970,012	\$991,405
SURPLUS/(DEFICIT)	(\$3,000)	(\$97,855)	\$266,695	\$438,818	\$620,900	\$802,584	\$921,798
<i>Per student</i>		-\$764	\$1,802	\$2,612	\$3,303	\$3,859	\$4,228
Ending Fund Balance	(\$3,000)	(\$100,855)	\$165,840	\$604,658	\$1,225,558	\$2,028,142	\$2,949,940

[INSERT School Name]

Name of School

CHARTER SCHOOL BUDGET

Sierra Nevada STEAM Academy

Base Year

2016

REVENUE

ASSUMPTIONS

Number of grade levels

Number of classrooms

7th

8th

9th

10th

11th

12th

Total Student Enrollment

Title I (% of student body)

Special Education (% of student body)

Total Distributive School Account (funding per student)

Inflation adjustor

Special Education Weighted Funding

Title I

IDEA

Breakfast Program -- Federal Reimbursement

Breakfast Program

Lunch Program

School level fundraising

County where school is located

\$7,639	Base year
1.03	
\$533	Per student
\$0	Per student
\$0	Per SPED student
no	"yes" or "no"
\$0	Per student per day
\$0	Per student per day
\$0	Per student
Carson City	

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
2016	2017	2018	2019	2020	2021	2022
	4	4	4	4	4	4
	5	5	5	5	5	5
				10	20	25
				10	20	25
	32	37	42	42	42	42
	32	37	42	42	42	42
	32	37	42	42	42	42
	32	37	42	42	42	42
0	128	148	168	188	208	218

	5%	5%	5%	5%	5%	5%
	5%	5%	5%	5%	5%	5%

DSA Funding	\$0	\$977,792	\$1,164,489	\$1,361,508	\$1,569,300	\$1,788,334	\$1,930,541
DSA Sponsorship Fee	\$0	-\$14,667	-\$17,467	-\$20,423	-\$23,540	-\$26,825	-\$28,958
Title I	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal Breakfast Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal Lunch Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0
IDEA	\$0	\$0	\$0	\$0	\$0	\$0	\$0
State Special Education Funding	\$0	\$3,411	\$3,944	\$4,477	\$5,010	\$5,543	\$5,810
Charter start-up funds (Federal R&E already awarded to operator--not SEA grant)							
Other start-up grant funds							
School level fundraising	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student fees							
Investment Income							
Private fundraising (foundations, corporate)							
Private fundraising							
TOTAL REVENUE	\$0	\$966,536	\$1,150,966	\$1,345,563	\$1,550,771	\$1,767,053	\$1,907,393

[INSERT School Name]

PLANNING

YR 1

YR 2

YR 3

YR 4

YR 5

YR 6

[INSERT School Name]

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
TOTAL ATHLETIC COSTS	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES	\$3,000	\$819,838	\$817,031	\$839,878	\$863,377	\$887,548	\$909,861

FINANCIAL PLAN WORKBOOK INSTRUCTIONS

expenditures during a five year time period. The workbook is designed to serve as a simplified guideline for recording your projected revenues and expenditures through both the 'School Inputs' and 'Technology & Equipment Inputs' tabs in this Microsoft Excel workbook. Please note that this is a protected workbook and data should only be entered into the unprotected cells (yellow cells). To maximize the usage of the Financial Plan Workbook, please familiarize yourself with the following general instructions prior to data entry.

School Inputs

The 'School Inputs' tab will be utilized as a place for data entry regarding your charter school's revenue assumptions along with any compensation, benefits and general expense assumptions. Data entry will begin in the revenue assumptions section. Note that FTE stands for Full-Time Equivalent. If this term is unfamiliar, please consult with an individual experienced in budgeting and pupil accounting. If your budget plans include staff less than full time please contact the State Public Charter School Authority to adjust formulas in this budget tool.

Revenue Assumptions

1. Please enter a Base Year into 'H2'. Additionally, please enter the appropriate school years in cells H5 through N5 as well as H6 through N6.
2. Next, be sure to enter your projected student enrollment in the enrollment section. This section captures the number of students by grade level (Rows 7-21) and by school year (Columns H-N).
3. In cells I24 through N25, please enter your school's percentage of Title 1 students. Similarly, in cells I24 through N24, enter your institution's percentage of special education students.
4. Enter the county where the school is located (Cell F37). If the school will be multi-district (e.g. a virtual school), the applicant must enter an estimated number of students per county in the County DSA tab to generate an appropriate figure. A conservative assumption would be to assume 100 percent of students are from the county with the lowest DSA.
5. The Inflation Adjuster in 'F28' is designed to account for any increases in the cost of labor and expenses over time. Please be sure to enter a cost of inflation in this cell. An inflation rate of 1.03 is a good rule of thumb for
6. Enter your Title 1, IDEA (cost per SPED student) and school level fundraising income per student. Each of these entries will automatically calculate the revenue line items for BEP, Title 1, IDEA and school level funding.
7. Any remaining revenue entries can be manually accounted for in the following subgroups:
 - Charter Start-Up Funds (H46-N46)**
 - Other Start-Up Grant Funds (H47-N47)**
 - Student Fees (H49-N49)**
 - Investment Income (H50-N50)**
 - Private fundraising (foundations, corporate) (H51-N51)**
 - Private Fundraising (H52-N52)**

Staffing and Compensation Assumptions

The staffing and compensation assumptions section will require input data on not only the charter school's staffing levels and average salaries, but it will also require the preparer to provide benefits data in order to provide the charter school with realistic financial projections. Please follow the instructions below:

1. Enter the average medical benefits for employees with both single and family coverage into cells 'F62' and 'F63'
2. Second, enter the school's percentage of coverage in 'F64'.
3. In 'F65', enter the assumed percentage of employees choosing single for their health benefits.

4. In cells F67 through F70, enter the percentage of your employee's salaries that will be allocated to FICA, State Retirement for Certified Employees, State Retirement for Non-Certified Employees and Life Insurance.
 5. Next, enter any per-employee expenses associated with GASB 45 and Unemployment Insurance in 'F71' and 'F72'.
 6. Payroll services are accounted for as a dollar value on a per employee/per month basis in 'F74'.
 7. Any bonuses should be accounted for in 'F75', which is calculated as a percentage of salaried employees.
 8. The information requested in cells F83 through F86 serve as drivers for some of your charter school's general expenses. Therefore, be sure to enter your school's instructional days per year (required) as well as the Saturday schools per year, contractors required for Saturday school and price per contractor (if necessary).
- administrators such as the School Director should be entered into the Administrator section. The positions, salaries and staffing levels in this section are marked for input, so feel free to adjust the position levels, salaries and staffing levels as your charter school finds necessary. Please note that each line represents one position,
10. Part-Time employees are considered in a less cumbersome fashion. Simply enter the average salary for each respective position and enter the number of employees per year.
 11. Lastly, the salaries and staffing levels work in unison with the inputs you entered to get to the total salary and benefits for your charter school. Feel free to adjust any of the staffing and compensation inputs to either decrease or increase your school's total compensation.

General Operating Expense Assumptions

The general operating expense assumptions section houses the majority of the expenditures that are necessary to operate your charter school.

1. This section is extremely user-friendly in terms of data entry. Each general operating expense line item is tied to a driver, i.e. per year or per student. The driver is then multiplied by the dollar value that was entered, which results in the amount of that expense line item for the given year.
2. The Contracted Services section should be completed in the same manner. Here the driver is per year, therefore any annual audits or legal services need to be calculated on an annual basis.

Technology and Equipment Inputs

The technology and equipment assumptions section is used to record any expenses related to technology and equipment usage at your charter school.

1. Similar to the general operating expense assumptions, these expense line items are tied to a driver. Simply enter a value into the input cell and the driver is then multiplied by the dollar value that was entered, which results in the amount of that technology/equipment expense line item for the given year.

EQUIPMENT & TECHNOLOGY

FACILITIES	
INPUT "Purchase" or "Lease"	Lease

LEASE OPTION

Square feet leased

Lease rate	\$1.00	Per sq ft	Annual lease cost
Custodial	\$1.00	Per sq ft	
Utilities	\$0.35	Per sq ft	
Capital Outlay (building renovations)	\$40,000	One-time cost	Capital Outlay
Total cost to lease			
General liability insurance	\$17,000.00	Annual cost	

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
2016	2017	2018	2019	2020	2021	2022
10,000	10,000	10,000	10,000	10,000	10,000	10,000
\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
\$40,000.00						
\$63,500	\$23,500	\$23,500	\$23,500	\$23,500	\$23,500	\$23,500
\$17,000	\$17,000	\$17,000	\$17,000	\$17,000	\$17,000	\$17,000
\$80,500	\$40,500	\$40,500	\$40,500	\$40,500	\$40,500	\$40,500

TECHNOLOGY & EQUIPMENT COSTS

ASSUMPTIONS

Copier (monthly lease rate)	\$900	Per month
	100	Students per copier
Desktop computer costs (faculty and computers for carts)	\$4,000	Per laptop
Desktop computers	10	Per grade level
Cart costs	\$10	Per cart

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
		2016	2017	2018	2019	2020	2021	2022
Student enrollment		0	128	148	168	188	208	218
Number of copiers needed			2	2	2	2	3	3
Monthly copier lease			\$21,600	\$21,600	\$21,600	\$21,600	\$32,400	\$32,400
Copier - usage fee	\$8		\$1,024	\$1,184	\$1,344	\$1,504	\$1,664	\$1,744
New Laptops - faculty	\$400	\$0	\$3,600	\$0	\$0	\$0	\$0	\$0
Laptop replacement costs	5		\$0	\$0	\$0	\$0	\$0	FALSE
Mobile lap top cart - students	1		\$160,040	\$0	\$0	\$0	\$0	\$0
Mobile Laptop cart replacement costs	5		\$0	\$0	\$0	\$0	\$0	FALSE
FTE cell phone handset	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE Cell phones (monthly coverage)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Internet setup	\$3,500		\$3,500					
Server	\$2,000		\$2,000					
Classroom technology	\$1,000		\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Educational software			\$0	\$0	\$0	\$0	\$0	\$0
Technology Support Services			\$0	\$0	\$0	\$0	\$0	\$0
Internet and phone monthly service			\$0	\$0	\$0	\$0	\$0	\$0
Other Equipment (security system)	\$2,000		\$2,000					
Monthly equipment cost			\$0	\$0	\$0	\$0	\$0	\$0
Computer Hardware			\$0	\$0	\$0	\$0	\$0	\$0
Computer Software	\$100		\$900	\$900	\$900	\$900	\$900	\$900
Faculty furniture		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student furniture	\$100		\$12,800	\$2,000	\$2,000	\$2,000	\$2,000	\$1,000
TOTAL TECHNOLOGY & EQUIPMENT COSTS		\$0	\$207,464	\$30,684	\$30,844	\$31,004	\$41,964	\$41,044

[INSERT School Name] Budget Summary

BUDGET SUMMARY

Name of School

Nevada STEAM Academy

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of Students	0	128	148	168	188	208	218
Number of Employees	0	9	9	9	9	9	9
REVENUE							
DSA Funding	\$0	\$977,792	\$1,164,489	\$1,361,508	\$1,569,300	\$1,788,334	\$1,930,541
DSA Sponsorship Fee	\$0	(\$14,667)	(\$17,467)	(\$20,423)	(\$23,540)	(\$26,825)	(\$28,958)
State Special Education Funding	\$0	\$3,411	\$3,944	\$4,477	\$5,010	\$5,543	\$5,810
Title I	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal Breakfast Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal Lunch Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0
IDEA	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transportation	\$0	\$3,411	\$3,944	\$4,477	\$5,010	\$5,543	\$5,810
R&E start-up funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other start-up funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Investment Income	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School level fundraising	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (foundations, corporate)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (individuals)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$0	\$969,948	\$1,154,910	\$1,350,040	\$1,555,781	\$1,772,596	\$1,913,203
EXPENSES							
Personnel	\$0	\$709,623	\$730,736	\$752,483	\$774,882	\$797,952	\$821,716
General Operating Expenses	\$3,000	\$110,215	\$86,295	\$87,395	\$88,495	\$89,595	\$88,145
Transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Athletic Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities		\$40,500	\$40,500	\$40,500	\$40,500	\$40,500	\$40,500
Technology & Equipment	\$0	\$207,464	\$30,684	\$30,844	\$31,004	\$41,964	\$41,044
TOTAL EXPENSES	\$3,000	\$1,067,802	\$888,215	\$911,222	\$934,881	\$970,012	\$991,405
SURPLUS/(DEFICIT)	(\$3,000)	(\$97,855)	\$266,695	\$438,818	\$620,900	\$802,584	\$921,798
<i>Per student</i>		-\$764	\$1,802	\$2,612	\$3,303	\$3,859	\$4,228
Ending Fund Balance	(\$3,000)	(\$100,855)	\$165,840	\$604,658	\$1,225,558	\$2,028,142	\$2,949,940

School Name: Sierra Nevada STEAM Academy

Cash Flow Statement

2017-18

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected
REVENUES													
Distributive School Acct	\$ 81,482.67	\$ 81,482.67	\$ 81,482.67	\$ 81,482.67	\$ 81,482.67	\$ 81,482.67	\$ 81,482.67	\$ 81,482.67	\$ 81,482.67	\$ 81,482.67	\$ 81,482.67	\$ 81,482.67	\$ 977,792.00
DSA Sponsorship Fee	\$ 1,222.25	\$ 1,222.25	\$ 1,222.25	\$ 1,222.25	\$ 1,222.25	\$ 1,222.25	\$ 1,222.25	\$ 1,222.25	\$ 1,222.25	\$ 1,222.25	\$ 1,222.25	\$ 1,222.25	\$ 14,667.00
Donations													\$ -
State Special Ed	\$ 284.25	\$ 284.25	\$ 284.25	\$ 284.25	\$ 284.25	\$ 284.25	\$ 284.25	\$ 284.25	\$ 284.25	\$ 284.25	\$ 284.25	\$ 284.25	\$ 3,411.00
IDEA													\$ -
													\$ -
													\$ -
													\$ -
													\$ -
Total Revenues	\$ 82,989.17	\$ 82,989.17	\$ 82,989.17	\$ 82,989.17	\$ 82,989.17	\$ 82,989.17	\$ 82,989.17	\$ 82,989.17	\$ 82,989.17	\$ 82,989.17	\$ 82,989.17	\$ 82,989.17	\$ 995,870.00
Total Revenues Y-T-D	\$ 82,989.17	\$ 165,978.33	\$ 248,967.50	\$ 331,956.67	\$ 414,945.83	\$ 497,935.00	\$ 580,924.17	\$ 663,913.33	\$ 746,902.50	\$ 829,891.67	\$ 912,880.83	\$ 995,870.00	
EXPENDITURES													
Salaries & Benefits													
Salaries	\$ 36,916.67	\$ 36,916.67	\$ 36,916.67	\$ 36,916.67	\$ 36,916.67	\$ 36,916.67	\$ 36,916.67	\$ 36,916.67	\$ 36,916.67	\$ 36,916.67	\$ 36,916.67	\$ 36,916.67	\$ 443,000.00
Benefits	\$ 19,922.75	\$ 19,922.75	\$ 19,922.75	\$ 19,922.75	\$ 19,922.75	\$ 19,922.75	\$ 19,922.75	\$ 19,922.75	\$ 19,922.75	\$ 19,922.75	\$ 19,922.75	\$ 19,922.75	\$ 239,073.00
Supplies	\$ 6,059.58	\$ 6,059.58	\$ 6,059.58	\$ 6,059.58	\$ 6,059.58	\$ 6,059.58	\$ 6,059.58	\$ 6,059.58	\$ 6,059.58	\$ 6,059.58	\$ 6,059.58	\$ 6,059.58	\$ 72,715.00
Rent	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 3,375.00	\$ 40,500.00
Utilities													\$ -
Contracts	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 13,000.00
Textbooks	\$ 2,466.67	\$ 2,466.67	\$ 2,466.67	\$ 2,466.67	\$ 2,466.67	\$ 2,466.67	\$ 2,466.67	\$ 2,466.67	\$ 2,466.67	\$ 2,466.67	\$ 2,466.67	\$ 2,466.67	\$ 29,600.00
Equipment													\$ -
Performance Bonus	\$ 1,845.83	\$ 1,845.83	\$ 1,845.83	\$ 1,845.83	\$ 1,845.83	\$ 1,845.83	\$ 1,845.83	\$ 1,845.83	\$ 1,845.83	\$ 1,845.83	\$ 1,845.83	\$ 1,845.83	\$ 22,150.00
													\$ -
													\$ -
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													\$ -
													\$ -
Total Expenditures	\$ 71,669.83	\$ 71,669.83	\$ 71,669.83	\$ 71,669.83	\$ 71,669.83	\$ 71,669.83	\$ 71,669.83	\$ 71,669.83	\$ 71,669.83	\$ 71,669.83	\$ 71,669.83	\$ 71,669.83	\$ 177,965.00
Total Expenses Y-T-D	\$ 71,669.83	\$ 143,339.67	\$ 215,009.50	\$ 286,679.33	\$ 358,349.17	\$ 430,019.00	\$ 501,688.83	\$ 573,358.67	\$ 645,028.50	\$ 716,698.33	\$ 788,368.17	\$ 860,038.00	
Percent of Budget	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ 11,319.33	\$ 11,319.33	\$ 11,319.33	\$ 11,319.33	\$ 11,319.33	\$ 11,319.33	\$ 11,319.33	\$ 11,319.33	\$ 11,319.33	\$ 11,319.33	\$ 11,319.33	\$ 11,319.33	\$ 817,905.00
Begin Cash Balance(F/B)	\$ -	\$ 11,319.33	\$ 22,638.67	\$ 33,958.00	\$ 45,277.33	\$ 56,596.67	\$ 67,916.00	\$ 79,235.33	\$ 90,554.67	\$ 101,874.00	\$ 113,193.33	\$ 124,512.67	
End Cash Balance (F/B)	\$ 11,319.33	\$ 22,638.67	\$ 33,958.00	\$ 45,277.33	\$ 56,596.67	\$ 67,916.00	\$ 79,235.33	\$ 90,554.67	\$ 101,874.00	\$ 113,193.33	\$ 124,512.67	\$ 135,832.00	\$ 817,905.00

WEIGHTED
2016 Count Day

County District	DSA	Outside		Enrollment	Subtotal
		Revenue	Total		
Carson City	\$ 6,637	\$ 1,002	\$ 7,639	90	\$687,510.00
Churchill	\$ 6,621	\$ 1,100	\$ 7,721		\$0.00
Clark	\$ 5,527	\$ 979	\$ 6,506		\$0.00
Douglas	\$ 5,941	\$ 2,466	\$ 8,407	5	\$42,035.00
Elko	\$ 6,707	\$ 1,302	\$ 8,009		\$0.00
Esmeralda	\$ 15,590	\$ 7,867	\$ 23,457		\$0.00
Eureka	\$ 5,653	\$ 26,220	\$ 31,873		\$0.00
Humboldt	\$ 5,738	\$ 2,269	\$ 8,007		\$0.00
Lander	\$ 3,955	\$ 6,063	\$ 10,018		\$0.00
Lincoln	\$ 10,369	\$ 1,469	\$ 11,838		\$0.00
Lyon	\$ 7,150	\$ 928	\$ 8,078	25	\$201,950.00
Mineral	\$ 9,561	\$ 1,644	\$ 11,205		\$0.00
Nye	\$ 7,104	\$ 1,458	\$ 8,562		\$0.00
Pershing	\$ 8,964	\$ 2,662	\$ 11,626		\$0.00
Storey	\$ 8,309	\$ 5,783	\$ 14,092		\$0.00
Washoe	\$ 5,582	\$ 1,152	\$ 6,734	8	\$53,872.00
White Pine	\$ 7,376	\$ 1,677	\$ 9,053		\$0.00
Multi-District	\$ 7,698			128.0	985,367.0