STATE PUBLIC CHARTER SCHOOL AUTHORITY



2019 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For the: Mater Academy of Nevada

Date Submitted: October 15th, 2019

Current Charter Contract Start Date: July 1, 2014 Charter Contract Expiration Date: June 30, 2020

Key Contact: Ricardo Jasso

Key Contact title: Board Chairperson, Mater Academy of Nevada Board of Directors

Key Contact email and phone:

Date of School Board approval of this application: October 2, 2019

This Request For Amendment (RFA) is submitted to request a contract amendment regarding (place an "X" to the right of the specific RFA type(s) you are applying for):

- 1. Add Distance Education
- 2. Add Dual-Credit Program
- 3. Change Mission and/or Vision
- 4. Eliminate a Grade Level or Other Educational Services
- 5. EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO
- 6. Enrollment: Expand Enrollment in **Existing** Grade Level(s) and Facilities
- 7. Enrollment: Expand Enrollment in New Grade Levels
- 8. Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment
- 9. Facilities: Occupy New or Additional Facility
- 10. Facilities: Occupy a Temporary Facility
- 11. Facilities: Relocate or Consolidate Campuses
- 12. RFA: Transportation
- 13. Other changes

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Section I: Introduction

The mission of the State Public Charter School Authority (SPCSA) is to improve and influence public education in Nevada "by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship." This mission includes assisting chartered public schools in making orderly enrollment, facility, financing and other changes to enable them to provide high-quality educational choices to students and their parents in Nevada.

As SPCSA public schools grow and progress they may wish to consider changes, additions or other improvements to their structure, facilities, legal relationships, school size or location(s). NRS 388A, NAC 388A and individual chartered public school contracts list various potential changes a school may consider making. These changes require that the school request and receive approval of the SPCSA Board to a Request For Amendment (RFA) before proceeding, except in the case of an emergency. The school must submit the RFA to the SPCSA describing the intended change and providing documentation to support approval of the requested change, to be confirmed by an amendment to the school's charter contract signed by a representative of the board or the designee of the board.

These considered changes can be made through amendments to charter school contracts with the SPCSA, pursuant to NRS 388A.223 *et seq*, NAC 388A.305 *et seq*, and their respective Charter Contract. This Request For Amendment (RFA) application is provided by the SPCSA in fulfillment of its responsibility to develop a policy and procedure "for amending a written charter or charter contract and the criteria for determining whether a request for such an amendment will be approved...." NRS 388A.223. This RFA describes the "manner in which such procedures and criteria will differ if the sponsor determines that the amendment is material or strategically important." NRS 388A.223.

This universal RFA application replaces all prior specific project RFA applications the SPCSA provided. It includes two sections. The first is a standard section which all RFA applicants must complete. It calls for general information about the school. The second section contains specific requests for supporting documentation to support the applicant's request for specific contract amendments. Applicants need only submit one complete application for one or more amendments being recommended. That application should include supporting documentation for the general application section and specific supporting documentation for each specific amendment being requested.

Section II: Eligibility Requirements

To be eligible for consideration of approval of a contract amendment a school must submit a complete and accurate RFA, in accordance with the requirements and directions stated herein prior to the deadlines stated herein. To be eligible to submit an amendment, the school must be in good standing in all three domains of the Authority's academic, financial, and organizational performance frameworks and it must not be considered a low-performing school or otherwise ineligible according to any definition set forth in law or regulation. "All schools begin outside of the intervention ladder and are considered to be in Good Standing." Charter School Performance Framework¹. Schools with questions about their eligibility should contact SPCSA staff.

Ineligible schools may include, but are not limited to, those schools which operate an elementary, middle, or high school rated below the three star level; schools which operate an elementary, middle, or high school program that is a priority or focus school; schools which operate high schools with graduation rates below 60 percent; schools with compliance issues, including participation warnings or penalties on the Nevada School Performance Framework; and schools with financial framework deficiencies.

A school which does not have at least one independent financial audit and one year of academic performance data in the Nevada system of accountability is ineligible to apply for an expansion amendment unless the school was approved by the Authority as an EMO replication of a high performing charter school in another state or the operator applied as a CMO applicant and has replicated a high performing charter school model from another state. In such cases, the school will be required to submit updated academic, financial, and organizational performance data in all three domains from the replicated EMO school or CMO school network. In the event that the Authority mandates a system-wide assessment to supplement the statewide test and provide for additional data in the event of a testing irregularity or a change in state testing provider, schools should expect that data from that assessment will outweigh data provided from a school's internal assessment system.

All applications and the actions being requested for approval must be in compliance with NRS 388A, NAC 388A and all other relevant federal laws and regulations and SPCSA policy.

Schools with questions about eligibility should contact SPCSA staff for further clarification.

Section III:

Section IV: Amendment Types

NRS 388A, NAC 388A and individual chartered public school contracts list potential changes a school may consider making. The school must request and receive approval from the SPCSA Board of the Request For Amendment before the school may proceed with the intended change.

The following is a list of the RFA applications which are now being replaced by this universal RFA application. The approval for any material change considered for a school, including affecting facilities or operations, for which an express amendment was or was not earlier provided may now be handled through this single RFA application. Actions requiring an amendment to a charter school contract include those in the following list. Schools should contact the SPCSA if they are considering any change or addition to what was approved in their charter contract. For all RFAs, the General Section of this application must be completed according to the instructions herein. Specific RFA requirements for the below RFAs have specific requirements which must also be completed.

- 1. Add Distance Education
- 2. Add Dual-Credit Program
- 3. Change Mission and/or Vision
- 4. Eliminate a grade level or other educational services
- 5. EMOs: Entering, amending, renewing, terminating Charter Contract with an EMO
- 6. Enrollment: Expand Enrollment in **Existing** Grade Level(s) and Facilities
- 7. Enrollment: Expand Enrollment in New Grade Levels
- 8. Facilities: Acquire or Construct a new or additional Facility that will not affect approved enrollment
- 9. Facilities: Occupy new or additional facility
- 10. Facilities: Occupy a Temporary Facility

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¹ http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Performance%20Framework.pdf

- 11. Facilities: Relocate or Consolidate Campuses
- 12. RFA: Transportation
- 13. Other changes requiring or not requiring approved RFAs:
 - a. As described in NAC 388A.335 regarding a request for an amendment not otherwise described
 - i. If the governing body of a charter school wishes to amend its written charter or charter contract, as applicable, in **a way that is not described** in NAC 388A.310 to 388A.335.
 - ii. Material amendments to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is material, the governing body must obtain approval from the sponsor before the amendment becomes effective.
 - iii. **Nonmaterial amendment** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.
 - b. Other **non-amendment changes**. Pursuant to NAC 388A.340 the governing body of a charter school (1) shall notify the sponsor of the charter school not later than 10 days after the charter school makes any change to the mailing address, telephone number, facsimile number, articles of incorporation or bylaws of the charter school.

Applicants seeking more than one amendment may now use this RFA template and provide supporting documentation as requested in the general and applicable specific sections below.

The General Requirements Sections of this application describe general supporting documentation required for RFAs.

The Special Sections describe specific supporting documentation required for specific RFAs requested to enable specific changes being pursued by the school board.

For applicants seeking to make changes for which amendments are not listed above, contact SPCSA staff regarding what, if any, documentation may be required.

Section V: Processing Schedule

RFA applications are processed according to the following schedule. Boards/Schools must submit their completed amendment request into the Charter Amendment section of Epicenter by 5:00 pm PT within the deadline schedule provided below for the relevant Spring or Fall application cycle.

If a below date falls on a federal or state officially recognized holiday, the submittal will be due no later than 5 p.m. Pacific Time on the first working day following said holiday.

Section VI: Deadlines

	Spring Cycle	Fall Cycle
Notice ² of Intent to submit Request for Charter Amendment (RFA)	Due between March 1 - 15	Due between September 1 - 15
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action	June board meeting	December board meeting

Charter school expansion (i.e., additional campuses and/or grade levels) requests **must be submitted** at least 9 months prior to the proposed implementation. For example, a school wishing to expand in the 2020-2021 school year must submit an amendment to Authority staff no later than the fall cycle of 2019.

Section VII: Application Process

1. The school board determines that an applicable change is or may be required. The board may direct a representative of the school to contact the SPCSA to explain the potential change and request guidance or may direct a representative to prepare and submit a Notice of Intent and RFA including supporting documentation according to the deadlines set forth above.

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² Notice or Letter of Intent

- a. Pursuant to NAC 388A.305(1) the "governing body of a charter school shall hold a public meeting that complies with the provisions of chapter 241 of NRS before the governing body submits to the sponsor of the charter school a written request for an amendment to its written charter or charter contract, as applicable, pursuant to NRS 388A.276. The governing body of a charter school may not request such an amendment unless a majority of members of the governing body vote to approve making the request."
- 2. Applicant submits a timely submitted notice.
- 3. SPCSA transmits a confirmation of receipt of the NOI and may contact the applicant with any questions or comments.
- 4. Applicant submits a timely submitted and Request for Amendment (RFA) including all applicable requested supporting documentation.
- 5. SPCSA transmits a confirmation of receipt of the RFA and may contact the applicant with any questions or comments.
- 6. SPCSA staff, and potentially external reviewers, begin the completeness check process. SPCSA Staff may contact the applicant for more information, for more clarity, or to let the applicant know their application is insufficiently complete and cannot be processed at this time without substantial improvements to completeness, clarification or other aspects.
- 7. Staff transmits to applicant confirmation of completeness or determination that the RFA application is substantially incomplete so that it will not be processed at this time.
- 8. Upon confirmation of completeness, SPCSA staff, and potentially external reviewers, begin the review process of the RFA. SPCSA Staff may contact the applicant for further clarification and with requests for additional information or to explain issues with the RFA.
- 9. Staff will discuss with applicant SPCSA staff's likely recommendation based on staff's review and analysis of the RFA submitted. Applicant may determine if it wishes to proceed.
- 10. Staff will schedule a Board meeting date during which to present applicant's RFA along with staff's recommendation.
- 11. If the Agency Board approves the RFA, then staff will
 - a. work with the applicant to make the amendment changes to the contract and to secure an updated, mutually executed contract, to enable the school to proceed to implement the terms of the amendment.
 - b. implement the process to monitor the fulfillment of any conditions of the amendment, pursuant to the amended contract.
- 12. In the alternative, pursuant to NAC 388A.305(2) and except "as otherwise provided in NAC 388A.310 to 388A.335, inclusive, if the governing body of a charter school requests an amendment to its written charter or charter contract, as applicable, pursuant to NRS 388A.276, the sponsor of the charter school may authorize its staff to approve the amendment as the sponsor deems appropriate." In such a case, staff will
 - a. work with applicant to make the amendment changes to the contract and secure an updated, mutually executed contract,
 - b. implement the process to monitor the fulfillment of any conditions of the amendment.

Applicants may contact the following SPCSA staff with any questions regarding this RFA Application.

- 1. Mike Dang, 702.486.8879, mdang@spcsa.nv.gov
- 2. Danny Peltier, 775-687-9178, dpeltier@spcsa.nv.gov
- 3. Mark Modrcin, 702-486-8271, mmodrcin@spcsa.nv.gov

Section VIII: Application Instructions

Specifications

- 1. It is the responsibility of the applicant to ensure that the content is complete, detailed, and easily understood and followed by reviewers; external experts; and parents, families, and the general public.
- 2. Application responses made in this file should add no more than 50 pages to this approximately 40 page "core" application for a total of up to 90 pages—in addition to all required appendices/attachments.
- 3. RFA submittals must all be in an electronic format. The RFA "core" application must be in a searchable pdf format. (Do not print it to hard copy and scan it.) Site, architectural and similar plans which can only forward may be in the pdf format submitted to the applicant by their consultant or professional.
- 4. Leave the text of the questions in the document and add your responses following each question. This will facilitate reviews, document access (hyperlinked table of contents) and enable better public transparency.
- 5. Begin each major section (Executive Summary, Meeting the Need, Academic Plan, etc.) on a separate page.

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- 6. All pages in the core application must remain consecutively numbered, as they are, in the footer and include the total number of pages, such as "Page 25 of 80."
- 7. A RFA may not require all attachments described in this document. Place an "N/A" where appropriate—next to the respective "Attachment". Do not leave them blank.
- 8. The name of each attachment, e.g. "Attachment 1," etc. must be placed in the header of the first page and header/footer of remaining pages to facilitate review and navigation. Bookmarking individual sections and attachments in Acrobat is strongly encouraged to enhance readability and facilitate a thorough review.
- 9. Attachments may have independent page numbering.
- 10. The table of contents must identify the page number of each major section of the narrative and each required attachment—or simply respond within the MS Word version of this Application with its Table of Contents.
- 11. You do not need to try to fix the Microsoft Word formatting in this application if the formatting doesn't automatically generate the correct or best font or outline number/letter when you enter text. As long as you include your response in the proper section we will ignore a misplaced outline number/letter.
- 12. References and citations should be placed in the footer.
- 13. If a particular question does not apply to your team or application, simply respond with a statement explaining why the question is not applicable <u>AND</u> including the term "not applicable" or "N/A" within the sentence.
- 14. All questions, including those identified as "Not Applicable" and tables not utilized must be left in the document. Tables which are accompanied with directions permitting the school to modify the number of rows and to customize the designated content may be changed as indicated.
- 15. Any budget or numerically oriented sheets must be submitted in a working Microsoft Office Excel file in addition to a pdf attachment.
- 16. When submitting resumes and biographies of proposed new board members and staff, label each document with the individual's affiliation with the proposed school (board member, principal, teacher, etc.) and combine the files into a single converted PDF document.
- 17. Review all elements of your request for completeness before submitting. Incomplete requests will not be accepted, and schools are not able to amend, revise, or supplement their request after it has been submitted unless the SPCSA, at its sole discretion, requests additional information or the SPCSA board votes to reject the request and the applicant chooses to resubmit a revised request at a later date.
- 18. Schools are strongly encouraged to maintain final Microsoft Word versions of all written materials. In the event that a school elects to resubmit a request with additional content and documentation, the school will be expected to use the Track Changes function to identify any additions or deletions to the application. Specific format requirements for such resubmissions will be furnished to applicants upon request.
- 19. Applicants are reminded that all requests for facilities or enrollment expansion amendments are public records and are posted on the SPCSA web site. Once a request is approved, it is expected that the complete charter application and the approved amendments will be posted on the school's web site or will otherwise be made available via electronic means upon request from any member of the public. To ensure the broadest range of accessibility for public documents, the SPCSA strongly encourages applicants to consult the Accessibility Guidance offered by our peer authorizer, the Massachusetts Department of Elementary and Secondary Education: http://www.doe.mass.edu/nmg/MakingAccessibleDocuments.pdf and http://www.doe.mass.edu/nmg/accessibility.html.

Applicants MUST submit amendment requests electronically in Epicenter, the statewide document management center for school submissions to the State Public Charter School Authority. All documents, other than budget documents and data submissions better suited to Excel, must be submitted as PDF documents. All PDF documents, other than those individual pages containing signatures or facilities documentation, must be submitted as converted (not scanned) documents.

Section IX: Attachments for Applications

- 1) A letter (1-3 pages) approved and submitted by the governing body of the charter school clearly summarizing and explaining the RFA and the contract changes being requested, submitted with documentation (meeting minutes) showing the request was approved and submitted by the governing board of the charter school following a public meeting held pursuant to chapter 241 of NRS.
- 2) Letters of Community Support/Partnership
 - a) May be scanned to PDF.
- 3) School and network leadership team job descriptions
- 4) Resumes for proposed school leader

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- a) For RFAs where a new school leader would be installed
- 5) Student achievement data with NSPF rankings
 - a) For the greater of the prior three, two, or one year(s), if available.
- 6) Competencies used for school leader selection
 - a) For RFAs where a new school leader would be installed
- 7) Regional Director resume or job description
 - a) Where applicable
- 8) CMO/Local Network organizational charts
 - a) Where CMOs/EMOs are or will be involved
- 9) New Board Member Information Sheets
 - a) For any current board members new since the opening or the last prior RFA
- 10) Incubation Year Planning Table
 - a) For expansions into new facilities
- 11) EMO agreement documentation
 - a) If school will contract with a non-profit or for-profit EMO for additional services or
 - b) This expansion will result in additional payments to an existing EMO
 - c) OR an assurance that the school is not contracting with an EMO
- 12) Operational execution plan
- 13) Budget narrative
 - a) Include a description of planned/projected changes to enrollments with resulting budget impacts to revenues and expenses.
- 14) Financial Plan
 - a) Submit working Excel model showing budgeted new/marginal/additional revenue and expense changes contemplated from proposed changes as well as impacts on surplus/deficits and statement of position
 - b) Include copy of most recent annual budget submitted
- 15) Local Network Budget
 - a) Where applicable
- 16) For schools which replicate an EMO or CMO model from another state which do not yet have Nevada performance data:
 - a) School performance data sheet and data from network's internal assessments demonstrating that the Nevada school is performing at a level similar to schools in other geographies.
 - b) Historical financial documents for the entity including
 - i) audited financial records for the entity and,
 - ii) if any of the schools operated by the management organization are technically separate entities,
 - (1) audited financials for each such school as well as any other campus by campus financial evaluations conducted by charter school authorizers.
 - c) At least three years of school financial audits are required for any school operating for three years or longer. This may be provided in the format of your choosing.
- 17) School Data Worksheet

Section X: Elements of Successful RFAs

Successful amendment requests demonstrate the following characteristics:

Domain	Criteria
Organizational and	Strong Governing Team that Significantly Exceeds Statutory Minimum Criteria with Proven Track Record of Transparently
Governance	and Accountably Governing a Multi-Million Dollar Public Entity
Accountability	
Leadership	School and Network Leaders with Exemplary Track Record of Academic and Operating Results with Similar Model/Population
	Strong Operating Team with Proven Track Record of Transparently and Accountably Operating a Multi-Million Dollar Public Entity
Academic	Proven School Model With Proven Track Record of Producing 4/5 Star Results with Target Population
Accountability	
Fiscal Accountability	Strong School and Network Financial Model With Proven Track Record of Increasing Annual Fund Balances ³ Track Record of Clean Audits
Business Relationships	Transparent and Appropriate Client/Vendor Relationship with Any Identified Service Providers

³ Such fund balance increases are intended to track free cash on hand, and should be exclusive of any capital refresh, expansion, or bond-mandated reserves budgeted for and maintained by the school.

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Section XI: General Requirements Section

A) EXECUTIVE SUMMARY

4 Pages or less per RFA

Provide a brief overview of your school, including:

- 1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members
- Mater Academy of Nevada

Mountain Vista: 3445 Mountain Vista Street, Las Vegas NV 89121

Bonanza: 4760 E Bonanza Rd, Las Vegas, NV 89110

Enrollment:

2,121

Brief History/Board Members:

The Governing Board of Mater Academy of Nevada (MAN) currently oversees two campuses both located in the Las Vegas Valley: MAN Mountain Vista, currently lead by Principal Renee Fairless, which opened in 2014 and serves students in PreK through 8th Grade and MAN Bonanza, currently lead by Principal Amy Gronna, which first opened in 2017 and currently serves students in PreK through 7th Grade. Between the two campuses, there is a current waitlist of approximately 1,435 students wishing to enroll in MAN. This convincing evidence reflects the high demand from our community for the unique and strong educational choice Mater Academy provides. MAN's Governing Board would therefore like to create a new K-12 campus in order to meet this community demand as well as provide current MAN students and families a quality educational option at the high school level.

Mater's Board of Directors currently consists of 7 members and comprises a broad ranges of valuable skill sets.

2. Statement and overview of the mission and vision

Mater Academy of Nevada aspires to have students obtain a thirst for knowledge and a belief in the students' self-efficacy. We strive to have the Mater Academy of Nevada community actively involved in the learning of its students.

Mission: The mission of Mater Academy of Nevada is to provide an innovative, challenging, multicultural education, preparing students to be global citizens and have a competitive edge in the 21st century workforce.

Vision: The vision of Mater Academy of Nevada is to develop successful scholars with 21st century skills of communication, collaboration, critical thinking, and creativity. Students will be college and career ready with cross-cultural competence.

3.	Specific states	nent of the request	
	(Example:)	"The Board of the above named charter school, op	perating under a current contract with a start date
	of	and a six-year expiration date of	requests that the SPCSA approve this
	request to a	amend its charter school contract with the SPCSA r	

The Board of the above named charter school, operating under a current contract with a start date of _July 1, 2014_ and a six-year expiration date of _June 30, 2020_ requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following:

1. Dual-Credit Programs	
2. EMOs: Amend charter contract with an EMO	
3. Enrollment: Expand enrollment in existing grades and facility	es
X 4. Enrollment: Expand enrollment in new grade levels	

5. Enrollment: Eliminate a grade level or other educational services	S
6. Facilities: Acquire or construct a new or additional facility that w	vill not affect approved enrollment
X 7. Facilities: Occupy additional sites	
8. Facilities: Relocate or consolidate campuses	
9. Facilities: Occupy a temporary facility	
10. Other (specify):	
(See full list above of RFA amendment types)	

Attach a copy of the document(s), including minutes, confirming approval of the RFA.

- 4. A summary explanation of the reasons that the charter school is seeking to the charter school is seeking to make this specific requested change.
- 5. Description of proposed target model and target communities
- 6. Statement of outcomes you expect to achieve across the network of campuses
- 7. Key components of your educational model for the expanded school
- 8. The values, approach, and leadership accomplishments of your school or network leader and leadership team
- 9. Key supporters, partners, or resources that will contribute to your expanded school's success.

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NOTE

- 1. For all remaining General Requirements Sections: Complete and submit all RFAs by answering remaining General Requirements Section questions.
- 2. Indicate "No change" for any below requested response that has not changed from your charter school contract.
- 3. Indicate "N/A" for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond "N/A" to any Specific Requirements RFA section for which they are not applying.

B) MEETING THE NEED

TARGETED PLAN

(1) Identify the community you wish to serve as a result of the expansion or RFA and describe your interest in serving this specific community.

As a charter authorized by the Nevada State Public Charter School Authority (SPCSA), Mater Academy of Nevada (MAN) is open to all students and families residing in the state of Nevada. However, in more realistic terms, our proposed school expansion anticipates serving students in the following proposed target area, located on the eastern side of the City of Las Vegas:

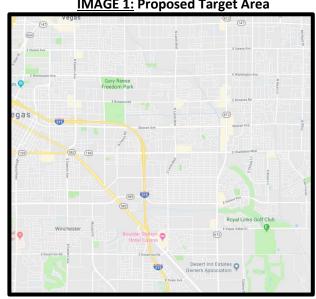


IMAGE 1: Proposed Target Area

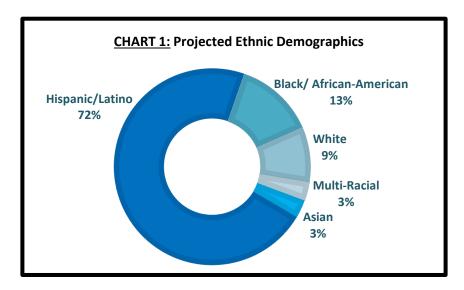
The Governing Board of Mater Academy of Nevada (MAN) currently oversees two campuses both located in the Las Vegas Valley: MAN Mountain Vista, which opened in 2014 and serves students in PreK through 8th Grade and MAN Bonanza, which first opened in 2017 and currently serves students in PreK through 7th Grade. Between the two campuses, there is a current waitlist of approximately 1,435 students wishing to enroll in MAN. This convincing evidence reflects the high demand from our community for the unique and strong educational choice Mater Academy provides. MAN's Governing Board would therefore like to create a new K-12 campus in order to meet this community demand as well as provide current MAN students and families a quality educational option at the high school level.

(2) Explain how your expansion model or RFA, 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.

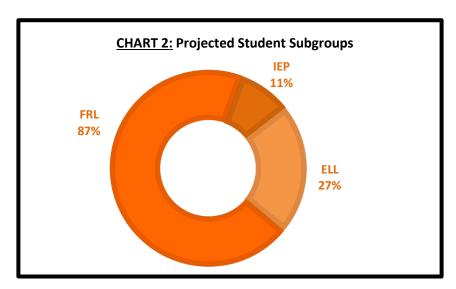
Our target community, as briefly described in the previous question, is located on the eastern side of the Las Vegas Valley. This region of our city has, in recent decades, become an area of families and individuals, who are disadvantaged both in economical and educational terms. Schools throughout this region typically see large populations of minority students, such as Hispanic/Latino, and other unique educational subgroups such as English Language Learner (ELL) students and those students who qualify for Free and Reduced Lunch (FRL)

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services. After examining the most recent demographic data for public middle schools⁴ in the proposed target area, we anticipate serving a student population that is similar to **Chart 1**⁵, below:



Ethnically speaking, our projected demographics demonstrate a population that is majority Hispanic/Latino (72%) with the next largest ethnic category being Black/African-American students at twelve percent (13%). Other demographics include: 9% White, 3% Asian, and 3% Multi-Racial.⁶



Additionally, as demonstrated in **Chart 2**⁷ we anticipate serving a student population with a variety of needs. 69% of our projected student population qualify for Free/Reduced Lunch (FRL) services, while 22% are English Language Learners (ELL) and 9% have an Individualized Education Plan (IEP).

In educational terms, results from the 2017-18 Nevada end-of-year (EOY) assessments have shown a need for improved student academic achievement.

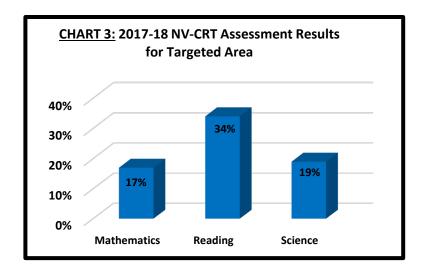
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⁴ Demographics were obtained from the *Nevada Accountability Portal* for all middle schools within 3-mile radius. These demographics were then averaged together to produce the projected demographics discussed here.

⁵ Nevada Department of Education. *Nevada Accountability Portal*. Obtained from, nevadareportcard.nv.gov/di/. Last accessed March 2019.

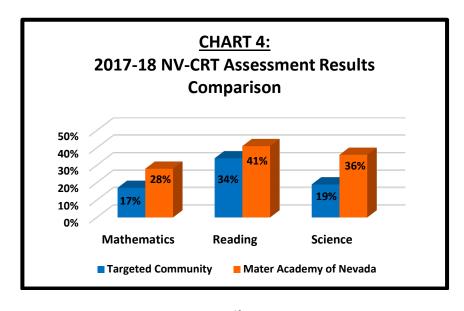
⁶ Populations where the averaged percentage totaled to less than 1% were not included in this chart (i.e. – Native American/ Alaskan Native and Native Hawaiian/ Pacific Islander).

⁷ Nevada Accountability Portal.



As displayed in **Chart 3**⁸ above, only 34% of our targeted community achieved proficiency on the Reading portion of the Nevada CRT Assessment (SBAC), while just 17% were proficient in the Mathematics portion and 19% achieved proficiency on the Nevada CRT Science Assessment.

Since first opening its doors in 2014, Mater Academy of Nevada has been dedicated to improving our great city of Las Vegas. Our two currently operating campuses, Mountain Vista and Bonanza, reflect our commitment to providing a quality education to students and families located on the east side of our community. Our requested amendment for expansion would be no different. Based on results from the same 2017-18 Nevada end-of-year (EOY) assessments, Mater Academy has shown greater levels of academic achievement than their surrounding schools even with a similar student population. **Chart 4**⁹ below shows how Mater currently compares to our targeted community:



As demonstrated above, middle school students at MAN¹⁰ currently outperform their peers attending other public schools in the same region and at the same middle school grade levels. A comparison of these student populations is provided in **Table 1** below.

TABLE 1: Comparison of Student Populations

⁸ Ibid.

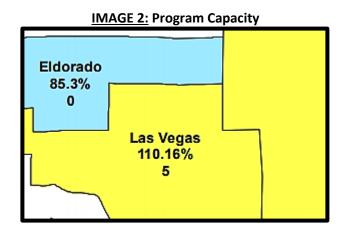
⁹ Ibid.

 $^{^{10}}$ This includes a combined average of both the Mt. Vista and Bonanza middle schools

	Am. Ind/ AK Nat.	Asian	Black/ AfAm.	Hisp./ Latino	White	Nat. Haw./ P.I.	Multi- Racial	FRL	ELL	IEP
Mater Academy	-	1%	9%	78%	8%	-	3%	91%	44%	8%
Targ./ Comm.	-	3%	13%	72%	9%	-	3%	69%	22%	9%

With a projected student demographic similar to their own and the previously demonstrated academic results, the evidence is clear that Mater Academy would provide a quality and needed educational option to our community of east Las Vegas.

By approving MAN's amendment request to expand to high school grade levels, our community would be additionally benefited by relieving the issues of overcrowding currently experienced by local high schools in the area. As shown in **Image 2**¹¹ below, both Eldorado and Las Vegas high schools are approaching or are already past their program capacity:



Eldorado High School is currently at 85% of their school program capacity, while Las Vegas High School is at 110% above capacity. Additionally, Basic High School, which is also zoned for students and families in our target area, is at 123% of their program capacity. 12

The need for a quality school choice is evident from the points expressed above. Our target community is in need of a better educational option at both the middle and high school grade levels. Mater Academy of Nevada has demonstrated the success of its educational model in our community. Demand from both students and parents only strengthens this success. By adding a Mater Academy High School, both the middle school students currently enrolled at our campuses, as well as those middle school students from our targeted community, would benefit by being able to obtain a valuable educational experience at the high school level, which otherwise may never be an option for them.

Additionally, given the recent developments with the SPCSA's 2019 Needs Assessment Plan, MAN's desire to open a successful K-12 school in this target area aligns with the SPCSA's 2019 Needs Assessment Plan. Mater's proposed high school would be serving students and families from the following zip codes: 89110, 89142, 89122, 89160, 89121, 89185, and 89104. These zip codes have been identified by the 2019 Needs Assessment as zip codes of educational need.

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¹¹ Clark County School District. *Demographics, Zoning and Geographic Information Systems*. "2018-19 High School Capacity Hot Spots Map." URL: http://dzg.ccsd.net/wp-content/uploads/2018/10/HS Hotspots 2018-updated.pdf; last accessed March 2019. ¹² Clark County School District. *Demographics, Zoning and Geographic Information Systems*. "Clark County School District 2018-19 Monthly Enrollment Report." URL: http://dzg.ccsd.net/wp-content/uploads/2018/10/2018-19-Monthly-Enrollment-October.pdf; last accessed March 2019.

In the end, the mission and vision of both Mater Academy of Nevada and the Nevada State Public Charter School Authority are aligned. We both seek to prepare *all* students for success in college and career. Approving MAN's amendment request to expand to an additional site and expand to high school grade levels would be the fulfillment of these visions into concrete and demonstrable action.

GROWTH RATE AND RATIONALE

(1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).

Mater Academy of Nevada opened its first campus in the fall of 2014 to a diverse population with approximately 300 students. The following school year the school moved into a brand new building and increased enrollment to over 700 students on what is now referred to as the Mater Academy of Nevada, Mountain Vista Campus. It soon became apparent to our Board that there was significant interest in our surrounding community to expand the Mater educational model so as to serve additional families and students. In the fall of 2017 we opened our Bonanza Campus serving students in grades K-6. Today, both the Mountain Vista and the Bonanza campuses currently serve over 2,000 students, including those enrolled in our Pre-K programs, which are currently available at both campuses. MAN's Bonanza Campus currently serves students in Pre-K through 7th Grade, but is expected to add the additional 8th Grade level to achieve its intended and full operation this coming school year.

Recently, it has become the intent of our Governing Board of Directors to establish a high school educational experience for its currently enrolled students as well as those in our target community. Establishing a new Mater campus with high school grades would provide a feeder system from our two currently operating elementary/middle schools and continue to provide quality educational outcomes for our students.

We, of Mater Academy of Nevada, propose to open a new K-12 campus in the fall of 2020. Our proposed campus opens with grades K-9 and will grow by one grade level each of the following years until fully serving students in grades K-12. This growth will allow Mater to relieve a portion of our waitlist, as well as help overcrowded public schools located in our targeted community. Furthermore, as stated earlier, this growth plan will also provide Mater Academy students a feeder school to attend upon graduating from our middle schools.

a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.

Mater Academy of Nevada's Board is targeting a community that needs greater school choice. Mater is looking to grow at the proposed pace with the understanding of the high demand for their services in the eastern region of Las Vegas. Furthermore, Mater is expecting to retain all of their students. The Mountain Vista and Bonanza campuses will both soon have graduating 8th graders with no high school option under the Mater educational model. Mater is committed to offering all of their students an excellent high school experience and as such we are looking to build a system that will support a sizeable high school.

- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them. Examples may include:
 - a. Inability to secure facilities/facilities financing;

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As mentioned <u>above</u>, Mater is currently reviewing available locations in the east part of the City of Las Vegas that could be ready to accommodate a K-12 campus by the 2020-2021 school year.

Mater Academy of Nevada used the Turner-Agassi Charter School Facility Fund to build its Mountain Vista and Bonanza campuses. Mater expects that this relationship will continue on and will serve as our financing option for our proposed new site. Mater will also consider other financing solutions to give our school the best financial outcome possible.

b. Difficulty raising philanthropic funding;

Mater Academy of Nevada does not rely on philanthropic funding for the operation of our schools; therefore, difficulties in raising donor funds do not pose a risk to Mater. Additionally, MAN does engage in strategic fundraisers designed to provide additional resources to its students beyond what is allocated in its budgets. For example, Mater Academy was awarded over 7 million dollars in competitive grant funding over the past two years.

c. Insufficient talent pipeline/difficulty recruiting faculty;

MAN understands the importance of high quality professional development (PD) for its teachers and leaders, both in the start-up phase and in future years. MAN is committed to providing training in Cultural Integration Instructional Methods, curriculum, blended learning, content mastery, standards, classroom management, and leadership development. MAN will support the professional development needs of all staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering on-site trainings. Staff members will participate in school-initiated and other relevant and necessary workshops for professional development. A member of the administrative team (principal, AP, curriculum coach, ELL Coordinator) will oversee, coordinate, assist, and monitor the staff development process. Teachers will attend relevant local and national conferences and serve as trainer to the remainder of the staff upon return to MAN. All MAN faculty will receive one to two weeks (at minimum) of on-site professional development prior to the inaugural school year.

Additionally, MAN will continue to expand on the following activities:

- Recruit faculty at local, regional, and national teacher recruitment fairs. Mater attends local teacher fairs two times a year.
- Expand Mater Academy of Nevada's relationships with educational departments at local colleges and universities to ensure graduating students are aware of opportunities at MAN.
- Using teachers-teachers.com as a resource to recruit teaching staff online.
- Advertisements in local newspapers, on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth.

Teacher retention will be a focus and responsibility of both the Board and the School Administrators. Teachers will be paid salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will also be offered to our teachers and staff to ensure their retention and employment satisfaction. Teacher's input will be valued. Accordingly, they will be provided opportunities for shared decision making with the school principal. All faculty and staff members employed by Mater Academy of Nevada will possess the personal characteristics, knowledge base of and belief in the educational model and curriculum design of Mater Academy of Nevada, as well as an ability and motivation to work as part of a team with parental involvement. The Mater Academy of Nevada will look for personnel who bring with them a sense of enthusiasm and commitment, as well as a strong belief in, and understanding of, the charter school concept.

d. *Insufficient leadership pipeline/difficulty recruiting school leaders*;

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Using similar means to those described in the previous question above, Mater will recruit both within and outside their system to provide quality leaders for our new campus. Mater Academy of Nevada appointed Ms. Renee Fairless as Lead Principal to oversee all school administration and operations for both the Bonanza and Mountain Vista Campuses. Principal Fairless will work with other Mater administration personnel to make sure that the Assistant Principals, Lead Teachers, and teachers are being prepared to take leadership roles within the Mater Academy of Nevada system. Mater will also utilize the Doral Leadership Institute¹³ as an additional resource in identifying quality school leaders.

e. Misalignment between the founding school and leader and new campuses and leaders, and;

Mater Academy's Board will guide all principals and school leaders to ensure that each campus stays true to Mater's vision and mission. Furthermore, our Board will conduct annual performance reviews of each campus. From these reviews, the Board will monitor the progress being made at each campus, and hold the school leaders and principals accountable for ensuring their respective campuses are meeting Mater Academy of Nevada's mission and vision.

f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

Mater Academy of Nevada has gone to great lengths to develop performance metrics that adequately and reliably detail student performance. The Board will employ user-friendly performance dashboards at meetings and will receive academic performance updates for each campus. Furthermore, Mater Academy of Nevada has implemented a curriculum that is designed to ensure academic growth for all students including those in general education, special education, and our educationally disadvantaged students. With these measures in place, Mater Academy of Nevada is confident that its students will maintain year-over-year academic growth; thus, precluding the need to curtail expansion due to inadequate student performance.

(3) Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

The opening of a new campus is not something new to MAN. We understand, from experience, the challenges associated with such an undertaking. With the opening of our Bonanza campus we have experienced some difficulties in maintaining consistent operations, such as students performing lower than anticipated after the first year. Additionally, we understand the importance of geographical space and how this affects a school's student-teacher ratio. However, in order to meet these challenges we implemented several methods that we also anticipate implementing for the opening of our high school. One such method that has proven very successful was the Board's appointing of a Lead Principal who supports Amy Gronna, Principal of MAN's Bonanza Campus. The role of the Lead Principal ensures consistency in each model for financial, logistical, and academic aspects of operating both of MAN's campuses.

Additionally, Mater will also take advantage of the fact that it already has existing campuses, and can use these as models. MAN plans on hiring school leaders for each campus prior to the end of each school year and plans to provide several opportunities for school leaders of new campuses to observe the logistical, financial, and academic best practices of MAN's existing campuses. This, in addition to the professional development Mater will provide to its leadership and faculty during the onboarding process, will mitigate many of the potential risks of startup.

PARENT AND COMMUNITY INVOLVEMENT

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¹³ The Doral Leadership Institute is a comprehensive leadership program designed to prepare educators to become instructional leaders.

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

Since its inception, MAN has understood the critical role and vital strength of parental and community engagement. Upon approval of the requested expansion, Mater Academy will utilize its existing community partnerships and methods of communication to broadcast the new and wonderful opportunity a new high school will bring.

Additionally, both the Bonanza and Mountain Vista campuses currently provide tours to parents who are interested in attending Mater, but have not been accepted through the lottery process. With over 1,400 students on its waiting list, Mater plans to provide notice to these families to inform them of the expansion and encourage them to reapply to our lottery.

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

To engage parents and other community members through the application approval process, MAN will set up several community meetings at the school where parents and students can learn of the proposed expansion and what this can mean for them. Administration at both campuses will also broadcast news of the expansion at school events such as: award ceremonies and Parent-Teacher Meetings among others, as well as community neighborhood events such as IMPACT meetings at Bob Price Recreation Center.

Additionally, Mater's Governing Board has been building relationships with community groups and organizations wherein they can share information regarding the expansion at open forums events. Some of these groups and organizations include community centers, parks, and libraries, among others, and will be held to inform the public about the high school expansion and its offerings.

(3) Describe how you will engage parents in the life of the expanded 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.

Parental involvement is a fundamental aspect of Mater's mission and vision. As Mater has experienced the strength and vital role parental involvement can play in the lives of their students, Mater will continue to employ the following parental-engagement practices and strategies:

- Encourage parents to be active participants in their children's education through volunteer opportunities at the school. Some of these volunteer opportunities include, but are not limited to, the following:
 - Chaperoning field trips,
 - Assisting with class projects,
 - Helping in the library or office,
 - Speaking during career week,
 - Participating in family day,
 - Conducting lunch and recess monitoring,
 - Helping with holiday events, etc.
- Utilizing a multi-tiered communication plan that best fits the needs of their school's community. This plan
 will include regularly scheduled communications in both the Spanish and English languages, through the
 following methods:
 - E-mail newsletter: At least twice per quarter, parents receive a newsletter updating them on school events and highlights. For families that do not have access to e-mail, a paper copy of the e-mail is sent home with the student.

- School website ¹⁴: The school's website is a resource with a wealth of information for families.
 The website is designed to meet the needs of the community by providing links to important and relevant information and is available in more than 25 languages. Some of this relevant and important information includes, but is not limited to, the following:
 - Mater's mission, vision and history
 - School schedule and calendars
 - Curriculum
 - Frequently Asked Questions
 - Governing Board Meetings: public notices, agendas, and minutes
 - Directory of administration and staff
 - Uniform policy information and links for purchasing
 - News and announcements
- Mater Facebook Page
- Workshops, parent meetings, open houses and other events help inform parents of involvement opportunities throughout the school year. Parents are notified of the e-mail newsletter, website, etc., as noted above. Other events and activities include:
 - Quarterly Parent/Teacher Conferences: Hosted in the evenings at the school where parents can discuss topics that affect their children's educational progress.
 - Open houses, career fairs, family day: Events held yearly to recruit new students and maintain communication and involvement between the schools and surrounding communities.
 - Parent Teacher Student Organization (PTSO): PTSO coordinates extra-curricular events involving the community. Through the PTSO and other such committees, parent and community members are able to partake in the school's decision-making process.

Additional examples of parental involvement include:

- Regular parent/teacher conferences these conferences are held afterschool or in the evening and provide parents with opportunities to discuss educational progress with their child's teacher;
- Open houses, career fairs, family picnic these events are held annually to maintain communication and active involvement in the school;
- Governing Board's Academic Committee The purpose of the Academic Committee is to review school
 data, ensure academic expectations and goals are being met, and provide insight to instructional
 activities that meet specific needs of the students.
- Board Meetings The public, especially parents, are notified of Board meetings and may be active participants at the Board meeting by providing public comment and bringing relevant matters to the Board's attention.
- Parental workshops in partnership with community organizations, such as the Urban League.
- PIC Parent planning committee in family events
- PEAK Parental involvement program for students to seek early success and achievement by incorporating a team effort of children, parents, and teachers.
- Title I Committee Parents participate in the planning of Title I funds for the school, including high priority items
- (4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded 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 an Attachment 2, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

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¹⁴ For more information or an example of the Mater website, please see http://www.materacademynv.org/

Community involvement is a crucial key to success in implementing the mission and vision of Mater. Community partnerships are extremely important, as they help provide students and parents with a vast educational experience both in and out of the classroom. Mater has established partnerships with community organizations that enrich life for both students and parents. These organizations include, but are not limited to, the following:

- Allstate Providing private funding.
- Boys & Girls Club Assists with after school programs
- CARE Coalition Educates and assists youth and adults in the prevention of drug and alcohol abuse
- Cosmic Comics Donating comic books to encourage children to read.
- <u>Distinctive Insurance</u> Providing consultation and supports for teacher and school staff health insurance and other benefits.
- <u>East Valley Family Services</u> Provision of case management support, application assistance (SNAP, TANF, Medicaid, EAP, MAABD, etc.), Parenting Classes, Child Passenger Safety Course, referral system for moments of crisis, and providing additional resources throughout the year at school events.
- Garden Farms Helping to create an on campus school garden, weekly lessons and student-run farmer's markets
- <u>Intellatek</u> Improving learning environments through technology
- <u>Journey, United Methodist Church</u> Providing childcare, English language courses, Family Support Systems, and Prayer Partnership, among others.
- <u>Junior Achievement of Southern Nevada</u> Provides hands-on experience in financial literacy through various programs
- <u>Los Compadres Meat Market</u> Providing catering support for events and donations for all school needs.
- <u>Mobile Dental</u> Provides various high quality dental health services for parents and students in disadvantaged communities.
- <u>Nevada Health Centers</u> Participates in Mater's health fair and is planning to implement telemedicine services at Mater Academy in the future.
- <u>Nevada Job Connect</u> Helps provide parents and other community members with finding jobs through networking
- <u>UNLV</u> Provides tutoring services for students and teacher education
- <u>Urban League</u> Provides a literacy workshop series, which educates parents about the developmental stages of literacy as well as improving the parent's own literacy, which enables them to better teach their own children.
- (5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

Mater Academy of Nevada is an established and respected component of the eastern Las Vegas community. Having operated in this region of the city since 2014, MAN understands the central role a school plays in a neighborhood. As a school, MAN works with the <u>previously mentioned</u> community organizations to not only identify community needs, but establishes partnerships to meet and address those needs as well.

Mater's Governing Board has extensive ties to and relationships with the target community and surrounding region. Many Board Members have significant experience working with the target population in educational settings, as elected and appointed government representatives, and as community activists. Mater's Governing Board will prioritize deep engagement with the target community through a multifaceted marketing campaign to educate parents and families about school choice. MAN will strategically gather knowledge from a variety of community stakeholders that include parents, families, and targeted at-risk subgroups through focus groups and other mechanisms.

As MAN grows into a new region of the eastern Las Vegas community, it will continue to listen to and gather community feedback at public board meetings and other previously mentioned engagement strategies, to

understand new and arising needs and how to best meet them. The school and Governing Board commit to establishing new relationships with local community organizations in order to have community support and engagement in school matters. The school will promote an environment that allows parents, teachers, and other community members to be actively engaged in the school.

(6) Identify any organizations, agencies, or consultants that are partners in planning and expanding 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 school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

Mater Academy of Nevada's Board has partnered with Mater Academy Inc. (the replicated school model and partner) and Academica Nevada (the Educational Management Organization) for the planning and establishing Mater Academy of Nevada. Mater Academy Inc. and Academica Nevada's roles are further described throughout the application's Academic Plan, Operational Plan, and Financial Plan.

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C) 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.

Mission

The mission of Mater Academy of Nevada is to provide an innovative, challenging, multi-cultural education, preparing students to be global citizens and have a competitive edge in the 21st century workforce.

Vision

The vision of Mater Academy of Nevada is to develop successful scholars with 21st century skills of communication, collaboration, critical thinking, and creativity. Students will be college and career ready with cross-cultural competence.

Mater Academy of Nevada aspires to have students obtain a thirst for knowledge and a belief in the students' self-efficacy. We strive to have the Mater Academy of Nevada community actively involved in the learning of its students.

Explain whether the proposed mission and vision for the school/network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications.

The mission and vision of Mater Academy of Nevada will not differ from the existing Mater Academies, nor its charter holder. All Mater campuses are unified in purpose, mission, and vision and ensure consistency and coherence by modeling on their previously established and effective school model.

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

Not applicable. The mission and vision of Mater Academy of Nevada will not differ from the existing Mater Academies, nor its charter holder.

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) Historical Performance

(a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.

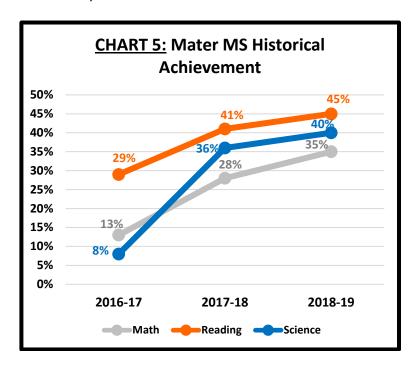
MAN's middle schools have historically demonstrated the positive effect of the Mater educational model over time. As demonstrated in **Chart 5**¹⁵ below, middle students at Mater Academy have continued to increase in

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1

¹⁵ While MAN's first campus did open during the 2014-15 school year, the historical data shown in Chart 5 only goes back to 2016-17 for several reasons: 1) the lack of accurate data during that time, 2) the science assessment wasn't taken in years 2014-

academic achievement from year to year in all tested subject areas. Large academic gains were made, from 2016-17 to 2017-18; and while the Mater system faced the challenge of adding on a new school site (Bonanza) during the 2017-18 school year, mid-year analysis, as assessed by the iReady diagnostic, predict these improved trends to continue into the 2018-19 school year.



As described earlier in the *Meeting the Need* section, Mater's facility will be located in the eastern region of Las Vegas, Nevada. An analysis of schools near MAN's proposed location suggest the new school will be serving a student population with a variety of backgrounds and needs. Ethnically speaking, the school's projected demographics are as follows: 72% Hispanic/Latino, 13% Black/African-American, 9% White, 3% Asian, and 3% Multi-Racial. Additionally, 87% of the projected student population are identified as FRL, 27% ELL, and 11% have an IEP. These figures demonstrate a population that is historically underserved and educationally disadvantaged.

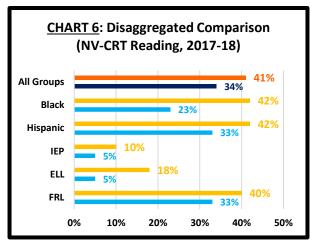
In tandem with being a community of economically disadvantaged students and families, the need for a quality educational option is apparent in the academic results demonstrated in **Chart 3** earlier. This educational need is exacerbated when one examines these results disaggregated among ethnic groups and special student subgroups. Please see the blue bars in **Charts**¹⁶ **6**, **7**¹⁷, and **8**¹⁸ below.

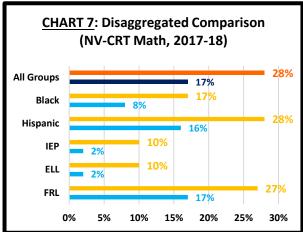
¹⁵ and 2015-16 as MAN had not rolled out to their 8th grade class as of yet, and 3) utilizing the combined middle schools of both Bonanza and Mountain Vista campuses maintains the consistency of the data demonstrated throughout this amendment request.

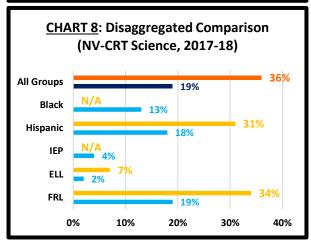
¹⁶ Nevada Accountability Portal.

¹⁷ Ibid.

¹⁸ Ibid.







Black/African-American students, as well Hispanic/Latino students, the two largest ethnic groups in our target community, are underperforming at their zoned middle schools across all subject areas.

In Reading, Black/African-American students, on average, are performing 11 percentage points lower than their school's overall percent of proficiency. On average, only 5% of both IEP and ELL students, are achieving proficiency in Reading. Additionally, 33% of Hispanic/Latino students achieved proficiency. While this is close, it still leaves room for improvement.

In Math, only 8% of Black/African-American students at these surrounding middle schools achieved proficiency, while only 2% of IEP and ELL students achieved proficiency. 16% of Hispanic/Latino students achieved proficiency.

Lastly, in Science, only 13% of Black/African-American students, 18% of Hispanic/Latino students, and 2% of ELL students achieved proficiency.

Comparing the same assessments and subject areas from the same year, Mater Academy of Nevada's middle schools demonstrate a positive and promising educational model for educationally disadvantaged students and families. As demonstrated by the orange bars in these same charts, Mater middle school students from these same ethnic and special student subgroups are outperforming their peers across all tested subject areas.

In Reading, 42% of both Black/African-American as well as Hispanic/Latino students at Mater's middle schools achieved proficiency. Additionally, 10% of students with an IEP, 18% of ELL students, and 40% of FRL students at MAN's middle schools achieved proficiency in Reading.

17% of Black/African-American and 28% of Hispanic/Latino students at MAN's middle schools achieved proficiency in Mathematics. The percent proficiency of both IEP and ELL

students was 8 percentage points higher than those students in our targeted community and 10 percentage points higher for FRL students.

Lastly, in Science¹⁹, MAN middle school Hispanic/Latino students achieved 31% proficiency compared to 18% in our target community, while 34% of MAN's FRL students and 7% of MAN's ELL student population achieved proficiency, compared to only 19% and 2% respectively in our targeted community.

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¹⁹ Data for Black/African-American and IEP students from Mater was not available through the Nevada Report Card Data Portal and thus not included here.

- (i) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics.
- (ii) Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.

MAN would also like to provide additional academic performance metrics that fall outside of their contractual performance plan. Data obtained from the iReady diagnostic assessment demonstrates that the middle schools at both the Mountain Vista and Bonanza campuses are on track to obtain 4 Star status by the end of the 2018-2019 school year. See **Image 3** below:



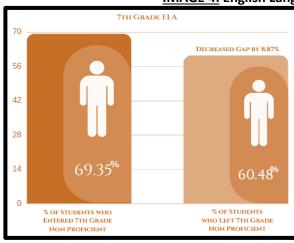
IMAGE 3: Mater MS Mid-Year Predictions

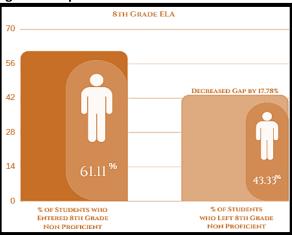
The data demonstrated here was taken from each campus' mid-year implementation of the iReady assessment and is correlated to student success as measured by the NV-CRT assessments (SBAC) as well as the Nevada Department of Education's School Report Card evaluation and Star Ranking.

Furthermore, based on 2017-18 SBAC results, Mater Academy's Mountain Vista campus has shown a decrease in opportunity gaps at the middle school level. Please see **Image 4** and **Image 5** below:

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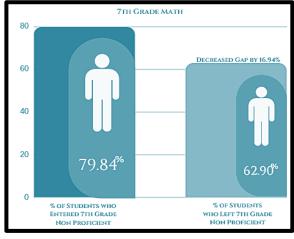
IMAGE 4: English Language Arts Gap Decrease

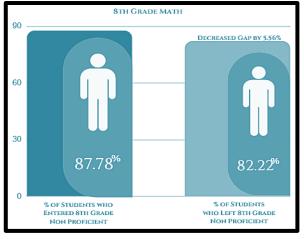




As demonstrated in **Image 4**, of the roughly 69% of Mater students who entered the 7th grade as "Non Proficient" in ELA, 8.87% of those students were later "Proficient" by the end of the 7th Grade. Similarly, of the 61.11% of students who entered 8th grade as "Non Proficient" in ELA, 43.33% were still "Non Proficient" by the end of the grade. In other words, the opportunity gap was decreased by 17.78% for those 8th Grade students.

IMAGE 5: English Language Arts Gap Decrease





Furthermore, as demonstrated in **Image 5**, the percentage of "Non Proficient" 7th grade students in Mathematics decreased from roughly 80% to 63% during the course of one school year; while "Non Proficient" 8th grade students decreased by approximately 6% in a single school year.

Additionally, results from the 2018-19 Nevada School Rating demonstrate that all of the current Mater Academy schools have achieved a three-star or higher. Please see below:



Mater Academy Bonanza

School Level: Middle School Grade PK-07

Levels:

District: State Public Charter School

Authority

School 4760 E. Bonanza Road Address: Las Vegas, NV 89110

78.3 Total Index Score

School Type: Charter SPCSA School Designation: No Designation 95% Assessment Participation: Met

School Year 2018-2019 Nevada School Rating

School Year 2018-2019 Nevada School Rating

Mater Academy Mountain Vista

School Level: Elementary School

Grade PK-08

Levels:

District: State Public Charter School

Authority

School 3445 Mountain Vista Street Address: Las Vegas, NV 89121

Total Index Score

School Type: Zoom SPCSA School Designation: No Designation 95% Assessment Participation: Met

Mater Academy Mountain Vista

School Level: Middle School Grade PK-08

Levels:

District: State Public Charter School

Authority

School 3445 Mountain Vista Street Address: Las Vegas, NV 89121

91.5 Total Index Score

School Year 2018-2019 Nevada School Rating

School Type: Zoom SPCSA School Designation: No Designation 95% Assessment Participation: Met

(b) Interventions: Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

One of the strong points of Mater Academy of Nevada's school culture is a sense of continual improvement and growth. This principle is a key component of not only student life, but of the school as a whole. Results from the 2017-18 NV-CRT (SBAC) have shown, for the most part, the positive impact the Mater educational model is having in a disadvantaged community. However, this same data has unfortunately demonstrated Mater's elementary school, at their Bonanza campus, did not meet the school's expectations. Please see **Table 2**²⁰ for a combined average of NV-CRT results for grades 3rd through 5th at Bonanza below.

<u>TABLE 2:</u> Bonanza ES								
2017-	2017-18 NV-CRT (SBAC) Results							
Math	Math Reading Science							
27%	31%	7%						

While there is demonstrable growth by the 5th Grade, internal data has shown there is still room for focused intervention and growth for Kindergarten through 4th Grades students at Bonanza. In response, Mater turned to their affiliate Mater Academy, Inc. from Florida for support. A team from Florida was sent out with experienced and renown educators to the school site wherein a site evaluation was first conducted to properly assess the situation and thus make the correct diagnosis. Given the high amount of English Language Learners at the school as well as the team's cumulative experience in working in similar student demographics, the team concluded that a strong focus on English language acquisition for those elementary grades would help the school reach its goals of high academic achievement for all students.

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²⁰ Nevada Accountability Portal.

Following the diagnosis, Mater Academy, Inc. also began sharing best practices with the Bonanza campus to support them in implementing a stronger focus on English language acquisition. The team also collaborated with instructional coaches, administration and began conducting weekly data chats where both organizations could monitor and assess individual student progress. Changes to the curriculum were made to reflect a focus on English language acquisition and even professional development was conducted to help teaching staff implement this focus in their classrooms.

As a result, internal mid-year data, taken mainly from the iReady assessment, is currently trending toward improved academic growth, particularly by the 6th and 7th grades. Mater Bonanza's elementary is also on track to go from its 1 star status to a strong 2 star status. The school will continue working towards 5 star status by making any necessary changes so that all students succeed and fulfill Mater's mission of "preparing students to be global citizens and have a competitive edge in the 21st century workforce."²¹

Academic Vision and Theory of Change

(c) Model Non-Negotiables: What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

Items such as school design, policies, and practices will not vary with the addition of this new Mater high school campus. In terms of implementation of the school's educational plan; Mater Academy of Nevada will follow the elements of the system's organizational model in ensuring that achievement gaps are closed and that every student progresses using research-based strategies that have proven effective for students at all levels, but especially for ELL and at-risk students. MAN's innovative, challenging, and multicultural education will prepare students to be global citizens and obtain a competitive edge in the 21st century workforce. By providing students with a multicultural education through MAN's enrichment program, students will become cross-culturally competent global citizens who are college and career ready.

Performance Management

- a) Measuring Progress: Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
 - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?

Not applicable. MAN will continue to utilize the iReady and MAPs assessment tools as a method for monitoring individual student progress. The iReady assessment allows staff to monitor student progress throughout the year and helps prepare middle school students for the end of year NV-CRT (SBAC) assessments (including the NV-CRT Science exam for 8th Graders). Students are provided a pre-, mid- and end-of-year assessment on MAP Reading and MAP Math to measure and evaluate student progress in meeting annual campus specific goals. System-wide progress will be assessed by the end of year NV-CRT (SBAC) assessments.

b) Explain how the school addresses underperformance and describe the corrective action plan procedures.

Administrators and a team (comprised of a staff member from every general education grade level and a special educator or designee selected by the teacher) will use data analysis to collaboratively develop instructionally focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Instructors will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

https://www.matermountainvista.org/apps/pages/index.jsp?uREC ID=230834&type=d; last accessed April 2019.

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²¹ Mater Academy of Nevada, Mountain Vista. *Mission & Vision*. URL:

This same team will identify students who are "at risk" via the universal screening process and who are not already identified with an IEP. The team will then notify the parent(s) that his/her/their child has been identified as underperforming and will be provided interventions in all areas of the student's deficiencies.

Once the student is identified, the team writes goals for the student in the area of deficiency, provides intensive interventions, and monitors weekly progress. The interventions and progress-monitoring tool provided would be interventions and tools that have been validated through research and determined effective by the team. The team reviews the student's progress according to the progress-monitoring data every four weeks and adjusts instruction when a student is not showing progress through trend analysis. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child's learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

c) Closure: Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.

Mater Academy of Nevada operates under a set of academic, operational, and financial goals, as set forth in the Academy's original charter. If Mater Academy of Nevada fails to meet any of these goals, a corrective action plan will be implemented, which utilizes internal data analysis and detailed breakdowns of student performance by analyzing data to identify key trends in achievement shortfalls. The analyses and corrective actions would be aligned to the Board by implementing Mater Academy of Nevada's goals and procedures, developing strategic professional development plan to adequately address academic shortfalls, and diligently monitor ongoing student and school performance towards these goals. By implementing these corrective actions, Mater Academy of Nevada hopes to proactively address any chronic underperformance that warrants closure under Nevada State Law. If continual underperformance continues and necessary closure as prescribed under State Law is initiated, Mater Academy of Nevada will work with the SPCSA to implement the proper steps in closing low performing campus(es).

d) College Readiness (HS Only): Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.

Not applicable. Mater Academy of Nevada (MAN) currently does not have a high school.

However, if approved, MAN will collect, aggregate, and imbed information such as: college acceptance rates, enrollment, and persistence rates within a new tracking system. A data system will be developed during the summer before the school's first year operating with a 12th grade. This system will then be introduced to school teams who will be responsible for the management of the data during that school year and beyond.

e) Readiness to Replicate: What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?

Mater Academy of Nevada uses the Nevada Performance Framework and its internal assessment data system to determine its academic readiness to replicate. Mater Academy of Nevada annually conducts a financial audit and reviews the finding of the year-audit to determine if the school is in a financial position to add new campuses.

Metrics used to identify the school's financial ability to replicate will include days-cash-on-hand, annual surplus and debt service ratio. Mater Academy of Nevada will assess the operational ability to replicate by reviewing the parent-teacher surveys, teacher-administrator surveys, and educational management annual review. The Board will additionally seek professional training opportunities regarding Board Governance.

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f) Compliance: Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment Template.xlsx) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.

Mater Academy of Nevada is currently in the process of developing and finalizing their proposed academic program at the high school level. The primary instructional strategies implemented at Mater's middle and elementary grade levels have proven to be highly successful with economically disadvantaged and primarily minority student populations. As such, the school will continue to utilize these same strategies and academic programs for grades K-8 at the proposed new campus.

In the development of the academic programs for the proposed high school grade levels, MAN will ensure that all components of its program comply with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Additionally, MAN will also ensure that all courses are delivered with integrity to the course content outline and pacing guide sequentially, consistently and in a challenging format, to improve academic success and mastery of NACS. MAN will use state-adopted instructional materials, including digital software and multimedia in the instruction of all subject areas. For a brief description of anticipated courses thus far, please see *Exhibit D – Course Descriptions*.

g) Instructional Strategies: Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to 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.

Mater Academy of Nevada's educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement and are constant across the Mater system. These include, but are not limited to:

- Teacher modeling Direct, explicit instruction with elaboration and demonstration of skills.
- Scaffolding Build from what students know, start instruction from prior knowledge and build up to the new skill.
- Group practice After explicit instruction small groups practice skills and knowledge.
- Peer teaching Students become the teacher and talk to classmates about skills learned.
- Integration Applying skills learned to other core subjects.
- Practice and review Practice and spiral reviews for understanding and retention.
- Additional strategies used in the writing curriculum will include:
- Oral language development Brainstorming ideas through "Think, Pair, Share", "Knee to Knee, Eye to Eye" and whole class discussion.
- Reading strategies The Paraphrasing Strategy, The Word Identification Strategy, and The Frame from the University of Kansas' Strategic Instruction Model as well as CORE Reading's explicit phonics.
- Modeled Writing Teacher "think aloud" and using the pen to demonstrate writing strategies.
- Independent Writing Students use the strategies taught to create their own writing piece.
- Mathematics Strategies- CORE Mathematics, Math Strategies from the University of Kansas' Strategic Instruction Model.

The school's educational program will also include learning methods and strategies, which have proven successful in accelerating low-performing students in reading and mathematics. These may include but are not limited to:

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- Appropriate assessments for learning (screening, progress monitoring and diagnostic).
- Data-driven differentiated instruction
- Supplemental programs for pupil advancement
- Pupil Intervention plans
- Monthly Structured Teacher planning time
- Grade level, staff meetings and ongoing professional development
- SuccessMaker K-5 Intervention Technology in Reading and Math
- All strategies provide initial teacher support with a gradual release to independence
- h) Remediating Academic Underperformance: Describe the school's approach to help remediate students' academic underperformance both for both the expanded grades and for all existing grades. 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 of the expansion, 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?

Administrators and a team (comprised of a staff member from every general education grade level and a special educator or designee selected by the teacher) will use data analysis to collaboratively develop instructionally focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Instructors will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

This same team will identify students who are "at risk" via the universal screening process and who are not already identified with an IEP. The team will then notify the parent(s) that his/her/their child has been identified as underperforming and will be provided interventions in all areas of the student's deficiencies.

Once the student is identified, the team writes goals for the student in the area of deficiency, provides intensive interventions, and monitors weekly progress. The interventions and progress-monitoring tool provided would be interventions and tools that have been validated through research and determined effective by the team. The team reviews the student's progress according to the progress-monitoring data every four weeks and adjusts instruction when a student is not showing progress through trend analysis. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child's learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

i) Identifying Needs: Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. 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.

In the classroom teachers will monitor student progress to identify children who may have difficulty learning in a regular education classroom. To properly identify the reason the teacher will attempt a variety of strategies designed to facilitate the child's learning within that classroom. Response to Intervention (RtI) is the mechanism teachers will utilize to provide a variety of scientific, research-based interventions in general education environments to address academic and behavioral concerns. The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. For more information regarding MAN's procedures and intervention strategies, please see below. The Mater model allows educationally disadvantaged students, including those in special education and those students entering below grade level, to benefit highly from the core curriculum. Students with Disabilities must be supported and challenged to excel within the general curriculum and be prepared for success at the subsequent levels of their schooling. In order to accomplish this, MAN will commit to instruction that incorporates, supports, and accommodates the following:

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- 1. Implementation of Individual Educational Plans (IEP) for students with disabilities with appropriate supports;
- 2. Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services;
- 3. Instructional accommodations of the curriculum or procedures which do not change the standards but allow students to learn within the framework of the Nevada Academic Content Standards (NACS);
- 4. Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities;
- 5. Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

MAN will assume responsibility for programming and delivering related services to exceptional students, as identified in each student's IEP with adherence and fidelity to district, state, and federal guidelines.

j) Intellectually Gifted Students: Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades 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?

Students performing at or above grade level will be offered similar opportunities in order to maximize their potential and advance their progress through advanced and gifted programming. MAN will use a variety of indicators to determine placement in advanced coursework. For example, i-Ready diagnostic screening will establish baseline at the beginning of the school year if previous test data is not available, or previous year's data (such as previous coursework, report card grades, Standardized assessments results as well as teacher recommendation) will inform and help determine placement for advanced classes. However, in accordance with NRS 388.5259, MAN administration and/or staff will hold a consultation with the child's parents or guardian before the child is placed in a gifted/talented student program.

MAN will provide advanced coursework (including gifted classes (as applicable) in order to meet the needs of advanced learners. MAN will employ teachers with proper certifications available to serve Gifted students. The School's teaching staff will include a certified Gifted Teacher with demonstrated experience in providing instruction to Gifted students. The Gifted Teacher will be an employee of the School and will at a minimum possess a bachelor's degree or higher degree with certification in an academic class coverage and the Gifted Endorsement courses which include 15 semester hours in Gifted education. The endorsement includes:

- a) Nature and needs of gifted students;
- b) Curriculum and instructional strategies;
- c) Guidance and counseling;
- d) Educating special populations; and
- e) Theory and development of creativity. The school will increase number of staff based on actual enrollment of Gifted, in accordance with the program delivery model chosen by the School to implement an Educational Plan (EP).

MAN's effectiveness in serving Gifted students will be evaluated in the ability of the student to demonstrate mastery the NACS. The School recognizes that Gifted students need gifted education programs that will challenge and enrich them to facilitate continuous progress in school. With this in mind, MAN's effectiveness in serving Gifted students will also be evaluated by state, district, and school-based assessments. Baseline, screening, progress monitoring and diagnostic data will be collected and monitored regularly by the Gifted teacher to ensure appropriate curriculum and instruction for highly able students is being implemented on a daily basis.

k) Enrichment Opportunities: Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

MAN recognizes the special needs of gifted learners and is committed to offering programs that provide maximum development of each student's academic talents. Instructional programs for gifted students emphasize acceleration and enrichment based on students' strengths and needs as indicated by their giftedness. The philosophical focus of the gifted program will promote increased access, rigor, and achievement.

MAN will provide students with a rigorous curriculum and offer an extensive extra-curricular program of activities, including targeted tutoring programs, both for remediation and enrichment, team sports, and a range of school clubs based on student interest and opportunities for volunteerism. MAN intends to begin an afterschool program and grow in offerings based on student interest and teacher talent and willingness to share additional time to serve as sponsor to a student club. Students will have opportunity to compete both athletically and/or academically through sports teams and after school clubs and organizations. As enrollment grows, so will the needs, interests and talents of the student body as well as that of the faculty and staff. Each student will have the opportunity to become involved and learn important skills, including but not limited to: sportsmanship, hard work, accountability, dedication, responsibility and teamwork.

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

Grade classification for Mater high school students will be determined by years in high school, not on credits earned. Students will be classified to the next grade level at the end of each school year.

Stakeholders, including parents and students, will be informed of these standards via the school website, student/parent handbook, and the high school's course catalog, all of which will be available in multiple languages to accommodate language needs.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.

Below, in **Image 6**, is an copy of Mater Academy's current school calendar for the 2018-19 school year. As Mater makes preparations for the next school year, the calendar for both the middle and high schools would be modeled after this general timeline to include major events/dates as shown below, if approved. MAN administration will make any revisions and changes they deem as necessary before the beginning of each new school year to ensure that it is aligned to the needs of the school.

As mentioned in the *Meeting the Need* section above, MAN's target community is one of need. In order meet these needs and fulfill the mission and vision of the school, Mater will implement an extended school day that will last for approximately 7 hours. This extended school day will provide students with additional time to focus on academic achievement in the core components of Reading, Language Arts, Mathematics, and Science, among others. Students will participate in 4x4 blocks throughout the day, allowing them to participate in 8 periods during a typical school day. Thus, in the end, students will be able to acquire 8 credits during a typical school year as opposed to the average 6 credits obtained by surrounding public schools.

IMAGE 6: Mater Academy School Calendar

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Mater Academy 2018-2019 School Calendar



2018

Wednesday, August 1 Friday, August 10 Monday, August 20 Monday, September 3 Friday, September 7 Friday, September 14 Wednesday, October 10 Friday, October 12 Friday, October 26 Thursday, November 1 Friday, November 2

Monday, November 19-23 Friday, December 21 Friday, December 21 December 24-January 4

Teachers Report-New Employee Orientation Classes Begin (Early release for students) September 7 Fall Map Testing Window Labor Day (No School) End of Fall Map Testing Windo Professional Development Day (No School) Data Day (Early release for students) End of First Grading Period (45 days)

Nevada Day Observed (No School)
Parent Teacher Conferences (Non-attendance day for Students) Professional Development Day (No School) Veterans Day (No School)

Fall Break/Thanksgiving Data Day (Early Release for students) End of Second Grading Period (43 days) Winter Break

2019

Monday, January 7 Monday, January 7-25 Monday, January 21 Friday, February 15 Monday, February 18 Friday, March 15 Friday, March 15 March 25-April 12 Wednesday, March 27 Friday, April 12 Tuesday, April 23 Friday, May 24

Classes Resume Winter MAP Testing Window Martin Luther King, Jr. Day (No School) Professional Development Day (No School) Presidents' Day (No School) Professional Development Day (No School) Data Day (Early release for Students) End of Spring MAP Testing Window Spring Break (No School) Family Day (No School)

Last Day of School for Students (44 days, 180 days)

b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. 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.

Mater Academy of Nevada is still in the process of finalizing both a school calendar and daily bell schedule for the proposed new campus as part of this amendment application. However, as mentioned in the previous question, MAN anticipates serving a student population of high need. In order to address these needs and ensure that each of its students is prepared for a fulfilling life at the college and/or career level, MAN intends to develop and implement an extended school day that will allow students to participate in 8 course periods on a typical day. A preliminary bell schedule example for the new campus is demonstrated in Table 3, below:

TABLE 3: Bell Schedule Example

Joe Student		Start Time	End Time	Length
	Breakfast	7:00 AM	7:15 AM	15 min
English	1st Hour	7:20 AM	8:13 AM	53 min
	Nutrition Break	8:13 AM	8:29 AM	16 min
Math	2nd Hour	8:33 AM	9:21 AM	48 min
Science	3rd Hour	9:25 AM	10:13 AM	48 min
World History	4th Hour	10:17 AM	11:05 AM	48 min
	1st Lunch	11:05 AM	11:35 AM	30 min
PE I/Health	5th Period A	11:09 AM	11:57 AM	48 min
PE I/Health	5th Period B	11:09 AM	11:57 AM	48 min

	2nd Lunch	11:57 AM	12:27 PM	30 min
CTE/Arts & Humanities	6th Hour	12:31 PM	1:19 PM	48 min
Elective	7th Hour	1:23 PM	2:11 PM	48 min
Enrichment/ Intervention	8 th Hour	2:15 PM	3:00 PM	45 min

An example of a possible course load for a 9th Grade student has also been included in **Table 3** above to demonstrate the various amounts of time, which are allotted to each subject area. Please note that Hour 1 has an additional 5 minutes added on to include morning announcements. The 8th hour is included to provide academically at-risk students additional intervention support and enrichment courses for Gifted and Talented students as well as any student who wishes to delve deeper into a core subject area. In all, students will be afforded 386 total minutes of instructional time in a typical day. Though the courses may vary from 9th Grade to 12th Grade, MAN anticipates the average student course load will be similar to that demonstrated above.

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

Attendance is extremely important at all Mater Academy of Nevada schools and will be a main priority at our newly proposed high school campus. The state of Nevada tracks student attendance and Mater is held accountable for students attending school. Aside from state reporting, MAN believes that students need to learn the life skill of arriving on time. This also aligns with our vision of students being successful in college and career. Students may earn attendance incentives for coming to school on time, every day. The incentives may be individual or whole class incentives.

Accountability and consequences may occur for those who do not follow attendance protocol. For each day a student is absent, parents/guardians must submit supporting documentation explaining the reason for the absence. Documentation submitted more than 3 days (72 hours) after the student's return to school will not be accepted, and the absence(s) will be deemed unexcused. Students with excessive absences will be referred to administration. Attendance Review Committee referrals will be issued after reaching the school's maximum allowance (15 days), and may result in the student's report card reflecting insufficient attendance for receiving a grade and/or being promoted to the next grade level. Students who have missed more than 5 days (excused or unexcused) per semester may be limited, or restricted from participation in field trips, sports, student performances, and/or extra-curricular activities. Any pre-arranged absence must be submitted 3 days in advance using a Pre-Arranged Absence Form that will be accessible to all students in our front office. Students must be present during the day in order to participate in sports practice, games, student performances, event nights, or extra-curricular activities.

MAN's goal for student attendance is that not one student will receive 10 or more excused or unexcused absences during a school year. In order to help all students reach that goal, Mater will implement Accountability Partners. Accountability Partners are groups of roughly 10 students each with a teacher as the leader of each group who will guide students in being a source of accountability and support for attending class. Students in each group will be assigned to another student(s) to check in with that assigned student and their parent/guardian(s) when they miss class. Teachers will act as a guide to hold all groups accountable and verify that contact by each Accountability Partner has been made for their assigned student(s).

DISTANCE EDUCATION

(Distance Education Expansion Amendments)

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 amendment request to the SPCSA.

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For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, 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.

This section is not applicable as Mater Academy of Nevada was approved to operate a Distance Education Program on June 28, 2018.

PRE-KINDERGARTEN PROGRAMS

(All Operators Currently Operating or Proposing to Operate Pre-K)

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

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in 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.

This section is not applicable, as Mater Academy of Nevada is not requesting a Pre-Kindergarten Program in this amendment request.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, 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.

Standard High School Diploma

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Mater Academy of Nevada will meet state requirements by aligning and adhering to all state policies and graduation requirements. As required by the state, all Mater high school students must complete the following graduation requirements in order to receive a standard high school diploma²²:

- Complete required course work, to include:
 - 4 units of English Language Arts
 - 3 units of Mathematics
 - 2 units of Science
 - 1 unit of Arts/Humanities/Career and Technical Education (CTE)
 - o 1 unit of U.S. History
 - o 1 unit of U.S. Government
 - 2 units of Physical Education
 - o ½ unit of Health
 - ½ unit of Use of Computers
 - 7.5 units of Electives
- Take tests required by the state,
 - o 11th Grade College and Career Readiness assessment (ACT)
 - End of Course (Assessments)
 - Math I-Algebra I
 - Math II-Geometry
 - ELA-English 10
 - Integrated Math I (Special Education)
 - Integrated Math II (Special Education)
- Earn 22.5 credits in certain subjects
 - o 15 units in required areas of study (see above) and
 - 7.5 units of elective credit in approved course work

College and Career Ready Diploma

Students wishing to enter college or the work force with a more competitive edge will have the option to obtain a College & Career Ready (CCR) diploma. While this diploma will not be a requisite of graduation, MAN will strongly encourage each student to obtain a CCR diploma as it will ensure students are even better prepared for college and/or career. Each student wishing to obtain a CCR diploma must accomplish the following:

- Complete 24 credits of approved course work, including:
 - 18 units in the required areas of study
 - 4 units of English
 - 4 units of Mathematics (including Algebra II or higher)
 - 3 units of Science
 - 1 unit of World History or Geography
 - 1 unit of U.S. History
 - 1 unit of U.S. Government
 - 2 units of Physical Education
 - ½ unit of Health
 - ½ unit of Use of Computers
 - 1 unit of Arts & Humanities/CTE
 - o 6 units of elective credit in approved course work
 - Maintain at least a 3.25 GPA on a 4.0 grading scale
 - o Complete at least 2 units of course work in one or more of the following:
 - Advanced Placement (AP) courses
 - Dual-credit courses
 - Career and technical education courses

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²² Mater Academy of Nevada will revise and update diploma requirements as changes are made by the state. For example, we anticipate changing our standard diploma requirements for graduating cohorts of 2022 and beyond with 6 credit units of electives and 2 CCR Flex units, etc.

- Work-based learning courses or
- World/foreign language courses
- Obtain at least one of the following endorsements:
 - A college-ready endorsement. To earn a college-ready endorsement, prior to graduation from high school, a pupil must meet the benchmark test scores established by the Board of Regents of the University of Nevada that should enable a pupil to place into college level coursework as a postsecondary student. Currently the benchmark is an ACT score of 18 in English and 22 in mathematics.
 - A career-ready endorsement. To earn a career-ready endorsement, prior to graduation from high school, a pupil must:
 - Achieve the designated proficiency level on a career readiness assessment selected by the State Board of Education. The State Board of Education shall designate the minimum proficiency level that must be achieved on the selected assessment; or
 - Satisfy the requirements for the issuance of a certificate pursuant to subsection 4 of NAC 389.800; or
 - Obtain an industry-recognized credential as adopted by the State Board of Education.

Earning Credit Hours

In order to receive .5 course credit, MAN high school students must complete 18 weeks (1 semester) of a course and be awarded a D letter grade or higher. MAN will utilize a traditional unweighted grade point average for calculating grades (A=4, B=3, C=2, D=1, and F=0).

Report Cards/Transcripts

Report cards for both middle and for high school students will be issued each quarter throughout the school year. They will reflect an "In Progress" grade until the semester report card is issued. Reporting in this manner allows parents to see the semester grade as it is developing and have the maximum awareness of the students progress toward culmination of each half credit unit. The cumulative grades will be a primary factor when administration determines credit acquisition and/or promotion or retention to the next grade level/course. At the end of the year, high school students will receive official transcripts demonstrating all courses the student has enrolled in and their final grade for each course. For students who do not complete a course, the transcript will reflect as such with an explanation.

Elective Courses

Elective courses at MAN's high school will include, but are not limited to, the following:

- Automotive Diagnostics & Technology (CTE)
- Broadcast & Journalism
- Computer Science & Literacy
- Cyber Security (CTE)
- Dental Assistant Program (CTE)
- Medical Assistant (CTE)
- Medical Detectives
- Medical Information Systems
- Registered Nursing Assistant (CTE)
- Student Cafeteria Worker
- Student Government
- Yearbook
 - (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).

In fulfillment of its mission, Mater Academy of Nevada will prepare all students to "have a competitive edge in the 21st century workforce" by providing students a rigorous curriculum, cross cultural competence, and a sense self-efficacy. While MAN believes the requirements of its standard high school diploma will prepare students for success in the 21st century by opening doors to workforce and postsecondary educational opportunities, it will strongly encourage students to pursue a CCR degree even though it will not be required. Currently, most colleges and universities require the following minimum preparatory programs:

- 4 credits in English
- 3 credits in Math (Algebra, Geometry, and Algebra II)
- 3 credits of lab science (Biology, Chemistry, and Physics)
- 3 credits of social studies (U.S. & World History, U.S. Govt.)
- 2 to 4 credits of World Language
- One semester course in computer literacy and one semester in Health
- Many colleges also require 1 credit in Fine Arts
- ACT and SAT Exams taken in the spring of the students junior year

As such, the CCR Diploma will provide students an even more competitive edge for whatever route they elect to take after graduation, but will not be required as part of the state's high school requirements.

(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.

For all students enrolling in high school after ninth grade, an academic plan will be created with appropriate grade level modifications. The academic plan will be used as a guide for the student and the parent or legal guardian to plan, monitor, and manage the student's educational development and make determinations of the appropriate course of study. If it becomes apparent that a student is at risk for dropping out and/or not meeting the proposed graduation requirements, intervention courses will be added to the student's academic plan as part of their enrichment or intervention course.

High school students who are credit deficient will be placed on a credit retrieval plan. This will be handled on an individual basis. Possible interventions include, but are not limited to:

- Credit acquisition in a summer program or school approved online program. The family will fund this option.
- Mandatory recovery courses in conjunction with the general requirements during their following
 academic year. There is no charge for this option if the needed courses are available during the school
 day. If the course is full or unavailable, the family will need to fund an online credit retrieval option.
 Additionally, after one re-attempt during the school day, students will be required to take the third
 attempt online and the family will fund this option.
- Students who are not on track to graduate by the end of the first semester of their fourth year of high school are encouraged to enroll in Adult Education to pursue graduation. To receive an Adult Standard Diploma signifying graduation, the student must fulfill requirements designated by the Nevada State Board of Education as outlined in the Nevada Administrative Code (NAC) 389.688.

In terms of students who are "overage for grade" and decisions regarding retention, in such matters the parent/guardian(s) will be notified to provide opportunities for intervention and remediation. At the end of the year, the student's data will be reviewed, in conjunction with the parent/guardian, and a final determination of grade level promotion or retention will be made by administration. If a student reaches twenty (20) absences in a school year, that student may be retained dependent on academic growth. The final determination will be made by administration. Research has shown that attendance matters and that chronic absenteeism places students at risk of negative academic consequences. Chronic absenteeism is defined as missing 10 percent, or 37 more, of the days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

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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 2017-18 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 operators submitting amendment requests 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: SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

- 1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
- 2. SPCSA schools develop programs to support the needs of their students.
- 3. SPCSA schools do not counsel or kick any students out.
- 4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
- 5. 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.
- 6. 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.

Special Education

(1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

Renee Fairless (Principal of Mater Academy of Nevada, Mountain Vista) – Mrs. Fairless began her career in Dade County, Florida teaching in an at-risk environment at Homestead Junior High. She then relocated to Nevada and began her twenty-seven year career with the Clark County School District, teaching diverse and above average Special Education student populations at locations like Orr Junior High and Sunrise Mountain High School. In 2014, Mrs. Fairless opened Mater Academy of Nevada, Mountain Vista and currently serves an educationally disadvantaged student body where approximately 11% of the student body has an IEP. In order to meet the various needs of these students, Mrs. Fairless has employed an eight-member Special Education Team that helps provide a broad range of services for students. As demonstrated above in Charts 6, 7, and 8, Mrs. Fairless has lead these SPED students to achieve significantly higher academic results than similar students at the same grade levels in surrounding public schools.

<u>Lisa Satory</u> (Mater Academy of Nevada Board Secretary) – In addition to serving as an important component to Mater Academy of Nevada's Board of Directors, Ms. Satory is also the current Principal of Pinecrest Academy of Nevada, Horizon Campus and will later take open the new Pinecrest campus at Sloan Canyon this fall. Currently, the Horizon campus serves a special education population of over 100 students, including students with learning disabilities, autism, intellectual disability, ADHD, and emotional disturbance. Services include an inclusion coteaching program and resource program. There are a total of six special education teachers and four teaching assistants. Pinecrest Horizon also has a referral process for students who display characteristics of dyslexia and an intervention system in place during reading and math instruction. Students receive explicit instruction in behavioral and social skills. Occupational therapy, physical therapy, adaptive physical education, and speech and language therapy services are available to students. Special education teachers receive ongoing professional development and are CPI trained.

(2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?

Child Find is the entry point for SPED services for children and their families in the school. MAN will use Child Find Services to assure that all children who need special education and related services, receive a free appropriate education by locating, identifying, and obtaining services for children who have disabilities or special needs.

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MAN's "Child Find" program is responsible for locating, identifying and evaluating all individuals suspected of having a disability from the ages of birth through 21 who are not receiving early intervention or special education services.

When a child is having difficulty learning in a regular education classroom, it is often assumed that the child should be referred for a special education evaluation to determine any learning problems. But before a referral is made, the teacher will attempt a variety of strategies designed to facilitate the child's learning within that classroom. Response to Intervention (RtI) is the mechanism teachers will utilize to provide a variety of scientific, research-based interventions in general education environments to address academic and behavioral concerns. The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The following procedures will be used by MAN whenever targeted scientific, research-based interventions are provided to a particular student who is experiencing academic or behavioral difficulty:

- 1. Develop an intervention plan for the student, to include:
 - a. A description of the academic or behavior concerns, and the degree to which the student's academic or behavior performance fails to meet the demands of the educational setting;
 - b. The interventions to be provided, which are targeted toward improving performance and increasing the rate of learning;
 - c. The data to be collected to measure the student's level of performance and rate of learning;
 - d. The frequency of data collection; a description of how the data will be summarized; a description of how intervention effectiveness will be evaluated; a schedule for evaluating intervention effectiveness.
- 2. Provide a copy of the intervention plan to the student's parents.
- 3. If the eligibility team intends to determine eligibility for specific learning disabilities based upon the child's RtI, provide the "Nevada Department of Education Policy Statement Response to Scientific, Research-Based Intervention" document to the student's parents.
- 4. Determine whether the student is suspected of having a disability and should be evaluated for special education eligibility
- 5. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the school must:
 - a. Conduct the initial evaluation if the school agrees that the student is suspected of having a disability: or
 - b. Provide Prior Written Notice to parents of its refusal to conduct the initial evaluation

If MAN determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if MAN determines that the intervention requires continued and substantial effort and may require the provision of special education and related services to be effective, the school may refer the student for an initial evaluation. If the school proposes to conduct an initial evaluation of a student, parents must be provided with prior written notice of the proposed evaluation and a copy of the Parent Rights document. Next, consent for the evaluation must be obtained before the evaluation may begin.

When providing services and programs to pupils with disabilities, the School will remain in compliance with the policies and procedures of the federal government and the State of Nevada. (See attached Special Education Policies & Procedures Manual.) Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; NRS 388.440 to 388.520 inclusive, and all other State of Nevada statutes.

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

Not applicable as this amendment request is regarding middle and high school grade levels only.

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

Not applicable. MAN's process for identifying and serving students who require special education services will not alter with the addition of high school grade levels. However, to provide some context of this process, a summarized explanation is provided below:

When providing services and programs to pupils with disabilities, MAN will remain in compliance with the policies and procedures of the federal government and the State of Nevada. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; NRS 388.440 to 388.520 inclusive, and all other State of Nevada statutes.

Parents of students with disabilities will receive procedural guidelines and guidance in their native language. These will include the areas of notice and consent, independent educational evaluations, confidentiality of student records, due process hearings, and surrogate parents. As early as possible in the planning/development stages, MAN's staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the enrolled students with disabilities.

Services will be regularly and routinely monitored through the school principal or Special Education Designee to ensure that individual learning plans are being met. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. Mater will employ such personnel as necessary dependent on student need determined from actual enrollment. If necessary personnel are not employed at the school, Mater will then contract with Clark County Public Schools or a similar, approved Public Agency to provide these services.

The school principal or SPED Facilitator will serve as the point of contact for most special education service concerns. Similarly, the school principal or special education designee will ensure all students with disabilities are provided with the appropriate programs and services. Special education teachers who provide these services will be employed in compliance with the required policies of the State of Nevada for highly qualified teachers. Special education staffing will be aligned pursuant to the requirements of the law. Mater will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the Nevada Department of Education.

(3) (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?

Not applicable. Mater's process for handling over-identification of students will not alter with the addition of high school levels. However, to provide a brief context of this process the following summary is provided below:

Currently, all students will be regularly assessed to ensure that at-risk students are identified, making appropriate academic and/or behavioral progress, and that the appropriate services are being provided in a timely manner. During these regular assessments, MAN's SPED Team will analyze data and assess if students have been misidentified as having a current disability or a disability in the past.

a) Continuum of Services: How will the school 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. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including

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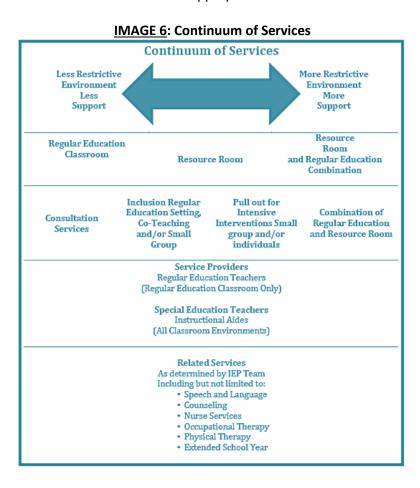
administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

Not applicable. Mater Academy of Nevada's Continuum of Services will not alter or change with the addition of high school grade levels. However, to provide some context, a summary of this process is stated below.

The continuum of services offered by Mater Academy of Nevada begins in regular education classes. All students are given a universal progress monitoring assessment 5 times a year. Then the school analyzes the data. Each quarter the school meets as a team during "Data Day" which allows the school to discuss children scoring in the bottom 15% or another cut score as determined by the school. Students who score in the bottom 15% and students who are failing are discussed and an intervention plan is developed. The staff then brainstorms different interventions that may help the student gain academically or behaviorally. In general education, Power Hour and intervention periods are scheduled in daily to provide instructional level academics to all students. In addition, before and after school tutoring clubs and blended online learning programs provide instructional level interventions.

Once the student is in special education, the student will receive support in regular education with supplementary aides and services. Progress monitoring continues. If a student shows no academic growth, the resource room is added and can be added up to 50% of the day to provide the necessary interventions to show academic growth.

Students with severe intellectual disabilities also can benefit from combining inclusion with resource room. In the regular education classroom, using peer assisted learning and online programs, Mater can help the student remain with typical peers and receive intensive level-appropriate instruction.



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Students with severe emotional disabilities also can benefit from combining inclusion with resource room. In addition, a Check-In/Check-Out system is very effective for students with emotional needs. A mentor is assigned to the student; the student has a daily progress-monitoring sheet, which goes home daily. The parent also bridges behavior at school to privileges at home. Depending on students' needs the mentor will check in with the student at least three times daily and more as needed. In addition, the Student Support Advocate can help the family with locating appropriate community support.

(4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?

Not applicable. Mater Academy of Nevada's strategy for recruiting, enrolling, and retaining students with disabilities will not alter or change with the addition of high school grade levels. However, to provide some context, a summary of this process is stated below.

Mater Academy of Nevada's educational model is especially effective at meeting the educational needs of special education students. MAN looks to its grassroots community recruitment efforts to ensure that the parents of special education students are aware that Mater Academy of Nevada has curriculum tailored to ensure their children's academic success. Furthermore, Mater Academy of Nevada will continue to recruit highly skilled special education teachers, and Pinecrest Academy of Nevada will highlight this fact at its community presentations. Also, Pinecrest Academy of Nevada will include non-discrimination language in all of its recruitment material so that disabled children will know they are welcomed on Pinecrest campuses.

(5) 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?

Not applicable. Mater Academy of Nevada's strategy for general education collaboration/access will not alter or change with the addition of high school grade levels. However, to provide some context, a summary of this process is stated below:

Collaboration between general education teachers, special education teachers, and related service personnel is necessary for student growth. General education teachers share their lesson plans with Special Education teachers on a weekly basis. Then, during weekly meetings, the Special Education teachers review the students' IEP goals and the general education teacher's lesson plans to interconnect the lessons. The teachers form a collaborative plan and the daily special education lessons are then written and provided to the general education teachers and all instructional assistants that interconnect IEP goals and core instruction.

Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

Not applicable. Mater Academy of Nevada's strategy for providing qualified staff to meet the needs of special education students will not alter or change with the addition of high school grade levels. However, to provide some context, a summary of these various staffing processes and strategies are detailed below each question prompt.

Mater Academy of Nevada's administration team will recruit highly qualified special education teachers through multiple means. The administration will use job-recruiting websites such as Teachers to Teachers. Mater Academy of Nevada's administration will attend and recruit teachers at local teacher fairs, as well as teacher fairs in several states. Teachers who are not licensed in Nevada will apply for teacher licensure here. If a teacher does not have a Nevada state license and the teacher is certified in another area, the teacher will apply for an Option

License. The Department of Education will analyze that teacher's transcript, and the teacher will have three years to complete his or her coursework in special education to obtain licensure.

All related service personnel, including speech and language therapists and school psychologists, are licensed in the State of Nevada or they have to apply for a license before they are hired.

(1) 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 across a broad continuum

All schools have scheduled Professional Development days. During those days, professional development is offered in the areas of intensive interventions and research validated methods addressing the unique needs of students with disabilities. Also, on at the new campus, the Special Education Facilitator, the Special Education Teachers (the SPED/IEP Team), and the related service personnel (e.g. SLP and OT) communicate with teachers providing instructional information on how to modify the curriculum and how to address the unique needs of students with disabilities.

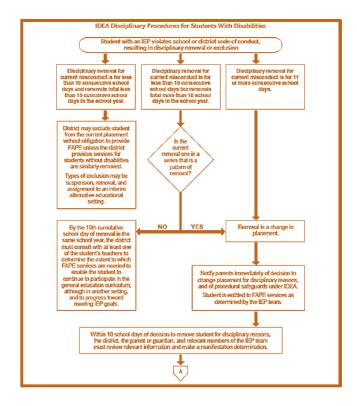
(2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school

Following the IDEA flow chart below protects students with disability rights. If a disabled student has a discipline problem, the administration contacts the parent for a parent meeting. If the student is suspended, the student's parent or guardian will pick up all of the student's schoolwork, on a daily basis, and return the finished work so that student's grades are not affected by his or her absence from school. If necessary, a teacher would provide service in the home setting or the student will have alternative instruction in an after-school program. The SPED/IEP team will also meet after 9 days of suspension to complete a manifestation determination IEP meeting. The team will brainstorm other services and community resources that may benefit the student to prevent further behavior disruptions. A behavior analysis will be completed and the team will reconvene to write a Behavior Intervention Plan (BIP). The team may also request a behavior therapist to help in the process. If the student has reoccurring events that result in further suspension, the team will meet after 9 suspensions and complete a change of placement.

IMAGE 7: IDEA Disciplinary Procedures²³

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²³ Bateman, David F. & Cline, Jenifer L. *A Teacher's Guide to Special Education, 3rd Edition.* ASCD, Alexandria, Virginia. (2016). Page 116



(3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, 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?

Mater Academy of Nevada's special education programs comply with all federal and state laws. The role of the special education facilitator is to complete compliance reviews on all IEPs before and after the IEP meetings. In addition, the school conducts monthly reviews of every confidential folder. The Special Education Facilitator will ensure all meetings are held on time.

Special Education teachers monitor their students' weekly progress to evaluate for growth and success. If a student shows no academic growth, the resource room is added to their IEP. Resource Room can be added up to 50% of the day to provide the necessary interventions to achieve academic growth. If a student shows academic growth, then the student is provided a less restrictive placement with support. As a student successfully progresses towards full-time in the general education curriculum, the special education teachers may direct services in the regular education classroom with supplementary aides and services until the student receives consultation services. Quarterly progress reports are sent home. Progress reports are also sent home more frequently as determined by an IEP team. Student grades are also monitored weekly to see academic growth. If students are not receiving enough support determined by weekly progress monitoring and grade checks then the IEP is revised.

All middle and high school students use a daily monitoring sheet that general education teachers use to complete a check out daily. The sheet includes looking at direct instruction participation, class work participation, homework turned in, and citizenship. Each teacher signs the student out of class. Special Education teachers check students out at the end of the day. Copies of the form go home with student for his or her parent's signature. Special Education teachers keep a copy. Students return the signed copy the next day when they pick up his or her new folder.

The Special Education Facilitator helps monitor the academic and behavioral growth of disabled students to ensure that the students' needs are being met. Adjustments to instructional programs are made accordingly

through the collaboration and progress monitoring of the general education teacher(s) and special education teachers.

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

Staff follows all IDEA procedures when implementing appropriate programs related to the evaluation, reevaluation, and any type of IEP by phoning parents to set up meetings and then following with two prior written notices.

Check-In/Check-Out systems and progress-monitoring reports are sent home on a predetermined frequency: daily or weekly. Quarterly progress reports and report cards are mandatory universal grade reports. Special education teachers and related staff are expected to have frequent communication with parents of students with emotional and/or behavioral needs.

In this digital age, teachers communicate with parents via email and text messages throughout the day if necessary to give them updates, if a parent requests. In addition, the school uses Infinite Campus and website where they post all school events and homework assignments.

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

Not applicable. Mater Academy of Nevada is not applying for Distance Education amendment.

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D) FINANCIAL PLAN

This section must be completed for all applications.

(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 and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

The Mater Academy of Nevada Board oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the Board, work as to team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines. Under the supervision of the Board's Treasurer and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS386.573 for the payment of monies belonging to the charter school is usually the Principal. Each campus employs an Office Manager to work with the EMO. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

The campus principals are responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law. Payroll information will be uploaded by the office manager into the portal provided by the vendor in time for the payroll vendor to process all payroll information.

Mater Academy of Nevada intends to adopt and comply with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent. He/She will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases, calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

(2) Attachment _13__. 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 the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

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

The budget created for Mater Academy of Nevada includes the per-pupil revenue assumption of \$7,260 for the 2020-2021 fiscal year of operation, with an estimated 1.30% increase each subsequent year thereafter. Current

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year (2018-2019) per-pupil actual of approximately \$7,167 increased by 1.30% for two years will allow us to reach the projected revenue for 2020-2021 of \$7,260 per-pupil.

(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 in a clearly identified component of Attachment _13_. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

Refer to Attachment 13 (Budget Narrative) for a more detailed overview of all anticipated funding sources.

(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.

Refer to Attachment 13 (Budget Narrative) for a more detailed overview of all anticipated expenditures.

(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.

Mater Academy of Nevada has presented a fiscally conservative budget for their first 5-years of operation. However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes EMO/CMO Fees, student supplies, IT fees, etc. Refer to *Attachment 13 (Budget Narrative)* for a more detailed overview of all anticipated budgeted expenses.

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

Mater Academy of Nevada will apply to receive a Charter School Program grant and/or any grants deemed beneficial to the school in order to further support the planning and implementation of the charter.

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

Mater Academy of Nevada did not rely on philanthropic revenue for their operations in their budget. Refer to *Attachment 14 (School Budget)* for a detailed overview of all the budgeted revenue and expenses.

(3) Submit a completed financial plan for the proposed school as an Attachment_14_ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

Please refer to Attachment 14 (School Budget).

(4) Submit, as an Attachment_15_, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

Please refer to Attachment 15 (Network Budget)

(5) Provide, as an Attachment_16_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least

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three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

Available upon request.

(6) Complete the audit data worksheet in Attachment_17_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 17.

Refer to Attachment 17 (Audit Data)

(7) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

Mater Academy of Nevada does not rely on fundraising programming to support the day-to-day operation of their school and as such this question is not applicable to Mater Academy of Nevada.

(8) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

The financial policies and procedures adopted by the Board will be reflected at the proposed campus. The Board, Mater Academy Lead Principal, and Academica Nevada will work with and train the school principal and Office Manager in all financial policies and procedures. The Mater Academy of Nevada Board oversees all aspects of the fiscal management of the school. The Board will review financial statements at minimum once a quarter. Academica Nevada will prepare the financial statements for the Board Meeting. Academica will meet with school principals during the development of annual budgets to receive their input. Academica Nevada will then present annual budgets to the Board for their consideration. Under the supervision of the Board's Treasurer and in conjunction with the School's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The principal of the school will supervise the budget and day-to-day cash collections at the school. Academica Nevada will meet regularly with the school principals to review their budgets.

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E) OPERATIONS PLAN

- ♦ Indicate "No Change" to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.
- 6. HISTORICAL PERFORMANCE
 - (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
 - Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
 - (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations.
 - How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?
 - (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

MAN's governing board believes it is eligible to request an amendment request to expand to another campus and add grades 9-12 when its historical performance and interventions are taken into account. Both of MAN's middle schools are in good standing in the domains of the Authority's academic, financial and organizational performance frameworks.

- 1. Organization governance structure & board development:
 - (a) Describe how the organization's governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board's roles and responsibilities, and the Board's development priorities and (2) the Board's relationship to individual campuses

Mater Academy of Nevada's governing board will continue to exercise reasonable care, good faith and due diligence in governing and managing the affairs of MAN. The board will continue to conduct annual assessments of the school's progress in both the culture and academics of the organization. These assessments include student, parent, and teacher feedback. Based on these assessments, the Board makes the necessary adjustments to ensure that MAN is on course to meet its Mission and Vision statements. Additionally, each board member will continue to receive four hours of professional development annually, which will include, but not be limited to, attendance at the National Charter School Conferences to learn about best practices, involvement in the Charter School Association of Nevada, and other trainings of fiscal management for nonprofit organizations.

Governing board members are also encouraged to participate in Board Visit days in which members visit the school campuses in an effort to become familiar with the school's operations.

(b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.

Please see **Table 4** below:

TABLE 4: Board Member Expertise

NAME	EXPERTISE
Ricardo Jasso, Chair	Real estate, community member
	Mr. Jasso was part of the original committee to form and is originally from the Title I area where Mater Academy is located. Ricardo specializes in the commercial retail sector and is a member of the Latin Chamber of Commerce.

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	He is passionate about giving families choice in their children's education and helping give the kids in the community the opportunity at a quality education.
Mary Beth Scow, Vice Chair	Board experience
	Mrs. Scow has dedicated her career to improving education and the community of Southern Nevada. She spent 12 years on the Clark County School Board, served as President of the Board, and received the CCSD Excellence in Education Hall of Fame Award. Recently, Mrs. Scow served two terms on the Clark County Commission and as Chair of the Southern Nevada Water Authority. She currently serves as a Board Director on the Silver State Schools Credit Union. She has been a Clark County resident for over 40 years and nine children.
Lisa Satory, Secretary	Administrative and charter school experience
	Lisa is the Principal of Pinecrest Academy of Nevada, Horizon Campus (a 5-star school). She is a dedicated administrator, committed to putting students first and helping prepare them for college and career. Lisa is active in the educational community. She also serves on the board of the Nevada Association of School Administrators as the Secretary/Treasurer. Lisa has had the opportunity to present at numerous conferences nationwide.
	Personally, Lisa has lived in Henderson, Nevada for eighteen years. She is also a busy mom to four children.
Robert Anderson, Treasurer	Accounting experience
	As the Director of Finance and Accounting for Cardno Latin America Division, Robert is responsible for managing all aspects of Accounting and Finance including supervision of 25 professionals with operations in Ecuador, Colombia, and Peru. Robert lives in Las Vegas with his wife Citlalli and their three children.
Dan Triana, Member	Administrative, teaching experience, and charter school experience
	Dan Triana is an urban educator who has served students in the Clark County School District for the last 18 years. Mr. Triana began his teaching career as an English Language Learner specialist at Cortney Middle School. He served as an administrator with the Clark County School District for the last 14 years where he gained both knowledge and expertise assisting teachers in standards based curricular issues, instructional techniques, and classroom management at both the middle and high school levels. He is currently the principal of SLAM Academy.
Eva Melendrez, Member	Legal and parent engagement experience
	Eva has a long history of community involvement and advocacy. She graduated from the University of Nevada, Las Vegas with a Bachelor's Degree in both Communication and Political Science. Eva followed her passion for law by attending Western New England University of Law.

	Currently, Eva is the Districtwide Parent Services Coordinator for Clark County School District where her focus is to increase parent engagement and academic achievement for all students. She develops curriculum for administrators, teachers and families focused on engaging parents as academic partners for student academic success. Additionally, Ms. Melendrez is a member of the Latin Chamber of Commerce's, Committee of Education. Eva is a proud mother of two a daughter and a son who attend a public charter school.
Patricia Fernandez, Member	Parent of Mater Students Patricia Fernandez is the legal assistant to the Directing Attorney of the Children Attorney's Project and Education Advocacy Program at Legal Aid Center of Southern Nevada. She received her Paralegal Certificate from University of Nevada Las Vegas and has been in the legal profession for over five years. Patricia is a proud and dedicated mother of two, Yandel and Danery who attend Mater Academy of Nevada.

The governing board currently consists at the capacity allowed by its bylaws. If a vacancy occurs, the board will seek out an individual with the expertise needed to remain in compliance with NRS 388A.320.

(c) Identify any Board development requirements relative to the organization's governance needs at each stage of growth.

All Board members are required to complete at least four hours of professional development annually. As MAN expands, the Board will receive additional training to understand the performance dashboards provided to enable the board to maintain appropriate oversight over the financial, operational, and academic performance of every campus. Furthermore, if necessary, the MAN Board will receive additional professional development necessary to help guide them through the necessary elements of any corrective action plan it develops to address underperformance.

(d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

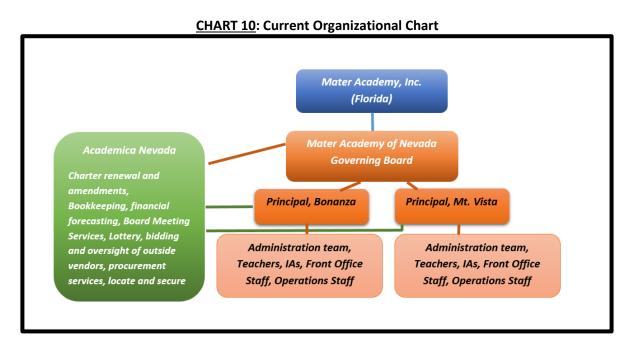
The Board's Conflict of Interest policy (*Exhibit A – Conflict of Interest Policy*) contains the following procedures to identify and address conflicts of interest:

- 1. Duty to Disclose In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.
- 2. Recusal of Self Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
- 3. Determining Whether a Conflict of Interest Exists After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.
- 4. Procedures for Addressing the Conflict of Interest:
 - a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

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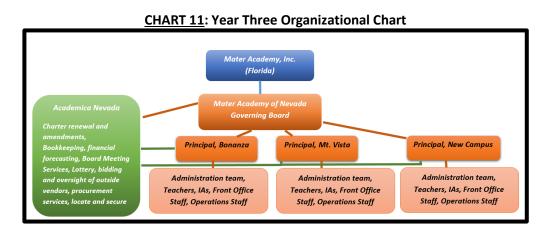
- c. After exercising due diligence, the Board or Executive Committee shall determine whether Mater Academy of Nevada can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Mater Academy of Nevada's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
- Organization charts and decision-making authority:
 (a) Provide the following organizational charts:
 (i) Current

Please see Chart 10 below:



(ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)

Please see Chart 11 below:



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(iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

The organizational chart in six years will look the same as the chart for three years.

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please include all shared/central office positions and positions provided by the Management Organization (CMO or EMO) in the organizational chart, if applicable.

- 3. Describe the proposed organizational model; include the following information:
 - a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an Attachment_3__)
 - b) Resumes of all current leadership (provide as an Attachment_4__).
 - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of Attachment_5_)

The Governing Board will hire and oversee the school principal. The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc.

The Governing Board of MAN receives support through its affiliation with Mater Academy, Inc. for things such as curriculum, professional development for the principal and teachers, model oversight, educational software, technology systems, and data platform. The board contracts with Academica Nevada, who is responsible for support services such as bookkeeping, board meeting support, record keeping, financial projections, governmental compliance, charter renewal process, and other supports further outlined in the School Management Contracts section below.

The new school site will not have a regional or executive director. The Principal of the new school will report directly to the Governing Board.

- 4. Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
 - (a) School leadership;
 - (b) School business operations and finance;
 - (c) Governance management and support to the Board;
 - (d) Curriculum, instruction, and assessment;
 - (e) At-risk students and students with special needs;
 - (f) Performance management; and
 - (g) Parent and community engagement.

The new school's leadership team has not been identified at this time. *Attachment 3* provides the qualifications and experience the governing board will be looking for in the new principal.

Regarding governance management and support, the board contracts with Academica Nevada. Academica Nevada primarily provides shared centralized support services including but not limited to the following:

Assist the Board in creating budgets and financial forecasts;

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- Assist the Board in preparing applications for grant funds;
- Monitor and assure compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company;
- Provide human resources related services such as dispute resolution; and
- Assist the Board in renewing the school's charter.
- 5. 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 an **Attachment** 3).

Through the Mater Academy, Inc. affiliation, the school leader will receive coaching and training regarding the Mater Academy, Inc. instructional model. The principal will also receive training from Mater Academy of Nevada (Las Vegas). The main focus of the training will be on how to implement the Mater Academy educational philosophy. The principal will receive a multi-day training in Florida from Mater Academy, Inc. administrators, as well as weekly communication regarding the implementation of the Mater educational model. During the start-up period, the principal will also visit the Mater Academy campus in Las Vegas to receive on-site training. The board's minimum qualifications for a principal requires a Master's Degree or higher from an accredited college or university and a minimum of five years of school experience, including a minimum of three years of experience as a principal or assistant principal. Given Mater's unique educational model, the board also prefers that principal candidates have prior experience working with diverse student populations, including English Language Learners and at-risk students. Please see *Attachment 3* for the job description.

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

Once MAN's High School leader is selected, he/she will be responsible of building a team of qualified personnel to execute MAN's Mission and Vision. The leader will have direction from the Board and will have administrative support from Academica Nevada to help coordinate travel to recruitment fairs and list job postings. Once the school leader has identified qualified personnel, he/she will ensure appropriate professional development is provided to make sure all personnel are continually prepared to educate students in the targeted community. The school leader will be responsible for fostering a culture of equity, collaboration, and communication that allows both teachers and students to thrive. Additionally, the school leader and board will work together to provide competitive compensation and benefits packages to assist in the retention of high quality educators.

7. Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?

Through the Mater Academy, Inc. affiliation, the MAN High School administration will receive instructional and school culture guidance. The administration will then proceed to provide PD in these areas to the educational staff.

8. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

The new campus's administrative leadership team will be created strategically to ensure that there is a wide array of expertise. In addition, MAN will empower teachers to provide professional development to their colleagues once they become trained in specific educational strategies.

2. LEADERSHIP FOR EXPANSION

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- a) Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment**___). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment**___) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2018-19 school year, identify the regional leader (Regional Director, Executive Director, etc.) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2018-19 school year and to add additional criteria to the pre-opening requirements for such campuses.

The Leadership for Expansion section is not applicable because Mater Academy of Nevada will not be hiring a network leader. Each campus principal will report directly to MAN's governing board.

3. STAFFING

a) Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file. Indicate projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

The table below only provides a sample excerpt of our staffing and enrollment projections. For a full description of all staffing and enrollment, please see *Exhibit B – RFA Staffing & Enrollment Worksheet*.

Sample Excerpt—Complete using Excel file

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Management Organization Positions						
Chief Operating Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Bookkeepers	1	1	1	1	1	1
Procurement Director	1	1	1	1	1	1
Facility Manager	1	1	1	1	1	1
Paralegal, Director of Growth & Management	2	2	2	2	2	2
HR, Event Coordinator, Other	1	1	1	1	1	1

4. HUMAN CAPITAL STRATEGY

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.

a) Recruitment: Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.

MAN understands the importance of ensuring a high quality, committed, and consistent staff of teachers and leaders. As such, the school has specific personnel policies to support its goals and to ensure fairness and compliance with

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state and federal law. MAN's principal will be responsible for staffing selections. The principal will use multiple means by which to identify qualified staff including attending recruitment fairs, posting on job sites, etc.

The principal's specific personnel service goals are as follows:

- 1) Recruit, select, employ, train, and retain the most qualified personnel available to staff the school. MAN will seek to recruit staff that have training, education or actual experience in working with at-risk student populations.
- 2) Provide equal employment opportunities for all candidates for positions in accordance with MAN's Non-Discrimination Policy.
- 3) Develop high quality human relationships conducive to high levels of staff performance and satisfaction.
- 4) Interview committees may consist of members of the personnel committee, principal, other staff members, and others appointed by the principal.
- 5) Develop and manage staff compensation, leave, and benefit programs in ways that attract and retain qualified employees.
- 6) Manage the development and updating of job descriptions by appropriate administrators.
- 7) Oversee an employee evaluation program that contributes to the improvement of staff performance and professional development.
- 8) Administer contracts and personnel policies with the aim of safeguarding good relations between the board and its staff.

MAN supports the development of high quality teachers with strategic recruitment, frequent feedback through observations and evaluations, and supportive mentoring. MAN is committed to the implementation of instructional strategies and methods focused on the key areas of collaboration, communication, creativity and critical thinking. To achieve this goal, the school must attract and retain highly qualified teachers who are committed to the ideas behind these strategies and willing to do the work necessary to create an engaging learning environment. The principal will identify and hire effective teachers who have experience working with or a desire to work with at-risk students. MAN will then provide the professional development and compensation plans necessary to ensure a high retention rate.

- b) Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:
 - 1) How the school plans to identify leadership internally and externally;
 - 2) Who will be responsible for hiring leaders;
 - 3) Formal and informal systems that will prepare leaders for their responsibilities;
 - *4) The school's philosophy regarding internal promotions;*
 - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
 - 6) Internal or external leadership training programs.

The MAN Board of Directors is responsible for hiring site-based principals. It is the Board's intention to identify its school leader approximately six months prior to the launch of the new campus.

MAN supports staff to develop into leaders and does so through providing professional development and supporting certification in educational leadership. A member of the administrative team will oversee, coordinate, assist and monitor the staff development process. The Educational Leadership Reimbursement Program cultivates and develops future school leadership. Under this program, full-time certified teachers who have been teaching for at least three (3) years, have been teaching at MAN for at least one (1) year, and have consistently exceeded their performance standards on their employee evaluations may receive reimbursement of graduate level courses required to obtain state certification in educational leadership. Preliminary approval for educational leadership tuition reimbursements will be granted at the sole discretion of the principal.

Because MAN believes in promoting from within, consistently effective staff members are encouraged to apply to the Doral Leadership Institute. This institute is designed to create a leadership pipeline into our charter schools.

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Modules are covered in the institute which focus specifically on leadership within the charter school network and include:

- Effective Leadership
- Human Resources
- Positive School Culture
- Budgets and Fiscal Responsibility
- Effective School Operations
- Special Programs
- School Safety
- Community Partnerships and Public Relations
- c) **Professional Development:** Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.

A member of the administrative team at the new school campus will oversee, coordinate, assist and monitor the staff development process. Each school year, the Principal, or designee, will assess the faculty's professional development needs by surveying faculty and reviewing data for trends that could be addressed through appropriate professional development. This survey will be used to prioritize on-going professional development.

The principal will work with Mater Academy, Inc. to develop an onsite professional development plan based on identified needs, especially research-based instructional strategies, personalized learning differentiated instruction, PBS, working with students of poverty, etc. Teachers will also attend relevant local and national conferences and serve as a trainer to the remainder of the staff upon return to MAN. The professional development offered to teachers will align with student achievement data, curriculum, instructional personnel needs, School Improvement Plans, and annual school reports. Teachers and staff will have formal and informal opportunities to provide feedback on the effectiveness of their professional development activities. The instruments utilized in this process will seek to determine if the needs of the participants were fulfilled and yielded meaningful growth and development. Activities which are consistently identified by faculty to strengthen the school's mission and educational philosophy will be refined and repeated.

Additionally, MAN supports the professional development needs of its professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering on-site trainings.

d) **Performance Evaluations and Retention:** Identify the school's approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?

In line with best practices, the principal should administer reviews/evaluations of teachers and staff members annually. The principal will observe the staff in day-to-day activities to determine strengths and areas of deficiency, and if necessary, the appropriate remediation. The principal will provide regular performance feedback to staff members including but not limited to, constructive remediation, problem-solving support, and recognition for exemplary performance, formal and informal evaluations. All employees will be observed on an ongoing basis by the principal, using both formal and informal observations. Formal observations may include a pre-observation conference as well as a post-observation feedback session. First year teaches will have at least three formal observations (observation cycles before 40, 80 and 120 days of instruction), and second year teachers will have at least two formal observations (observation cycles before 80 and 120 days of instruction) per year. All teachers will have at least one formal observation per year.

Formal Evaluations - First Year Employees, Alternative Teacher Licensure and Induction

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For all first-year employees and any teacher who has not received his/her Professional Teacher License, there shall be three formal reviews. This includes employees in the Alternative Teacher Licensure program. The formal evaluation will review the employee's self-assessment, job description, areas of responsibility, areas of improvement, progress toward goals, and plan for improvement. The formal evaluation shall include a plan for completing the requirement for the Professional Teacher License (if appropriate) and documenting any concerns. At that time, the principal may inform the employee and report to the Board of Directors whether the school intends to continue employment for the subsequent school year. Results of the formal evaluation will be put in writing, signed by employee and principal, and copies placed in the employee's professional portfolio and personnel file.

Formal Evaluations - Returning Employees

For returning post-probationary staff members, there shall be a minimum of one formal review cycle before the 120th day of instruction. The formal evaluation will provide an opportunity to review progress toward the employee's professional development plan and goals. At that time, the principal may inform the employee and report to the Board of Directors whether the school intends to continue employment for the subsequent school year. Results of the formal evaluation will be put in writing, signed by employee and principal, and copies placed in the employee's personal portfolio and employment file.

Response to Observations and Evaluation Findings

All employees shall have the right to make written objections to the observations or review finding within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

The governing board will be responsible for evaluating the principal one time per year. The evaluation process will give the administrator an opportunity to set personal and professional goals in alignment with the charter prior to the beginning of the school year. The formal evaluation will consist of documentation demonstrating the principal's progress toward meeting school and professional goals and setting new goals. The evaluation process will also provide opportunities to recognize exemplary performance or correct concerning behavior.

e) Compensation: Explain the board's compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

Salary ranges for employees will be as follows:

TABLE 5: Proposed Salary Ranges

Position	Salary Range		
Principal	\$100,000-\$130,000		
Assistant Principal	\$70,000-\$85,000		
Counselor	\$50,000-\$60,000		
Instructional Coach	\$50,000-\$60,000		
Office Manager	\$40,000-\$50,000		
Registrar	\$35,000-\$45,000		
Teachers	\$40,000-\$55,000		
Secretary/Receptionist	\$12.00-\$14.00/hour		
Security/Maintenance	\$12.00-\$14.00/hour		

For further information on Salaries, refer to Attachment 13 – Budget Narrative.

Employment benefits for all employees (excluding security/maintenance personnel, substitute teachers, and special education related services) will include the following:

Employment benefits for all employees (excluding security/maintenance personnel, substitute teachers, and special education related services) will include the following:

- 1. Health/Dental/Vision/Life Insurance MAN will offer and pay for a portion of the premium of either an HMO or PPO health plan, a Dental Insurance plan, and a Vision plan. MAN will also offer \$25,000 in Life and Accidental Death and Dismemberment Insurance at no cost to the employee.
- 2. Paid Time Off Employees will receive a specified number of days of paid time off, depending on their position and the terms of their contract. Employees will also have the option to roll unused paid time off over to the next year or to "cash out" a portion of their unused paid time off. Paid time off days may be used for any reason.
- 3. Educational Assistance MAN recognizes that the skills and knowledge of its employees are critical to its success and encourages personal development through formal education and, as such, will reimburse a portion of tuition fees incurred.
- 4. Public Employees' Retirement System In compliance with NRS 388A.541, MAN will make contributions to PERS on behalf of its employees. MAN will offer both "Employer Pay" and the "Employee/Employer" Contribution Plans.

In addition to receiving a competitive benefits program, teachers will be paid salaries commensurate with their experience and comparable to Clark County School District. Furthermore, in an effort to retain high performing teachers, returning teachers will be eligible for retention bonuses and pay-for-performance raises based upon their evaluations from the previous school year.

5. SCALE STRATEGY

a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.

Mater Academy is looking to deploy the same model that they have used in the development of their last 2 sites. This model includes utilizing resources including existing Principals, Mater Academy, Inc. Academica Nevada, and local community partners. Mater Academy, Inc. can be used by the board as a resource to help identify a new school administrator, provide professional development for new staff, assist in how to conduct teacher/administrative evaluations, etc. Mater Academy, Inc. has opened multiple sites in Florida and also assisted with the establishment of Mater Academy of Nevada (Las Vegas).

Once the new principal is identified, he/she will work with current principals and Mater Academy, Inc. to make sure that they are familiar with expectations of recruitment, professional development, and procurement of curriculum. Academica staff will also work with the new principal to procure all furniture, fixtures, equipment, technology, etc. Academica Nevada has worked with organizations in Southern Nevada such as Somerset Academy, Pinecrest Academy, SLAM Academy, and Doral Academy to open new sites.

MAN will also use a developer with a good track record such as the Turner-Agassi fund to finance and develop a property with the same quality as the Mountain Vista and Bonanza campuses. The Board of Mater Academy will have Academica work with the development group to make sure that all deadlines and permits are met so schools on are target to open on time.

b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.

MAN does use an EMO, Academica Nevada, however this question is not applicable to Academica Nevada, because although Academica nationally supports charter schools across several states, Academica Nevada has operated in Nevada since 2011 and already supports five performing, organizationally sound, and financially

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prudent charter schools across 24 campuses in Nevada. MAN anticipates that the efforts made by Academica Nevada to scale operations for other schools will be similar. Academica Nevada has already been able to assist the Mater Academy in identifying sites, procuring facilities and equipment financing, recruiting staff, enrolling students, creating marketing materials, and providing training on school policies and procedures.

c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.

The new campus will maintain the same underlying purpose of other Mater Academy campuses by continuing its affiliation with Mater Academy, Inc. Through the Mater Academy, Inc. affiliation, the school leader will receive coaching and training regarding the Mater Academy, Inc. instructional model. The principal will also receive training from Mater Academy of Nevada (Las Vegas). The main focus of the training will be on how to implement the Mater Academy educational philosophy. The principal will receive a multi-day training in Florida from Mater Academy, Inc. administrators, as well as weekly communication regarding the implementation of the Mater educational model.

d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.

Academica Nevada primarily provides shared centralized support services including but not limited to the following:

- Assist the Board in creating budgets and financial forecasts;
- Monitor and assure compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company; and
- Provide human resources related services such as dispute resolution; and
- Contract preparation and review.

Mater Academy, Inc. will primarily provide:

- On site principal training and professional development;
- On site teacher training and professional development;
- Classroom critique and assessment;
- Technology training; and
- Help attaining accreditation
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in Attachment_11_. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.

Please see Attachment 11 EMO Agreement.

f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

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Function	Mgmt Org Decision- Making	Network Leader Decision-Making	Board Decision- Making	Campus Leader Decision-Making
Performance Goals	Academica Nevada does not set school- based Performance Goals.	N/A	The Board and principals set annual goals to address student performance and organizational management.	MAN Administrators set quarterly student performance goals. The Administration is responsible for monitoring student assessment throughout the school year to assess student and teacher performance.
Curriculum	Academica works with the School's administration to procure curriculum.	N/A	The Board delegates the identification of curriculum to principals. The Board will verify that all curriculum purchased by the school are aligned with state/federal requirements.	Based upon teacher and student feedback and student performance data the Administration is in charge of aligning curriculum to ensure success.
Professional Development	Academica will identify opportunities for board member, teacher, and administrator professional development.	N/A	The Board participates in professional development annually.	A member of the Administrative team will oversee, coordinate, assist and monitor the staff development process. The administrative team will be responsible for collaborating with Mater Academy Inc. for joint professional development and training.
Data Mgmt & Interim Assessments	Academica works to identify and procure data management systems for the school.	N/A	The Board oversees that data management is being compiled in a compliant and effective way. The Board provides resources to the Administration to procure highly effective assessment tools for the school.	The administration will determine the best possible interim assessment systems to use for the progression of their students. The school administration and teachers will be responsible for interpreting the data and setting individual campus goals.
Promotion Criteria	Academica assists, if requested, in making	N/A	The Board has adopted a Pay for	The administrative team will be

	suggestions to the Board in creating		Performance model that includes input	responsible for communicating
	promotion criteria		from the	promotion criteria to
	that is used in		administration and	staff and making
	successful charter		teachers.	evaluations of staff.
	school systems			
	throughout the			
	country.			
Culture	At the direction of the	N/A	The Board and	School leadership
	Board, Academica will		adopts policies and	teams will lead in a
	assist to create a		procedures to help	way to promote a
	school culture survey		create a culture that	healthy and enjoyable
	and disaggregate the		fosters the Mission	school environment
	data to be presented		and Vision of Mater	for their teachers,
	to the Board annually.		Academy of Nevada.	students, and parents.
Budgeting ,	Academica is	N/A	The Board oversee all	The school principal
Finance, and	responsible for		aspects of the fiscal	will oversee portions
Accounting	developing the		management of the	of the budget such as
	school's annual		school. The Board's	expenses related to
	budgets and financial		Treasurer specifically	curriculum, office
	forecasting.		is responsible for	supplies, printing,
	Academica will help		reviewing and	copiers, travel, etc.
	implement and draft		approving school	The principal will
	financial policies		financials. The Board	review their budget
	under the direction of		has adopted a	with Academica on a
	the Board to help the		financial policies and	monthly basis.
	school maintain		procedures manual	
	financial viability.		that is in line with	
	Academica is		financial best	
	responsible for		practices of charter	
	bookkeeping and		schools across the	
	monitoring the school		country.	
	accounts to keep the			
	school within their			
	budget. Academica			
	helps conduct and			
	assist the Board's			
	chosen accounting firm in their annual			
	audit.			
Student	Academica assists the	N/A	The Board will	The principal and
Recruitment	Board and the	IN/ FA	develop a campus	administration are
Neci ditilielit	administration to		budget in their start-	responsible for
	develop and		up year for marketing	attending events to
	implement		and student	help recruit students.
	recruitment plans,		recruitment. If the	The principal is
	including but not		school is unable to	instrumental and a
	limited to: websites,		attain the full	focal point in
	social media, flyers,		enrollment, funds will	recruiting students
	mailers,		be allocated for	during start-up and
	advertisements, open		student recruitment.	operational years of
	houses, etc.			the school.
		l	l	

School Staff	Academica assists the	N/A	The Board develops	The school principal
Recruitment &	Board if requested to		and reviews specific	and school
Hiring	help identify		personnel polices to	administration will
	candidates for		support its goals and	interview and hire all
	principal positions.		to ensure fairness	teachers and support
	Academica, if asked,		and compliance with	staff. The school
	will assist with		state and federal law.	principal and school
	principal searches by		The Board will	administration will
	conducting a national		interview and hire	attend teacher
	recruiting campaign.		the new campus's	recruitment fairs if
			principal.	needed.
HR Services	Academica, at the	N/A	The Board chose a	The office staff, school
(payroll,	Board's request, will		3rd party payroll	principal and
benefits, etc.)	identify and recommend a 3rd		company to contract with for the	administration will
				serve as a HR resource to their teachers and
	party pay roll company. Academica		processing of Mater Academy payroll.	staff. The school
	is a school resource		Academy payron.	administration will
	for questions or issues			work with Academica
	related to payroll and			to make sure that HR
	benefits. Academica			policies and
	will help the Board			procedures are
	and school			followed correctly.
	administration with			,
	HR Services to make			
	sure that all proper			
	steps and procedures			
	are taken when			
	dealing with staff,			
	students, and parents.			
Development/	Under the Direction of	N/A	With the assistance	The school
Fundraising	the Board, Academica		of the Administration	administration will
	will use their		and Academica, the	assist the Board in its
	resources to find		Board will fundraise	development and
	development/financial		through its	fundraising efforts.
	groups to work with		relationships in the	
	the school.		community. The	
	Academica will be a		Board will decide	
	resource to the Board in the development		which development groups they will deal	
	phase as they have		with for the building	
	opened more than		of a facility.	
	100 schools across the		or a radiney.	
	country.			
Community	Academica assists the	N/A	The Board builds	The school
Relations	Board and school	,	relationships with	administration will
	administration with		groups and	network and engage
	public relations and		organizations in the	community businesses
	planning events within		community that	and organizations for
	the community.		support Mater	the purposes of after-
			Academy of Nevada's	school programs,
			vision and mission.	fundraising, field trips,

				educational programs, guest speakers, etc.
IT	Academica, at the Board's request, helps the Board identify a 3 rd party IT service provider.	N/A	The Board chose a 3 rd Party IT company to contract with for IT services.	The principal is responsible for reviewing the service provided by the IT company.
Facilities Mgmt	With input and approval from the school principals and Board, Academica manages 3rd party contractors for the maintenance and repair of MAN's facility.	N/A	In compliance with all public-bidding laws, the Board selects vendors.	The school principal will have staff notify them of any facility concerns. The school principal will contact Academica with any issues regarding the facility for repair.
Vendor Management / Procurement	Under the direction of the Board, Academica issues requests for proposals from vendors, reviews contracts, and offers recommendations. Academica is responsible for procurement of the School's furniture, fixtures and equipment.	N/A	In compliance with all public-bidding laws, the Board selects vendors.	The school principal gives feedback to the Board and Academica regarding the quality of service provided by vendors, and will contact Academica for any changes or corrective action that needs to take place with vendors.
Student Support Services	Academic Nevada will help identify a 3 rd party Student Support Organization.	N/A	The Board allocates resources to the school budget for student support services.	The principal will develop programs to assist students in overcoming personal concerns and academic deficiencies that could impair their ability to succeed as students.
Other operational services, if applicable	N/A	N/A	N/A	N/A

6. 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.

a. Explain the plan for student recruitment and marketing for the new campuses 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 which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session),

please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

Mater Academy of Nevada (MAN) will use comprehensive outreach and marketing measures to ensure that all potentially interested students and parents have equal access to apply and enroll at the school. This plan includes recruiting and marketing initiatives to target the entire community and specific initiatives targeting economically disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs or may be "at risk" of academic failure. Specific recruitment and marketing activities will consist of but are not limited to:

Public Awareness

MAN will use a neighborhood door-to-door campaign in the eastern Las Vegas area surrounding the proposed location. MAN will hold neighborhood block celebrations in coordination with feed the block campaigns. MAN will also use banner advertisement on the proposed location and hold tables at local malls, sporting and community events, and religious organizations to reach all demographic populations. MAN will have bilingual support team members at each outreach event to insure all community members can communicate with MAN about the school curriculum. MAN will also use direct mail to notify families about the opportunity to attend the school. Marketing materials will contain inclusive language to inform parents that all students are welcome to apply to MAN regardless of their socioeconomic status, race/ethnicity, home language, or enrolled academic program (Special Education, English Language Learners). Promotional materials and announcements will be made available in multiple languages other than English (as needed) in order to accommodate English Second Language (ESL) families.

MAN will have a website following the similar layout of the school information built with language translation options, enrollment and opening timelines, curriculum examples, as well as location and registration procedures. Digital and social media advertising are used in order to reach out to a broad audience through ads which direct parents to click on the school's website. Examples of social and digital marketing/ads include: Ads on Facebook, Digital ads on Pandora, sponsored ads on Instagram, or Google Ads.

Promotional flyers and/or postcards will be distributed via direct mail and/or directly to community groups to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. Promotional materials and announcements will be made available in multiple languages other than English (as needed) and disseminated to local community organizations to make sure that "harder-to-each" families (e.g. single-parent families, low socio-economic households, etc.) are aware of the choice program and their eligibility for enrollment. This information will also be posted in local public facilities (as permitted by local regulations) including at post offices, community centers, parks/recreation centers, libraries, and other locations of free public access.

Marketing materials will be produced in Spanish and English (the school will work in conjunction with local translation service providers should its outreach efforts reveal the need for translations into additional languages). In addition, the Mater Board and Lead Principal will continue to build relationships with community groups and organizations. In partnership with community organizations, informational events at open forums such as community centers, parks, and libraries will be held to inform the public. All of these methods are key to the successful recruitment of students. It is expected that many of the organizations committed to partnering with the school will help with public awareness and student recruitment.

Grassroots Campaign

Discussions with community stakeholders (e.g., community leaders representing all local racial/ethnic groups, community boards, media figures and editorial boards, parents, parent organizations, etc.) will assist in disseminating information about the school. A grassroots campaign is important to ensure that "harder-to-reach" families (e.g., single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment. The grassroots campaign part of Mater's

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marketing will focus on building relationships with community groups by utilizing a "door-to-door" approach to ensure effective communication with families and community members.

The school will promote and host informational meetings near or at the school's proposed location, which would be accessible to all interested in attending. These events would be promoted in the same manner as listed above. During the informational meetings, which will be held at various times during the day and evening in order to give parents options, the school will highlight its program and how it will serve all students. MAN will work to ensure at least one (1) informational meeting each month targeting interested families and students until enrollment targets are met.

Mater has interested individuals who live or work within the proposed community. Many of these individuals have already shared information with community families and businesses or with other interested groups about the proposed school. This group is actively engaged in communicating the Mater mission and in gathering interest in school admission. The group has been informing community members of Mater as a proposed educational option. Once land is purchased, flyers detailing the dates and times of upcoming parental information meetings will be produced on a regular basis so that interested families and students are aware of upcoming meetings. The goal is to have at least 50 interested individuals attend each informational meeting.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the school. Local elected officials and community leaders will be invited to visit the school. They will also be given updates on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

Enrollment

The school will implement an open admissions policy wherein the school will be open to any student who is eligible for attendance in public schools in the state, unless the number of applicants exceeds the capacity of the school's facility. In such a case, all applicants shall have an equal chance of being admitted through a random selection (lottery) process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

Admissions Process

Admission to the MAN will be determined in the following manner:

- 1. Students continuing enrollment at Mater will be automatically granted enrollment the following year with placement determined on promotion, retention, and/or acceleration policies. Students will be requested to complete an Intent to Continue Enrollment form prior to January 10 of each year.
- 2. Siblings of currently enrolled students will be automatically enrolled into available openings at the appropriate grade level.
- 3. Additionally, up to twenty percent (20%) of students may be enrolled based on the following preferences:
 - Children of Mater founding families
 - Children of Board members, teachers, and staff of Mater

After above enrollment slots are filled as described in the order listed, all remaining applicants will have an equal chance of being admitted through a random lottery selection.

Lottery

If the number of Mater applicants during the open enrollment period exceeds the number of spaces available, students shall be selected by a random lottery, taking into consideration the enrollment preferences described above. This lottery process will be managed by a 3rd party entity and will occur on or before February 10th of each year. Choice enrollment forms, received by the school prior to the close of business on January 31st, and remaining names in the Mater database that have not been removed by request of the parent/guardian or as a result of a previous offer that was declined or a non-response to an offer, will be included in the lottery. A lottery number for each child in each grade will be randomly assigned for the upcoming academic year only. Enrollment vacancies will be filled by grade, beginning with students in the highest grade served for which there is one or

more vacancies, and will continue in descending order until all vacancies are filled. Invitations to enroll will first be extended to families assigned the lowest lottery number. This lottery-generated waitlist will be maintained until the following year. Lottery numbers are valid for one (1) lottery cycle. If a parent/guardian whose child is on the waitlist declines or does not respond to an enrollment offer within the designed timeframe as noted in this policy, they will be removed from the Mater database and a new Intent to Enroll form must be submitted to be included in future lotteries.

Enrollment Acceptance

Families who have drawn a lottery number for an available placement for the upcoming school year will be informed via electronic mail beginning the day of the lottery, and will follow-up with a phone call if no response is received within 72 hours. After the family is contacted and enrollment is offered, the school will require a verbal decision within 72 hours. Parents/guardians of the student(s) are responsible for providing a reasonable way for Mater to reach them regarding enrollment and for informing the school of any change to their contact information. While Mater will make every attempt to notify families, the school is not responsible for the inability to contact families should they be unreachable (i.e., traveling, inaccurate information on the Choice Enrollment form, etc.). If an application is submitted after the 1st day of school for the current school year, a verbal decision will need to be provided to the school within 48 hours after notification of their acceptance.

While siblings are not guaranteed placement, they will be given priority for enrollment as noted above. Every effort will be made to ensure enrollment for siblings in the future. Sibling status is effective for enrollment the following year and for future years as long as a student from that family is continuously enrolled. If an incoming kindergarten student has accepted enrollment and is determined by staff and parents to benefit by waiting a year, a kindergarten spot for the following year will be reserved. To ensure the school can prepare to meet the needs of every student, parents must provide documentation for any student requiring specialized services including but not limited to an Individual Education Plan for special education, a 504 Plan, a Behavior Plan, a Safety and/or Containment Plan, a literacy and/or tutoring plan, etc., at the time they accept enrollment. Mater will also develop policies and procedures to ensure the prompt receipt of complete student records for students admitted from the waitlist after the start of the school year.

In accordance with federal and state anti-discrimination laws, the school will not discriminate against any student on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, need for special education services, or any other category that would be deemed unlawful in the admission practices of a public school. The school will be non-sectarian in its practices, educational program, admissions policies, and operations. Only after a parent/student(s) accepts their enrollment, documentation for any student requiring specialized services must be provided to the school. These services include but are not limited to: An Individual Education Plan (IEP) for special education, a 504 plan, a Behavior Plan, a Safety and/or Containment Plan, and a literacy and/or tutoring plan, among others.

b. Provide a detailed discussion of the school's track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school's past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school's current zoned schools.

Mater Academy of Nevada is committed to recruiting and retaining a diverse population of students that reflects the demographic profile of its surrounding zoned schools. This commitment is evidenced not in only in MAN's current student demographics, but historically as well. See **Table 6**, below:

TABLE 6: Mater Academy of Nevada Student Demographic, Year by Year						
2015-16 2016-17 2017-18						
Am In/AK Native	-	-	-			

Asian	2%	-	1%
Hispanic/Latino	68%	73%	78%
Black/African-American	11%	10%	9%
White	14%	11%	8%
Native Hawaiian/Pacific Islander	-	•	-
Multi-Racial	5%	5%	3%
IEP	8%	9%	8%
ELL	66%	47%	44%
FRL	80%	36%	91%

As demonstrated in **Table 6** above, even with MAN's growth from one to two campuses (Fall 2017), there has been continuous recruitment of students from the surrounding area. The opening of its proposed high school will be no different. For more information regarding MAN's proposed target community please see *Meeting the Need* above.

c. Detail how the school's programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery²⁴ which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

To meet the SPSCA's criteria for expansion, Mater Academy of Nevada will be implementing 2 out of the 5 "programmatic, recruitment, and enrollment strategies" listed above. First, Mater Academy of Nevada will implement the National School Lunch Program (5), which is likely to attract students who receive free and reduced lunch and would factor heavily into their decision to attend Mater Academy of Nevada. Lastly, and most importantly, Mater Academy of Nevada plans on implementing an intense grassroots campaign (2) that reaches students and families in non-traditional means that are likely to educate families about Mater Academy of Nevada and the charter school application process who would not normally know about these options.

d. 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.

Mater Academy of Nevada plans to begin operations in the 2020-2021 school year. Open enrollment shall commence in mid January, 2020 beginning at 12:01 a.m. and continue through the end of January 2020 until 11:59 p.m, and will occur during a similar time frame in subsequent years. A lottery will be held after the Open Enrollment period. Families will be notified via email or phone of their child's acceptance into the Academy through the computerized lottery program. The Office for Civil Rights (OCR) enforces Federal statutes that prohibit discrimination in programs and activities that receive Federal financial assistance from the Department of Education (ED). Mater Academy of Nevada is committed to providing an equal opportunity education to all

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²⁴ See http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf for one possible approach in this evolving area of charter school policy.

applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all applicable federal, state and local laws.

e. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

The Board, Lead Principal, and new school principal will strive to attain the targets as set forth in the table shown below in the response to Question (3) in this section.

f. 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 and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

Staff will be trained by the principal, prior to the open enrollment period, about the legal requirements of charter school enrollment as set forth in NRS 388A.453, 388A.456 and 388A.471 to proactively dispel any myths about discriminatory practices.

g. 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?

Through genuine community involvement and the collaboration between existing students, families, teachers, Board members, and community partners, Mater Academy of Nevada will consistently focus on student recruitment by hosting events on Mater Academy of Nevada's campuses that are welcome to all community members. Also, collaborating with the Charter School Association of Nevada on any charter school fairs it decides to host in Nevada, keeping parent and student satisfaction high to gain favorable recommendations, and promoting its successful efforts in social and traditional forms will also help grow enrollment. Mater Academy of Nevada will also continue its efforts to recruit a diverse population by hosting a variety of recruitment and informational events at nearby parks, recreational centers, and retail stores children and families frequent. The Lead Principal, Renee Fairless, will play a key role in ensuring Mater Academy of Nevada's recruitment targets are met, including any targeted recruitment towards backfill vacancies by developing a plan (in the case that it is too late in the school year to add a prospective student on the Mater Academy of Nevada's waiting list, if applicable).

h. Complete the following tables for the proposed school to open in 2019-20. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2019 and fall 2020.
1) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) Complete using Excel file "RFA Staffing and Enrollment Worksheets."
Sample Excerpt

For more information regarding the staffing and enrollment, please see Exhibit B – Staffing and Enrollment.

G 1	Number of Students					
Grade Level	2019	2020	2021	2022	2023	2024
Level	2020	2021	2022	2023	2024	2025
Pre-K						
K	-	119.00	119.00	119.00	119.00	119.00
1	-	119.00	119.00	119.00	119.00	119.00
2	-	119.00	119.00	119.00	119.00	119.00
3	-	119.00	119.00	119.00	119.00	119.00

4	-	71.00	119.00	119.00	119.00	119.00
5	-	48.00	71.00	119.00	119.00	119.00
6	-	147.00	147.00	147.00	147.00	147.00
7	-	59.00	147.00	147.00	147.00	147.00
8	-	59.00	59.00	147.00	147.00	147.00
9	-	147.00	200.00	200.00	257.00	257.00
10	-	-	147.00	200.00	200.00	257.00
11	-	-	-	147.00	200.00	200.00
12	-	-	-	-	147.00	200.00
Total	-	1,007	1,366	1,702	1,959	2,069

2) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions) Complete using Excel file "RFA Staffing and Enrollment Worksheets."

Sample Excerpt

For more information regarding the staffing and enrollment, please see *Exhibit B – Staffing and Enrollment*.

Grade Level	Number of Students						
	2019	2020	2021	2022	2023	2024	
	2020	2021	2022	2023	2024	2025	
Pre-K							
K	-	125	125	125	125	125	
1	-	125	125	125	125	125	
2	-	125	125	125	125	125	
3	-	125	125	125	125	125	
4	-	75	125	125	125	125	
5	-	50	75	125	125	125	
6	-	155	155	155	155	155	
7	-	62	155	155	155	155	
8	-	62	62	155	155	155	
9	-	155	210	210	270	270	
10	-	-	155	210	210	270	
11	-	-	-	155	210	210	
12	-	-	-	-	155	210	
Total	-	1,059	1,437	1,790	2,060	2,175	

3) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) Complete using Excel file "RFA Staffing and Enrollment Worksheets."

Sample Excerpt

For more information regarding the staffing and enrollment, please see *Exhibit B – Staffing and Enrollment*.

Grade	Number of Students						
Level	2019	2020	2021	2022	2023	2024	

	2020	2021	2022	2023	2024	2025
Pre-K						
K	-	131.00	131.00	131.00	131.00	131.00
1	-	131.00	131.00	131.00	131.00	131.00
2	-	131.00	131.00	131.00	131.00	131.00
3	-	131.00	131.00	131.00	131.00	131.00
4	-	79.00	131.00	131.00	131.00	131.00
5	-	53.00	79.00	131.00	131.00	131.00
6	-	163.00	163.00	163.00	163.00	163.00
7	-	65.00	163.00	163.00	163.00	163.00
8	-	65.00	65.00	163.00	163.00	163.00
9	-	163.00	221.00	221.00	284.00	284.00
10	-	-	163.00	221.00	221.00	284.00
11	-	-	-	163.00	221.00	221.00
12	-	-	-	-	163.00	221.00
Total	-	1,112	1,509	1,880	2,164	2,285

a. 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.

The opening of the proposed K-12 campus in 2020 with a starting enrollment of 1,059 students will follow the same enrollment plan that was used in opening the Bonanza campus. Given that Mater parents want a feeder school option and overcrowding is an issue in East Las Vegas, Mater Academy of Nevada expects to see a high demand for this new campus. In addition, this campus will serve to relieve a portion of the waitlist at the Mountain Vista and Bonanza campuses that currently has more than 1,400 students. Additionally, Mater Academy has created an organizational structure with the current Principals, and Teacher Support Advocates that will be able to assist the new administrators in opening a new school.

Academica Nevada will also assist on the operational side to help Mater Academy expand into this new facility as seamless as possible. Academica has now helped 29 campuses open in the Las Vegas Valley.

b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model 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.

Mater Academy of Nevada plans to open in 2020-2021 with 1,059 K-9 students, based on ensuring adequate resources to provide a robust system of student support for at-risk subgroups, including, but not limited to ELL students, students in need of Special Education Services, and Gifted and Talented students. Bringing together the resources involved to successfully implement the vast network of data and behavioral resources to support student achievement requires the critical mass set forth in Mater Academy of Nevada's initial enrollment plans. In addition, as this is a replicated model that has already achieved great success in Nevada, Mater Academy of Nevada's Principals will be able to support the new school principal and school administration to proactively address many of the organizational and academic challenges that typically come with serving large student bodies in a start-up environment.

c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model 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.

This question is not applicable to Mater Academy of Nevada because Mater Academy of Nevada is not adding more than 200 newly enrolled students in sixth grade or above. Additionally, Mater has a proven track record with the opening of their already existing 2 campuses in eastern Las Vegas Valley (Mountain Vista, Bonanza).

7. BOARD GOVERNANCE

Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate "No change from original application or most recent amendment. See attached."

a. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

No change from original application or most recent amendment. See Exhibit C – Mater Charter Application.

b. Describe the governance structure of the expanded 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.

No change from original application or most recent amendment. See Exhibit C – Mater Charter Application.

- c. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of Attachment____). Please note that at least 75% of new board members for SY 2018-2019 must be identified at the time of the submission of the expansion request.
- d. Provide, as part of Attachment____, a completed and signed Board Member Information Sheet for each proposed new 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 charter school.
- e. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?

Please see the answer to Question 2(d) of the Operations Plan. There will be no change from original application or most recent amendment. See *Exhibit C – Mater Charter Application*.

f. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.

There are no identified existing relationships that could pose actual or perceived conflicts known by MAN at this time, but to the extent these arise, MAN will adhere to its conflict of interest and code of ethics policies to prevent and mitigate any perceived conflicts.

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g. Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?

The Board has had a consistently diligent and committed team of highly qualified volunteers since its inception from a variety of relevant fields. MAN's continuous cultivation of community resources ensures a wide pool of candidates in the case of succession. Mater Academy of Nevada's board turnover to this point has been mostly a result of natural transitions in Board member families. When vacancies arise, the board creates a description of the board member role with specific qualities the board is looking to add, ensuring compliance with statutory requirements and ensuring a diverse set of skills necessary to successfully oversee the school. The board advertises vacancies on the school's website and through direct communication (email, letters, etc.) to parents of enrolled students.

In order to increase capacity of the governing board, all board members are required to attend a yearly board retreat where the goals of the board are evaluated and further defined. A board self-evaluation is conducted at that time where the performance of the board will be critiqued. Additional meetings may be held during the year in which outside speakers present information on effective board leadership and/or other pertinent topics.

The board goals include 4 hours of professional development, two of which must be related to their office on the board, if applicable. Lastly, the board shall conduct a board visit day at least once every academic year. During this time, board members will visit classrooms; talk with the faculty, staff, and students; and become familiar with current school concerns.

h. 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.

No change from original application or most recent amendment. See *Exhibit C – Mater Charter Application*.

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

No change from original application or most recent amendment. See Exhibit C – Mater Charter Application.

j. 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.

No change from original application or most recent amendment. See Exhibit C – Mater Charter Application.

k. 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.

Mater Academy of Nevada values open and proactive communication among and between the members of the school community, including parents, students, faculty, staff, administration, and the Board. Issues that are not

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dealt with directly can become destructive to the school community and, therefore, detrimental to the learning process of our students. The adults in the Mater Academy community must model for its students a willingness to address conflict directly, respectfully, and at the lowest level possible, whenever possible.

As such, Mater Academy created a grievance policy consisting of four steps that is designed for settling differences in a prompt and equitable manner. These procedures guide how any adult member of the school community – parent, employee (faculty or nonfaculty), administrator, or other adult – is expected to express grievances about other members of the community. The school's administration and Board both expect that conflict will be addressed and proactively dealt with following the fewest number of steps possible. The steps include:

- (1) addressing the situation directly with the other person(s) involved;
- (2) enlisting the assistance of an administrator to assist in facilitating a resolution;
- (3) preparing a written grievance for the Principal, who then reviews and acts upon that grievance as appropriate; and
- (4) preparing a written grievance for the Board of Directors, who then may choose to hear additional information at a Board meeting and will ultimately make a final decision, not subject to appeal. It is important to emphasize that the Board will not become involved in a grievance until the final step of the process. Board members are expected to refer any member of the school community who may approach them with a grievance to the school's grievance policy and the proper process for resolving the issue. This process is designed to avoid Board micromanagement and the creation of factions within the school.
 - l. 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?

No change from original application or most recent amendment. See *Exhibit C – Mater Charter Application*.

Goal	Purpose	Outcome Measure

8. INCUBATION YEAR DEVELOPMENT

a. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2017-2018) to ensure that the school is ready for a successful launch in fall 2018. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment_10__**.

Please see Attachment 10.

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b. 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.

Mater Academy of Nevada's goal is to identify a school leader for its new campus by March 2020. This person will immediately receive training from Mater Academy of Nevada and Mater Academy, Inc. The main components of the training will be how to integrate and implement Mater Academy of Nevada's instructional program and other issues involved in opening up a new campus, including but not limited to student recruitment and enrollment, teacher recruitment, and other logistical aspects of school operation. The training will involve the school principal visiting the City of Las Vegas every other month. The training will intensify and be extended to all the teachers during July and August 2020, just before school starts.

c. 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.

The school principal identified by the Board will be working on a part-time basis to help with the development of the proposed campus. The school principal will be responsible for recruiting staff, recruiting students, and identifying curriculum/furniture/fixtures/equipment. Depending on whether the school principal is being promoted from within the Mater system or is coming from outside the system, the Board will work out compensation for that person on an individual basis. Academica Nevada representatives will be responsible for supporting the school principal in the startup period of the school.

9. SCHOOL MANAGEMENT CONTRACTS

Indicate "Not Applicable" if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO).

- *d.* How and why was the EMO selected?
- e. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- f. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- g. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- h. Please provide the following in **Attachment** :

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- 1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- 2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
- 3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
- 4. Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
- 5. Provide a brief overview of the EMO/CMO's history.
- 6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- 7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- 8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

This section is "Not Applicable" because Mater Academy does not intend to amend an existing management contract or enter into a new one with a for-profit or non-profit agency.

10. SERVICES

1. Provide Attachment___ describing how the school leadership team will support operational execution.

Please see Attachment 12 Operational Execution Plan.

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- 2. Provide narrative or evidence illustrating 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.
- 3. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
 - i. 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.

Mater Academy of Nevada will not provide daily transportation for the students to and from school. The school intends to help facilitate a forum where parents/guardians of students who are interested in creating carpooling groups, can communicate. The school will work to develop a transportation plan so that students who are economically disadvantaged can have equal access to the school. This may involve fundraising, a liaison to connect families with a carpool, providing bus passes for public transportation, and other options.

Should the school plan field trips and/or athletic events, a plan will be developed to accommodate transportation needs such as contracting with a charter bus company.

ii. 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.

MAN is its own School Food Authority and patriciates in the National School Lunch Program (NSLP). The new campus will also participate.

iii. Facilities maintenance (including janitorial and landscape maintenance)

Mater Academy of Nevada has a multi-tiered plan for maintaining the facility:

- 1. On-Site Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
- 2. The school will contract with a janitorial company to provide a cleaning service 5 nights a week.
- 3. The EMO, Academica, coordinates facility maintenance, repairs, etc. as well as coordinates with the contracted janitorial service provider.
 - iv. Safety and security (include any plans for onsite security personnel)

Mater Academy of Nevada proposed campuses will have Campus Monitor(s) provide onsite security and work in conjunction with the Principal to implement the Emergency Management Plan. As referenced in the Operations Question and Ongoing Operations Question One, Mater Academy of Nevada's Principal and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan.

- v. Other services
- 4. 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, including the management of user rights and privileges.

The following list is an outline of Mater Academy of Nevada's planned technology infrastructure and support mechanisms:

- Internet will be provided by a reliable Internet Service Provider protected by an enterprise router.
- Local area networking is provided by managed switches and wireless access points.

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- Hardware: Each classroom will have one teacher computer and two student computers. Each office staff
 member will have a computer to utilize. There will be two computer labs and at least one laptop cart per
 grade level with the goal of having 1-to-1 technology within 3 years.
- Mater Academy of Nevada will contract with a service provider for support in device management and user support.
- Mater Academy of Nevada will develop an Acceptable Use Policy.
- 5. 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 in order to independently maintain the system. 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.

Mater has two Infinite Campus experts on staff. The school is partnering with Academica Nevada; whose staff is well versed at managing student information using the statewide Infinite Campus system. Mater Academy of Nevada will hire a full time registrar and a school-wide leader in managing the system. Academica will provide registrar trainings including one specifically on Infinite Campus. Additionally, the school registrar and Academica staff will attend trainings hosted by the SPCSA.

6. 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.

Mater Academy of Nevada's Board will delegate authority to the school principal the task of ensuring student records are maintained accurately and up-to-date, as well as safe and with limited access to only appropriate personnel. The Board will ensure student records will be accurately maintained and kept in a safe, locked area of the school's main office in secure cabinets, and in accordance with all State of Nevada Laws. Only authorized staff and administration will have access to the files.

In accordance with NRS 386.650, the school will participate in Student Automated Information System (SAIN) and will thereby use software, hardware, and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The school will report data required by NRS 386.650 to its sponsor by the beginning of the school's first year of operation. The school, sponsored under the auspices of the Nevada State Board of Education will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education.

Mater Academy of Nevada's Board will ensure that a permanent record for each student enrolled in the school is maintained in a separate file. The student records will be stored in the school's main office and only authorized staff and administration will have access to the files.

The Board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed.

If a charter school closes, the school shall, for each student enrolled in the charter school, forward the permanent record of the student to the office of student records of the school district in which the student resides. Similarly, if a student withdraws from the school, the school shall forward the permanent record of the student to the office of student records of the school district in which the student resides.

If a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the charter authorizer or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 NRS 391.320 391.361, and whether appropriate action is warranted in accordance with to inclusive.

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The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct record that they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory" information. Schools must notify parents and eligible students annually of their rights under FERPA.

In addition, Mater Academy of Nevada will comply with NRS 388(5) to ensure that any and all school service providers as defined in NRS 388(3) and NRS 388(4) provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security pursuant to NRS 388(7). The Board Chair and the school principal prior to purchasing any school service will enforce strict compliance with this statute. Additionally, pursuant to NRS 388(8), the school principal will ensure that all teachers and other licensed educational personnel complete professional development regarding the use of school service providers and the security of data concerning pupils.

7. Provide, as an Attachment_12__, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

11. 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? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

Mater Academy of Nevada treats the safety and security of its students, staff, and visitors with the highest priority. To ensure best-case outcomes for regular practices and emergencies, the school principal of the new campus will create, and Mater Academy of Nevada's Board will approve, an Emergency Management Plan developed in conjunction with local, state, and federal policies, regulations, and laws. Safety and security is the job of every member of the Mater Academy of Nevada community, but the school principal and school administrators will have primary responsibility over proper implementation of the Emergency Management Plan. To that end, staff and students will receive regularly scheduled trainings and drills regarding a variety of emergency/crisis situations, including, but not limited to chemical spills, active shooter, and fire drills. Depending on the physical layout of each new facility and the advice and counsel of local authorities, Pinecrest Academy of Nevada's Emergency Management Plan will also address issues relating to emergency communications such as two-way radios, intercom systems, or other technologies for communicating in crisis situations.

All students will be taught drill procedures for evacuations (in the event of a fire emergency), lockdowns and shelter-in place procedures (for chemical, environmental, or community threat emergencies), active shooter, and AED emergency procedures. These procedures will be practiced at least quarterly and more where required by state or federal regulation. In all drills, students will be expected to complete the correct procedures seriously and respectfully to ensure preparedness for a real emergency. Training for staff on emergency drill procedures will take place during the summer staff training and training for students will take place during student orientation and throughout the school year.

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2. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, 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. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

Mater Academy of Nevada's insurance coverage will include coverage for general liability, abuse, employee benefits, professional educators' legal liability, auto, property, equipment breakdown, crime, excess liability, Directors & Officers/Employment Practices, student accident, and Worker's Compensation. Mater Academy is currently part of a consortium plan made available through Academica Nevada to provide increased levels of insurance for multi-site charters. All required insurance coverages are in place at levels above Nevada-mandated baseline requirements, and will be adjusted as student population increases each year. Please see the table below for the policy limits for each category of this coverage:

Coverages:	2019-2020	<u>Notes</u>
General Liability Aggregate	\$17,000,000	Includes Umbrella/Excess Limits of \$15M
General Liability Per Occurrence	\$16,000,000	
Products/Completed Operations Aggregate	\$17,000,000	
Personal and Advertising Injury	\$16,000,000	
Abuse or Molestation Per Occurrence	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Abuse or Molestation Aggregate	\$17,000,000	
Student Accident - per accident	\$25,000	
Employee Benefits Liability Per Occurrence	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Employee Benefits Liability Aggregate	\$17,000,000	
Commercial Auto Liability	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Building Limit	100% Replacement	
Employee Dishonesty/Crime	\$100,000	
Educators Legal Liability Per Occurrence	\$10,000,000	Shared Limits with D&O/EPLI
Educators Legal Liability Aggregate	\$10,000,000	
		Shared Limits with Educators/EPLI
Directors & Officers Liability Per Occurrence	\$10,000,000	
Directors & Officers Liability Aggregate	\$10,000,000	
Employment Practices Liability Per Occurrence	\$10,000,000	Shared Limits with D&O/Educators
Employment Practices Liability Aggregate	\$10,000,000	
Excess/Umbrella Liability	\$15,000,000	
Workers Compensation	\$1,000,000	
Excess/Umbrella Liability	\$3,000,000	

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SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1. RFA: Add Distance Education

- a. Executive Summary
 - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
 - ii. A list of the current school campuses
 - iii. Proposed model and target communities by zip code
 - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
 - v. The key components of your educational model and how the distance education program aligns with the educational model.
 - vi. Key supporters, partners, or resources that will contribute to the distance education program

b. Targeted Plan

- i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
- ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

c. Distance Education Requirements

- i. Describe the system of course credits that the school will use.
- ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- iii. Describe how the school will ensure students participate in assessments and submit coursework.
- iv. Describe how the school will conduct parent-teacher conferences.
- v. 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.

d. Special Education

- i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
- ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

e. Scale Strategy

- i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
- ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.

f. Student Recruitment and Enrollment

- i. Explain the plan for student recruitment and marketing for the new distance education program 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.
- ii. 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 distance education applications and how long the window will last prior to conducting a lottery.
- iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?

g. Services

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

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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.

ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. 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, including the management of user rights and privileges.

h. Financial

Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. 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, including the management of user rights and privileges.

2. RFA: Add Dual-Credit Program

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

- a. 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.
- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- c. Discuss the scope of the services and resources that will be provided by the college or university.
- d. 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.
- e. 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.
- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

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

3. RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

- a. Complete and submit your RFA with the General application sections above completed.
- b. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- c. Indicate "N/A" for any below requested response that is not applicable to your request.

4. RFA: Eliminate a grade level or other educational services

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

- a) Complete and submit your RFA with the General Requirements sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO

a) School Management Contracts

- 1. RFAs for "entering into, amending, renewing or terminating a contract with an educational management organization" are processed pursuant to NAC 388A.575
- 2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.

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- 3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
- 4. Please provide the EMO's Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
- 5. How and why was the EMO selected?
- 6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
- 7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- 8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- 9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- 10. Provide a brief overview of the organization's history.
- 11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- 12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- 13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

b) Financial Plan

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- 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 and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
- 2. 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.).
- 3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
- 4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
- 5. Submit a completed financial plan for the proposed school as an **Attachment** (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- 6. Submit, as an **Attachment____**, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- 7. Provide, as an Attachment___, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
- 8. Complete the audit data worksheet in **Attachment**___. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment**.

Attachments Necessary for EMO Amendment

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of

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services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;

- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider's non-profit or for-profit status
- 9) Documentation of Service Provider's authorization to do business in Nevada (e.g. current business license)
- 10) Letter from Board chair requesting Good Cause Exemption.
- 11) Agenda for Board Meeting Where Board Voted to Request Good Cause Exemption.
- 12) Draft or Approved Minutes for Board Meeting Where Board Voted to Request Good Cause Exemption.
- 13) Budget Narrative
- 14) School Budget
- 15) Network Budget
- 16) Historical Audits
- 17) Audit Data Worksheet
 - (a) Academic Performance Worksheet
 - (b) Good Cause Exemption Letter
 - (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.

6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

What is your current enrollment for the prior years in your current contract?

Year							
Enrollment							
What is your projected enrollment for the years for which you are requesting an expansion?							
Year							
Enrollment							

7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)

For an RFA to accomplish this objective:

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- a) Complete and submit your RFA with the General application sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they've proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics. This amendment request form pre-supposes that the school plans to utilize the existing facility.

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If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

Facility RFAs

8. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- d. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

9. RFA: Occupy New or Additional Sites (NAC 388A.315)

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

10. RFA: Occupy a Temporary Facility

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

11. RFA: Relocate or Consolidate Campuses

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

General Facility RFA requirements

1. Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.

Mater currently operates two K-8 facilities in East Las Vegas. Both facilities were built from the ground-up to accommodate approximately 1,000 K-8 students at each location. Mater engaged the Turner Agassi Charter School Facility Fund (TA) to build its first two campuses. Mater's lease agreement with TA provides for a turn-key solution. TA is responsible for acquisition of real estate, development and building management from start to finish.

Mater Academy's Mountain Vista Campus was delivered approximately 1 week later than anticipated. The primary reason for an extended construction timeline was due to a discovery of poor soil conditions during excavation on site. TA no longer works with the geo-technical group that provided the original geo-technical assessment of the site. Mater expanded it's operations in 2017 with the addition of the Mater Bonanza K-8 Campus. The Bonanza Campus was delivered on time.

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2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

Mater anticipates engaging the Turner Agassi Charter School Facility Fund (TA) to acquire, build and maintain a Middle/High Campus located on the east side of Las Vegas. TA provides a turn key solution to charter schools wherein they provide 100% of the capital needed to acquire the land and build the facility. Mater will enter into a triple-net lease with TA wherein the school will be responsible for costs borne to maintain the facility. The lease will provide a purchase option window wherein the school will have the option to buy the facility within such window.

- 3. If a proposed facility has been identified and requires no construction or renovation prior to the commencement of instruction, please provide:
 - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
 - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
 - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
 - d) A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance the school will submit final documentation in compliance with NAC 386.3265.
 - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an Attachment___.
 - f) A copy of the Certificate of Occupancy at Attachment .
 - g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an Attachment .
 - h) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an Attachment___.

This question is not applicable as MAN's desired facility location will require construction.

- 4. If a proposed facility has not been identified or the proposed facility requires any construction or renovation prior to the commencement of instruction, please provide:
 - a) Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an Attachment___ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an Attachment 6__.

Please see attached photo with outline showing Mater's desire community location.

b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an Attachment___ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an Attachment___.

Mater has not yet identified the location for the new K12 campus. Mater is searching for a property that will hold approximately 2,100 students at capacity. TA had previously identified a parcel on the east side of Las Vegas and brought such parcel to Mater for consideration. The site would have been developed for a Mater K12

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or Middle/High campus subject to charter approval. The site is no longer an option due low likelihood of entitlement approval from local jurisdiction. However, while the site is no longer viable the research related to property costs and facility budget are still applicable. The budget assumptions below for the Fogg/Stewart property will be similar to other properties identified for Mater.

Fogg/Stewart Campus was anticipated to be built out over two phases. Phase 1 of the project is to include the construction of an approximately 72,000 square foot building. Phase 2 of the project anticipates the construction of an approximately 39,060 square foot building. The preliminary project budget was estimated to be approximately \$29,400,000, which includes Phase 1 and Phase 2. Phase 1 is estimated to be \$21,000,000, and Phase 2 is estimated to be \$8,400,000. This estimate would have been updated after construction documents had been completed by the architect and priced by the general contractor which would form the basis for the GMP construction contract, and would be subject to approval by both TA and Mater. The Project will be constructed on an "open book" basis. The Phase 1 and 2 preliminary budget and is based on cost estimates prepared by and between TA and the general contractor, Nevada General Construction.

Mater will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265

c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an Attachment___ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 386.3265 as an Attachment.

Mater in it's search for a property is looking for a parcel 10-15 acres in the school's target search area. Mater will look to build or build-out a facility that is 60-75 square foot per student which will be a function of cost and appropriate school environment.

d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an Attachment___OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an Attachment__.

TA is currently searching for properties and facilities within the school's targeted area. TA has developed more than 15 charter school facilities in the Las Vegas market and uniquely positioned to help Mater identify a site/facility that meets its needs.

e) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an Attachment__.

Please see *Facility Attachment 9 – Gannt Chart* for a detailed construction project timeline or Gannt chart and documentation for approval process and timelines for state, municipal, or county agencies which will issue the Certificate of Occupancy. Clark county may issue temporary certificate of occupancy (TCO) and will comply with NAC 386.3265. Standard form documentation for a TCO in Clark County can be seen in *Facility Attachment 8 – Certificate Of Occupancy & County Docs*.

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f) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an Attachment

Please see *Facility Attachment 9 – Gannt Chart* for a detailed construction project timeline or Gannt chart and documentation for approval process and timelines for state, municipal, or county agencies which will issue the Certificate of Occupancy. Clark county may issue temporary certificate of occupancy (TCO) and will comply with NAC 386.3265. Standard form documentation for a TCO in Clark County can be seen in *Facility Attachment 8 – Certificate Of Occupancy & County Docs*.

g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an Attachment .

The school will request an OSHA inspections in compliance with NAC 386.3265 well in advance of occupying the new addition. The school will send the authority a copy of such communication with the Division of Industrial Relations of the Department of Business and Industry.

- 5. For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
 - a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
 - b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of an Attachment___. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment

Not applicable. Mater Academy of Nevada is not seeking to occupy multiple facilities over several years as part of this application.

- 6. Please include the organization's plans to finance these facilities, including:
 - a) Indicate whether the school intends to finance these facilities through the Department of Business and Industry (B&I) or another bond conduit. If the school is not using the B&I conduit, please identify the proposed issuer of the bonds. Please provide a rationale for the selection of this issuer, and a comparative analysis with any other issuers considered by the school.

MAN does not anticipate issuing bond through B&I or other conduit issuer for the financing of such addition.

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b) Total project cost for each facility

Estimated project cost for the 47,000 square foot addition is \$9,000,000.

c) Financing and financing assumptions

Financing assumptions include a 30 year lease with a rate of 8.25%.

d) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole.

Please see school budget which includes the addition of debt service, maintenance, utilities, etc.

Facility RFA Attachments required

1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.

Please see Attachment 1B – Letter of Transmittal

2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility

Please see Facility Attachment 27 & 28 - Draft Board Meeting Agenda & Minutes

3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility

Please see Facility Attachment 27 & 28 - Draft Board Meeting Agenda & Minutes

4. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265

Please see Facility Attachment 6 - Site Plan

5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265

Please see Facility Attachment 6 - Site Plan

6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet OR, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265

Please see Facility Attachment 6 – Site Plan

7. If a facility has been identified, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord

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and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school OR a description of the process and resources the school will use to identify a facility <u>AND</u> an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265

Please see Facility Attachment 6 - Site Plan

8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school <u>AND</u> documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265

Please see Facility Attachment 8 – Certificate Of Occupancy & County Docs and Facility Attachment 9 – Gannt Chart.

9. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation OR a detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school <u>AND</u> documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265.

Please see Facility Attachment 8 – Certificate Of Occupancy & County Docs and Facility Attachment 9 – Gannt Chart.

10. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265

Academica Nevada has requested an OSHA inspection in compliance with NAC 386.3265 for all Nevada managed charter school to date. This request has traditionally been made once to the Division of Industrial Relation of the Department of Business and Industry after a charter amendment to occupy a new site has been approved. Mater will a submit a copy of correspondence with Division of Industrial Relation of the Department of Business and Industry to the SPCSA well in advance of the facility being built.

12. RFA: Transportation

- 1. See (NAC 388A.330(4))
- 2. Describe the school's plan for transportation. Be sure to include:
 - o The number of students to receive transportation, including their grades
 - o The hours transportation is to be provided
 - o The physical location(s) proposed as pick-up and drop-off locations
 - o The entity/vendor providing transportation
- 3. Provide a statement of assurance confirming that Somerset has met all vehicle regulations for the state.
- 4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
- 5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
 - o The proposed schedule for practicing student evacuation
 - o A description of the bus safety program

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- 6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
- 7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 NRS 386.840 as well as any additional local and federal requirements.

13.RFA: Other Changes

1. For certain other RFA requests

- a. See NAC 388A.330
- b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.

2. For all other RFA requests not otherwise described

- a. See NAC 388A.335
- b. Complete all applicable sections above, general and specific
- c. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is material, the governing body must obtain approval from the sponsor before the amendment becomes effective.
- d. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

3. Nonmaterial amendments

- a. NAC 388A.335(2)
- b. For all other RFA requests not otherwise described in NAC 388A.335
- c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

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Attachment 1A: Good Faith Exemption Letter

Mater Academy of Nevada

3445 Mountain Vista St.
Las Vegas, NV 89121
Tel: (702) 485-2400 • Fax (702) 485-3322
Materacademynv.org

October 9, 2019

State Public Charter School Authority 1749 North Steward Street, Suite 4D Carson City, Nevada 89706

Re: Request for Good Cause Exemption from Amendment Deadline

Executive Director Feiden:

MATER ACADEMY

Mater Academy of Nevada requests a good faith exemption from the current amendment schedule to revise a prior amendment to expand the grades offered at a new campus from grades sixth through twelfth (6-12) to kindergarten through twelfth grade (K-12).

On April 15, 2019, Mater submitted an amendment in the normal course for a new campus. At the suggestion of the SPCSA staff, Mater did not ask for a K-12 campus because Mater had a one-star elementary school.

Upon the release of the new star ratings, Mater Mountain Vista received a 5-star middle school and 4-star elementary, and Bonanza received a 4-star middle school and 3-star elementary. Shortly after the release of the ratings, SPCSA staff asked Mater to revise the current amendment to include an elementary school in addition to a middle and high school.

We are asking that an exemption be granted and that the amendment to open a K-12 campus be heard as soon as possible.

Sincerely,

/s/ Mary Beth Scow Mater Academy of Nevada, Board Vice Chair

Attachment 1B: Transmittal Letter

April 9th, 2019

State Public Charter School Authority

Attn: Brian Scroggins

Re: Amendment Request for Mater Academy of Nevada to Expand to New Site and to Include Grades 9-12

Dear Mr. Scroggins,

Below is the Summary for Mater Academy of Nevada to amend their charter contract with the SPCSA to expand to a new site and include grades 9-12:

Mater Academy of Nevada proposes to amend their charter contract with the SPCSA to expand to one new site located in the area of East part of the City of Las Vegas. Mater Academy, since opening its doors in 2014 has experienced a high amount of demand for their educational model at the high school level as evidenced by parent demand. Mater Academy of Nevada feels it is important to be able to offer each of their students the opportunity to benefit from the Mater educational model from Kindergarten through 12th Grade. To do so, the Governing Board of Directors of Mater Academy of Nevada is proposing to open a new facility to accommodate students at the high school level.

The facility proposed within this Amendment Request includes a 6-12 site opening in the fall of 2020 and will be located in the East part of the City of Las Vegas, with an exact location yet to be determined.

Mater Academy of Nevada requests that the Authority approve Mater's Amendment Request included herein.

Board Chairman,

Mater Academy of Nevada



April 11, 2019

To Whom It May Concern:

I am writing on behalf of Nevada Health Centers for the approval of Mater Academy of Nevada to provide an outstanding educational resource in our community for students K-12. Mater Academy of Nevada will be a great benefit to our children, families, and local community.

The curriculum at Mater Academy of Nevada meets the ever-growing demand for greater emphasis on advanced educational opportunities in areas of high need. Research shows that students who are introduced to career disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Students will thrive in Mater Academy of Nevada hands-on and collaborative learning environment. Each student will follow an Individualized learning plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

Mater Academy will be a great addition to the existing tuition-free, public charter schools in Clark County. Mater Academy will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community. Potential areas for partnership include:

Nevada Health Centers participated in a health fair at Mater Academy Mountain Vista and has provided ongoing dental services to students at the school site from our Ronald McDonald Care Mobile. Nevada Health Centers is planning to implement telemedicine services at Mater Academy in the near future.

Nevada Health Centers supports Mater Academy of Nevada as an excellent school of choice in our community.

Sincerely,

Walter B. Davis
Chief Executive Officer

Nevada Health Centers

To Whom It May Concern:

I am writing to express my support for the approval of Mater Academy of Nevada. I believe that Mater Academy of Nevada will be an incredible asset and of great benefit to our children, families, and local community.

Mater Academy of Nevada will fill a need in our community for K-12 education focused on. There is an ever-growing demand for greater emphasis on advanced educational opportunities in areas of high need, and research shows that students who are introduced to career disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Students will thrive in Mater Academy of Nevada hands-on and collaborative learning environment. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

Mater Academy will be a great addition to the existing tuition-free, public charter schools in Clark County. Mater Academy will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community. Potential areas for partnership include:

The Las Vegas Lights FC & Mater Academy worked together on the Lights FC Reading Program. This program brought players from the Lights FC soccer team out to the school to talk to students about the importance of hard work, reading, and education. The students were then tasked to reach a certain goal, and if they reached that goal, they earned a free ticket to a Lights FC game and were honored on the field. Mater Academy was great to work with and is doing a bunch of innovative programs to engage with their students.

I support Mater Academy of Nevada and would be very happy to support an excellent school of choice in our community.

Sincerely,

Stephen Robbins
Senior Director of Ticket Sales & Service
Las Vegas Lights Football Club



6450 Stewart Ave, Las Vegas, Nevada 89110 (702)437-8598

April 11, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Mater Academy of Nevada. It is my firm believe that Mater Academy of Nevada will be an educational asset for the families on the East side of Las Vegas and provide valuable 21st Century scholars that are ready for college and the workforce.

Mater Academy of Nevada is going to be different from other schools in the area. There is an ever-growing demand for greater emphasis on advanced educational opportunities in areas of high need, and research shows that students who are introduced to career disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas. Mater Academy is going to do just that for its students, and we all stand to benefit from these results.

It is our belief that the students will thrive in Mater Academy of Nevada because of the amazing curriculum, teachers, administration and educational plan for the kids in our community. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners. If a school is to be a place where children grow and learn, then I firmly believe that we will all be better served with the addition of a Mater Academy High School.

Mater Academy has been an exemplar for all public schools in Clark County. Mater Academy will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community. Some of the ideas we have for work and school partnership include:

Child Care, ELL, Family Support System, and Prayer Partnership to name a few.

I give Mater Academy of Nevada my highest recommendation would be extremely happy to support an excellent school of choice in our community.

Sincerely,

RevRobyneMayer

Rev. Robyne Mayer Pastor Journey United Methodist Church

To Whom It May Concern:

We am writing to express my support for the approval of Mater Academy of Nevada. We believe that Mater Academy of Nevada will be an incredible asset and of great benefit to our children, families, and local community.

Mater Academy of Nevada will fill a need in our community for K-12 education. There is an ever-growing demand for greater emphasis on advanced educational opportunities in areas of high need, and research shows that students who are introduced to career disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Students will thrive in Mater Academy of Nevada hands-on and collaborative learning environment. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

Mater Academy will be a great addition to the existing tuition-free, public charter schools in Clark County. Mater Academy will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community. Potential areas for partnership include:

- Internships for students interested in hands-on entrepreneurial training
- After school programs focused on small business management
- Sponsorship opportunities focused on promoting our business while simultaneously supporting a team or club within the school

I support Mater Academy of Nevada and would be very happy to support an excellent school of choice in our community.

Sincerely,

John Thomas and Justin Garrison Owners Steamed Punk Cafe Café LLC

To Whom It May Concern:

I am writing to show my support for Mater Academy of Nevada. I believe Mater Academy will greatly benefit my community and am writing to express my full support.

I have worked closely with Mater Academy for five number of years and feel confident in expressing my full support for their success.

I am the owner of Cosmic comics, and our mission at Mater Academy has been to donate comic books to encourage children to read.

I eagerly await to continue our partnership with Mater Academy of Nevada with the high school being built.

Sincerely,

Brian Fudge
Owner

Cosmic Comics

To Whom It May Concern:

I am writing to express my support for the approval of Mater Academy of Nevada. I believe that Mater Academy of Nevada will be an incredible asset and of great benefit to our children, families, and local community.

Mater Academy of Nevada will fill a need in our community for K-12 education focused on. There is an ever-growing demand for greater emphasis on advanced educational opportunities in areas of high need, and research shows that students who are introduced to career disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Students will thrive in Mater Academy of Nevada hands-on and collaborative learning environment. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

Mater Academy will be a great addition to the existing tuition-free, public charter schools in Clark County. Mater Academy will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community. Potential areas for partnership include:

An on campus school garden. By partnering with Garden Farms the students will have an opportunity to receive hands on experience in growing their food, which will not only benefit them in the outdoor setting, it will allow us to bring the lessons back into the classroom and dive deeper into educational standards that tap into technical skills. Garden Farms will provide weekly lessons as well as extracurricular programming sponsored by the Garden Farms Foundation. This programming will include Farmers Markets, healthy movement in the garden, Chef Demonstrations, fundraising, creating a garden club, nutrition based classes, classroom curriculum based on gardening skills, and an established garden committee through the collaboration of teachers and administrators.

I support Mater Academy of Nevada and would be very happy to support an excellent school of choice in our community.

Sincerely,

Vanessa Portillo

Executive Director
Garden Farms Foundation



AN AI-ERA GROUP COMPANY

April 10, 2019

To Whom It May Concern:

As the Principal of Distinctive Insurance, I am writing this letter of support for Mater Academy of Nevada.

The goals of Mater Academy are to provide for a systemic approach to raising academic achievement of students in Las Vegas, Nevada. The recent history of Mater Academy demonstrates the commitment of school personnel to develop 21st century learners, and college ready students. The result has been continuous improvement in the academic achievement of students.

As the Principal of the Distinctive Insurance, I highly support Mater Academy and believe the implementation of this program will provide data that can be used for increasing academic achievement in school districts throughout our country.

Sincerely,

Vance Jolley Principal

Distinctive Insurance

8375 West Flamingo Rd - Ste 102 - Las Vegas - NV - 89147- P 702.396.4844 - F 702.396.4832

4381 Stewart Ave Las Vegas Nevada 891 10



To Whom It May Concern:

I am writing to express my support for the approval of Mater Academy of Nevada. It is my firm believe that Mater Academy of Nevada will be an educational asset for the families on the East side of Las Vegas and provide valuable 21st Century scholars that are ready for college and the workforce.

Mater Academy of Nevada is going to be different from other schools in the area. There is an evergrowing demand for greater emphasis on advanced educational opportunities in areas of high need, and research shows that students who are introduced to career disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas. Mater Academy is going to do just that for its students, and we all stand to benefit from these results.

It is our belief that the students will thrive in Mater Academy of Nevada because of the amazing curriculum, teachers, administration and educational plan for the kids in our community. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners. If a school is to be a place where children grow and learn, then I firmly believe that we will all be better served with the addition of a Mater Academy High School.

Mater Academy has been an exemplar for all public schools in Clark County. Mater Academy will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community. Some of the ideas we have for work and school partnership include:

We will be supporting the school with all their events and donations for all of their school needs.

I give Mater Academy of Nevada my highest recommendation would be extremely happy to support an excellent school of choice in our community.

Sincerety,

Fabino Trujillb

Owner

Los Compadres Meat Market

To Whom It May Concern:

I am writing to express my support for the approval of Mater Academy of Nevada. I believe that Mater Academy of Nevada will be an incredible asset and of great benefit to our children, families, and local community.

Mater Academy of Nevada will fill a need in our community for K-12 education focused on. There is an ever-growing demand for greater emphasis on advanced educational opportunities in areas of high need, and research shows that students who are introduced to career disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Students will thrive in Mater Academy of Nevada hands-on and collaborative learning environment. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

Mater Academy will be a great addition to the existing tuition-free, public charter schools in Clark County. Mater Academy will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community. Potential areas for partnership include:

We support Mater Academy with top of the line vending program to both faculty and students earning the academy thousands throughout the year.

I support Mater Academy of Nevada and would be very happy to support an excellent school of choice in our community.

Sincerely,

Timothy A Canale President AVA Distribution Services



More than help... More than hope ...

1800 E. Sahara Avenue, Suite 111 . Las Vegas, NV 89104

www.eastvalleyfamilyservices.org

To Whom It May Concern:

I am writing to express my support for the approval of Mater Academy of Nevada. I believe that Mater Academy of Nevada will be an incredible asset and of great benefit to our children, families, and local community.

Mater Academy of Nevada will fill a need in our community for K-12 education focused on. There is an ever-growing demand for greater emphasis on advanced educational opportunities in areas of high need, and research shows that students who are introduced to career disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Students will thrive in Mater Academy of Nevada hands-on and collaborative learning environment. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

Mater Academy will be a great addition to the existing tuition-free, public charter schools in Clark County. Mater Academy will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community. Potential areas for partnership include:

Case Management

Application Assistance for SNAP, TANF, Medicaid, EAP, MAABD, etc.

Parenting Classes

Child Passenger Safety Seat Classes

Hosting Resource Tables at Mater Family events throughout the year Implemented Referral System to provide immediate help for families in crisis

I support Mater Academy of Nevada and would be very happy to support an excellent school of choice in our community.

Sincerely,

Supporter Name: Ann Taylor

Title: Director

Organization: East Valley Family Services Family Resource Center

1830 East Sahara Suite #112 Las Vegas, Nevada 89104 Cindy Miller Allstate Insurance Agent 5750 E Sahara Ave Ste. 106 Las Vegas Nevada 89121 (702) 431-3907



Allstate

You're in good hands.

To Whom It May Concern:

I write on behalf of Allstate in support of Mater Academy's commitment to a systemic approach to raising academic achievement of students in the Las Vegas valley. We strongly support this school and the focus on high-quality approach to teaching and learning.

As an organization we are here to help enhance programming support for the students by sourcing private funding.

Mater Academy would be a great addition to the existing public charter schools that they have.

We look forward to working with you in improving academic achievement and achieving a quality education in our community.

Allstate Atont 144452



To Whom It May Concern:

I am writing to express my support for the approval of Mater Academy of Nevada. I personally believe that Mater Academy of Nevada will be an unbelievable asset and a great benefit to our children, families, and local community.

Mater Academy of Nevada will fill a need in our community for K-12 education. There is an ever-growing demand for greater emphasis on advanced educational opportunities in areas of high need. Furthermore, research shows that students who are introduced to career disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Students will thrive in Mater Academy of Nevada hands-on and collaborative learning environment. Students will follow individualized learning plans tailored to their needs. I believe this will encourage each child to reach their fullest potential and become lifelong learners.

Intellatek is excited to partner with Mater Academy of Nevada in hopes of achieving significant improvements in using technology for their learning environment. Technology is vital to successfully support both teaching and learning. Technology infuses classrooms with digital learning tools, such as computers, hand held, and interactive devices. Technology can also support learning 24 hours a day, 7 days a week; building 21st century skills. Which in turn increases student engagement, motivation; and accelerates learning.

I support Mater Academy of Nevada and would be very happy to support an excellent school of choice in our community.

Sincerely,

JJ Christian

Managing Partner

Intellatek

POSITION TITLE: Principal

CONTRACT YEAR: Twelve (12) Months

QUALIFICATIONS

EDUCATION: An earned Master's Degree (or higher) from an Accredited College or University.

EXPERIENCE

REQUIRED: A total of five (5) years of school experience is required, including a minimum of three (3) years of experience as a Principal/Assistant Principal. Must hold a NDE-issued Administrator of a School License or be eligible to receive the same within 1 year.

REPORTS TO: Governing Board.

SUPERVISES: All Administrative, Instructional, and Non-Instructional staff at the school.

POSITION GOAL: To provide the leadership and management necessary to administer and implement all programs, activities, and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The School Principal Shall:

- Pursue the vision and execute the mission of the school.
- As Head of School, he/she will provide leadership and direction to all instructional and noninstructional staff.
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Hire, evaluate, and terminate staff that such action with respect to the Director of Finance and Operations positions shall be subject to review and/or approval by the Board of Trustees.
- Administer Mater Academy of Nevada scheduling, enrollment, and curriculum.
- Serve as liaison to the Board of Trustees, including but not limited to providing formal and informal reports to the Board and charter entity.

Attachment 3: Leadership Job Description

- Prepare materials in conjunction with the Director of Finance and Operations for Board meeting, including student academic achievement data based on comparative and longitudinal measures.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Ensure proper budgeting, accounting, and auditing, and financial planning.
- Perform other duties as assigned by the Governing Board.

POSITION TITLE: Assistant Principal **CONTRACT YEAR:** Twelve (12) Months

QUALIFICATIONS

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University.

EXPERIENCE

REQUIRED: A minimum of five (5) years of combined school-based work experience.

REPORTS TO: Principal.

POSITION GOAL: To directly support the Principal in the day-to-day management of all aspects of the operating Mater Academy of Nevada.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

In collaboration with the Principal and with the Principal's guidance and direction, the assistant principal shall:

- Supervise the preparation of class schedules and individual student schedules
- Aid in the supervision and evaluation of certified and classified personnel
- Promote the positive image of the school within the district and the overall community
- Schedule extracurricular activities
- Organize activities for students and staff in collaboration with principal
- Assist in the preparation of all materials for all board meetings
- Assist in the preparation of teacher, parent and student handbooks
- Supervise conduct within the school and oversee all disciplinary and attendance procedures, maintaining records of any disciplinary action
- Assist in administering school rules and behavioral expectations
- Provide a safe environment for students and staff Athletic Director
- Perform other duties as assigned by the Principal

POSITION TITLE: Lead Teacher

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University. The Lead Teacher must be highly qualified in compliance with all applicable State and Federal laws.

EXPERIENCE

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience. Prior experience, exposure, training in, and/or appreciation of the Mater Academy Curriculum Model is preferred.

REPORTS TO: Principal.

POSITION GOAL: To assist and support the Principal and teachers with the implementation and support of the Mater Academy of Nevada curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Teacher Leader shall:

- Attend all curriculum related meetings and in-service events.
- Assist grade levels in the development of units
- Develop storage and checkout systems for grade-level instructional materials, coordinate with grade level chairs to maintain grade-level instructional materials
- Maintain a list of materials needed to be ordered (new teacher materials, replacement of materials, additional instructional resources for future units of study to be developed "wish lists")
- Coordinate staff development speakers
- Deliver and coordinate with outside resources to develop in-house professional development
- Coordinate school visits by parents, central office administrators, and community members
- Provide assistance and training for new teachers to sustain implementation
- Perform other duties as assigned by the Principal

POSITION TITLE: Special Education Teacher

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University. Must hold a Nevada Special Education license.

EXPERIENCE

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years of teaching experience in Special Education.

REPORTS TO: Principal.

POSITION GOAL: To develop, implement, coordinate, and monitor Special Education curriculum for students assigned to the Special Education program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Special Education Teacher shall:

- Assist in the management of Individual Education Plans (IEP) and ensure the implementation of all IEP's and Section 504 plans;
- Coordinate and attend IEP meetings and communicate with parents;
- Provide curriculum support for students and teachers;
- Coordinate and facilitate Response to Intervention for struggling students;
- Develop and monitor Behavior Intervention Plans;
- Coordinate the identification, assessment and placement of students in the School's ESE Program;
- Coordinate the ordering of materials and equipment needed to implement ESE Program Services;
- Coordinates with school-site, district and contracted personnel in the provision of ESE services to students;
- Develop and assist to implement the school's ESE program in alignment with state and federal guidelines;
- Coordinate testing for Students with Disabilities and monitor student IEP's;
- Coordinate the internal and external evaluation to maintain and effective feedback monitoring system in coordination with Program Evaluation;
- Coordinate activities with early intervention programs to provide services for ESE students;
- Serve as a consultant on matters pertinent to the ESE program;

Attachment 3: Leadership Job Description

- Assist with interviews of potential ESE teachers;
- Participate successfully in the training programs offered to increase the skill and proficiency related to the assignment;
- Review current developments, literature and technical sources of information related to job responsibility;
- Models successful teaching practices at the classroom level, including differentiation accommodations
- Assist teachers to align, interpret, implement and assess the Pre-K-8 arts, Reading, ELA, Math, Science, Physical Education and Social Studies;
- Has knowledge of research-based best practices in art, Reading, ELA, Math, Science, Physical Education and Social Studies, identifies learning problems in those areas and provides coaching on best practices as well as provides modeling to assist teachers and students;
- Plans, coordinates and presents staff development programs Reading, ELA, Math, Science, Physical Education and Social Studies content and methodology including facilitation of Professional Learning Communities and Lesson Study;
- Coordinates the development of instructional materials that are consistent with the total education philosophy of the school; and
- Perform other duties as assigned by the Principal.

POSITION TITLE: Counselor

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned Master's Degree (or higher) from an Accredited College or University. Must hold a Nevada Special Services License, School Counselor License is preferred.

EXPERIENCE

REQUIRED: A minimum of two (2) years working in a school environment.

REPORTS TO: Principal.

POSITION GOAL: To promote and enhance the overall academic mission by providing services that strengthen home, school, and community partnerships and alleviate barriers to learning.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Counselor shall:

- Effectively and appropriately assess and address the needs, characteristics, and interactions of students, families, and community.
- Use knowledge and understanding of the reciprocal influences of home, school, and community to intervene for student success via such practices as assessment, crisis intervention, home visits, conflict resolution, individual and group counseling, consultation, program development, dropout prevention, and coordination of school and community services.
- Advocate for appropriate services for students and their families. 'Provide social and emotional counseling for all students.
- Consult and collaborate with stakeholders on behalf of students and their families.
- Effectively plan, implement, and evaluate programs that promote student and family success
- Use assessment and evaluation results to develop appropriate interventions for students, families, schools and communities.
- Develop long-term and short-term intervention plans consistent with curriculum, with students' needs, strengths, diversity and life experiences, and with other social and emotional factors.

Attachment 3: Leadership Job Description

- Provide services to students in ways that build upon individual strengths and offer students maximum opportunities to participate in the planning and direction of their own learning experience.
- Provide appropriate follow-up to ensure that students' needs are being met.
- Act as a point of contact for outside organizations working with students and their families.
- Perform other duties as assigned by the Principal.

Renee Y. Fairless

Objective: To provide educational leadership in a K-8 setting with an emphasis on at-risk or diverse populations using my extensive experience at elementary, middle, and high schools.

Experience

Lead Principal

Mater Academy of Nevada, Las Vegas, NV

2014 - Present

- Provided organizational structure to open the first Mater Academy in Nevada
- Successfully recruited and registered a diverse student population
- Monitored and managed over \$300,000 in state and federal grants such as Title II, Title II and Title III funds
- Provided leadership for the daily operations of Mater Academy of Nevada
- Fostered relationships with Charter School Board and State Charter Authority to ensure a smooth opening
- Developed State of Nevada School Improvement Plan including professional development
- Recruitment of highly qualified personnel
- Researched and selected curriculum based on Common Core, State Standards, and best practices
- Facilitated relationships with key community organizations for the purpose of student recruitment
 - *As a member of the Committee to Form, developed the schools Mission, Vision,
 Goals, and Educational Philosophy

Assistant Principal

Basic High School, Henderson, NV

2012 - 2014

- Supervised Special Education, Foreign Language, and Social Studies Departments
- Implemented new procedures and protocols for Special Education Department
- Monitored and dispersed funds for Title I, NDE Consequence, and PASS Plan budgets
- Supervised Attendance and Discipline ensuring that all state, federal, and CCSD regulations and guidelines were followed
- Supervised the Dean of Students, Attendance Clerk, Secretaries, and 36 staff members
- Responsible for all alternative placements for students
- Organized Professional Development for school-wide initiatives

Attachment 4: Current Leadership Resumes

- Coordinated meetings for Advanced Placement classes for incoming freshman
- · Supervised athletics, performing arts, and school activities
- Coordinated Title I Nights for Parents
- Implemented a Truancy Diversion Plan for 2013 2014
- Developed Security and Supervision Plan
- Wrote and implemented the Crisis Response Plan

Dean of Students & Support Team Administrator

Sunrise Mountain HS, Las Vegas, NV

2009 - 2012

- Developed and implemented progressive discipline for a new high school
- Applied all CCSD attendance, discipline, and truancy guidelines
- Coordinated attendance procedures and implemented school-wide attendance initiative plan
- Coordinated transportation for 2400 students
- Supervised and evaluated the Social Studies Department, Special Education Department, campus monitors, SPTAs, and counselors
- Managed all aspects including personnel, budget, and community relations for the Family Engagement Resource Center
- Supervised all aspects of compliance for Special Education
- Served as testing coordinator and facilitated all aspects of the NHSPE for over 1200 students
- Served as the Activities Administrator and coordinated all activities including graduation

Empowerment Team Facilitator, Community Outreach Director, & Counselor

C.T. Sewell Elementary School, Henderson, NV

2005 - 2009

- Wrote and applied for over one million dollars in grants, including 21st CCLC, City of Henderson CDBG, Met-Life, Panasonic Change Grant, and Fresh Fruit and Vegetable Grant
- Wrote the Empowerment School Application for site-based management and facilitated Empowerment Team Meetings
- Provided Instructional Coaching and mentored new teachers
- Directed all site-based management meetings related to student behavior, parent meetings, and community outreach
- Coordinated SABIT (Student Assessment and Behavioral Intervention Team) Meetings
- Developed a community outreach network among stakeholders which led to the development of an on-site parenting center
- Coordinated ESL classes for parents, after school programing for students, and community agency referrals
- Coordinated Annual Health and Wellness Fair
- Provided all aspects of Guaranteed Level of Service as a school counselor

Green Valley High School, Henderson, NV

Teacher

Developed a high school psychology program into a comprehensive program that included A P classes, International Baccalaureate Program, and Psychology 1 Developed the first CSN High School/College Credit Partnership Coached nationally competitive cheer squad Education • M.Ed. in Education Administration Grand Canyon University, Scottsdale, AZ 2005 - 2007M.Ed. in Counseling & Educational Psychology University of Nevada, Las Vegas, Las Vegas, NV 1989 – 1991 B.A. in Political Science & Social Studies Education North Carolina State University, Raleigh, North Carolina 1978 - 1982 Certifications Administrator (K-12) Expires 2016 • Counselor (K-12) Expires 2016 Social Studies (7-12) Expires 2016 State of Nevada Teaching Experience • Green Valley High School, Henderson, NV 1991 - 2005 Psychology • C.T. Sewell Elementary School, Henderson, NV 2005 - 2009 Instructional Coach & Counselor College of Southern Nevada, Henderson, NV 1991 - 2001 o Adjunct Instructor, Psychology I & II Orr Junior High School, Las Vegas, NV 1987 - 1991 9th Grade Social Studies Coach: Swimming, Softball, & Cheer State of Florida Teaching Experience Homestead Junior High School, Homestead, FL 1984 - 19876th and 7th Grade Social Studies and Reading

1991 - 2005

References Available Upon Request

Attachment 4: Current Leadership Resumes Amy Gronna

CAREER PROFILE

A competent, skilled, results-driven, experienced and motivated administrator with demonstrated capabilities in both coaching and mentoring. Proficiencies include: working effectively with all student populations, action planning, streamlining and significantly increasing educational and academic efficiencies.

Effective decision-maker; able to quickly evaluate available alternatives in a logical manner.

Excellent interpersonal communication and listening skills, coupled with the ability to establish and maintain rapport with all levels of personnel, students, administration, management and clients.

Proven background at high levels of leadership, team building, planning, organizing, and problem-solving.

PROFESSIONAL EXPERIENCE

11/12 - Present JM ULLOM ELEMENTARY, Las Vegas, Nevada

Assistant Principal (8/13 – Present)

- Facilitate cross-grade level collaboration
- Assist teachers by providing opportunities for ongoing dialogue which has increased systematic and sustainable professional development within campus
- Provide opportunities for peer modeling and coaching
- Design and deliver professional development on reading and writing strategies, diagnostic walk-throughs, depth of knowledge (DOK), and using Curriculum Engine for lesson planning purposes
- Recognize student achievement daily throughout morning message, lunch time and parent conferences
- Utilize a variety of data such as: STAR, Discovery Education, AIMS Web, CRT, and Reading Ranger Reports to facilitate teacher knowledge of which students were progressing and which needed additional support
- · Monitor daily attendance, create and monitor attendance plan for students
- Supervise 504 plans facilitating ideas to both teachers and parents to update the plan
- Develop a home school connection to improve parental involvement entitled P.E.A.K. (Parents Educating All Kids) for assisting parents to work with their children in grades K-5
- Coordinate and supervise all lunchroom procedures
- Facilitate yearly school retreats for school improvement planning
- Conduct pre/post conferences with all teachers where strengths and gaps where identified and provided feedback, and subsequent support for teachers; attended Targeted Feedback Institute in Seattle, WA, 10/15
- Orchestrate goal setting with all teachers in order to monitor, and accelerate students' reading progress
- Monitor student behavior, set-up behavioral plans and work with parents to improve student's outcomes
- Create monthly newsletters for parents with a special focus on volunteers, business contributions, and student achievement
- · Implement school gardens to increase community involvement with healthy habits

Attachment 4: Current Leadership Resumes Amy Gronna

 Cultural competency trained; attended International Reading Conference in New Orleans, 5/14 and shared those strategies during summer leadership retreat

GEORGE E. HARRIS ELEMENTARY, Las Vegas, Nevada

Assistant Principal (11/12 – 8/13)

• Similar responsibilities to position held as Assistant Principal with JM Ullom Elementary.

8/98 - 11/12 DANIEL GOLDFARB ELEMENTARY SCHOOL, Las Vegas, Nevada

Instructional Coach Project Facilitator (8/12 - 11/12)

Immediate Supervisor: Dr. Jacqueline Gillespie

- Mentored and coached teachers in grades kindergarten through fifth
- Served on the Response to Instruction Committee
- Served on the Literacy Committee
- Lead Professional Development on Common Core Standards in math and in reading
- Implemented Accelerated Reader in all grades
- Lead 100 Book Challenge and Accelerated Reader Award Ceremonies twice a month
- Facilitated P.E.A.K. (Parents Educating All Kids) in grades kindergarten and first monthly

Literacy Specialist (8/08 - 6/12)

Immediate Supervisor: Dr. Jacqueline Gillespie

- Mentored and coached teachers in grades kindergarten through fifth
- Response to Intervention (RTI) Chairperson
- Literacy Committee Chairperson
- Testing Coordinator
- Introduced the 100 Book Challenge Reading Program and Accelerated Reader Program and lead professional development to staff and students
- Facilitated monthly assemblies for reading improvement with parents
- Facilitated professional learning communities for academic change as supported by the School Improvement team
- Conducted yearly literacy meetings at night for parents focusing on word attack skills, vocabulary and comprehension strategies
- Monitored the Reading Instruction Framework in all classrooms making sure all teachers taught guided reading groups at the student's instructional level
- Administered, scored, and analyzed the Gates MacGinite Reading Test in all classrooms annually
- Attended Common Core State Standards Math, Reading and Writing Academies

Second Grade Teacher (8/07 - 7/08)

Immediate Supervisor: Rick Crandall

Served on the Literacy Committee

Kindergarten Teacher (8/03 - 7/07)

Immediate Supervisors: Bridget Phillips, Suzie Bragg, Reggie Farmer

- Piloted McCracken Reading and Leap Frogs Phonemic Awareness Program
- Served on the School Climate Cadre
- Grade Level Chairperson

Attachment 4: Current Leadership Resumes Amy Gronna

First Grade Teacher (8/99 - 7/03)

Immediate Supervisors: Bridget Phillips, Deborah Gugino, Suzzie Bragg

- Served on the Behavior Intervention Team
- Served on the Science/Math Cadre

Third Grade Teacher (8/98 - 7/99)

Immediate Supervisor: Bridget Phillips

- Project Life Trained
- Kathy Richardson Trained
- Investigations Trained
- Harry Wong Trained
- Served on the English as a Second Language Committee

EDUCATION

REGIS UNIVERSITY, 2011

Administrative Endorsement K-12

Las Vegas, Nevada

UNIVERSITY OF LAS VEGAS NEVADA (UNLV), 2002

Masters in Reading

Las Vegas, Nevada

Teaching English as a Second Language (TESL) Endorsement

WINONA STATE UNIVERSITY, 1998

Bachelor of Science

Winona, Minnesota

Minor. Multicultural/Global Studies Kindergarten Endorsement

UNIVERSIDAD DE GUADALAJARA, 1996

Guadalajara, Mexico

CENTRO DE IDIOMAS, 1996

Mazatlan, Mexico

MANKATO STATE UNIVERSITY, 1995

Mankato, Minnesota

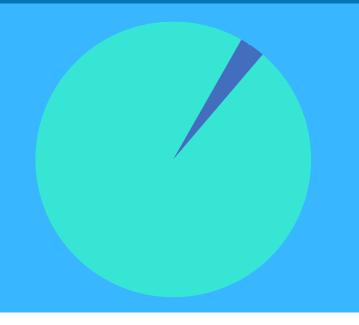
MATER ACADEMY OF NEVADA







INCOMING STUDENTS 1ST YEAR OF OPERATION



97.3%

of students who enrolled at Mater Bonanza in year 1 came from surrounding district schools

8 OF 10

3rd graders came in 1 or more years below grade level in ELA

9 OF 10

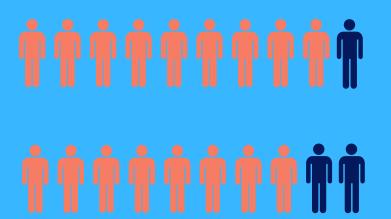
3rd graders came in 1 or more years below grade level in Math

3RD GRADE





4TH GRADE



9 OF 10

4th graders came in 1 or more years below grade level in ELA

8 OF 10

4th graders came in 1 or more years below grade level in Math

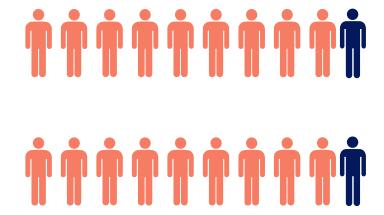
9 OF 10

5th graders came in 1 or more years below grade level in ELA

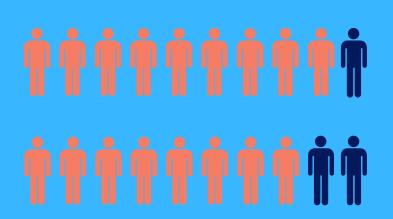
9 OF 10

5th graders came in 1 or more years below grade level in Math

5TH GRADE



6TH GRADE



9 OF 10

6th graders came in 1 or more years below grade level in ELA

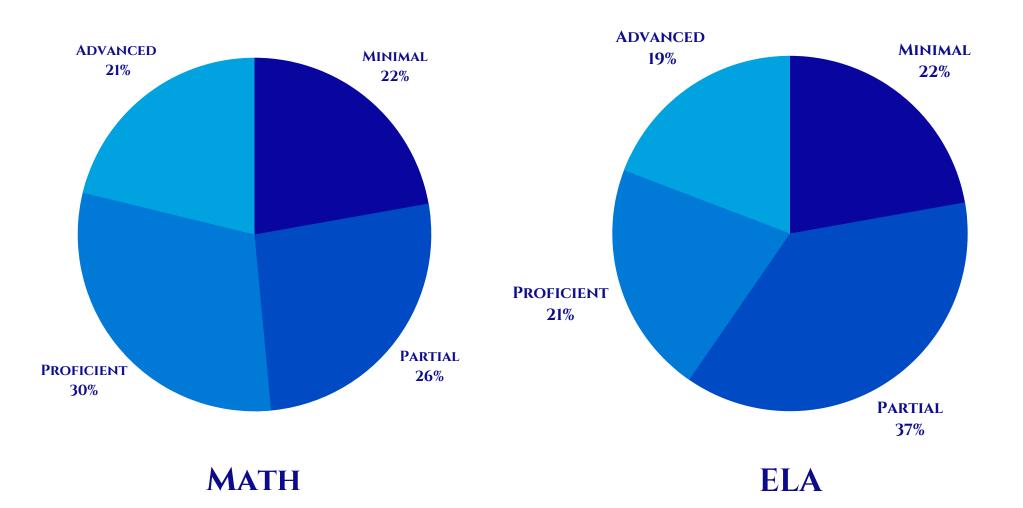
8 OF 10

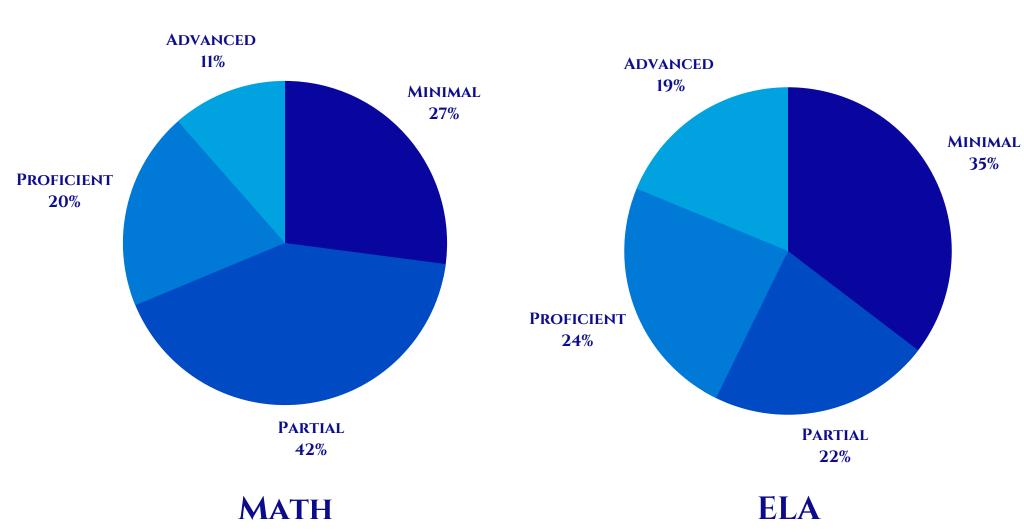
6th graders came in 1 or more years below grade level in Math

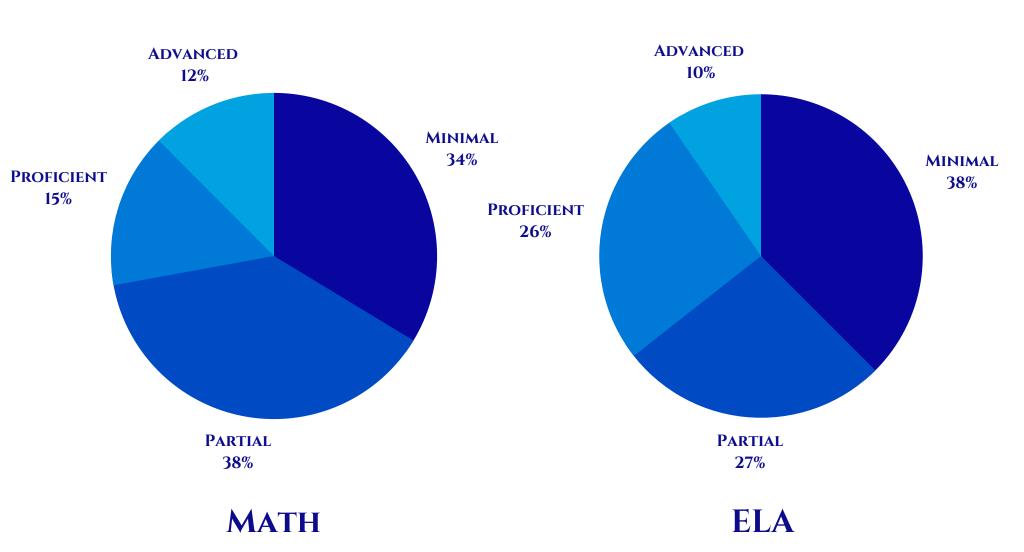


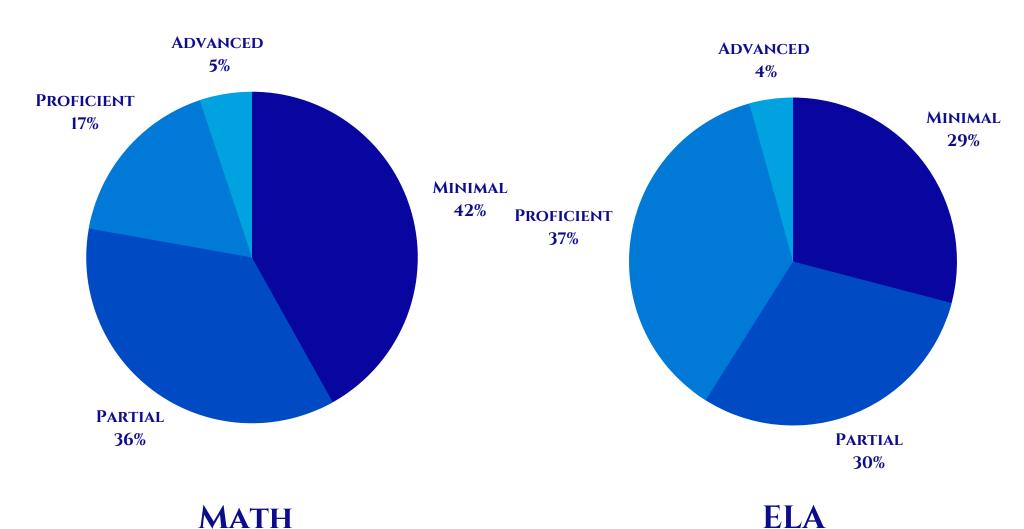
The average student who enrolled at Bonanza in year one from the surrounding school district was 2 years below grade level in reading & math

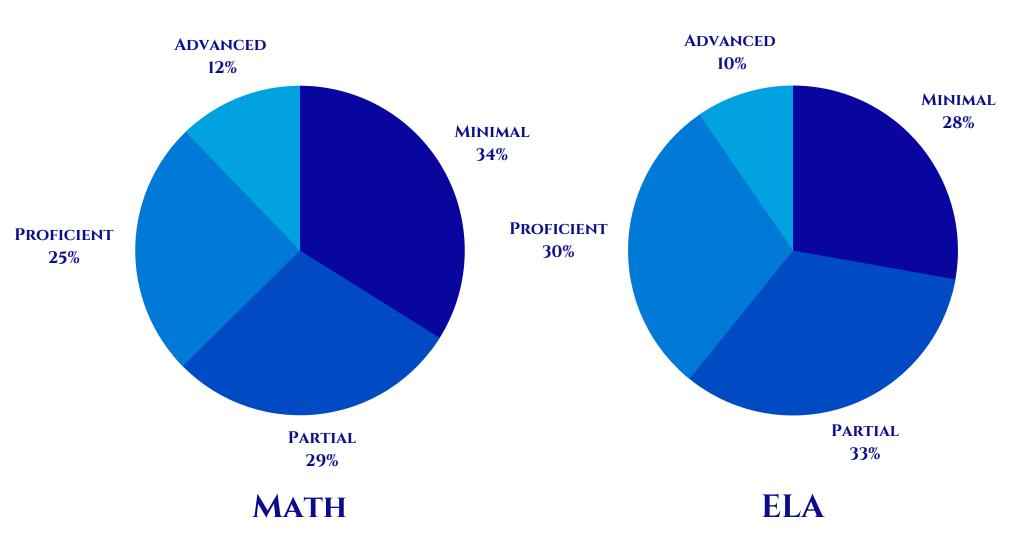
3RD GRADE



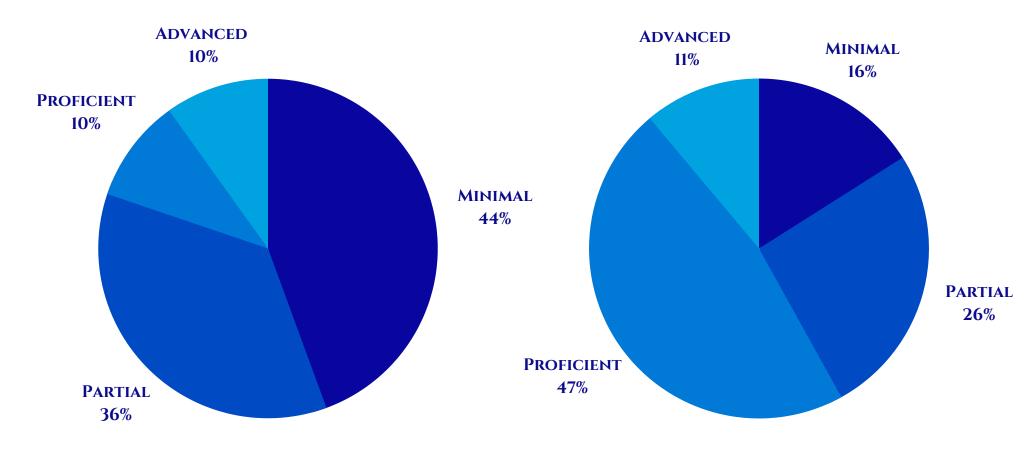








8TH GRADE

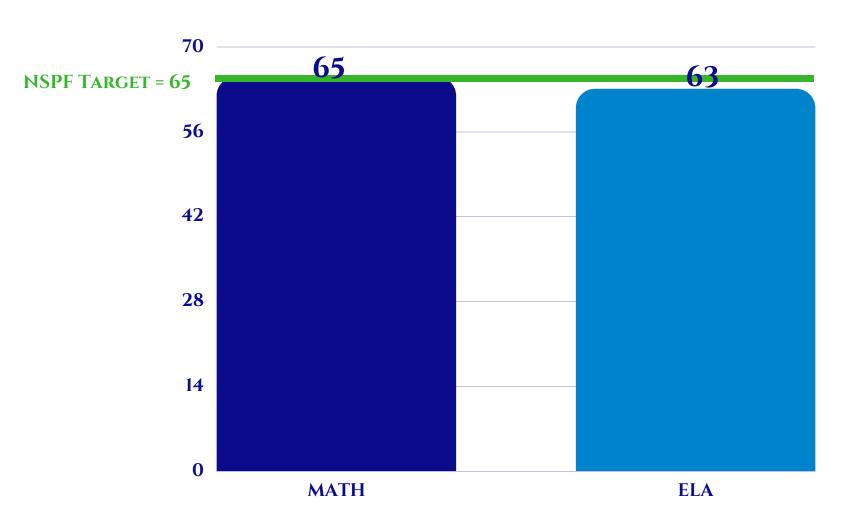


MATH

ELA

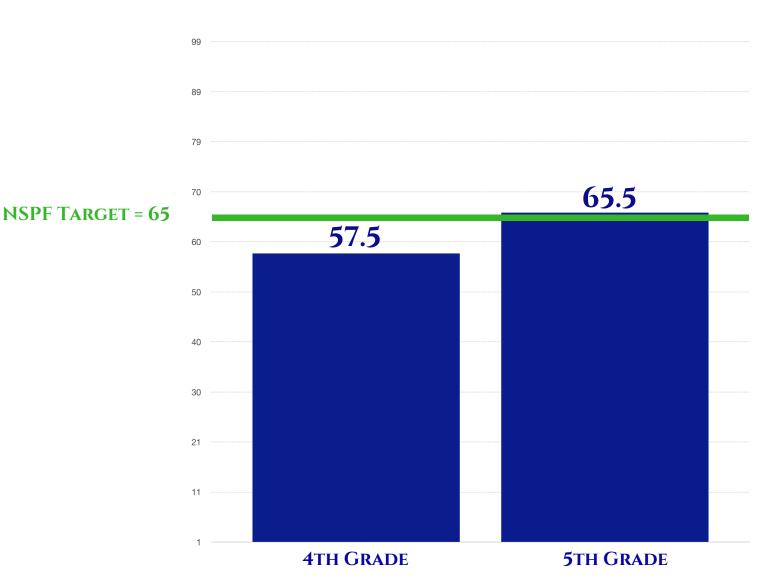
ELEMENTARY SBAC GROWTH

MEDIAN GROWTH PERCENTILES



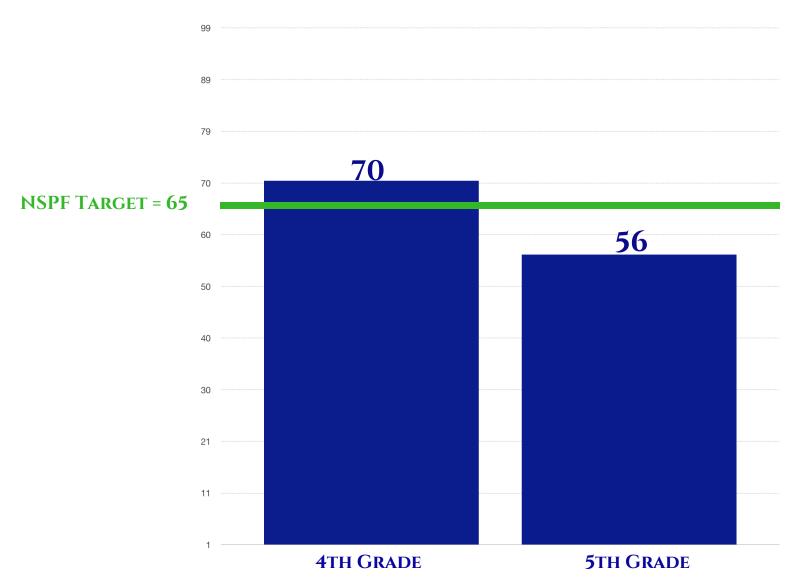
ELEMENTARY SBAC GROWTH

GRADE LEVEL MGP - MATH



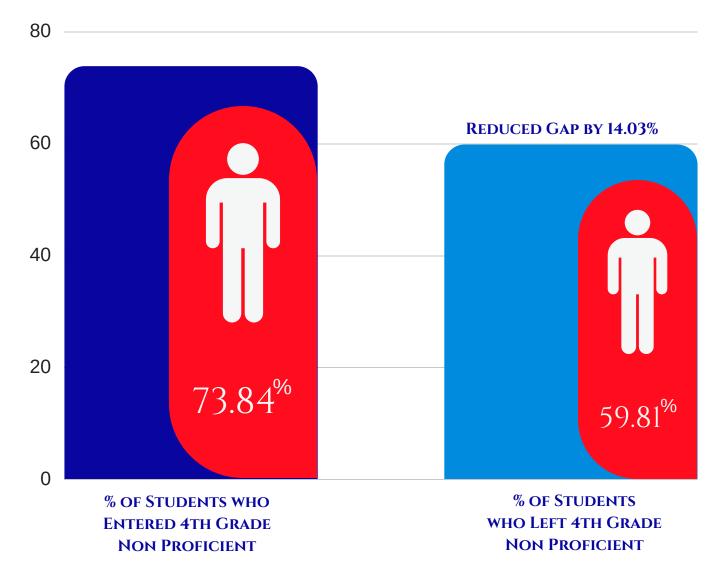
ELEMENTARY SBAC GROWTH

GRADE LEVEL MGP - ELA



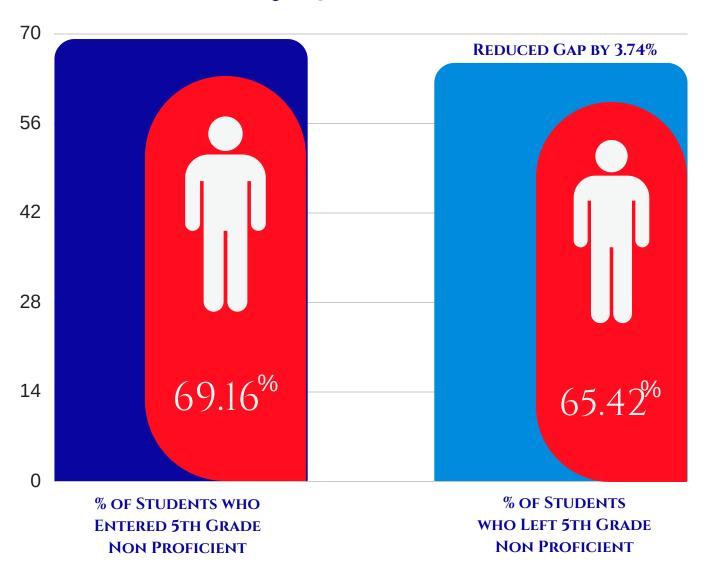
ELEMENTARY OPPORTUNITY GAPS

4TH GRADE ELA



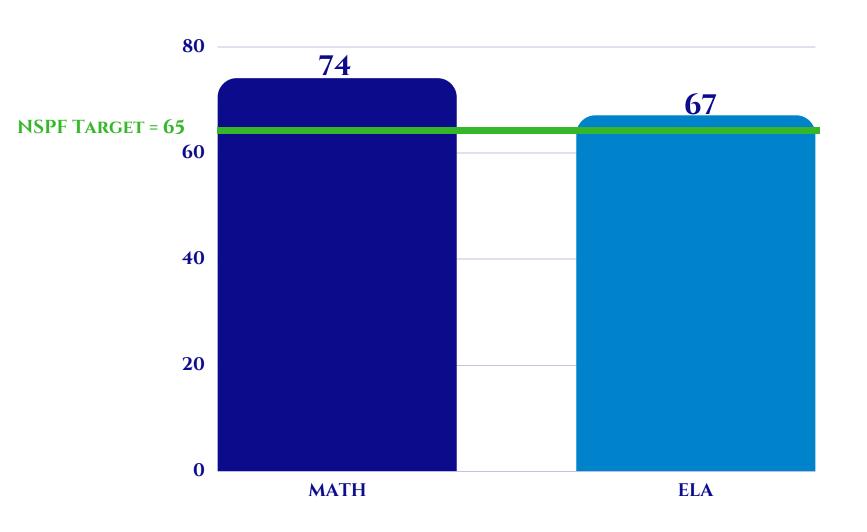
ELEMENTARY OPPORTUNITY GAPS

5TH GRADE ELA



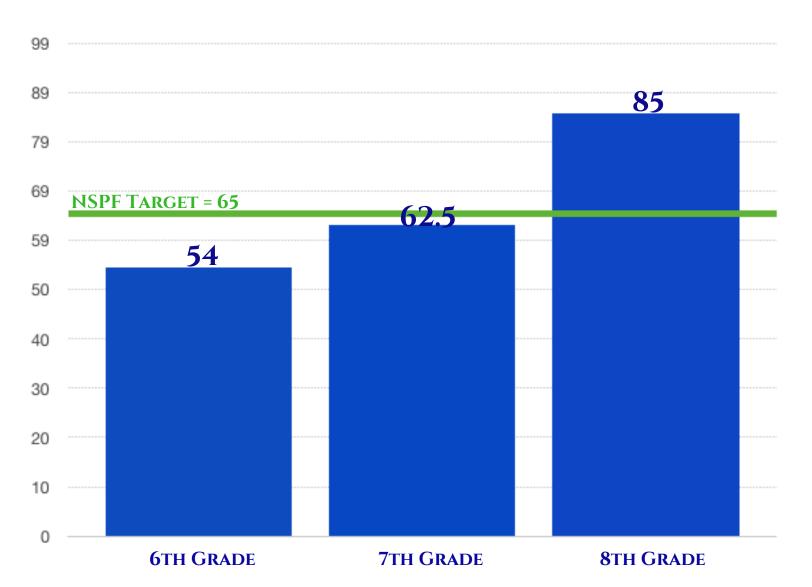
MIDDLE SCHOOL SBAC GROWTH

MEDIAN GROWTH PERCENTILES



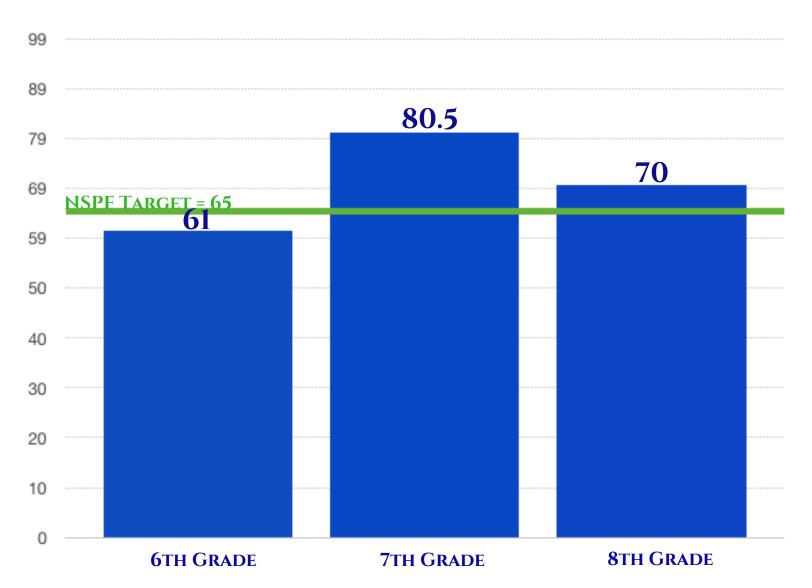
MIDDLE SCHOOL SBAC GROWTH

GRADE LEVEL MGP ELA



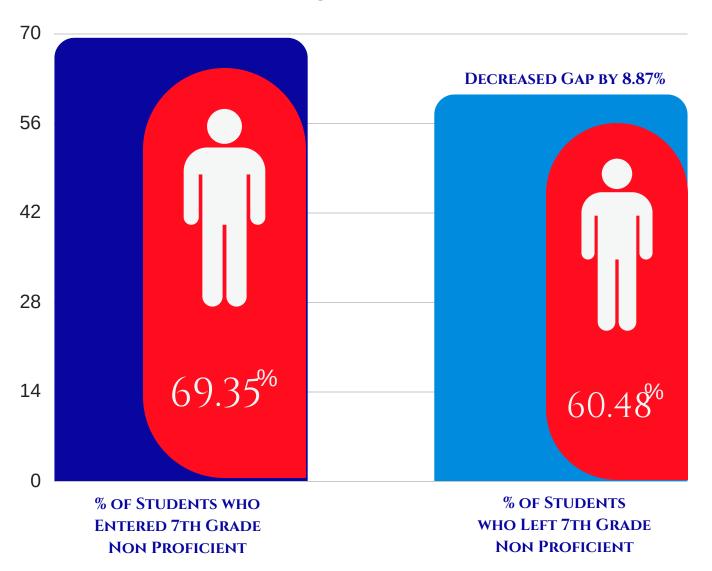
MIDDLE SCHOOL SBAC GROWTH

GRADE LEVEL MGP MATH



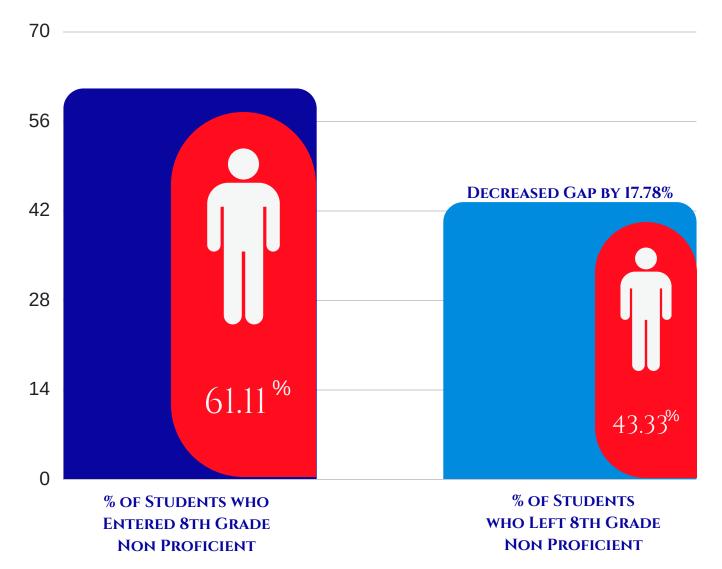
MIDDLE SCHOOL OPPORTUNITY GAPS

7TH GRADE ELA



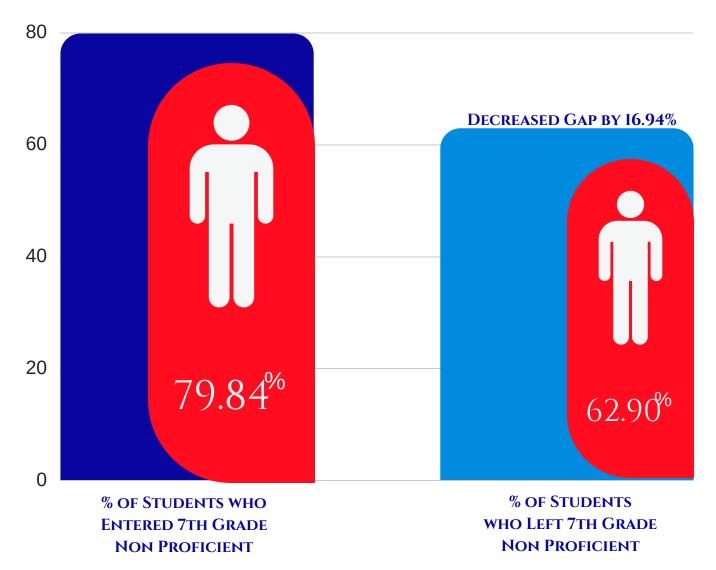
MIDDLE SCHOOL OPPORTUNITY GAPS

8TH GRADE ELA



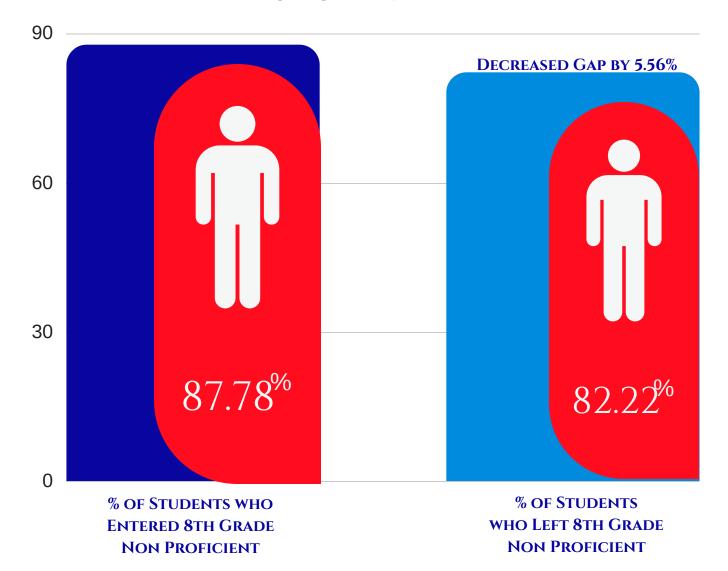
MIDDLE SCHOOL OPPORTUNITY GAPS

7TH GRADE MATH



ELEMENTARY OPPORTUNITY GAPS

8TH GRADE MATH





MID YEAR REPORT CARD PREDICTION

Mater Academy Mountain Vista

SCHOOL LEVEL:

ELEMENTARY

Assessment:

IREADY

Academic Achievemen	IT	10/25 POINTS
Math Proficiency	44.69%	
ELA Proficiency	44.69%	
Science Proficiency	22.5%	
POOLED PROFICIENCY	41.44%	7/20 POINTS
Read by Grade 3	48.0%	3/5 POINTS
Student Growth		19/35 POINTS
МАТН МСР	59.5	8/10 POINTS
ELA MGP	37	2/10 POINTS
MATH AGP	58.17%	7.5/7.5 POINTS
ELA AGP	39.15%	1.5/7.5 POINTS
English Language		5/10 POINTS
ELPA	No predictive measure - defaul	ted to same score as last year
Closing Opportunity	Gaps	10/20 POINTS
МАТН	34.21%	7/10 POINTS
ELA	32.11%	3/10 POINTS
Student Engagement		7/10 Points
Chronic Absenteeism	Looked at mid year rate trend an	d added anticipated bonus pt

CHRONIC ABSENTEEISM



MID YEAR REPORT CARD PREDICTION

Mater Academy Mountain Vista

SCHOOL LEVEL:

MIDDLE SCHOOL

ASSESSMENT:

IREADY

No predictive measure - defaulted to same score as last year

	Academic Achievement		13/25 POINTS
·	Math Proficiency	32.43%	
	ELA Proficiency	45.41%	
	Science Proficiency	38.21%	
	POOLED PROFICIENCY	38.82%	13/25 POINTS
	Student Growth		19/30 POINTS
	MATH MGP	60	8/10 POINTS
	ELA MGP	45	4/10 POINTS
	MATH AGP	44.01%	5/5 POINTS
	ELA AGP	44.01%	2/5 POINTS
	English Language		10/10
Ì	ELPA	No predictive measure - defa	ulted to same score as last year
	Closing Opportunity Ga	PS	20/20 POINTS
	МАТН	38.25%	10/10 POINTS
	ELA	38.97%	10/10 POINTS
	Student Engagement		12/15 POINTS



MID YEAR REPORT CARD PREDICTION

Mater Academy Bonanza

SCHOOL LEVEL:

ELEMENTARY

Assessment:

IREADY

Academic Achievement		7/25 POINTS
Math Proficiency	34.89%	
ELA Proficiency	40.37%	
Science Proficiency	15.9%	
POOLED PROFICIENCY	34.49%	4/20 POINTS
Read by Grade 3	38%	3/5 POINTS
Student Growth	12	2.5/35 POINTS
MATH MGP	47	4/10 POINTS
ELA MGP	38	2/10 POINTS
MATH AGP	40.00%	5/7.5 POINTS
ELA AGP	38.43%	.5/7.5 POINTS
English Language		2/10 POINTS
ELPA	No predictive measure - defaulted to same	score as last year
Closing Opportunity Gap	S I	0/20 Points
МАТН	30.00%	6/10 POINTS
ELA	36.76%	4/10 POINTS
Student Engagement	7	7.5/10 POINTS
CHRONIC ABSENTEEISM Lo	oked at mid year rate trend and added anti	icipated bonus pt



MID YEAR REPORT CARD PREDICTION

Mater Academy Bonanza

SCHOOL LEVEL:

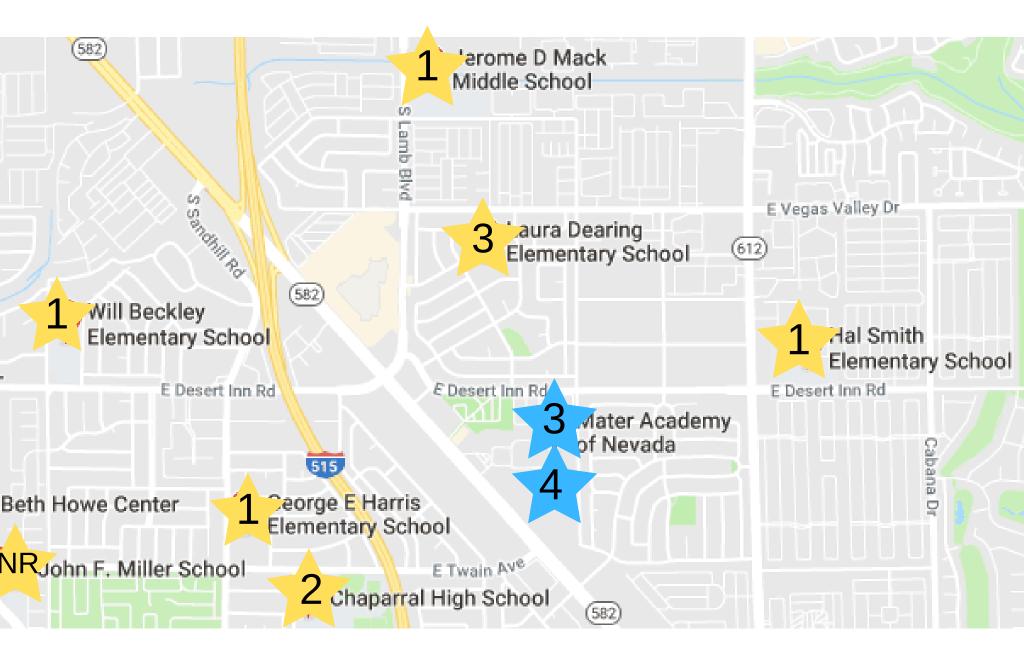
MIDDLE SCHOOL

ASSESSMENT:

IREADY

\	Academic Achievement		13/2 5 Points
	Math Proficiency	32.54%	
	ELA Proficiency	44.02%	
	Science Proficiency	N/A	
	POOLED PROFICIENCY	38.28%	13/25 POINTS
	Student Growth		18.5/30 POINTS
	MATH MGP	77	10/10 POINTS
	ELA MGP	41	1.5/10 POINTS
	MATH AGP	56.00%	5/5 POINTS
	ELA AGP	44.01%	2/5 POINTS
	English Language		10/10
	ELPA	No predictive measure - defo	aulted to same score as last year
	Closing Opportunity Gap	PS .	20/20 POINTS
	Матн	63.41%	10/10 POINTS
	ELA	37.74%	10/10 POINTS
	Student Engagement		13.5/15 POINTS

CHRONIC ABSENTEEISM/NAC/LEARNING PLANS



Attachment 9: New Board Members



Mary Beth Scow - Board Vice Chairperson MaryBeth.Scow@materacademynv.org

Mary Beth Scow has been a Clark County resident for 40 years. She was born and raised in Denver, Colorado, then attended BYU, graduating in Community Health Education.

Mary Beth served twelve years on the Clark County School Board. She was President of the board, and received the CCSD Excellence in Education Hall of Fame award. Education remains one of her great passions.

Mary Beth was also elected to two terms on the County Commission, where she worked hard to revitalize neighborhoods. She also served as Chair of the Southern Nevada Water Authority. Mary Beth recently resigned those positions in order to spend more time with family.

Mary Beth has achieved her greatest happiness in her roles as wife to her husband Steven, mother to nine children, and grandmother to 37. She was chosen as Nevada Mother of the Year in 2009.



Patricia Fernandez - Board Member patricia.fernandez@materacademynv.org

Patricia Fernandez is the legal assistant to the Directing Attorney of the Children Attorney's Project and Education Advocacy Program at Legal Aid Center of Southern Nevada. She received her Paralegal Certificate from University of Nevada Las Vegas and has been in the legal profession for over five years. Patricia is a proud and dedicated mother of two, Yandel and Danery who attend Mater Academy of Nevada.

2019-2020 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Activity Key Personnel	
INSTRUCTION	Professional Development	Principals	August 15, Opening Year
TALENT	Principal Recruitment	Board, Principals and Academica	Principal Identified by January 1st Planning Year
TALENT	Teacher Recruitment	Site Principal, Academica	Major Teacher Recruitment Campaign during planning year months Feb- May. School fully Staffed by July 1st of Planning Year
OPERATIONS	Property/Facility under Contract	Developer, Board, Academica	6 Months Prior to School Opening
OPERATIONS	Lease Finalized	Developer, Board	6 Months Prior to School Opening
OPERATIONS	Construction and Permits Completed	Developer, General Contractor	1 Month Prior to School Opening
TECHNOLOGY	Technology Purchased	Principal, Academica	4 Months Prior to School Opening
TECHNOLOGY	Technology Installed	IT Company,	3 Weeks

Attachment 10: Incubation Year Planning Table

		Academica	Prior to School Opening
FINANCE	Lending for FFE Secured	Academica, Board, Lender	6 Months Prior to School Opening
PARENT & COMMUNITY ENGAGEMENT	Open Houses for Student Recruitment	Principal, Academica	Multiple Open Houses starting Dec- July of Planning Year
PARENT & COMMUNITY ENGAGEMENT	Grass Roots Campaign: Door to Door	Principal, Staff, Academica	Dec-July of Planning Year
SCHOOL SYSTEMS & CULTURE	Staff Trainings and Introductions	Principal	July and August of Opening Year
OTHER			

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT BETWEEN

THE BOARD OF DIRECTORS FOR

MATER ACADEMY OF NEVADA, A NEVADA PUBLIC CHARTER SCHOOL

AND

ACADEMICA NEVADA, LLC

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CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

This is an Agreement to provide services and support to a Charter School by and between the Mater Academy of Nevada Board of Directors ("Board") and Academica Nevada LLC ("Service Provider")

WHEREAS, Mater Academy of Nevada may have a contract ("the Charter") with the State Public Charter School Authority (the "State") to operate a charter school, known as Mater Academy of Nevada (the "School");

WHEREAS, the School is governed by the Board of Directors of Mater Academy of Nevada (the "Board");

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, Mater Academy of Nevada desires to ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider has been established to provide professional services and support to public charter schools;

WHEREAS, it is Service Provider's mission to ensure that the vision of the School's Board of Directors is faithfully and effectively implemented;

Mater Academy of Nevada -- Academica Nevada LLC -- Charter Services and Support Contract

WHEREAS, Service Provider's officials are familiar with the governmental agencies and

requirements needed to establish and operate a public charter school as well as the requirements of the

Charter, all State and Federal authorities, and the local municipal and or county government which may be

applicable to the operation of the School or its facilities;

WHEREAS, Service Provider's officials are familiar with the various local, state and federal

funding sources for charter school programs and have successfully obtained grants, other forms of revenue

and financing for other charter school programs;

WHEREAS, Service Provider's officials have attended and will continue to attend local, state,

and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Service Provider provides services and support a network of charter schools and

believes that there are benefits to having combined purchasing power and a wide variety of employment

opportunities and options available to the employees of public charter schools serviced by Service

Provider;

WHEREAS, it is Service Provider's duty to implement the vision of the Board of Directors,

ensuring the autonomy and governing authority of the Board of Directors of Mater Academy of Nevada,

and the Board of Director's duty to make all decisions and direct Service Provider to act accordingly on the

Board's behalf.

WHEREAS, Mater Academy of Nevada and Service Provider desire to enter into this agreement

for the purpose of having Service Provider provide services and support to the School at the direction and

to the extent instructed by the Board of Directors;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER:

1. Recitals

The forgoing recitals are true, correct and incorporated herein.

2. Engagement

Mater Academy of Nevada engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. <u>Duties</u>

At the direction of the Board, Service Provider will coordinate the services required to support the School. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. If instructed by the Board, Service Provider's services may include, but not be limited to: identification, design and procurement of facilities; staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the Schools as well as bookkeeping, budgeting and financial forecasting. The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

4. Board of Directors Meetings

Service Provider will attend the meetings of the Board and the staff of the School. Unless otherwise instructed by the Board, Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of NRS. 386.550 regarding such meetings and record keeping.

5. Record Keeping

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with NAC 392.36 and NAC 386.360 requirements for record keeping. In addition, Service Provider will ensure that designated on site staff receives proper training by the **State's** appropriate departments for student school record keeping through its designated programs.

6. Bookkeeping

Service Provider will coordinate with the accounting firms selected by the Board "the accounting firm", and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Charter and State law.

7. Staff Administration

If instructed by the Board, Service Provider may identify and propose for employment by or on behalf of Mater Academy of Nevada qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by NRS 386. Mater Academy of Nevada may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner as defined in Nevada Education Code sections 386 and 391. If the Board so chooses, Service Provider may coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be Mater Academy of Nevada employees or employees leased to Mater Academy of Nevada, and will not be employees of Service Provider. At the Boards direction, Service Provider may prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. At the request of the Board, Service Provider may propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider Service Provider will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider.

All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the Nevada School Accounting Manual and Standardized Account Code Structure at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. Mater Academy of Nevada will provide the State with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than September 15th of each year.

9. Designated Contact Person

The designated contact person of Service Provider shall be the CEO of Academica Nevada LLC Robert B. Howell.

10. Grant Solicitation

At the request of the Board, Service Provider may solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

If directed by the Board, Service Provider may coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

At the request of the Board, Service Provider may coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Service Provider will coordinate the preparation of the Annual Report for the School.

The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the State and Charter School legislation for the Annual Report.

14. Student Assessment

If instructed by the Board, Service Provider may coordinate a student assessment methodology and retain on behalf of <u>Mater Academy of Nevada</u>, professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

The Board President will serve as primary liaison with the State Board of Education and its officials on behalf of the School. If instructed by the Board, Service Provider may also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

16. Governmental Compliance

If requested by the Board, Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider may also advise the Board on compliance with the School's Charter with the State. The School's Charter with the State is incorporated herein by reference.

17. Charter Renewal Coordination

At the direction of the Board, Service Provider may assist the Board with renewal of the School's Charter on a timely basis. If instructed by the Board, may negotiate the terms of the renewal Charter with the State on behalf of the Board and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the State.

18. Curriculum Development

If requested by the Board, Service Provider may identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All proposed curricula shall be approved by the Board prior to use.

19. Facilities Identification Expansion, Design and Development

At the direction of the Board, Service Provider may coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

20. Systems Development

If requested by the Board, Service Provider may identify and develop a Nevada based and state compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

21. Initial Term

The <u>Initial</u> term of the Agreement shall commence on August 1, 20134 and continue through the duration of the Charter Agreement granted by the State, or other sponsor should the School's sponsor change an initial term of two (2) years, through July 31, 2016.

22. Renewal

Absent notice of termination pursuant to Section 23(a), this Agreement shall automatically renew for the full term of the renewed initial. Charter Agreement (which is expected to be for an additional four (4) years) 6 year term). Thereafter, this Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement by the School's sponsor unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that this Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

23. Termination

(a) <u>During the Initial Term of the Agreement</u>, either party may terminate this Agreement at any <u>time</u>, with or without cause, by giving thirty (30) days written notice to the other party.

(b) Following the Initial Term of the Agreement, either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, Mater Academy of Nevada may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, Mater Academy of Nevada shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

(c) <u>Duties upon termination</u>. In the event this Agreement is terminated, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to <u>Mater Academy of Nevada</u> any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

COMPENSATION

24. Base Compensation

Mater Academy of Nevada shall pay Service Provider a services and support fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that Mater Academy of Nevada receives such funds. The fee shall be payable in equal monthly installments, provided that Mater Academy of Nevada shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada, such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. The fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. In the event that funding is decreased in future years to an amount less than the 2013-2014 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider will consider lowering the fee should the school experience severe financial distress.

25. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of <u>Mater Academy of Nevada</u>, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

26. Reimbursement of Costs

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

27. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS

28. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees, principals or agents and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

29. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect Mater Academy of Nevada the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

30. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any

part or all if this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible

by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any

other casualty or cause beyond either party's control, and which cannot be overcome by reasonable

diligence and without unusual expense.

This Agreement shall constitute the full, entire and complete agreement between the (2)

parties hereto. All prior representations, understandings and agreements are superseded and replaced by

this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through

the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed

by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

No waiver of any provision of or default under this Agreement shall be deemed or shall (4)

constitute a waiver of any other provision or default unless expressly stated in writing.

If any provision or any part of this Agreement is determined to be unlawful, void or

invalid, that determination shall not affect any other provision or any part of any other provision of this

Agreement and all such provisions shall remain in full force and effect.

(6)This Agreement is not intended to create any rights of a third party beneficiary.

(7)This Agreement is made and entered into in the State of Nevada and shall be interpreted

according to and governed by the laws of that state. Any action arising from this Agreement, shall be

brought in a court in Clark County, Nevada.

In the event of a dispute arising from this Agreement, the prevailing party shall be (8)

awarded reasonable attorneys' fees and costs.

(9)Every notice, approval, consent or other communication authorized or required by this

Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States

mail, directed to the other party at its address hereinafter provided or at such other address as either party

may designate by notice from time to time in accordance herewith:

If to Service Provider: Academica Nevada, LLC 8235 S. Eastern Ave., Suite 150

Las Vegas, NV 89123

If to Board:

Mater Academy of Nevada 6519 American Beauty Ave. Las Vegas, NV 89142 Attention: Board Chair

- (10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.
- (11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.
- (12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

MATER ACADEMY OF NEVADA

By: Sheilu Marles Date: 10-27-14

ACADEMICA NEVADA LLC

Robert Howell, CEO

Mater Academy of Nevada - Academica Nevada LLC - Charter Services and Support Contract

Page 13 of 13

Attachment 12: Operational Execution Plan

a. Transportation

Mater Academy of Nevada will not provide daily transportation for the students to and from school. Should a Special Education student who is enrolling have an IEP that has transportation as an accommodation, Mater Academy of Nevada will honor their IEP.

Should the school plan field trips and/or athletic events, a plan will developed to accommodate transportation needs such as contracting with a charter bus company. The school will work with their insurance broker agency to ensure that all necessary insurance policies and coverages are in place.

b. Food Service

Mater Academy of Nevada has been designated a School Food Authority and is a participant of the National School Lunch Program(NSLP). The lunch program abides by State and Federal Laws for Health and Safety. The school works closely with the Department of Agriculture to apply the standards of the NSLP. Per the process, Mater Academy of Nevada's Board has appointed a Designated Official to oversee the School Food Authority. The Board currently has a contract with Three Square to provide food services. The school also sets aside funds within their annual budget to provide lunch for students who have forgotten their lunch or do not regularly come to school with a prepared lunch.

c. Facilities maintenance (including janitorial and landscape maintenance)

Mater Academy of Nevada has a multi-tiered plan for maintaining the facility:

- 1. On-Site Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
- 2. The school will contract with a janitorial company to provide a cleaning service 5 nights a week.
- 3. The EMO Academica coordinates facility maintenance, repairs, etc. as well as coordinates with the contracted janitorial service provider.

d. School health and nursing services

The school provides health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed at the new campuses. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract is not available at this time, but will be provided to the Authority upon its finality.

Attachment 12: Operational Execution Plan

State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and visual problems in Kindergarten, third grade, and sixth grade. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in fourth and seventh grade. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

e. Purchasing processes

The purchasing agent is appointed by the governing body (Traditionally the School Principal). He/She will be responsible for developing and administering the charter school's purchasing program.

No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed (\$10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

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

f. Safety and security (include any plans for onsite security personnel)

Mater Academy of Nevada proposed campuses will have Campus Monitor(s) provide onsite security and work in conjunction with the Principal to implement the Emergency Management Plan. As referenced in the Operations Question and Ongoing Operations Question One, Mater Academy of Nevada's Principal and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan.

Mater Academy of Nevada (MAN) Budget Narrative

The following narrative provides an overview of MAN's projected revenue and expenses.

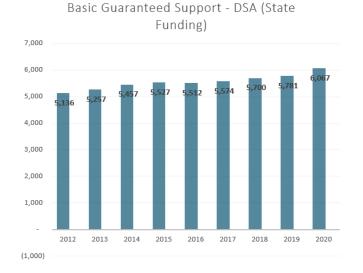
Revenue

Per-Pupil Revenue:

The budget created for MAN includes the per-pupil revenue assumption of \$7,260 for the 20-21 fiscal year of operation, with an estimated 1.30% increase each subsequent year thereafter. Assumption of \$7,260 was based on the per-pupil revenue anticipated to be funded during the 19-20 school year increased by 1.30%.

Sec. 3. The basic support guarantee for school districts, charter schools and university schools for profoundly gifted pupils for operating purposes for Fiscal Year 2019-2020 is an estimated weighted average of \$6,218 per pupil. For each respective school district, the basic support guarantee per pupil for Fiscal Year 2019-2020 is:

21		
22	Carson City	\$7,184
23	Churchill	\$7,006
24	Clark	\$6,067
25	Douglas	\$6,086
26	Elko	\$7,891
27	Esmeralda	\$20,750
28	Eureka	\$11,032
29	Humboldt	\$7,431
30	Lander	\$3,517
31	Lincoln	\$12,131
32	Lyon	\$7,724
33	Mineral	\$10,152
34	Nye	\$7,967
35	Pershing	\$9,691
36	Storey	\$6,136
37	Washoe	\$6,034
38	White Pine	\$8,512





National School Lunch Program (NSLP):

The budget created Mater Academy of Nevada includes an initial assumptive NSLP revenue of \$25,000, increasing each year as student enrollment increases. The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children each day.

Special Education Funding (Part B):

Anticipated \$950 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year.

SPED Discretionary Unit:

Anticipated \$3,300 per SPED student – Revenue is budgeted based upon prior year SPED counts.

Expenses

Expense Categories:

1.	Personnel	pg. 2
2.	Benefits	pg. 5
3.	Payroll Services	pg. 5
4.	Contractual	pg. 5
5.	Contracted Services	pg. 6
6.	Equipment	pg. 6
7.	Supplies	pg. 7
8.	Facility	pg. 8
9.	Athletics	pg. 9
10.	Lunch Program	pg. 9
11.	Travel	pg. 9
12.	Accounting, Audit, Legal Fees	pg. 9
13.	Technology	pg. 9
14.	Other	pg. 10

Personnel:

Approx. 41.95% of the budget (Year 1 - Year 5)

In the 20-21 school year, Mater Academy of Nevada will have a combined total staff of 205, including 146 total teachers and 59 total administrative and support staff; with a total enrollment of 3,059 students. By the 24-25 school year, Mater Academy of Nevada is estimated to expand to a total staff of 273 and a total student enrollment of 4,175; adding, throughout the years, the necessary staff in order to effectively manage the actual/projected student enrollment increases. Below are the actual and anticipated staffing positions, including the starting salary of each position:

Principal - \$95,000/year – Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

Assistant Principal - \$75,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*

Counselor - \$57,000/year – Act as advocates for students' well-being, and as valuable resources for their educational advancement.

Curriculum Coach - \$60,000/year – Serves as a content specialist to assist in the development and implementation of campus instructional plans.

Classroom Teachers (Core) - \$45,000/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Classroom Teachers (Special) - \$45,000/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Special Ed. Teachers - \$45,000/year – *Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.*

Special Ed. Facilitator - \$60,000/year – Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.

School Psychologist - \$60,000/year – Work with students individually or in groups to help deal with various behavioral issues, learning difficulties, emotional problems, and any other concerns the schools may have.

Office Manager - \$45,000/year – Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.

Registrar - \$40,000/year – Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.

Teacher Assistants - \$12.50/hour - Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.

Clinic Aide - \$12.75/hour – Renders basic first aid to students and performs health-related records/data file management duties.

Receptionist - \$12.75/hour - *Greet visitors, parents and students; while facilitating communication within the school and assuring records and schedules are kept up to date.*

Campus Monitor/Custodian - \$13.25/hour - *Supervise/Monitor students on school grounds* while enforcing appropriate student behavior and ensuring school safety.

Cafeteria Manager - \$12.50/hour – Responsible for planning, managing, and supervising a small food service facility (cafeteria).

Below are the anticipated staffing needs each year; including the anticipated student enrollment and the anticipated total staffing cost each year:

	20-21	21-22	22-23	23-24	24-25
Anticipated Enrollment:	3,059	3,437	3,790	4,060	4,175
Position	20-21	21-22	22-23	23-24	24-25
Principal	4	4	4	4	4
Assistant Principal	6	7	7	8	8
Lead Teacher(s) / Lead Principal Staff	0	0	0	0	0
Counselor	5	6	7	7	8
Curriculum Coach	3	3	4	4	4
Classroom Teachers (Core)	111	124	136	144	148
Classroom Teacheres (Specials)	23	26	27	28	29
Special Education Teachers	12	13	14	16	16
Special Education Facilitator	1	2	2	2	2
Speech Pathologist	0	0	0	0	0
School Psychologist	1	1	1	1	1
School Nurse	0	0	0	0	0
Office Manager	4	5	5	5	5
Registrar	3	3	3	4	4
Teacher Assistants	15	16	17	18	20
Receptionist	3	4	4	4	4
Clinic Aide	3	3	3	4	4
Campus Monitor	8	9	9	10	10
Cafeteria Manager	3	4	5	6	6
Gate Teacher	0	0	0	0	0
Total Staffing Cost	9,226,942	10,462,553	11,511,703	12,383,198	12,927,520

All salaries are anticipated to increase by 1.50% each year Additional staff positions will be added in the following years based upon the growth of these charter schools.

a. Mater Academy of Nevada - Proposed K-12 Campus - Personnel Breakdown

Position	20-21	21-22	22-23	23-24	24-25
Principal	2	2	2	2	2
Assistant Principal	2	3	3	4	4
Lead Teacher(s) / Lead Principal Staff	0	0	0	0	0
Counselor	1	2	3	3	4
Curriculum Coach	1	1	2	2	2
Classroom Teachers (Core)	39	52	64	72	76
Classroom Teacheres (Specials)	5	8	9	10	11
Special Education Teachers	4	5	6	8	8
Special Education Facilitator	0	1	1	1	1
Speech Pathologist	0	0	0	0	0
School Psychologist	0	0	0	0	0
School Nurse	0	0	0	0	0
Office Manager	1	2	2	2	2
Registrar	1	1	1	2	2
Teacher Assistants	9	10	11	12	14
Receptionist	1	2	2	2	2
Clinic Aide	1	1	1	2	2
Campus Monitor	2	3	3	4	4
Cafeteria Manager	1	2	3	4	4
Gate Teacher	0	0	0	0	0
Total	70.0	95.0	113.0	129.5	138.0

Benefits:

Approx. 19.56% of the budget (Year 1 - Year 5)

Employee benefits will cover all employees except for substitute teachers and other contracted services; as they are not employed by the school. Employee benefits include, but are not limited to, the following:

- > PERS (Retirement)
- Medicare
- Workers Comp
- Medical/Dental/Vision/Life/Disability

These expenses are figured at approximately 46.07% of salaries in the 20-21 school year, increasing incrementally each subsequent year thereafter. Using the total cost of salaries each year from the personnel chart above, the anticipated cost of employee benefits each year is as followed:

	20-21	21-22	22-23	23-24	24-25
Total Salaries & Wages:	\$ 9,226,942	\$ 10,462,553	\$ 11,511,703	\$ 12,383,198	\$ 12,927,520
Benefits % of Salaries:	46.07%	46.37%	46.65%	46.92%	47.18%
Total Cost of Benefits:	\$ 4,251,007	\$ 4,851,129	\$ 5,369,784	\$ 5,809,734	\$ 6,098,625
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Payroll Services:

Approx. 0.24% of the budget (Year 1 - Year 5)

The cost of payroll services is assumed based upon the figures provided by other charter schools working with Academica Nevada. It costs \$20 per employee per month to process payroll, bringing us to an annual total cost of \$240 per employee.

Contractual:

Approx. 7.22% of the budget (Year 1 - Year 5)

Academica Nevada Management Fee – \$450 per student – Academica Nevada is an Educational Management Service Provider whose services to MAN include, and are not limited to, the following:

- > Identification, design, and procurement of facilities and equipment
- > Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting
- > Legal and corporate upkeep
- Public relations and marketing
- ➤ The maintenance of the books and records of the charter school
- Bookkeeping, budgeting and financial forecasting

Mater Academy, Inc. Affiliation Fee – 1.00% of DSA revenue – Trademark License Agreement between Mater Academy, Inc. ("Licensor"), and the school, Mater Academy of Nevada ("Licensee"). Mater Academy, Inc. grants Mater Academy of Nevada a non-exclusive, non-transferable, royalty-free license to use the trademark in connection with the development and establishment of the school of Mater Academy of Nevada in the State of Nevada.

➤ 0.50% of the 1.00% Mater Academy, Inc. Affiliation Fee goes back to the school for Professional Development.

Contracted Services:

Approx. 2.88% of the budget (Year 1 - Year 5)

Special Education Contracted Services –Anticipated expense of \$400,030 during the 20-21 school year, increasing incrementally as SPED student enrollment increases and as the K-12 campus begins to grow. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based off the charter schools Academica Nevada works closely with.

Data Analyst Contracted Services – \$20,760 annually for the 20-21 school year, incrementally increasing each year thereafter. The Mater Academy Data Analyst maintains accurate data files of student achievement and works with site based staff to interpret the data and plan for improved instructions. Essential duties include:

- Analyze and prepare reports from local, state, and national assessment data as it relates to individual's student performance and school improvement.
- > Develop and maintain historical student and school data files to monitor track performance.
- ➤ Interpret and review assessment data with administrators and teachers; support the planning of action steps.
- Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles.
- ➤ Work with staff in schools in one-on-one and group settings to conduct training in the use of data to improve student results.

Substitute Teachers - \$165/day – *Manage the learning environment while providing instruction in the absence of a classroom teacher.* (10 days per teacher) MAN will contract with a staffing agency for substitute teachers. Pricing is based on the rates given by Kelly Educational Staffing, an experienced provider of substitute teachers nationwide, who has and is currently serving charter schools similar in size of the proposed charter. The substitute teacher services provided, which include educational staffing and placement needs; are conservatively priced at \$165 per day, for 10 days per teacher.

Equipment:

Approx. 3.20% of the budget (Year 1 - Year 5)

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank allows MAN to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The leases include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45^{th} month for a 6% residual. MAN budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years.

Below is a yearly breakdown of the actual and anticipated FFE Lease cost over the next 5 years:

	Mater Network	Mt. Vista	Bonanza	K-12		
2020-2021	\$ 699,180.54	\$ 116,889.35	\$ 271,943.72	\$ 292,186.47		
2021-2022	\$ 686,353.14	\$ 96,723.05	\$ 172,887.26	\$ 398,581.83		
2022-2023	\$ 661,886.82	\$ 96,723.05	\$ 48,934.34	\$ 498,068.43		
2023-2024	\$ 646,662.66	\$ 48,361.53	\$ 16,537.29	\$ 572,683.35		
2024-2025	\$ 462,888.90	\$ -	\$ 4,518.35	\$ 458,370.55		

The amounts budgeted for FFE Lease payments include slight cushions to account for any potential overages any of the schools may have.

Copier/Printing – Anticipated copier lease at a rate of roughly \$158,000 annually. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases.

Supplies:

Approx. 2.06% of the budget (Year 1 - Year 5)

Consumables – \$100 per student except for the first year of operation where most of the materials are incorporated into the FFE Lease. This includes items that can't be used more than once or by multiple students (i.e. workbooks).

Office Supplies – \$13 per student – utilized by administrative staff

Classroom Supplies – \$27 per student – utilized by teaching staff

Copier Supplies – \$4 per student

Nursing Supplies – \$3 per student

SPED Supplies – \$120 per SPED student– utilized by SPED teaching staff

Facility:

Approx. 19.31% of the budget (Year 1 - Year 5)

Scheduled Lease Payment(rent) – Mater Academyh of Nevada has located an area for their proposed K-12 campus but have not finalized any facility agreements for the occupancy of their proposed site. Mater Academy will submit such documentation for review and approval prior to the acquisition of any facility in compliance with NAC 386.3265.

Below is a breakdown of each campus' yearly lease payments and the anticipated lease payments for Mater Academy of Nevada:

Scheduled/Anticipated Lease Payments										
Campus	20-21 21-22		22-23	23-24 24-25		Notes				
Mtn. Vista		Exercised Purch	Bond Series 2018							
						10/01/20 - First Purchase				
Bonanza	\$ 900,000	\$ 1,062,627	\$ 1,146,094	\$ 1,171,308	\$ 1,197,077	Option Date				
						Anticipated Lease Payments				
Proposed K-12 Campus	\$ 1,075,322	\$ 1,689,791	\$ 2,201,604	\$ 2,471,777	\$ 2,533,571	for the Proposed Location				

Scheduled Bond Payment – The Mater Mountain Vista lease agreement contained an option agreement granting the tenant the option to purchase the premises 37 months after the lease commencement date. Issuing a Charter School Lease Revenue Bond allows each campus to be able to finance the cost of acquiring, constructing and equipping their facility.

Below is the bond payment schedule for the campuses who've exercised, or are looking to exercise, their purchase option by issuing a bond:

Scheduled Bond Payments												
Campus		20-21		21-22 22-23		22-23	23-24		24-25		Notes	
Mtn. Vista	\$	908,013	\$	958,225	\$	1,013,150	\$	1,017,994	\$	1,017,550	Bond Series 2018	

Facility/School Insurance - \$110,000 annually - based upon the current yearly figures being paid as part of the Mater Academy of Nevada insurance bundle. Increasing by 5% each subsequent year thereafter

Fire & Security Alarms - Approximately \$8,000 per campus in the 20-21 school year, based upon actual expenses of prior years. Increasing by 3% each subsequent year thereafter.

Public Utilities (electricity, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as well. The proposed campus is budgeted \$175,000 for their first fiscal year of operation, increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately \$0.11 per sq. ft. per month (rate at which the charter schools working with Academica Nevada pay as of right now), including a cushion for any major/miscellaneous janitorial expenses.

Custodial Supplies - \$15 per student

Facility Maintenance – Facility repairs, maintenance, capital outlay assumption of \$50,000 annually for the proposed campus, increasing by 3% each subsequent year thereafter

Lawn Care - basic lawn care assumption of \$18,000 annually for the proposed campus, increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – basic AC Maintenance & Repair assumption of \$25,000 annually for the proposed campus, increasing as student enrollment increases and to account for general AC wear and tear.

Athletics:

Approx. 0.09% of the budget (Year 1 - Year 5)

Athletics – Mater Academy of Nevada has budgeted \$10,000 for the proposed K-12 campus for the 20-21 school year for their athletic programs, incrementally increasing each year as student enrollment increases.

Lunch Program:

Approx. 0.00% of the budget (Year 1 - Year 5)

Lunch - Assumes MAN will qualify for reimbursed student meals from the National School Lunch Program and School Breakfast Program. Assumes that meals will be paid for by students not eligible for these programs.

Travel:

Approx. 0.05% of the budget (Year 1 - Year 5)

Travel costs associated with recruitment and staff development are estimated to be \$4,000 per campus per year.

Accounting, Audit, and Legal Fees:

Approx. 0.40% of the budget (Year 1 - Year 5)

Audit/Accounting – anticipated \$27,500 per year per campus – includes an annual audit expense and expenses associated with accounting. Based upon previous audits performed and the rates of other charter schools working closely with Academica Nevada. Incrementally increasing each year.

Legal Fees - \$6,000 per campus per year – based upon actual expenses and the expenses of other charter schools working with Academica Nevada.

Technology:

Approx. 0.82% of the budget (Year 1 - Year 5)

Intellatek IT Monthly Services - IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall and other technology related hardware. For continual maintenance/monitoring of technology related hardware for the school, a fee of \$3.50 per month per student is necessary to insure quality work is being done and the needs of the school are being met taking into consideration enrollment growth (equates to \$42.00 per year per student).

Intellatek IT Set-up Fees - Intellatek's initial start-up fee is dependent on how much new equipment is acquired by a school and/or if a school is opening for the first time. The initial start-up fee can be as high as \$15,000 per year per campus and as low as \$5,000 per year per campus. The budget reflects this wide variance and takes into consideration how much new equipment each school is anticipated to need each year, and whether it's a schools first year of operation.

Infinite Campus - \$2,000 per campus per year. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - \$3,000 per campus per year – Amount allocated for website upkeep and maintenance.

Phone & Communications – annual average contract expense of \$21,100 for the 20-21 school year, with an estimated 5.00% contract increase each subsequent year thereafter. Includes e-rate discount utilized by Mater Academy of Nevada.

Other:

Approx. 2.22% of the budget (Year 1 - Year 5)

State Administrative Fee - 1.5% of DSA revenue – the state charges 1.5% of DSA revenue for the state sponsor fee.

Tuition Reimbursement – \$5,000 per year per campus – Employee benefits in which the school pays all, or a portion, of an employee's tuition for coursework and/or training.

Dues and Fees - Assumption of \$5,000 annually per campus. Increasing incrementally each year.

Postage - Estimate of \$1,250 per year per campus, based upon prior year usage; incrementally increasing as student enrollment increases.

Background and Fingerprinting - \$75 per new employee

Miscellaneous Expenses (Other Purchases) – Estimate of 2,500 per year per campus, for miscellaneous expenses that may arise throughout the year.

Attachment 14: School Budget

Mater HS	20-21	21-22	22-23	23-24	24-25
WFTE Gross Value \$	7,260	\$ 7,355	\$ 7,450	\$ 7,547	\$ 7,645
Total Students (FTEs) Kinder	1,059	1,437	1,790 125	2,060	2,175
1st Grade	125 125	125 125	125	125 125	125 125
2nd Grade	125	125	125	125	125
3rd Grade	125	125	125	125	125
4th Grade	75	125	125	125	125
5th Grade	50	75	125	125	125
6th Grade 7th Grade	155 62	155 155	155 155	155 155	155 155
8th Grade	62	62	155	155	155
9th Grade	155	210	210	270	270
10th Grade	-	155	210	210	270
11th Grade	-	-	155	210	210
12th Grade Total Students (FTEs)	1,059	1,437	1,790	155 2,060	210
Total Students (FTES)	1,039	1,437	1,750	2,000	2,173
Prior Year Numbers	20-21	21-22	22-23	23-24	24-25
SPED	42	76	95	122	144
ELL	-	-	-	-	-
Gate	-	-	-	-	-
FRL %	-	-	-	-	-
TEACHING STAFF	20-21	21-22	22-23	23-24	24-25
Classroom Teachers	39	52	64	72	76
SPED Teachers	4	5	6	7.5	8
Art Teacher	1	2	2	2	2
Music PE Teacher	1	2 2	2 2	2 2	2
Dance	0	0	0	0	0
Technology (STEM)	1	1	1	1	1
Additional Core	0	0	0	0	0
Spanish / Language	1	1	2	2	2
Additional Elective Teachers	0 48.00	0 65.00	0 79.00	89.50	95.00
Total Teaching Staff	46.00	65.00	79.00	89.50	95.00
ADMIN & SUPPORT	20-21	21-22	22-23	23-24	24-25
Executive Director & Assistant	0	0	0	0	0
Principal	2	2	2	2	2
Assistant Principal Lead Teacher(s)	2 0	3 0	3 0	4 0	4
Counselor/ Student Support Advocate	1	2	3	3	4
Curriculum Coach	1	1	2	2	2
Office Manager	1	2	2	2	2
Registrar	1	1	1	2	2
Clinic Aide/ FASA	1	1	1	2	2
Receptionist Teacher Assistants (Including SPED)	1 9	2 10	2 11	2 12	2 14
Campus Monitor/Custodian	2	3	3	4	4
Cafeterial Manager	1	2	3	4	4
SPED Facilitator	0	1	1	1	1
Speech Pathologist	0	0	0	0	0
School Psychologist School Nurse	0	0 0	0 0	0 0	0
Gate Teacher	0	0	0	0	o I
Total Admin & Support	22.00	30.00	34.00	40.00	43.00
Total # Teachers	48.00	65.00	79.00	89.50	95.00
Total # Admin & Support	22.00	30.00	34.00	40.00	43.00
Total Staff	70.00	95.00	113.00	129.50	138.00
Total Salaries & Benefits as % of Expenses	60.18%	59.53%	59.32%	59.82%	61.09%
Instruction Salaries as % of Total Salaries	71.40%	71.27%	71.57%	71.45%	71.54%
Admin & Support Salaries as % of Total Salaries Rent as % of Expenses	28.60% 14.39%	28.73% 16.20%	28.43% 17.09%	28.55% 16.77%	28.46% 16.29%
Neitt as 76 01 Expenses	14.5570	10.20%	17.05/6	10.7770	10.2370
REVENUE (@ 95%) Budget Revenue	7,688,521	10,568,493	13,335,791	15,546,850	16,628,148
NSLP	25,000	10,568,493	75,500	100,000	100,000
Special Ed Funding (Part B)	31,500	72,200	90,250	115,900	136,800
SPED Discretionary Unit	-	250,800	313,500	402,600	475,200
Other:	-	-	-	-	
Total Revenues	7,745,021	10,941,493	13,815,041	16,165,350	17,340,148
Actual Revenue NSLP	7,688,521 25,000	10,568,493 50,000	13,335,791 75,500	15,546,850 100,000	16,628,148 100,000
Special Ed Funding (Part B)	31,500	72,200	90,250	115,900	136,800
SPED Discretionary Unit	-	250,800	313,500	402,600	475,200
Other:	-	-	-	-	-
Total Actual Revenues:	7,745,021	10,941,493	13,815,041	16,165,350	17,340,148

Attachment 14: School Budget

EXPENSES	ı	1	l	ı	
Personnel Costs	20-21	21-22	22-23	23-24	24-25
Principal	225,000	228,375	231,801	235,278	238,807
Assistant Principal(s)	150,000	227,250	230,659	314,619	319,338
Lead Teacher	130,000	227,230	230,033	314,013	313,330
Curriculum Coach	60,000	60,900	121,814	123,641	125,495
	57,000				
Counselor / Student Support Advocate/Dean		114,855	173,578	176,181	235,824
Teachers Salaries	1,980,000	2,742,000	3,387,200	3,862,200	4,158,600
SPED Teachers	180,000	228,500	278,400	353,250	382,400
Office Manager/ Registrar / Banker	85,000	131,275	218,244	261,518	265,441
Secretary & FASA	36,720	56,160	57,240	77,760	79,200
Teacher Assistants (including SPED)	162,000	183,600	205,920	228,960	272,160
Campus Monitors Unrestricted Salaries	50,880	77,760	79,200	107,520 5,740,926	109,440
Unrestricted Salaries	2,986,600	4,050,675	4,984,055	5,740,926	6,186,705
Restricted Salaries					
SPED Facilitator	-	60,000	60,900	61,814	62,741
Speech Pathologist	-	- 1	-	-	-
School Psychologist	-	- 1	-	-	-
School Nurse			-		_
Cafeteria Manager	18,000	36,720	56,160	76,320	77,760
NSLP Manager	20,000	-	50,100		
Grant Manager					
On Campus Sub	20,700	20,700	20,700	20,700	20,700
Total Salaries and Wages	3,025,300	4,168,095	5,121,815	5,899,760	6,347,905
PERS - 29.5%	884,900	1,219,168	1,498,131	1,725,680	1,856,762
Insurances/Employment Taxes/Other Benefits	521,864	729,417	909,122	1,061,957	1,158,493
Insurances/Employment Taxes/Other Benefits Incentives / Bonuses	321,804	123,411	303,122	1,001,937	1,136,493
Incentives / Bonuses Tuition Reimbursements	5,000	5,000			- 5,000
			5,000	5,000	
Subst. Teachers (10 days/Teacher)	61,300	86,800	107,800	123,550	131,800
Total Payroll / Benefits and Related	4,498,365 20-21	6,208,479 21-22	7,641,868 22-23	8,815,946 23-24	9,499,961 24-25
Operations Communication Commu					
Consumables	21,180	143,700	179,000	206,000	217,500
Zion's FFE Lease - payments	295,000	400,000	500,000	575,000	460,000
Office Supplies	13,767	18,681	23,270	26,780	28,275
Classroom Supplies	28,593	38,799	48,330	55,620	58,725
Copier Supplies	4,236	5,748	7,160	8,240	8,700
Nursing Supplies	3,177	4,311	5,370	6,180	6,525
SPED Supplies	5,040	9,120	11,400	14,640	17,280
Athletics	10,000	20,000	25,000	30,000	35,000
Dues and Fees	5,000	5,150	5,305	5,464	5,628
Lunch Program	-	-	-	-	-
Travel Reimbursement	4,000	4,000	4,000	4,000	4,000
Special Education Contracted Services	180,030	244,290	304,300	350,200	369,750
Contracted Data Services	5,500	5,665	5,835	6,010	6,190
Management Fee	476,550	646,650	805,500	927,000	978,750
Payroll Services	18,000	24,000	28,320	32,280	34,320
Audit/Tax	27,500	28,325	29,175	30,050	30,951
Legal Fees	6,000	6,000	6,000	6,000	6,000
IT Services - Monthly	44,478	60,354	75,180	86,520	91,350
IT Set-up Fees	15,000	12,000	13,000	13,000	13,000
Website	3,000	3,000	3,000	3,000	3,000
Copier / Printing	55,000	56,650	58,350	60,100	61,903
Infinite Campus	2,000	2,000	2,000	2,000	2,000
State Administrative Fee (2%)	153,770	211,370	266,716	310,937	332,563
Affiliation Fee - Inc. (1/2 of 1%)	38,443	52,842	66,679	77,734	83,141
Affiliation Fee - Inc. (1/2 of 1%) Affiliation Fee - Professional Development (1/2 of 1%)	38,443	52,842	66,679	77,734	83,141
Phone and Communications (with E-rate discount)	8,500	8,755	9,018	9,018	9,018
Prone and Communications (with E-rate discount) Postage	1,250	1,288	1,326	1,366	9,018 1,407
Background and Fingerprinting	4,200	1,500	1,080	990	510
Facility and School Insurances	50,000	51,500	53,045	54,636	56,275
Marketing	3.500		3.500	3 500	- 2 500
Other Purchases	2,500 1,520,157	2,500	2,500	2,500	2,500
Total Facilities		2,121,040	2,606,536	2,982,999	3,007,402
	20-21	21-22	22-23	23-24	24-25
Public Utilities	175,000	180,000	190,000	215,000	250,000
Fire and Security alarms	16,000	16,480	16,974	17,484	18,008
Contracted Janitorial	80,700	96,540	99,436	102,419	105,492
Custodial Supplies	15,885	21,555	26,850	30,900	32,625
Facility Maintenance	50,000	51,500	53,045	54,636	56,275
Lawn Care	18,000	18,540	19,096	19,669	20,259
AC Maintenance & Repair	25,000	25,750	26,523	27,318	28,138
Total	380,585	410,365	431,924	467,427	510,797
Total Expenses	6,399,106	8,739,885	10,680,328	12,266,372	13,018,160
Schodulad Lagsa Dayment	1 075 222	1 500 701	2 201 604	2 171 777	2 522 574
Scheduled Lease Payment	1,075,322	1,689,791	2,201,604	2,471,777	2,533,571
Scheduled Bond Payment	-	•	-	- [-
Rent Reimbursed by Pre-K	-	-	-	-	-
Surplus (Revenues-Total Expenses-Lease-Bond)	270,593	511 017	022 100	1 //27 201	1 700 //10
эш риз (печениез-тош ехрензез-Lease-Dana)	2/0,593	511,817	933,108	1,427,201	1,788,418
		 	2.22		
	3.5%	4.7%	6.8%	8.8%	10.39

Attachment 15: Network Budget

Mater System	20-21	21-22	22-23	23-24	24-25
WFTE Gross Value \$	7,260	\$ 7,355	\$ 7,450	\$ 7,547	\$ 7,645
Total Students (FTEs) Kinder	3,059 325	3,437 325	3,790 325	4,060 325	4,175 325
1st Grade	333	333	333	333	333
2nd Grade	333	333	333	333	333
3rd Grade	333	333	333	333	333
4th Grade 5th Grade	291 266	341 291	341 341	341 341	341 341
6th Grade	403	403	403	403	403
7th Grade	310	403	403	403	403
8th Grade	310	310	403	403	403
9th Grade	155	210	210	270	270
10th Grade 11th Grade	-	155	210 155	210 210	270 210
12th Grade	-	-	-	155	210
Total Students (FTEs)	3,059	3,437	3,790	4,060	4,175
Prior Year Numbers SPED	20-21 211	21-22 245	22-23	23-24 291	24-25 313
ELL	-	-	-	-	- 313
Gate	-	-	-	-	-
FRL %	-	-	-	-	-
TEACHING STAFF	20.21	21.22	22.22	22.24	24.25
Classroom Teachers	20-21 111	21-22 124	22-23 136	23-24 144	24-25 148
SPED Teachers	12	13	14	15.5	16
Art Teacher	3	4	4	4	4
Music	3	4	4	4	4
PE Teacher	3	4	4	4	4
Dance Technology (STEM)	0 3	0 3	0 3	0 3	0 3
Additional Core	2	2	2	2	2
Spanish / Language	3	3	4	4	4
Additional Elective Teachers	6	6	6	7	8
Total Teaching Staff	146.00	163.00	177.00	187.50	193.00
ADMIN & SUPPORT	20-21	21-22	22-23	23-24	24-25
Executive Director & Assistant	0	0	0	0	0
Principal	4	4	4	4	4
Assistant Principal	6	7	7	8	8
Lead Teacher(s)	0	0	0	0	0
Counselor/ Student Support Advocate Curriculum Coach	5 3	6 3	7 4	7 4	8
Office Manager	4	5	5	5	5
Registrar	3	3	3	4	4
Clinic Aide/ FASA	3	3	3	4	4
Receptionist	3	4	4	4	4
Teacher Assistants (Including SPED) Campus Monitor/Custodian	15 8	16 9	17 9	18 10	20 10
Cafeterial Manager	3	4	5	6	6
SPED Facilitator	1	2	2	2	2
Speech Pathologist	0	0	0	0	0
School Psychologist	1	1	1	1	1
School Nurse	0	0	0	0	0
Gate Teacher	0	0	0	0	0
Total Admin & Support	59.00	67.00	71.00	77.00	80.00
Total # Toochors	146.00	162.00	177.00	107 50	102.00
Total # Teachers Total # Admin & Support	146.00 59.00	163.00 67.00	177.00 71.00	187.50 77.00	193.00 80.00
Total Staff	205.00	230.00	248.00	264.50	273.00
Total Salaries & Benefits as % of Expenses	62.90%	62.33%	61.95%	62.12%	62.78%
Instruction Salaries as % of Total Salaries	71.45%	71.40%	71.52%	71.47%	71.51% 28.49%
Admin & Support Salaries as % of Total Salaries Rent as % of Expenses	28.55% 13.09%	28.60% 14.74%	28.48% 15.64%	28.53% 15.57%	28.49% 15.33%
		1	15.5.70	25.57,0	
REVENUE (@ 95%)					
Budget Revenue	22,208,863	25,277,599	28,236,116	30,640,879	31,918,400
NSLP Special Ed Funding / Part P.)	176,000	201,000	226,500	251,000	251,000
Special Ed Funding (Part B) SPED Discretionary Unit	192,050 557,700	232,750 808,500	250,800 871,200	276,450 960,300	297,350 1,032,900
Other:	557,700	808,500	8/1,200	960,300	1,032,900
Total Revenues	23,134,613	26,519,849	29,584,616	32,128,629	33,499,650
Actual Revenue	22,208,863	25,277,599	28,236,116	30,640,879	31,918,400
NSLP	176,000	201,000	226,500	251,000	251,000
Special Ed Funding (Part B)	192,050	232,750	250,800	276,450	297,350
SPED Discretionary Unit Other:	557,700	808,500	871,200 -	960,300	1,032,900
Total Actual Revenues:	23,134,613	26,519,849	29,584,616	32,128,629	33,499,650
	. ,				

Attachment 15: Network Budget

EVDENICES	l				
EXPENSES Personnel Costs	20-21	21-22	22-23	23-24	24-25
Principal	465,677	472,662	479,752	486,948	494,252
Assistant Principal(s)	466,680	548,680	556,910	645,764	655,451
Lead Teacher		340,000	-	-	-
Curriculum Coach	179,161	181,849	244,577	248,245	251,969
Counselor / Student Support Advocate/Dean	291,132	352,499	414,787	421,008	484,323
Teachers Salaries	6,045,750	6,868,500	7,576,700	8,112,450	8,471,850
SPED Teachers	547,200	601,300	656,800	737,250	772,000
Office Manager/ Registrar / Banker	294,598	344,017	434,177	480,690	487,900
Secretary & FASA	146,091	167,171	169,916	192,127	195,282
Teacher Assistants (including SPED)	268,920	292,680	317,160	342,360	387,720
Campus Monitors	191,509	220,498	224,080	254,573	258,699
Unrestricted Salaries	8,896,718	10,049,857	11,074,858	11,921,415	12,459,446
Restricted Salaries					
SPED Facilitator	75,000	136,125	138,167	140,240	142,343
Speech Pathologist	-	-	-	-	-
School Psychologist	64,286	65,250	66,229	67,223	68,231
School Nurse	-	-	-		-
Cafeteria Manager	81,336	101,006	121,410	142,549	144,983
NSLP Manager	47,502	48,215	48,938	49,672	50,417
Grant Manager	- 62 100	- 62 100	- 62.400	- 62 400	- 62.400
On Campus Sub	62,100	62,100	62,100	62,100	62,100
Total Salaries and Wages PERS - 29.5%	9,226,942	10,462,553 3,020,182	11,511,703 3,326,457	12,383,198 3,580,758	12,927,520
	2,659,359 1,591,648	· · ·	, ,		3,739,353
Insurances/Employment Taxes/Other Benefits	1,391,648	1,830,947	2,043,327	2,228,976	2,359,272
Incentives / Bonuses	15,000	- 15,000	- 15,000	- 15,000	- 15,000
Tuition Reimbursements Subst. Teachers (10 days/Teacher)		15,000 212,400	233,400	15,000 249,150	15,000 257,400
Total Payroll / Benefits and Related	186,900 13,679,849	212,400 15,541,082	233,400 17,129,887	18,457,082	19,298,545
Operations	20-21	21-22	22-23	23-24	19,298,545 24-25
Consumables	221,180	343,700	379,000	406,000	417,500
Zion's FFE Lease - payments	720,000	650,000	680,000	735,000	620,000
Office Supplies	39,767	44,681	49,270	52,780	54,275
Classroom Supplies	82,593	92,799	102,330	109,620	112,725
Copier Supplies	12,236	13,748	15,160	16,240	16,700
Nursing Supplies	9,177	10,311	11,370	12,180	12,525
SPED Supplies	25,320	29,400	31,680	34,920	37,560
Athletics	10,000	20,000	25,000	30,000	35,000
Dues and Fees	15,300	15,759	16,232	16,719	17,220
Lunch Program	-	-	-	-	· -
Travel Reimbursement	12,000	12,000	12,000	12,000	12,000
Special Education Contracted Services	400,030	474,290	544,300	600,200	619,750
Contracted Data Services	20,760	21,383	22,024	22,685	23,366
Management Fee	1,376,550	1,546,650	1,705,500	1,827,000	1,878,750
Payroll Services	54,400	60,400	64,720	68,680	70,720
Audit/Tax	82,500	84,975	87,524	90,150	92,854
Legal Fees	18,000	18,000	18,000	18,000	18,000
IT Services - Monthly	128,478	144,354	159,180	170,520	175,350
IT Set-up Fees	30,000	27,000	28,000	28,000	28,000
Website	9,000	9,000	9,000	9,000	9,000
Copier / Printing	158,000	162,740	167,622	172,651	177,830
Infinite Campus	6,000	6,000	6,000	6,000	6,000
State Administrative Fee (2%)	444,177	505,552	564,722	612,818	638,368
Affiliation Fee - Inc. (1/2 of 1%)	111,044	126,388	141,181	153,204	159,592
Affiliation Fee - Professional Development (1/2 of 1%)	111,044	126,388	141,181	153,204	159,592
Phone and Communications (with E-rate discount)	21,100	21,733	22,385	22,385	22,385
Postage	3,750	3,863	3,978	4,098	4,221
Background and Fingerprinting	5,400	2,736	2,353	2,301	1,861
Facility and School Insurances	110,000	113,300	116,699	120,200	123,806
Marketing	-	-	-	-	-
Other Purchases	7,500	7,500	7,500	7,500	7,500
Total	4,245,307	4,694,649	5,133,911	5,514,055	5,552,450
Facilities Public Utilities	20-21	21-22	22-23	23-24	24-25
Public Utilities	448,980	462,199	480,665	514,385	558,367
Fire and Security alarms	32,480	33,454	34,458	35,492	36,557
Contracted Janitorial	223,878	244,014	251,334	258,874	266,640
Custodial Supplies	45,885	51,555	56,850	60,900	62,625
Facility Maintenance / Repairs / Capital Outlay	129,825	133,720	137,731	141,863	146,119
Lawn Care	37,797	38,930	40,098	41,301	42,540
AC Maintenance & Repair	55,900	57,577	59,304	61,083	62,916
Total	974,745	1,021,450	1,060,441	1,113,899	1,175,764
Total Expenses	18,899,901	21,257,181	23,324,240	25,085,036	26,026,759
י טינעי באףכווסכס	10,055,501	21,237,101	23,324,240	23,083,030	20,020,759
Scheduled Lease Payment	1,975,322	2,752,418	3,347,698	3,643,085	3,730,648
	908,013	958,225	1,013,150	1,017,994	1,017,550
SCHEGUIEG KONG PAVMENT		(36,000)	(36,000)	(36,000)	(36,000)
Scheduled Bond Payment Rent Reimbursed by Pre-K	(3E UUU) ■		(30,000)		130,000
Scheduled Bond Payment Rent Reimbursed by Pre-K	(36,000)	(30,000)	, , ,	(,,	(/
	(36,000)	(30,000)	` , ,	(**,****)	(,,
Rent Reimbursed by Pre-K					
	1,387,378	1,588,026	1,935,528	2,418,514	2,760,693
Rent Reimbursed by Pre-K	1,387,378	1,588,026	1,935,528	2,418,514	2,760,693
Rent Reimbursed by Pre-K					

_				Entity Desc	ription Data			_				Studen	it Demographic	Information					Ma	th				1	Reading/La	nguage Art	s	_			Science	<u> </u>		
							C-11/C												Math %	Matn %		N/ 1. 0/			Reading	Reading		Reading			Science	ience %		
							School/Campus			Takal #				T-4-1#	T-4-1#	Tatal # Nation	Markle #	Mastle 0/	students	students	M-41-0/	Math %	11	Reading	%	%	Reading	0/0	щ	Science %		nroach 50	Science Scien	
							Statewide	Conde	Condo	Total #				Total #	Total #	Total # Native	Math # students	_	Emergent	Approach	Math %	Students	#	%	_		% Meets	Exceeds	#	Science % Proficient	Emergent 11P	ρς 70	6 Meets Exce	
Entity ID Cal	es al ID	Cahaal	Cammuna	Lavel Co.	managiaan Entity Assassment Vacu	Took Nows	Accountability Rating	Grades Served	Grades Tested	Students Enrolled	Total # EDI	Total # ELL	Total # SPED	Black	Hispanic Students	American Students		students Proficien	/Developi	es Standard	Meets Standard	Exceeds Standard	students tested	Proficient	/Developi	es	Standard	Standard	students tested		/Developi Sta	andard Sta	andard Stan	ndard
Entity ID Sch	1001 1D	5011001	Campus	_	mparison Entity Assessment Year	Test Name	3			Enronea	10tal # FKL	TOTAL # ELL	TOTAL # SPED	Students	Students	Students			-8			D COLLINATE OF			ng	Stanuaru				. =	ng		07.0	
5	5200		Cactus	Elementary	2017/2018		4 star	K-5th	3rd-5th	997	-	31	79	44	179	-	324	69.8	8.7	21.5	30.3	39.4	323	68.4	10.8	20.8	33.4	35	111	45				7.2
				Middle	,		5 star	6th-8th	6th-8th								358	55.6	14.3	30.1	32.4	23.2	360	76.7	6.4	16.9	43.9	32.8	118	66.9				22
5	5201		Fire Mesa	Elementary	2017/2018		3 star	K-5th	3rd-5th	985	147	46	92	100	284	-	316	53.9	21.1	25	34.1	19.7	311	63.7	11.6	24.7	34.6	29.1	106	39.6		35.8	39.6	0
				Middle	,		4 star	6th-8th	6th-8th								333	34	32	33.5	22.4	12.1	333	62.8	11.8	25.3	48.6	14.2	103	44.7	17.5	37.9		12.6
5	5204	إعا	Pebble	Elementary	2017/2018		5 star	K-5th	3rd-5th	796	13	23	42	50	181	_	320	61.7	10.5	27.8	34	27.6	319	74.2	9.5	16.3	39.8	34.4	111	45.9	21.6	32.4	39.6	6.3
		01		Middle	, , ,		4 star	6th-8th	6th-8th								155	42	24.9	33.2	30.6	11.4	155	60.5	15.3	24.3	45.6	14.8			N/A			
		D		Elementary			5 star	K-5th	3rd-5th								406	67.1	12.8	20.2	32.2	34.9	406	68.3	11.2	20.5	32	36.4	140	55	17.9	27.1	47.1 7.	7.9
5	5202		Red Rock	Middle	2017/2018		5 star	6th-8th	6th-8th	1,423	-	45	135	59	275	-	437	44.6	18.1	37.3	27.2	17.4	437	72.9	8.3	18.8	50.4	22.6	90	47.8	21.1	31.1	35.6 12	12.2
				HS			NR	9th-12th	N/A										N/	/A					N,	/A		_			N/A			
5	5203		Saddle	Elementary	2017/2018		4 star	K-5th	3rd-5th	972	17	26	75	70	194	_	320	66.1	9.2	24.7	39.2	26.9	317	71.6	12.4	16.1	36	35.6	112	52.7	17	30.4	39.3 13	13.4
3.	3203		Saddle	Middle	2017/2010		3 star	6th-8th	6th-8th	972	17	20	/3	73	194		333	32.7	31.6	35.6	22.8	9.9	334	61.5	13.7	24.8	42.9	18.6	106	54.7	12.3	33	37.7 1	17
-	9433	ľ	Ponanga	Elementary	2017/2018		1 star	K-5th	3rd-5th	760	610	397	E2	72	589		299	27.4	45.5	27	20.9	6.6	288	30.9	41	28.1	20.8	10	95	7.4	64.2	28.4	6.3	1.1
3.	7433	te	Bonanza	Middle	2017/2018		3 star	6th-7th		760	610	397	52	72	309	-	86	29.1	43	27.9	20.9	8.1	86	36	30.2	33.7	24.4	11.6			N/A			
4.0	9432	ſа	Manustain Viete	Elementary	2017/2010		3 star	K-5th	3rd-5th	007	(2)(472	02	90	752		303	36.9	27.7	35.5	21.8	15.1	299	39.6	31.7	28.7	23.7	15.9	105	9.5	52.4	38.1	8.6	1
4	9432	_	Mountain Vista	Middle	2017/2018		4 star	6th-8th		996	626	472	83	90	752	-	313	26.5	40.1	33.47	17.4	9.1	313	46	24.3	29.6	37.8	8.3	81	35.8	27.2	37	28.4 7.	7.4
				Elementary			5 star	K-5th	3rd-5th								363	65.4	10.7	23.9	32.8	32.6	353	69.5	10.3	20.23	32.1	37.4	119	45.4	16	38.7	40.3	5
58	8432		Cadence	Middle	2017/2018		5 star	6th-8th	6th-8th	1,261	227	47	144	83	320	-	314	44.4	21.4	34.2	24.4	20	313	64	12	24.1	43.7	20.3	87	48.3	20.7	31	27.6 20	20.7
		st		HS			NR	9th-12th	N/A									•	N/	/A					N	/A		•		•	N/A			
	0.400	je.		Elementary	2017/2010		5 star	K-5th	3rd-5th	0.66	450	10	0.5		210		308.0	48.2	11.6	15.2	22.7	25.5	306.0	54.2	9.5	11.4	20.6	33.6	112	46.4	26.8	26.8	34.8 11	11.6
58	8422	CI	Horizon	Middle	2017/2018	SBAC	5 star	6th-8th	6th-8th	866	153	13	97	71	219	-	194.0	35.9	15.9	23.2	19.3	16.6	194.0	55.3	5.1	14.6	34.0	21.2	45	62.2				17.8
		ne	_	Elementary			5 star	K-5th	3rd-5th								375	80.4	5.5	14.2	28.9	51.5	369	85.4	6	8.6	28.3	57	114	64	12.3			11.4
58	8425	Pi	Inspirada	Middle	2017/2018		5 star	6th-8th	6th-8th	1,017	32	-	98	40	189	-	236	59.5	8.2	32.2	24.5	35.1	236	88.5	3.5	7.9	45.8	42.7	49	69.4	8.2			20.4
				Elementary			5 star	K-5th	3rd-5th								326	75.7	6.7	17.6	29.3	46.3	318	82.2	6.5	11.3	33.2	49	115	57.4	10.4		47.8 9.	9.6
58	8427		St. Rose	Middle	2017/2018		5 star	6th-8th	6th-8th	982	81	25	72	52	226	-	320	55.6	18.5	25.9	20.2	35.4	320	70.7	12.9	16.4	42.8	27.9	101	59.4		<u> </u>		20.8
				Elementary			4 star	K-5th	3rd-5th								294	59.2	11.3	29.5	31.2	28.1	29.2	59.9	14.8	25.4	31.1	28.8	100	38	20	42	37	1
59	9121		Lone Mountair	Middle	2017/2018		5 star		6th-8th	957	0	29	104	63	245	-	352	40.9	21.9		25.6		352			29.3	42.9	16.4		66.4		27.7	41 2 2	25.2
				Elementary			3 star	K-5th	3rd-5th								370	46.2	21.7	32.6	28.3	17.9	368	49.7	28.5	21.7	30.4	19.3	123	35				3.3
50	9120		Losee	Middle	2017/2018		3 star	6th-8th		1,754	485	124	233	301	722	_	518	24.4	41.5	34.2	16.9	7.5	516		24.9	28.3	34.8	12.1	174				34.5 5.	
	9120	et	Losee	HS	2017/2018		NR	9th-12th		1,734	403	124	233	301	722		310	24.4	N/		10.9	7.5	310	40.0		/A	34.0	12.1	1/4	33.7	N/A		34.3	<u> </u>
		rs					2 Star		N/A 3rd-5th								354	35.8			22.2	12.6	348	12.6		31.9	27.0	14.7	115	26.1	/		25.2 0.	0.9
59	9119	Je	NLV	Elementary	2017/2018			K-5th 6th-8th	6th-8th	1,158	281	188	118	209	441	-			26.8	37.3	23.2	12.6		42.6	25.6		27.9				27			
		υC		Middle			3 star										394	30.4	37.5	32	22.1	8.3	394	43.6	25.1	31.2	33.6	10.1	120	40.8				6.7
	0122	Sc	Cl. D.	Elementary	2017/2016		4 star	K-5th	3rd-5th	1.01.1		26	256	400	252		379	68.7	11.2	20.1	35.6	33.1	371	65.2	14.6	20.2	26.7	38.5	130	43.1				10
50	9122		Sky Pointe	Middle	2017/2018		3 star	6th-8th	6th-8th	1,914	-	26	256	123	353	-	514	36.3	28.5	35.2	24	12.3	514	58.7	15.1	26.2	42.8	15.9	175	53.7		27.4	34.9 18	18.9
				HS			3 star	9th-12th	N/A										N/				±		- ',	/A					N/A	17.6	22.2	1.0
59	9123		Stephanie	Elementary	2017/2018		4 star	K-5th	3rd-5th	906	215	37	101	52	264	-	342	61.9	10.7	27.4	31.3	30.7	340	64.6	15.2	20.2	32.7	32	122					4.9
			P	Middle			5 star	6th-8th	6th-8th					_			241	51.9	20.1	28	25.1	26.8	240	63.8	9.5	26.6	37.2	26.7	57	66.7				21.1
4.	7434	AM	SLAM	Middle	2017/2018		2 star	6th-8th	6th-8th	738	241	54	63	59	377	_	488	27.3	38.9	33.7	18.8	8.5	492	42.8	26.8	30.4	36.1	6.7	124	13.6			11.0 2.	2.7
•		ST	221111	HS	2017/2010		NR	9th-12th		, 30			33	2,3	3,,				N/							/A					N/A			
		Doral		Elementary			5 star	K-5th	3rd-5th								1386	59.8	13.3	26.9	31.4	28.4	1387	70	11.2	18.9	33.7	36.3						

						Sch	nool Contact Info				Authorizer Contact Information		
			'ear										
			MO egan										
Charter School Name	Name of Campus (if more than one)		lgmt City	State	Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
	Cactus	2014											
	Fire Mesa	2015											
Doral Academy of Nevada	Pebble	2017	Las Vegas	NV	Bridget Phillips	Executive Director	Bridget.Phillips@doralacademynv.org	(702) 431-6260					
	Red Rock	2016											
	Saddle	2013											
Mater Academy of Nevada	Mt. Vista	2015	Las Vegas	NV	Renee Fairless	Principal	Renee.Fairless@materacademynv.org	(702) 485-2400					
iviater Academy of Nevada	Bonanza	2017	Las vegas	IVV	Reflect afficess	Типсіраї	Nence. Tainess@materacademynv.org	(702) 483-2400					
	Cadence	2016											
Pinecrest Academy of Nevada	Horizon	2012	Henderson	NV	Lisa Satory	Principal	Lisa.Satory@pinecrestnv.org	(702) 749-3500					
Finecrest Academy of Nevada	Inspirada	2015	Heriderson	l IV		Frincipal	Lisa. Sator y@pinecrestriv.org	(702) 743-3300	SPCSA	Brian Scroggins	Executive Director (Interim)	bscroggins@spcsa.nv.gov	702-668-4341
	St. Rose	2015											
SLAM Academy of Nevada		2016	Henderson	NV	Dan Triana	Principal	Dan.Triana@slamnv.org	(702) 473-5735					
	Aliante	2018											
	Lone Mountain	2015											
	Losee	2013	Las Vegas										
Somerset Academy of Las Vegas	North Las Vegas	2011	Las vegas	NV	John Barlow	Executive Director	John.Barlow@somersetnv.org	(702) 487-5411					
	Sky Canyon	2018											
	SkyPointe	2012											
	Stephanie	2011	Henderson										

Attachment 17: School Audit

OTHER INFORMATION
- Fill in the yellow cells with any additional notes necessary to explain the data

Please use this space to include any additional information you would like SPCSA to know about the data you are submitting

Attachment 17: School Audit

INDEPENDENT AUDIT DATA -Supply the requested data from each independent audit performed for the organization or a school in the past four years - Please check the calculated values below and make sure they correspond with internal records - Discrepancies between published data and reported data must be thoroughly explained on next tab

			Entity Description Data			Independent Audit Data																	
			Charles III November 1	Find Final Variation							No. 2 Commit					O l			n.t	6		Late Baselinia	No. Destite
			School/Entity Name (as it appears on								Non Current				_	Change		Unrestricte		Surplus			Net Position
State		School ID	Independent Audit)	Operation	Fiscal Year			Non Current Assets To						Funding	Expenditures	Assets	Ratio		h Asset Ratio	Margin		Beginning of Year)	
NV	46-5122331		Mater Academy of Nevada	2017-2018	2018	\$ 1,148,834	,	\$ 1,019,659 \$	3,711,862	\$ 1,674,528	\$ 8,091,330	\$ 9,765,858	Ψ 022,020	4 10,010,070	10,100,100	\$ 1	135,175 1.61	25.91	2.63	0.01	\$ 784,110	,	\$ 622,326
NV	46-1907920		Doral Academy of Nevada	2017-2018	2018	\$ 7,357,580	\$ 12,609,531	\$ 25,153,736 \$	37,763,267	\$ 5,104,883	\$ 49,645,937	\$ 54,750,820	\$ 133,138	\$ 40,161,058		\$ (1	135,069) 2.47	66.64	1.45	(0.00)	\$ 2,453,338	·	\$ 133,136
NV	45-5065099		Pinecrest Academy of Nevada	2017-2018	2018	\$ 4,820,215	\$ 6,421,426	\$ 2,064,927 \$	8,486,353	\$ 2,956,409	\$ 22,187,036	\$ 25,143,445	\$ (1,349,663)	\$ 33,862,243	Ψ 01)010)701	\$ (7	748,738) 2.17	50.83	2.96	(0.02)	\$ 2,298,770	·) \$ (1,349,662)
NV	27-5393412		Somerset Academy of Las Vegas	2017-2018	2018	\$ 12,990,269	\$ 22,651,001	φ 01)010)000 φ	104,197,669	\$ 5,233,509	Ψ 127,001,100	Ψ 100)001)010	Ψ (0)120)/00)	Ψ 52,170,511	+ 0=)=111	\$	(1,069) 4.33	90.84	1.27	(0.00)	\$ 6,192,714	\$ (9,423,668)	<i>γ</i> (2)12 1)7 0 7
NV	81-1668405		SLAM Academy of Nevada	2017-2018	2018	\$ 515,858	\$ 729,115	\$ 466,470 \$	1,195,585	\$ 558,550	\$ 2,447,603	\$ 3,006,153	\$ 427,123	\$ 5,828,120	\$ 5,770,865	\$	57,255 1.31	32.63	2.51	0.01	\$ 515,858	\$ 369,868	\$ 427,123
NV	46-5122331		Mater Academy of Nevada	2016-2017	2017	\$ 364,724	\$ 1,493,205	\$ 462,215 \$	1,955,420	\$ 1,018,780	\$ 4,917,293	\$ 5,936,073	\$ 487,151	\$ 9,507,679	\$ 9,708,043	\$ (2	200,364) 1.47	13.71	3.04	(0.02)	\$ 356,208	\$ 687,515	\$ 487,151
NV	46-1907920		Doral Academy of Nevada	2016-2017	2017	\$ 4,904,242	\$ 5,600,581	\$ 2,563,608 \$	8,164,189	\$ 3,187,829	\$ 15,971,347	\$ 19,159,176	\$ 268,205	\$ 29,501,449	\$ 29,762,798	\$ (2	261,349) 1.76	60.14	2.35	(0.01)	\$ 2,727,428	\$ 529,554	\$ 268,205
NV	45-5065099		Pinecrest Academy of Nevada	2016-2017	2017	\$ 2,521,445	\$ 5,288,828	\$ 2,289,463 \$	7,578,291	\$ 2,917,222	\$ 14,957,746	\$ 17,874,968	\$ (600,924)	\$ 29,305,075	\$ 28,912,184	\$ 3	392,891 1.81	31.83	2.36	0.01	\$ 1,437,951	\$ (993,815)	(600,924)
NV	27-5393412		Somerset Academy of Las Vegas	2016-2017	2017	\$ 6,797,555	\$ 15,299,189	\$ 39,409,597 \$	54,708,786	\$ 5,979,923	\$ 73,904,866	\$ 79,884,789	\$ (9,423,668)	\$ 47,015,649	\$ 48,334,574	\$ (1,3	318,925) 2.56	51.33	1.46	(0.03)	\$ 592,318	\$ (8,104,743)	(9,423,668)
NV	81-1668405		SLAM Academy of Nevada	2016-2017	2017	\$ -	\$ 448,520	\$ 431,549 \$	880,069	\$ 458,505	\$ 312,026	\$ 770,531	\$ 369,868	\$ 3,677,755	\$ 3,307,887	\$ 3	369,868 0.98	0.00	0.88	0.10	\$ - !	\$ -	\$ 369,868
																	·						
NV	46-5122331		Mater Academy of Nevada	2015-2016	2016	\$ 8,516	\$ 942,949	\$ 487.174 \$	1.430.123	\$ 700.717	\$ 1.666.226	\$ 2,366,943	\$ 687.515	\$ 6.557.805	\$ 6.028.026	\$ 5	529.779 1.35	0.52	1.66	0.08	\$ (9.632)	\$ 157,736	\$ 687,515
NV	46-1907920		Doral Academy of Nevada	2015-2016	2016	\$ 2.176.814	. ,		5,429,537	\$ 1.891.290	\$ 7.779.693	\$ 9.670.983	\$ 529,554	\$ 18.055.798	\$ 17.316.796	\$	739.002 2.05	45.88	1.78	0.04	\$ 690.337	\$ (209,448)) \$ 529,554
NV	45-5065099		Pinecrest Academy of Nevada	2015-2016	2016	\$ 1.083,494	\$ 3,212,540	,- , ,	- / - /	\$ 1.785.354	\$ 5.094.004	\$ 6.879.358	\$ (993.815)	\$ 17,665,570	\$ 16.256.319	\$ 1.4	109.251 1.80	24.33	1.45	0.08	\$ (78.315)	\$ (2.403.066)	<u> </u>
NV	27-5393412		Somerset Academy of Las Vegas	2015-2016	2016	\$ 6,205,237	\$ 18.817.850	, ,	53.646.665	\$ 4.552.047	\$ 62.872.574	\$ 67.474.621	\$ (8.104.743)	, , , ,	-,,-	\$;	282.980 4.13	57.51	1.26	0.01	\$ 2,250,201	\$ (8.387.723)	(8,104,743)
NV							+ =====================================	+	00,010,000		, , , , , , , , , , , , , , , , , , , ,	+	(0)=0=):=0)	+ 07/000/0	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,						, -j	(0,000)	- + (0)=0=): =0
NV	46-5122331		Mater Academy of Nevada	2014-2015	2015	\$ 18.148	\$ 234 180	\$ 248.284 \$	482.464	\$ 299143	\$ 178.898	\$ 478.041	\$ 157.736	\$ 2.165.379	\$ 2.007.643	\$	157 736 0 78	3 3 0	0.99	0.07	\$ 18.148	\$ -	\$ 157.736
NV	46-1907920		Doral Academy of Nevada	2014-2015	2015	\$ 1,486,477	\$ 2.551.892	\$ 1.058.788 \$	10=)101	\$ 1.185.892	\$ 2,905,228	\$ 4.091.120	Ŧ 201).00	\$ 11,540,277	, ,	\$ 1.5	69.563 2.15	54.42	1.13	0.14	\$ 976.173	τ) \$ (209,448)
NV	45-5065099		Pinecrest Academy of Nevada	2014-2015	2015	\$ 1161.809	\$ 1845.812	\$ 507.728 \$	2 353 540	\$ 715 222	\$ 3680102	\$ 4.395.324	+ ()	, ,		\$	52.547 2.58	63.79	1.87	0.01	\$ (460,432)	\$ (2.455.654)	
NV	27-5393412		Somerset Academy of Las Vegas	2014-2015	2015	\$ 3.955.036	\$ 19.406.000	\$ 32,421,280 \$	51.827.280	\$ 3529571	\$ 56.026.029	\$ 59555600	\$ (8387723)	\$ 31,560,824	- , - ,	\$ 14	154 862 5 50	47.95	115	0.05	\$ 2231253	\$ (9.842.585)	(8.387.723)
NV	27 0070112		bomeroet reducing of Edo vegas	2011 2015	2010	\$ 3,755,050	Ψ 19)100)000	ψ 32)121)200 ψ	01)027)200	Ψ 0,027,071	ψ 50)0 2 0)0 2 9	Ψ	(0)507)720)	Ψ 01,000,021	ψ 00)100)20 2	Ψ 1)	0.002	17150	1110	0.00	Ψ 2)201)200	(9)012)000)	(0)807)728
NV	46-1907920		Doral Academy of Nevada	2013-2014	2014	\$ 510,304	\$ 1.017.714	\$ - \$	1.017.714	\$ 247,888	\$ 17.831	\$ 265.719	\$ 751,995	\$ 4.920.517	\$ 4168522	\$,	751 995 4 11	44.68	0.26	0.15	\$ 510,304	\$ -	\$ 751,995
NV	45-5065099		Pinecrest Academy of Nevada	2013-2014	2014	\$ 1,622,241	\$ 1,776,283	Ŧ	-,0 -,,	\$ 338,444	, , , , ,	\$ 338.444	+ ,02),,0	+ 1)>=0 01:	, , -	\$	721 337 5 25	110.90	0.20	0.13	\$ 660.279		\$ 1,459,113
NV	27-5393412		Somerset Academy of Las Vegas	2013-2014	2014	\$ 1,723,783	\$ 3.902.921		, ,			4 000)111	4 1)107)110	+ 0,000,000	+	\$ 13	371.157 3.14 371.157 3.14	34 77	0.13	0.12	\$ 514.475		\$ 2,730,929
NV	27-3373412		Somerset Academy of Las Vegas	2013-2014	2017	1,723,703	Ψ 3,702,721	ψ 173,70 1 ψ	4,070,703	Ψ 1,241,017	Ψ 104,737	Ψ 1,343,770	Ψ 2,730,727	Ψ 17,700,300	Ψ 10,077,343	Ψ 1,	0/1,10/ 0.15	34.77	0.55	0.07	Ψ 317,773	1,337,112	Ψ 2,730,727
NIV	45-5065099		Pinecrest Academy of Nevada	2012-2013	2013	\$ 961.962	\$ 1,114,206	¢ ¢	1.114.206	\$ 376.430	¢	\$ 376.430	\$ 737,776	¢ 4750006	\$ 4.021.130	ф <i>,</i>	727776 200	0722	0.24	0.16	#REF!	¢	\$ 737,776
NV				2012-2013	2013	\$ 1,209,308			2.238.199		•	4 0.0)100	Ψ / 07)// 0	\$ 4,758,906	\$ 4,021,130 \$ 10.585.090	ф ф	000010 2.90	41 70	0.34	0.16	* * 154.430	¢ 450062	\$ 1,359,772
IN V	27-5393412		Somerset Academy of Las Vegas	2012-2013	2013	P 1,209,308	\$ 2,238,199	5 - 5	2,238,199	\$ 8/8,42/	Ф -	\$ 878,427	a 1,359,772	Φ 11,480,000	Φ 10,585,090	\$	900,910 2.55	41./0	0.39	0.08	3 154,430	\$ 458,862	\$ 1,359,772
NIX	25 5202442			2044 2042	2042	d 1054050	d 1002510	d 4000405	E 404 E04	d (22.252	ф. 4045 400	d 4040044	ф 250.005	ф (224.000	h (070404	ф.	150,005	(2.40	0.05	0.04	ф. 4.0E4.0E0	ф	ф 250.005
NV	27-5393412		Somerset Academy of Las Vegas	2011-2012	2012	\$ 1,054,878	\$ 1,092,540	\$ 4,099,196 \$	5,191,736	\$ 623,352	\$ 4,317,489	\$ 4,940,841	\$ 250,895	\$ 6,324,089	\$ 6,073,194	\$ 4	250,895 1.75	63.40	0.95	0.04	\$ 1,054,878	<u>-</u>	\$ 250,895

Attachment 17: School Audit

OTHER INFORMATION
- Fill in the yellow cells with any additional notes necessary to explain the data

Please use this space to include any additional information you would like SPCSA to know about the data you are submitting:
There was a restatement of Net Assets in the 2015 audit due to the implementation of GASB 68 and proper treatment of capital leases.

D) FINANCIAL PLAN

This section must be completed for all applications.

(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 and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

The Mater Academy of Nevada Board oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the Board, work as to team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines. Under the supervision of the Board's Treasurer and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS386.573 for the payment of monies belonging to the charter school is usually the Principal. Each campus employs an Office Manager to work with the EMO. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

The campus principals are responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law. Payroll information will be uploaded by the office manager into the portal provided by the vendor in time for the payroll vendor to process all payroll information.

Mater Academy of Nevada intends to adopt and comply with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent. He/She will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases, calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

- (2) **Attachment 13**. 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 the budget narrative. Include the following:
 - (a) A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The budget created for Mater Academy of Nevada includes the per-pupil revenue assumption of \$7,260 for the 2020-2021 fiscal year of operation, with an estimated 1.30% increase each subsequent year thereafter. Current year (2019-2020) per-pupil actual of approximately \$7,167 increased by 1.30% will allow us to reach the projected revenue for 2020-2021 of \$7,260 per-pupil.

Attachment 18: K-12 Financial Plan

(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 in a clearly identified component of **Attachment 13**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

Refer to Attachment 13 (Budget Narrative) for a more detailed overview of all anticipated funding sources.

(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.

Refer to Attachment 13 (Budget Narrative) for a more detailed overview of all anticipated expenditures.

(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.

Mater Academy of Nevada has presented a fiscally conservative budget for their first 5-years of operation. However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes EMO/CMO Fees, student supplies, IT fees, etc. Refer to Attachment 13 (Budget Narrative) for a more detailed overview of all anticipated budgeted expenses.

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

Mater Academy of Nevada will apply to receive a Charter School Program grant and/or any grants deemed beneficial to the school in order to further support the planning and implementation of the charter.

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

Mater Academy of Nevada did not rely on philanthropic revenue for their operations in their budget. Refer to Attachment 14 (School Budget) for a detailed overview of all the budgeted revenue and expenses.

(3) Submit a completed financial plan for the proposed school as an **Attachment 14** (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

Refer to Attachment 14 (School Budget)

(4) Submit, as an **Attachment 15**, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

Refer to Attachment 15 (Network Budget)

(5) Provide, as an **Attachment 16**, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

Available upon request.

(6) Complete the audit data worksheet in **Attachment 17**. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment 17**.

Refer to Attachment 17 (Audit Data)

Attachment 18: K-12 Financial Plan

(7) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

Mater Academy of Nevada does not rely on fundraising programming to support the day-to-day operation of their school and as such this question is not applicable to Mater Academy of Nevada.

(8) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

The financial policies and procedures adopted by the Board will be reflected at the proposed campus. The Board, Mater Academy Lead Principal, and Academica Nevada will work with and train the school principal and Office Manager in all financial policies and procedures. The Mater Academy of Nevada Board oversees all aspects of the fiscal management of the school. The Board will review financial statements at minimum once a quarter. Academica Nevada will prepare the financial statements for the Board Meeting. Academica will meet with school principals during the development of annual budgets to receive their input. Academica Nevada will then present annual budgets to the Board for their consideration. Under the supervision of the Board's Treasurer and in conjunction with the School's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The principal of the school will supervise the budget and day-to-day cash collections at the school. Academica Nevada will meet regularly with the school principals to review their budgets.

Mater Academy of Nevada, Inc.

Conflict of Interest Policy

For Directors and Officers and Members of a Committee with Board Delegated Powers

Article I – Purpose

- 1. The purpose of this Board conflict of interest policy is to protect Mater Academy of Nevada, Inc. ("MATER") and its interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of MATER or might result in a possible excess benefit transaction.
- 2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
- 3. This policy is also intended to identify "independent" directors.

Article II – Definitions

- 1. Interested person Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- 2. Financial interest A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which MATER has a transaction or arrangement,
 - b. A compensation arrangement with MATER or with any entity or individual with which MATER has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which MATER is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

- 3. Independent Director A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form or, until such definition is available, the director:
 - a. Is not, and has not been for a period of at least three years, an employee of MATER or any entity in which MATER has a financial interest;
 - b. Does not directly or indirectly have a significant business relationship with MATER or which might affect independence in decision-making;

(Exhibit A) Conflict of Interest Policy

- c. Is not employed as an executive of another corporation where any of MATER's executive officers or employees serve on that corporation's compensation committee; and,
- d. Does not have an immediate family member who is an executive officer or employee of MATER or who holds a position that has a significant financial relationship with MATER.

Article III - Procedures

- 1. Duty to Disclose In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.
- 2. Recusal of Self Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
- 3. Determining Whether a Conflict of Interest Exists After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.
- 4. Procedures for Addressing the Conflict of Interest
 - a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the Board or Executive Committee shall determine whether MATER can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in MATER's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
- 5. Violations of the Conflicts of Interest Policy
 - a. If the Board or Executive Committee has reasonable causes to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the

(Exhibit A) Conflict of Interest Policy

- member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, and a record of any votes taken in connection with proceedings.

Article V - Compensation

- a. A voting member of the Board who receives compensation, directly or indirectly, from MATER for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from MATER for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from MATER, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

- 1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflict of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands MATER is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
- 2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.

(Exhibit A) Conflict of Interest Policy

- 3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
- 4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure MATER operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to MATER's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII - Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, MATER may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Staffing (Fatheric B) Staffing Staffing West

Mater Academy of Nevada

Nevada State Public Charter School Authority

Mike Dang

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OPERATIONS PLAN

	School Ye	ears				
Projections for school years beginning	2019	2020	2021	2022	2023	2024
	2020	2021	2022	2023	2024	2025
Proposed New Campus(es)						
Management Organization Positions						
Chief Operating Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Bookkeepers	1	1	1	1	1	1
Procurement Director	1	1	1	1	1	1
Facility Manager	1	1	1	1	1	1
Paralegal, Director of Growth & Management	2	2	2	2	2	2
HR, Event Coordinator, Other	1	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9	9
School Staff						
Principals	-	2	2	2	2	2
Assistant Principals	-	2	3	3	4	4
Counselor / Student Support Advocate	-	1	2	3	3	4
Curriculum/Instructional Coach	-	1	1	2	2	2
SPED Facilitator / Speech Psychologist	-	-	1	1	1	1
Classroom Teachers (Core Subjects)	-	39	52	64	72	76
Classroom Teachers (Specials)	-	5	8	9	10	11
Special Education Teachers	-	4.0	5	6.0	8.0	8.0
Office Manager	-	1	2	2	2	2
Registrar	-	1	1	1	2	2
Receptionist / Clinic Aide FASA	-	2	3	3	4	4
Teacher Aides and Assistants	-	9	10	11	12	14
School Operations Support Staff	-	3	5	6	8	8
Total FTEs at School	-	70.0	95.0	113.0	130.0	138.0

Network

Y	Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Number of elementary schools		2	3	3	3	3	3
Number of middle schools		2	3	3	3	3	3
Number of high schools		-	1	1	1	1	1
Total schools		4	7	7	7	7	7
Total Student enrollment		1,966	2,465	2,775	3,054	3,333	3,457

Managemer	nt Orac	nization	Docitions
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Chief (Exhibit) Staffing & Enrollment	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Bookkeepers	1	1	1	1	1	1
Procurement Director	1	1	1	1	1	1
Facility Manager	1	1	1	1	1	1
Paralegal, Director of Growth & Management	2	2	2	2	2	2
HR, Event Coordinator, Other	1	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9	9
Elementary School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	2	2	2	2	2	2
Counselor / Student Support Advocate	2	2	2	2	2	2
Curriculum/Instructional Coach	1	1	1	1	1	1
SPED Facilitator / Speech Psychologist	0.5	0.5	0.5	0.5	0.5	0.5
Classroom Teachers (Core Subjects)	48	68	71	72	72	72
Classroom Teachers (Specials)	10	10	10	10	10	10
Special Education Teachers	3	5	5	5	5	5
ELL/TESOL Teachers	-	-	-	-	-	-
Banker	_	_	_	_	_	_
Office Manager	1.5	1.5	1.5	1.5	1.5	1.5
Registrar	1	1	1	1	1	1
Receptionist / Clinic Aide FASA	2	2	2	2	2	2
Teacher Aides and Assistants	3	6	6	6	6	6
School Operations Support Staff	4	5	5	5	5	5
Total FTEs at Elementary Schools	79.00	105	108	109	109	109
Middle School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	2	2	3	3	4	4
Counselor / Student Support Advocate	2	2	2	2	2	2
Curriculum/Instructional Coach	1	1	1	1	1	1
SPED Facilitator / Speech Psychologist	0.5	1.5	1.5	1.5	1.5	1.5
Classroom Teachers (Core Subjects)	23	38	41	45	45	45
Classroom Teachers (Specials)	7	9	9	9	9	9
Special Education Teachers	3	5	5	5	5	5
ELL/TESOL Teachers	-	-	-	-	-	-
Special Education Facilitator	0.5	-	-	-	-	-
Office Manager	1.5	1.5	1.5	1.5	1.5	1.5
Registrar	1	1	1	1	1	1
Receptionist / Clinic Aide FASA	2	2	2	2	2	2
Teacher Aides and Assistants	3	6	6	6	6	6
School Operations Support Staff	4	5	5	5	5	5
Total FTEs at Middle Schools	52	75	79	83	84	84

High s(由於的知识B) Staffing & Enrollment						
Principals	-	2	2	2	2	2
Assistant Principals	-	1	1	2	2	2
Counselor / Student Support Advocate	-	1	2	3	3	4
Curriculum/Instructional Coach	-	-	-	-	1	2
SPED Facilitator / Speech Psychologist	-	1	1	1	1	1
Classroom Teachers (Core Subjects)	-	5	12	19	27	31
Classroom Teachers (Specials)	-	4	4	5	6	7
Special Education Teachers	-	2	7	8	9.0	10.0
ELL/TESOL Teachers	-	-	-	-	-	-
Special Education Facilitator	-	-	-	-	-	-
Office Manager	-	1	2	2	2	2
Registrar	-	-	1	1	2	2
Receptionist / Clinic Aide FASA	-	2	3	3	4	4
Teacher Aides and Assistants	-	3	4	5	6	8
School Operations Support Staff	-	3	4	5	6	6
Total FTEs at High Schools	-	25	43	56	71.0	81
Total Network FTEs	140	214	239	257	273.0	283

Enrollment Mater Academy of Nevada

Nevada State Public Charter School Authority Mike Dang

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OPERATIONS PLAN STUDENT RECRUITMENT AND ENROLLMENT

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

C 1.			Number o	f Students		
Grade Level	2019	2020	2021	2022	2023	2024
Level	2020	2021	2022	2023	2024	2025
Pre-K						
K	-	119.00	119.00	119.00	119.00	119.00
1	-	119.00	119.00	119.00	119.00	119.00
2	-	119.00	119.00	119.00	119.00	119.00
3	-	119.00	119.00	119.00	119.00	119.00
4	-	71.00	119.00	119.00	119.00	119.00
5	-	48.00	71.00	119.00	119.00	119.00
6	-	147.00	147.00	147.00	147.00	147.00
7	-	59.00	147.00	147.00	147.00	147.00
8	-	59.00	59.00	147.00	147.00	147.00
9	-	147.00	200.00	200.00	257.00	257.00
10	-	-	147.00	200.00	200.00	257.00
11	-	-	-	147.00	200.00	200.00
12	-	-	-	-	147.00	200.00
Total	-	1,007	1,366	1,702	1,959	2,069

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

Cua da			Number o	f Students		
Grade Level	2019	2020	2021	2022	2023	2024
Level	2020	2021	2022	2023	2024	2025
Pre-K						
K	-	125	125	125	125	125
1	-	125	125	125	125	125
2	-	125	125	125	125	125
3	-	125	125	125	125	125
4	-	75	125	125	125	125
5	-	50	75	125	125	125
6	-	155	155	155	155	155
7	-	62	155	155	155	155
8	-	62	62	155	155	155
9	-	155	210	210	270	270
10	-	-	155	210	210	270
11	-	-	-	155	210	210
12	-	-	-	-	155	210
Total	-	1,059	1,437	1,790	2,060	2,175

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

C 1.			Number of	f Students		
Grade Level	2019	2020	2021	2022	2023	2024
Level	2020	2021	2022	2023	2024	2025
Pre-K						
K	-	131.00	131.00	131.00	131.00	131.00
1	-	131.00	131.00	131.00	131.00	131.00
2	-	131.00	131.00	131.00	131.00	131.00
3	-	131.00	131.00	131.00	131.00	131.00
4	-	79.00	131.00	131.00	131.00	131.00
5	-	53.00	79.00	131.00	131.00	131.00
6	-	163.00	163.00	163.00	163.00	163.00
7	-	65.00	163.00	163.00	163.00	163.00
8	-	65.00	65.00	163.00	163.00	163.00
9	-	163.00	221.00	221.00	284.00	284.00
10	-	-	163.00	221.00	221.00	284.00
11	-	-	-	163.00	221.00	221.00
12	-	-	-	-	163.00	221.00
Total	-	1,112	1,509	1,880	2,164	2,285

20 (Exhibit C) Mater Original Charter Application 20 T3 Call for Quality Charter Schools Cover Sheet Part 1 of 3

Part 1: Basic Information

Name of the Proposed Charter School
Mater Academy of Nevada
Name of application Liaison (Must be a member of the Committee to Form the School)
Sheila Moulton
Mailing Address of Liaison
6519 American Beauty Ave Las Vegas, NV 89142
Telephone for Liaison
702-431-8575 or 702-596-9977
Email Address for Liaison
moultfam@gmail.com
Educational Management Organization, Charter Management Organization, or other Educational Service Provider (if applicable)
Academica Nevada
Name of school or school model to be replicated (if applicable)
Mater Academy, Inc.
Physical Address of School (If Known)

Geographic Region or Neighborhood Where Proposed School Would be Located (See Required Element A.7.1)

The proposed school location will be in the Northeast Las Vegas community targeted for zip codes 89101, 89	9104, and 89110.
School District in Which the School Would Be Located	
Clark County School District	
Intended Opening Date (School year: e.g. fall of 20)	
Fall 2014	
Proposed Sponsor	
State Public Charter School Authority	
School District	
Public College or University	
Indicate which District or College/University below:	
Enrollment Projections	
School Year 1	
Grade Levels Served	
K-5	
Projected Enrollment per grade	
50 per grade	
Projected Net Change in Cash Balance (from Cash Flow Statement)	
None	· · · · · · · · · · · · · · · · · · ·
School Year 2	
Grade Levels Served	
K-7	
Projected Enrollment per grade	
50 per grade	· ·

Projected Net Change in Cash Balance (from Cash Flow Statement) \$20,367.00 Ultimately, the school expects to serve a total of 1,000 pupils in grades K to 8 Note: Per NAC 386.130 an application may be submitted only for the kind of school (elementary, middle, and high school) that will be operated during the first year of instruction. If, for example, a school wishes to offer in the first year grades K-8 (an elementary school) only, and expand in subsequent years to include 9-12 (a high school), mention in the appropriate Required Element the plan to expand to high school, but submit the curriculum, etc. for the elementary school (the kind of school that will operate in the first year), only. To add grades that change the kind of school, detailed curriculum and other information will need to be submitted as part of a request to amend the charter to add the desired grades. Part 2: Program Overview Part 2 of 3 Program for at-risk pupils (NAC 386.150(9)) Is this school intended to serve primarily at-risk pupils? (See NRS 386.500) **✓** Yes □No If ves. address Required Element A.7.5. Will the charter school enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580 (NRS 386.520(4)(p))? ✓ Yes ☐ No If yes, address Required Element A.7.6 Vocational education status (NAC 386.415)(NRS 386.590(1)) Is this an application for a NRS 386.590(1) vocational education charter school? Yes ✓ No If yes, respond to A.10, Career Education Distance education status Does the proposed school intend to provide Distance Education (also known as Online, Virtual or Cyber Education)? Yes ✓ No

If yes, address B.3.2, Distance Education, and submit (an) appropriate distance education application(s) to the Nevada Department of Education. Submit a copy of the application that was submitted to the NDE to the Charter School Authority also.

rivate school closure/reopening as a charter	school
fill the charter school result from a private school ceasing to or	perate as a private school and reopening as a charter school?
Yes	
] No	
yes attach the Private School Conversion Assurances found at tp://charterschools.nv.gov/OpenASchool/Application_Resourc	
imiting Enrollment	
fill the school limit enrollment to a certain number of pupils or 36.180(7))?	ratio of teachers to pupils (NAC 386.353; NAC
Yes	
] No	
yes, what is that number or ratio?	

Part 3: School Description (150-word maximum) Part 3 of 3

Sheila Moulton

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.

Mater Academy of Nevada is seeking to replicate the successful Mater Academy charter school network based in South Florida Mater Academy of Nevada will be a K-8 school serving the 89101, 89104, and 89110 Clark County zip codes. Mater seeks to provide an innovative, challenging, multi-cultural curriculum, preparing students to be global citizens and have a competitive edge in the 21st century workforce. Mater Academy aspires to have students obtain a thirst for knowledge and a belief in the students' self-efficacy. The school strives to have the community to be actively involved in the learning of its students. The educational philosophy is anchored by the key areas of collaboration, communication, creativity and critical thinking. These four skills have been identified by Partnership for 21st Century Skills as "super skills" necessary to thrive in the future. The philosophy is further supported by Dr. Theodore Sizer's Coalition of Essential Schools Common Principles.
Application Certification
Signature of Liaison
Sheelah Marton
Date
8-21-2013
Printed Name

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A.1 Mission, Vision and Educational Philosophy

Narrative A.1.1

The purpose of Mater Academy of Nevada is to improve the academic achievement of pupils, specifically those who are at risk.

Narrative A.1.2

The mission of Mater Academy of Nevada is to provide an innovative, challenging, multi-cultural curriculum, preparing students to be global citizens and have a competitive edge in the 21st century workforce. Mater Academy of Nevada aspires to have students to obtain a thirst for knowledge and a belief in the students' self-efficacy. We strive to have the Mater Academy of Nevada community to be actively involved in the learning of its students.

Narrative A.1.3

The vision of Mater Academy of Nevada is to develop successful scholars with 21st century skills of communication, collaboration, critical thinking, and creativity. Students will be college and career ready with cross cultural competence.

Narrative A.1.4

The educational philosophy at Mater Academy of Nevada is anchored by the key areas of collaboration, communication, creativity and critical thinking. These four skills have been identified by *Partnership for 21st Century Skills* as "super skills" necessary to thrive in the future. The educational philosophy is further supported by Dr. Theodore Sizer's Coalition of Essential Schools Common Principles.

Collaboration

Collaboration is defined as "assumed shared responsibility for collaborative work, and value the individual contributions made by each team member" and to be able to "demonstrate ability to work effectively and respectfully with diverse teams (Partnership for 21st Century Skills)." Beyond teaching

this critical skill to students, collaboration will permeate the philosophy and culture of the school.

One of Ted Sizer's Common Principles is "democracy and equity." Democracy and equity can be reached through collaboration with the school and community, and within the school between faculty and administration. This democracy and collaboration will create the best possible environment to foster academic achievement.

To further nurture collaboration, teachers and principals will have a commitment to the entire school. They will function as "generalists first (teachers and scholars in education) and specialists second" allowing for all faculty to be highly qualified and have a commitment to the entire school.

Collaboration will also play a role in personalization. According to Sizer, "teaching and learning should be personalized to the maximum feasible extent." In order to do this, teachers in collaboration with the principal should decide the course of study and use of specific pedagogies to better meet the needs of their students. This is especially true for at-risk children who have diverse learning needs.

Mater Academy will foster collaboration between the teacher and student, supported by Sizer's principle of "student as worker, teacher as coach." The pedagogy will focus on coaching students to acquire skills to enhance their ability to learn. In the formation of a teacher as coach and student as worker model, the teacher and students will form vital relationships. These relationships will give the teacher invaluable insight into each student's life. These insights will provide opportunities for each teacher to draw relevant connections between the students' life and the curriculum, thereby yielding more meaningful curricula.

Communication

Effective communication is defined as "the ability to articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills" and the ability to "listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions (Partnership for 21st Century Skills)."

In order to nourish an environment where communication can exist at its fullest extent, the

school will establish a tone of decency and trust between the school and community as well as within the school between faculty and students. This will stress the values of decency which is fairness, acceptance, and kindness. These are expressed with high expectations that are positively reinforced and supported (Sizer).

This kind of communication where decency and trust are established will better help communicate the high expectations that are set for all students, supported by Sizer's principle that "goals should apply to all students." When these goals are set using positive communication in combination with establishing trust, students will rise to these high expectations.

Creativity and Critical Thinking

A focus on creativity and critical thinking is essential to prepare students for the future and more complex work environments (Partnership for 21st Century Skills). In order to maintain learning an environment where teachers can teach students to think more creatively and critically, we can draw upon Sizer's principle "less is more, depth over coverage." "The school's goals should be simple: that each student masters a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines (and meet both Common Core and Nevada State Standards), the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need (Sizer)."

According to Sizer's essential principle, students should "learn to use [their] mind well."

Learning to use one's mind well can be taught by teaching creativity and critical thinking. Students will learn the skills of creativity: brainstorming, creating new ideas, analyzing and reflecting. In addition, they will learn the critical thinking skills of inductive and deductive reasoning, analyzing, evaluating, synthesizing information to solve problems. High expectations and goals will be set for all students to learn the essential skills of creativity and critical thinking, however, "the means to these goals will vary as those students themselves vary (Sizer)." "The school practice should be tailor-made to meet the

needs of every group or class of students (Sizer)."

Furthermore, "using one's mind well" will be a key principle for teachers and administration.

This principle will be the foundation for the teachers and administration to coalesce collaboration, communication, creativity, and critical thinking into the culture of Mater Academy of Nevada.

In addition to the above mentioned principles, Mater Academy of Nevada will dedicate resources to teaching and learning. "Ultimate administrative and budget targets [will] include student loads that promote personalization and substantial planning time for collective planning by teachers (Sizer)."

A.2 School-Specific Goals and Objectives

Narrative A.2.1

Goal 1 – Seventy-five (75) percent of students enrolled at the school for a three consecutive year period will achieve proficient on the state's annual assessment. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the third through eighth grade.

Goal 2 – Seventy-five (75) percent of students who are current or exited English Language Learners enrolled at the school for a three consecutive year period will achieve proficient status on the state's annual assessment. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the third through eighth grade.

Goal 3 – Seventy (70) percent of students will improve at least 1 year growth in reading and mathematics skills annually.

Narrative A.2.2

Goal 4 – The School will demonstrate a ninety (90) percent satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school each academic year.

Goal 5 – The School will generate a minimum of five (5) percent fund surplus each school year.

Goal 6 – Each Governing Board member will participate in a minimum of four (4) hours of professional development every two years. Board governance professional development targets will include open government, conflicts of interest, ethics, and financial responsibilities.

Goal 7 – The licensed teacher retention rate will be at least eighty (80) percent each year, not including separations for health or family reasons.

Narrative A.2.3

For determination of attainment of goal 1, the Criterion Referenced Test (or other

standardized assessment subsequently adopted by the Nevada Department of Education) results will provide evidence.

The Criterion Referenced Test (or other standardized assessment subsequently adopted by the Nevada Department of Education) will provide evidence for attainment of goal 2.

Commercially available, standardized instruments such as AIMSweb Curriculum-Based Measurement or Renaissance Learning's STAR assessments, will provide evidence to determine attainment of goal 3. Both instruments can be administered for grades K-8. The Nevada Department of Education's Criterion Referenced Test (or other standardized assessment subsequently adopted) may be utilized to evaluate fourth through eighth grade student's progress (Growth Model of Achievement).

School climate surveys with a Likert scale will provide evidence toward the attainment of goal 4.

Annual financial records will provide evidence toward the attainment of goal 5.

Professional development attendance records of Board members will be kept to provide evidence toward the attainment of goal 6.

Personnel records will provide evidence toward the attainment of goal 7.

Narrative A.2.4

As evidenced in the mission, vision, and educational philosophy, Mater Academy is committed to providing an innovative and rigorous curriculum to prepare students to be college and career ready. Mater Academy of Nevada is replicating the successful Florida Mater Academy charter school network that has proven success with diverse, economically disadvantaged, and limited English proficient learners. The Mater Academy schools have reduced the achievement gap among its students. Mater Academy received corporate SACS-CASI/AdvancED accreditation. Mater has been recognized in News Week and US News and World Reports. In 2013, the College Board and the National Association of Secondary School

Principals recognized Mater for its successful creation of positive, student-centered school cultures that value equity, collaboration and personalized learning. Furthermore, Mater Academy is a National Demonstration School for the College Board's Springboard curriculum which promotes critical thinking and segues into AP coursework.

Additional information on Mater is provided in B.3.1.1 and attachment 2.

A.3 Curriculum and Instruction

Narrative A.3.1

The school's English language arts, reading, and mathematics curriculum is based on the Nevada English Language Arts and Mathematics Standards and the Common Core State Standards as established by the National Governors Association and the Council of Chief State School Officers.

Teachers will concurrently teach both sets of standards until Nevada's assessment system is aligned to the Common Core Standards.

The Nevada Standards will be used for other content areas such as science, social studies, music, visual arts, health, physical education, computer and technology, and Spanish. These standards provide a consistent, clear understanding of what students are expected to learn at each grade level. The framework is structured to prepare students for college, the workforce, and to be lifelong learners and responsible citizens.

The faculty of the school will develop a scope and sequence or pacing guide for each course. This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence or pacing guide will largely be aligned to the basal text. Teachers will develop and/or provide additional resources such as novels of varying genres, as may be necessary, to teach benchmarks not adequately addressed in the basal text (proposed texts are listed in attachment 9). The faculty of the school will also develop a reading and mathematics instructional focus calendar to provide a framework which enables all faculty and support staff to concurrently address the same standards. Both the scope and sequence and instructional focus calendars will be based on the Common Core and Nevada Standards.

Teachers will implement Common Board Configuration (CBC) which provides a uniform structured itinerary strategically located in the identical location in each classroom. The CBC helps students adapt to instructional routines and procedures. Common Board Configuration includes:

bellwork, the Essential Question (EQ), the measurable objective, activities, and homework.

Attachment A.3.2

Please see attachment 3.

Attachment A.3.3

Please see attachment 4.

Attachment A.3.4

Please see attachment 5.

Attachment A.3.5

Please see attachment 6.

Attachment A.3.6

Not applicable

Narrative A.3.7

Pupils must meet the promotion guidelines outlined in attachment 6.

Attachment A.3.8

Not applicable.

Narrative A.3.9

A copy of the proposed school's transcript can be found in attachment 7.

Attachment A.3.10

Please see attachment 8.

Attachment A.3.11

Please see attachment 9.

Narrative A.3.12

The curriculum will include strategies that have proven effective for students at all levels.

It is expected that students will master reading, writing and verbal skills through continuous

application of these strategies in all subject areas. These strategies which complement the educational philosophy include but are not limited to:

Teacher modeling - Direct, explicit instruction with elaboration and demonstration of skills.

Scaffolding - Build from what students know, start instruction from prior knowledge and

build up to the new skill.

Group practice - After explicit instruction small groups practice skills and knowledge.

Peer teaching - Students become the teacher and talk to classmates about skills learned.

Integration - Applying skills learned to other core subjects.

Practice and review - Practice and spiral reviews for understanding and retention.

Additional strategies used in the writing curriculum will include:

Oral language development - Brainstorming ideas through "Think, Pair, Share", "Knee to Knee, Eye to Eye" and whole class discussion.

Modeled Writing - Teacher "think aloud" and using the pen to demonstrate writing strategies.

Independent Writing - Students use the strategies taught to create their own writing piece.

The school's educational program will also include learning methods and strategies which have proven successful in accelerating low-performing students in reading and mathematics. These may include but are not limited to:

Appropriate assessments for learning (screening, progress monitoring and diagnostic).
 A sampling of these is provided in A.2 (goal 3) and A.4.2.

- Data-driven differentiated instruction
- Supplemental programs for pupil advancement
- Pupil Intervention plans (further addressed in A.4)
- Monthly Structured Teacher planning time
- Grade level, staff meetings and ongoing professional development (see A.3.13)

SuccessMaker K-5 Intervention Technology in Reading and Math
 All strategies provide initial teacher support with a gradual release to independence.

Narrative A.3.13

Professional development is key to the success of faculty and staff. It will be continuous and ongoing from the planning year forward. The school principal will survey the faculty and conduct a needs assessment to determine which onsite professional development activities will take priority. Mater Academy will provide onsite professional development based on the identified needs.

On-site coaching will be provided for all teachers in instructional strategies including those for students of poverty, at-risk, and ELL; positive behavioral support; effective assessment practices; Common Core and Nevada Standards; development of pacing guides and instructional focus calendars; Common Board Configuration; data disaggregation/analysis; and first aid/CPR (C.4.2 and C.4.4). Monthly planning time will foster professional learning communities which enables educators to join forces to promote ongoing growth and development (Barton & Stepanek, 2012). Accordingly, this planning time will also be utilized to evaluate school data (A.4.4) and develop intervention strategies. Selected staff will be Crisis Prevention Institute (CPI) trained. Mentorship opportunities will be provided for all new teachers. School-wide professional development will occur onsite on designated professional development days. Teachers will be encouraged to seek out other professional development opportunities based upon school-based and self-identified needs. Through its affiliation agreement, Mater Academy (Florida) will provide onsite professional development based on identified needs. As funds may be available, grade level lead teachers will be provided with opportunities to attend professional conferences.

Professional development will include activities related to the school's mission and educational philosophy. This will ensure that multi-cultural curriculum and 21st century skills are effectively

implemented. Teachers and staff will have formal and informal opportunities to provide feedback on the effectiveness of their professional development activities. The instruments utilized in this process will seek to determine if the needs of the participants were fulfilled and yielded meaningful growth and development. This information in conjunction with the aforementioned self-identified needs will guide the framework for subsequent professional development. Activities which are consistently identified by faculty to strengthen the school's mission and educational philosophy will be refined and repeated.

A.4 Assessment and Accountability

Attachment A.4.1

Please see attachment 10.

Narrative A.4.2

The results from the assessment instruments will be used to identify improvement needs and demonstrate benchmark mastery. Frequent data collection, particularly for students performing below grade level is fundamental to improvement. The results from these ongoing assessments will be used to drive instruction. In the classroom, teachers will differentiate instruction based on the needs of students. School-wide results will be utilized to target faculty professional development and foster professional learning communities (A.3.13) and revise, as may be necessary, the instructional focus calendar (A.3.1). Data use and management is further discussed in A.4.4 below.

Inherent to the vision statement of the school is the elimination of the achievement gap.

Implementation of regular assessments as described in attachment 10, will ensure that no student is overlooked and identified with ample time for remediation. Teachers will differentiate instruction and intervention programs will be developed for these students to ensure appropriate remediation. Students identified at risk, will have an intervention plan created by their teacher. This plan will follow Response to Intervention which has become a national best practice to improve pupil achievement and close achievement gaps of all groups of students. Tier 1 will include research based instruction in the general education classroom with core instructional interventions. Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations. Tier 3 students will have accommodations and/or modifications as established in an individual education plan. Additional RtI information is discussed in attachment 17.

Narrative A.4.3

Longitudinal data analysis will be reported annually to measure success and will consist of:

- 1. A pupil baseline developed during the first year using testing results.
- 2. A comparison of annual results with the baseline scores to assess progress.
- 3. Grade-level and school composite scores.
- 4. A graph of annual results showing year-to-year change.
- 5. A graph of school scores relative to state and national averages.
- 6. Sub-analysis of a variety of variables to identify areas for improvement.

Narrative A.4.4

In Accordance with NRS 386.650, the School will participate in SAIN Automated Student
Information System and will thereby use software, hardware and telecommunications compatible with
its sponsor (State Public Charter School Authority) to fulfill data transfer requirements to the sponsor.
The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's
first year of operation. The School, sponsored under the auspices of the State Public Charter School
Authority will use PowerSchool or Infinite Campus or other SIS that may be required. The school
administrator will monitor the mainframe to ensure that data is appropriately maintained and entered
in a timely fashion. Parents will be provided with login credentials to monitor their child's progress in
school. Monthly teacher planning time (A.3.13) will be provided for collaboration and sharing of
successful differentiated instruction. This planning time will also be utilized to evaluate data and
provide a forum for intervention strategies. For example, a third grade teacher who has a pupil
reading at first grade level, can discuss best practices with a first grade teacher to ensure appropriate
and targeted intervention and remediation. Pupil records and their maintenance are addressed in A.9.

A.5 Tentative School Calendar and Daily Schedule

Attachment A.5.1

Please see attachment 11.

Narrative A.5.2

The proposed date of enrollment is May 1, 2014.

Attachment A.5.3

Not applicable.

A.6 School Climate and Discipline

Narrative A.6.1

The School's policies will continue to be developed with the goal of providing a learning environment that is safe and conducive to learning. The focus of the learning environment will be positive reinforcement which is non-punitive to at-risks students. This type of learning environment will allow the School to attain the educational goals (A.2.1) it seeks to achieve. Upon the establishment of the School, the principal will further refine the discipline policy. The policy will provide for the progressive discipline of students and on-site review of disciplinary decisions. The policy will be developed with input and participation from the teachers, parents, and other school stakeholders. It shall be consistent with the rules of behavior prescribed in accordance with NRS 392.463; include provisions designed to address the specific disciplinary needs and concerns of the school; and provide for the temporary removal of a pupil from the classroom. The principal will collaborate with school stakeholder's to annually revise the policy.

Narrative A.6.2

Positive Behavior Support (PBS) will be the student behavioral philosophy at Mater Academy.

Positive Behavioral Support is a collaborative, assessment-based approach to developing effective

interventions for problem behavior. The "use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change (Cohn)." Positive behavioral support can target the entire school as well and individual student behaviors, as "it does not focus exclusively on the student, but also includes changing environmental variables such as physical setting, task demands, curriculum, instructional pace, and individualized reinforcement (Cohn)."

This is especially important for students who are at-risk. PBS emphasizes the proactive, educative, and reinforcement- based strategies that will achieve meaningful and long-lasting positive behaviors. When PBS strategies are implemented school-wide, it builds environments that are conducive to learning for all students. Research has shown that "schools that implement system-wide [PBS] interventions also report increased time engaged in academic activities and improved academic performance (Cohn)."

In the implementation of a Positive Behavioral Support program, it is important to collaborate with parents, staff, and faculty. As part of this collaboration, individuals (faculty, staff, and parents) learn more about their own behavior, to work together, and support each other as a community of learners.

Attachment A.6.3

Please see attachment 12.

Attachment A.6.4

Please see attachment 13.

Attachment A.6.5

Please see attachment 14.

Narrative A.6.6

The school and the governing body of the school commit to establish relationships with local

community organizations in order to have community support and engagement in school matters. The school will promote an environment that allows parents, teachers, and other community members to be actively engaged in the school. Examples of parent involvement include:

Regular parent/teacher conferences – these conferences are held afterschool or in the evening and provide parents with opportunities to discuss educational progress with their child's teacher;

Open houses, career fairs, family picnic – these events are held annually to maintain communication and active involvement in the school;

School website, school newsletter, events calendar – updated monthly to disseminate information and maintain open lines in the community; and PTO – Parent Teacher Organization provides invaluable support to the school.

Parent satisfaction is critical to the success of the school, as will be determined by goal 4 in A.2.2.

A.7 Targeted Population

Narrative A.7.1

Although the School is open to all Nevada students, the proposed target population are those who will be attending grades K-8 and living in the Las Vegas, Northeast community. A facility has not yet been identified but is targeted for zip codes 89101, 89104, and 89110.

Narrative A.7.2

The School is intended to serve primarily at-risk students. The proposed charter school will enroll students who are at-risk students before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580.

Within the aforementioned zip codes, there are twenty traditional public elementary schools and four middle schools. Collectively, the elementary and middle schools respectively served 13,475 and 4,829 students. Although there are four private school options Mountain View Christian, Spring Meadows (Pre-K), St. Anne's Catholic School, and First Good Shepard Lutheran, there is only one charter school in the region. The charter school in the region is Innovations International Charter School of Nevada which is also designated as "In Need of Improvement."

The need for school choice is self-evident. Sixteen of the twenty elementary schools and all four of the middle schools were designated as "In Need of Improvement" for the 2011-2012 school year (see attachment 15). Only one elementary school was designated as "High Achieving- Growth." This school is Walter Bracken Elementary Magnet School for Math and Science, which is a school of choice. The data indicates far too many students performing below grade level achievement standards in reading, writing, mathematics, and science.

Only three schools had 100% of its faculty highly qualified, and one school had 25.7% of its teachers not highly qualified. School size is another concern. The average enrollment of the elementary and middle schools is 709 and 1,207 respectively. In the middle schools, there were a

collectively reported 283 violent incidents. This data is lackluster. The families and children of this community are underserved and deserve quality public choice options. More information is available in attachment 15.

Attachment A.7.3

Please see attachment 15.

Narrative A.7.4

The school expects to have a pupil population that is reflective of the community it will serve. The school's educational process relies on the partnership among the school, family and community. The stakeholders of the school are committed meet the needs of the target population by hiring staff that will mirror the diverse characteristics of the community it will serve and incorporate multiple perspectives in school development. Mater Academy of Nevada is replicating the successful South Florida

Mater Academy charter school network. Additional relevant information on the Florida Mater

Academy network can be found in A.2.4, B.3.1.1, and attachment 2. The Mater Academy charter

schools have implemented the educational philosophy herein and have proven to reduce the

achievement gap. The Mater Academy affiliation will also provide opportunities for their leadership

and faculty to provide onsite Mater Academy best practices professional development.

Attachment A.7.5

Please see attachment 16.

Narrative A.7.6

Although Mater Academy is seeking to serve at-risk students, there will be high expectations for all students as indicated in the educational philosophy (A.1.4) and educational goals (A.2.1). Each student will be expected to maximize his or her potential with the support of the faculty and staff.

Notwithstanding, the educational goals other examples of evidence to measure success will include:

parental satisfaction, an attendance rate at or above the neighboring schools, a reduction of formal disciplinary actions, and a reduced rate of suspensions in comparison to the nearby schools.

Narrative A.7.7

The proposed enrollment process is detailed in B.3.7. The process for favoring at-risk pupils will be the inclusion of questions in the school application. Mater Academy will provide priority enrollment to members of economically disadvantaged families and pupils who are limited English proficient.

Determination of 'at risk' status will be determined in the student's enrollment application by obtaining information regarding the student's qualifications for "free and reduced lunch" under the National School Lunch Program, the student's qualification for English Language Learner status in a public school, or (for students who have not previously been enrolled in a Public School which tests for English Language proficiency) the completion of a home language survey.

A.8 Special Student Populations

Narrative A.8.1

Schools are required to identify the primary language of students upon enrollment. A Home Language Survey (HLS) is included in the application. Based on the answers provided to these questions, a student may be assessed for English proficiency and may qualify for ELL services.

Attachment 21, details the policies and procedures to be followed for English language learners.

Services and programs to students with disabilities will be implemented in accordance with the Code of Federal Regulations (CFR), Nevada Revised Statutes (NRS), and Nevada Administrative Code (NAC) as enumerated in Attachment 20. Attachments 18 and 19, respectively Special Education Continuum of Service and Special Education Policies and Procedures Manual, detail additional information regarding the special education program. The special education program is focused on six principles:

Free appropriate public education. Children with disabilities eligible for special education will be provided educational services at no cost to the family. Child find services identify children in need of special education.

Appropriate evaluation. Evaluation must include relevant information from a variety of sources such as parents, teachers, classroom observations and formal assessments. The evaluator(s) will use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information.

Individualized Education Program (IEP). The IEP details the services the student twill receive – general education, special education, and related services. The IEP must be reviewed at least once a year.

Least Restrictive Environment (LRE). Students with disabilities will be with the non-disabled peers to the greatest extent possible in educational settings and during extracurricular and

nonacademic activities.

Parent and Student Participation in Decision Making. Parents are equal participants in all aspects of their child's special education program. When appropriate, the student is also part of the team.

Procedural Safeguards. These are provided to parents to enforce their child's right to a free appropriate public education. Procedural safeguards are provided to parents at least on an annual basis.

Students with disabilities or perceived disabilities who are not eligible for special education may qualify for extra help and accommodations under Section 504. Students qualifying for Section 504 services may receive specialized instruction, related services, classroom accommodations, or adaptations to the educational environment.

When a student is having difficulty learning in a regular education classroom, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom. Response to Intervention (RtI) is the mechanism teachers will utilize to provide a variety of providing scientific, research-based interventions in general education environments to address academic and behavioral concerns. The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. Detailed information about RtI is found in attachment 17, Response to Intervention Procedures Manual.

Programs for special populations will be regularly and routinely monitored through the school principal to ensure that individual learning plans are being met. All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. The School may employ such personnel

as necessary dependent on student need determined from actual enrollment. If necessary personnel are not employed at the school, the school will contract with an approved public agency to provide these services. Special education staffing will be aligned pursuant to the requirements of the law.

The School will complete federal, state and any other reports deemed necessary in accordance

with the time-lines and specifications of the State Public Charter School Authority (SPCSA).

education program and related services for a particular disability of a student who is enrolled at the school, the governing body may request that the school district of residence of the student transfer the student to an appropriate school. The governing body would request that the student be transferred pursuant to subsection 4 of NRS 386.580. The following would be undertaken: (1) the governing body shall submit the request to the district within 10 days after the governing body determines that the school is unable to provide an appropriate special education program and related services for the student; (2) the request to the district will be accompanied by an explanation of the facts and circumstances that led the governing board to determine that the school is unable to provide the appropriate special education program and related services for the student; and (3) a person employed by the governing body will be designated to verify to the district that the information submitted to the school district pursuant to NAC 386.605 is gathered in a format required by the school district.

Students who are gifted/talented will be challenged with a more rigorous curriculum than offered to the traditional student. Parental requests for identification screening will follow those procedures of special education.

All students will be regularly assessed to ensure that at-risk students are identified in a timely manner (A.3.12; A.4.2, A.4.3). Teachers will implement an intervention plan (A.4.5) utilizing RtI

interventions for students not making appropriate academic or behavioral progress (attachment 17).

The parent or guardian of a student at risk for retention, will be notified in a timely manner to provide opportunities for intervention and remediation (attachment 6).

Selected staff will be Crisis Prevention Institute (CPI) trained (A.3.13).

Narrative A.8.2

See previous section and attachment 17.

Narrative A.8.3

For special education budget see budget attachments 34-35, Schedules Code 100 under Special Education teachers and form #4, 200 special programs for years 2014-2015 and 2015-2016.

Narrative A.8.4

The school shall provide a continuum of alternative placements to meet the needs of any student with a disability. The school will provide out-of-class, in-class, and specialized placement services consistent with attachment 18.

Attachment A.8.5

Please see attachment 20.

Attachment A.8.6

Please see attachment 17.

Attachment A.8.7

Please see attachment 18.

A.9 Records

Narrative A.9.1

The governing board will delegate authority to the principal the task of ensuring student records are maintained accurately and up-to-date as well as safe and with limited access to only appropriate personnel. The board will ensure student records will be accurately maintained and kept in a safe, locked area of the school's main office in secure cabinets, and in accordance with all State of Nevada Laws. Only authorized staff and administration will have access to the files.

In accordance with NRS 386.650, the school will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the Nevada State Board of Education will use PowerSchool that is hosted as an ASP (Application Service Provider) by the Department of Education.

The governing body the charter school will ensure that a permanent record for each student enrolled in the school is maintained in a separate file. The student records will be stored in the school's main office and only authorized staff and administration will have access to the files.

The governing board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed. A governing board chair has not yet been selected, however this information will be provided as soon as the board makes a selection.

If a charter school closes, the School shall, for each student enrolled in the charter school, forward the permanent record of the student to the office of student records of the school district in which the student resides. Similarly, if a student withdraws from the school, the school shall forward

the permanent record of the student to the office of student records of the school district in which the student resides. When a student graduates from the charter school, or completes the eighth grade year (the final year for which this school is chartered), the school shall forward the permanent record of the pupil(s) to the office of student records of the school district in which the pupil resides.

If a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the charter authorizer or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory" information. Schools must notify parents and eligible students annually of their rights under FERPA.

Attachment A.9.2

Please see attachment 22.

B.1 Governing Body

Attachment B.1.1

Please see attachment 23.

Attachment B.1.2

Please see attachment 24.

Attachment B.1.3

Please see notations within attachment 25 in bold print at the end of each relevant section.

With regard to *Stipulation 1*, "contain no reference to incorporation of the charter school or the school's governing body," the proposed bylaws acknowledge that the School is not currently incorporated. However, the provision does not prohibit incorporation at a future time due to the recent change in Nevada law which allows a charter school to incorporate.

Narrative B.1.4

The Mater Academy of Nevada Board of Directors will focus on governing the school, not managing the school's operations. The Board will achieve this by developing a strong partnership between the Board and the School leader, which is built on mutual trust and respect. The Board will not allow meetings to consist of just reporting data. Board meetings will focus on strategic questions, planning, and directing all decisions toward the fulfillment of the School's mission, vision and purpose.

Narrative B.1.5

Pursuant to the terms in the attached Bylaws, the first governing body will consist of the members of the Committee to Form Mater Academy of Nevada. As set forth in Section B.2, the Committee to Form Mater Academy includes experienced teachers and administrators, a former Clark County School District Board member, and local business leaders. This diverse knowledge base will allow the future Board to provide the educational, financial and operational vision and governance which will lead to operational success by the School leader. The Board members individual strengths

and areas of expertise will be considered in assigning Board member placements on Financial, Educational and Governance Committees.

The performance of the School, and of the School leader, will be evaluated by the Board at least annually. The Board will consider parent and student surveys and other instruments identified in the goals of the school in Section A.2.

Narrative B.1.6

As identified in Goal 6 in Section A.2.2, the Board plans to increase its capacity by receiving at least four hours of training and orientation every two years in topics such as open government, conflicts of interest, ethics and financial responsibilities. Board Members will also have the opportunity to participate in annual state and national charter school conferences.

Narrative B.1.7

Board members will solicit from parents, professional educators, and the community to fill vacancies as they may arise on the Board. The Board of Directors must seek candidates which adhere to the statutory requirements of NRS 386.549.

To assist in identifying the best qualified candidates, the Board shall develop a written job description and advertise all vacancies by posting the description on the school's website and through direct (email, letter, text, or phone, etc.) communication to the parents of all enrolled students. Individual board members will also circulate the notice within the professional communities. These notifications of a board vacancy must contain a description of the qualifications a candidate must possess to maintain compliance with NRS 386.549 and instructions on how information regarding qualified candidates can be submitted to the Board of Directors for consideration. The Board of Directors may not rely upon the school administrator or any EMO contracted by the school to identify candidates for the Board of Directors.

B.2 Composition of the Committee to Form the School

Attachment B.2.1

Please see attachment 26. In addition, the names addresses, and applicable categories of NRS 386.520 are identified in the following table.

Committee Member	Address	Affiliation	NRS 386.520 Membership
Robert Anderson	2924 E. Saint Louis Ave Las Vegas, NV 89014	NO	Knowledge/Expertise in Finance and Accounting
Renee Y. Fairless	943 Armillaria St. Henderson, NV, 89011	NO	Licensed Administrator
Ricardo Jasso	2944 Ne Dell Amore Henderson, NV 89052	NO	
Sheila Moulton	6519 American Beauty Ave Las Vegas, Nevada 89142	NO	Knowledge/Expertise in Human Resources*
Adalberto Ronquillo	4310 Bluecrest Rd. Las Vegas, NV 89121	NO	Licensed Teacher
Maricela Solis	1828 Ingraham St. N. Las Vegas, NV, 89030	NO	Parent of Enrolled Student

^{*}Sheila Moulton's degree is in Political Science. However, she has served for more than a decade on both the Clark County School Board and the Las Vegas Clark County Library District Board, giving her extensive experience and expertise in the financial and human resources issues affecting a charter school.

Attachment B.2.2

Please see attachment 27.

Narative B.2.3

None of the members of the Committee to Form will have any ownership interest in the facility the school will lease. Furthermore, none of the members of the committee to form have had any association or affiliation with any other charter school in this state or in another state.

Attachment B.2.4

Please see Attachment 28.

B.3 Management and Operation

Narrative B.3.1

It shall be the responsibility of the governing body to establish annual budgets, adopt financial policies and procedures, set human resources policies, and select the school's legal counsel. The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary parameters set by the governing board. The principal will maintain the day-to-day operations of the school and serve as the instructional leader of the school, selecting teaching personnel and identifying and special staffing needs. As such, the Board will locate a Principal by recruiting talented individuals who have knowledge of and experience with instructional, educational, and school site matters.

Narrative B.3.2

The school's on-site administration consists of the principal and/or administrative support staff that is responsible for the curriculum development, working with the teaching staff, and addressing student- related issues. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The principal will be an employee of the school, not an employee of an Educational Management Organization. The principal, with the support of the administrative staff, will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school.

At the time the school would need to consider a new candidate for the principal position, the school's governing board will implement a plan to identify qualified candidates for the administrative positions at the school. Using job placement ads in national industry publications and local advertising/marketing such as Education Week and, if possible, the Clark County School District's Human Resources Division website, the school's governing body will develop a database

of highly qualified candidates meeting all state and local school district standards and qualifications.

Applicants will be screened by a team of professionals, including the governing board, trained to identify the individuals best suited to carry out the mission of the school. Background checks and fingerprinting will be completed in accordance with NRS 386.588.

At minimum, the governing board will seek an individual who has: extensive administrative (preferably in a school setting) and teaching experience; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of diverse student population; positive evaluations from previous administrative position(s); letters of recommendation; and excellent communication skills.

Attachment B.3.3

Please see attachment 29.

Narrative B.3.4

It is the responsibility of the Board of Directors to carry out the provisions of NRS 386.500 to 386.610. It shall be the responsibility of the Board of Directors to know the law and regulations governing the school, attend conferences and technical assistance meetings, avoid conflicts of interest, assign students' interests and academic achievement as the top priority of the school, maintain a diverse governing body, maintain accountability and transparency in all operations, and cooperate with the Board's Sponsor. The Chair of the Board of Directors will assure that the training and orientation set forth in the Bylaws of Mater Academy of Nevada will focus on preparing the Board of Directors to fulfill these responsibilities. The Board will retain independent legal counsel and seek advice and assistance from legal counsel when any issue is in doubt.

Narrative B.3.5

In the event a dispute arises between a charter school sponsored by the State Public Charter School Authority and the Authority or its staff, the charter school shall submit, in writing, a

statement outlining its complaint and proposed resolution to the Director of the Authority or his/her designee for review. The Director will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not he/she agrees with the complaint and whether he/she accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Director, it may request, in writing, a review by the President of the Authority. The President of the Authority will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, which resolution is proposed, or proposing an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the State Public Charter School Authority at the next available meeting for its consideration. The Authority will decide whether or not it agrees with the complaint or any proposed resolution. Any decision by the Authority is final.

Narrative B.3.6

The school intends to operate as an elementary school in which work is not given above that included in eighth grade, according to the regularly adopted course of study.

Attachment B.3.7

Please see Attachment 30.

Narrative B.3.8

The application was prepared with assistance from David Calvo (Academica California), Ryan Reeves, Rebecca Fitzgerald and Robert Howell of Academica Nevada. Their resumes are attached as Attachment 49. Academica Nevada is a management organization presently contracted with Somerset Academy of Las Vegas, Pinecrest Academy of Nevada, and Doral Academy of Nevada.

Narrative B.3.9

School enrollment will not be limited, except as necessary to conform to the capacity of the school's facility and to designate the number of students per grade (which will be determined by the board based upon considerations such as staffing and demand for enrollment).

B.3.1 Educational Management Organizations (EMO)

Attachment B.3.1.1

Please see attachments 31 and 32.

Attachment B.3.1.2

Please see attachment 33.

Attachment B.3.1.3

Please see attachment 34.

Attachment B.3.1.4

Please see attachment 35 and 36.

Attachment B.3.1.5

Please see attachments 37.

Attachment B.3.1.6

Please see attachments 38.

Attachment B.3.1.7

Please see attachments 39 and 40.

B.4 Staffing and Human Resources

Narrative B.4.1

In the first year of operation, the school anticipates an initial enrollment of 300 students. To staff for this enrollment, the school anticipates hiring a principal, one administrative office manager, fourteen teachers, and three teachers' aides. This staffing level provides for 12 classroom teachers with a student ratio of 25 to 1, three specialists teaching courses such as art, physical education, technology, and one special education teacher. This staffing structure is sufficient for accomplishing the educational programs planned for the school. Teacher aides will assist in providing differentiated instruction in break-out groups and administering regular, individual assessments to track student progress.

The second year, the school anticipates an increase in enrollment to a total of 400 students. The increased enrollment will require one additional office-staff person, five additional teachers and one additional part-time aide. This maintains a teacher student ratio of 25 to 1 and enables the school to continue the same specialist class and teacher's aide schedule.

In subsequent years, the school hopes to continue to increase enrollment until it reaches the capacity of the school facility. As the school facility has not yet been located, additional increases in enrollment are difficult to predict. However, staffing increases will be proportionate to the increase in enrollment as set forth in the year two figures listed above.

In order to recruit highly qualified and successful teachers, the school will:

- Recruit teachers through the Nevada Department of Education and (if possible) Clark
 County School District websites;
- Place ads in local publications; and
- Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns, whenever possible (as a means to train and recruit potential staff).

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth.

Teacher retention will be a focus and responsibility of both the board and the school administrator. Teachers will be paid salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will be offered to teachers and staff to ensure their retention and employment satisfaction. Teacher's input will be valued. Accordingly, they will be provided opportunities for shared decision making with the school principal. All faculty and staff members employed by the school will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The school will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Narrative B.4.2

Mater Academy of Nevada will comply with NRS 386.595 in the negotiation of all contracts for employment with the school. A standard employment agreement will be developed with the assistance of legal counsel and utilized for the employment of licensed personnel. Individual variances in employment term or salary will be negotiated by the hiring authority, typically the school administrator, remaining within the budgetary parameters set by the board of directors.

Narrative B.4.3

The school will ensure that persons who provide instruction at the school comply with Nevada licensure requirements. The U.S. Department of Education and the No Child Left Behind Act of 2001 require all core academic subject teachers be "highly qualified." To become "highly qualified", a teacher must hold a Nevada teaching license in the appropriate area. The school will not employ an individual to provide instructional services if the individual's certificate or license as an

educator is suspended or revoked by this or any other state.

All employees at the school will undergo screening and background checks in accordance with state and local school district laws and regulations. The school will seek candidates who demonstrate, at minimum, the following qualifications:

- Educational background: Bachelor's degree or higher in field;
- State certification for the required position;
- Excellent presentation and interpersonal skills;
- Satisfactory recommendation and/or evaluations from previous employer;
- Personal characteristics, knowledge, and belief in the school's mission;
- An ability and motivation to work as part of a team in a small-school setting with parental involvement; and
- Positive references/letters of recommendation

A screening committee comprised of school administrators, teachers and lead staff will interview potential employees. Initial screening interviews will be held, credentials will be verified and official recommendations to hire will be made to the principal, who will make the final hiring decision for faculty and support staff.

Narrative B.4.4

Teachers at the school will be regularly evaluated both formatively and summatively. The teacher evaluation practices and procedures will comply with NRS 391.3125. The primary purpose of an evaluation is to provide a format for constructive assistance. Evaluations, while not the sole criterion, must be used in the dismissal process.

A conference and a written evaluation for a probationary employee must be concluded not later than ninety days after employment.

An administrator charged with the evaluation of a probationary teacher shall personally

observe the performance of the teacher in the classroom for not less than a cumulative total of 60 minutes during each evaluation period, with at least one observation during that 60-minute evaluation period consisting of at least 45 consecutive minutes.

The evaluation of a probationary teacher or a post probationary teacher must include, without limitation: (a) an evaluation of the classroom management skills of the teacher; (b) a review of the lesson plans and the work log or grade book of students prepared by the teacher; (c) an evaluation of whether the curriculum taught by the teacher is aligned with the standards of content and performance established pursuant to NRS 389.520, as applicable for the grade level taught by the teacher; (d) An evaluation of whether the teacher is appropriately addressing the needs of the students in the classroom, including, without limitation, special educational needs, cultural and ethnic diversity, the needs of students enrolled in advanced courses of study and the needs of students who are limited English proficient; (e) If necessary, recommendations for improvements in the performance of the teacher; (f) A description of the action that will be taken to assist the teacher in correcting any deficiencies reported in the evaluation; and (g) A statement by the administrator who evaluated the teacher indicating the amount of time that the administrator personally observed the performance of the teacher in the classroom.

The teacher must receive a copy of each evaluation not later than 15 days after the evaluation.

A copy of the evaluation and the teacher's response must be permanently attached to the teacher's personnel file. Upon the request of a teacher, a reasonable effort must be made to assist the teacher to correct those deficiencies reported in the evaluation of the teacher for which the teacher requests assistance.

The school's governing board shall not discriminate on the basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law in hiring or other employment practices.

Narrative B.4.5

An administrator has not yet been selected to lead Mater Academy of Nevada.

Narrative B.4.6

The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the governing board. The principal will maintain the day-to-day operations of the School and serve as the instructional leader of the school.

The school's principal and/or administrative support staff is responsible for the curriculum development, working with the teaching staff, completing all teacher evaluations, oversight of all state mandated testing, and addressing student-related issues. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school.

Narrative B.4.7

At the time the school would need to consider a candidate for the principal position, the school's governing board will implement a plan to identify qualified candidates for the administrative positions at the school. Using job placement ads in national industry publications and local advertising/marketing such as Education Week and, if possible, the Clark County School District's Human Resources Division website, the school's governing body will develop a database of highly qualified candidates meeting all state and local school district standards and qualifications.

Applicants will be screened by a team of professionals, including the governing board, trained to identify the individuals best suited to carry out the mission of the school. Background checks and fingerprinting will be completed in accordance with NRS 386.588.

At minimum, the governing board will seek an individual who has: extensive administrative (preferably in a school setting) and teaching experience; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of

diverse student population; positive evaluations from previous administrative position(s); letters of recommendation; and excellent communication skills.

In the event of a vacancy in an administrator position, the school will utilize the database used during the initial recruitment process to identify a suitable individual to fill the vacant position. In addition, the school will consider potential candidates who already work at the school.

The board interviews and hires the school principal and will ensure that all administrators are highly qualified and match the needs of the school and its students. The principal will be an employee of the school, not an employee of the Educational Management Organization.

Narrative B.4.8

The school will ensure that faculty members are highly-qualified, licensed and/or certified as applicable and appropriate within Nevada state laws and match the learning needs of its students. The school administrator will be primarily responsible for interviewing teacher candidates. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that the school will serve. Also see B.4.1 above.

Narrative B.4.9

Currently the board has not selected any licensed or non-licensed staff members.

C.1 Budget

Attachment C.1.1

Please see attachments 41 and 42.

Attachment C.1.2

Please see attachments 43 and 44.

Attachment C.1.3

Please see attachments 41 and 42.

Narrative C.1.4

The school will use the Nevada Chart of Accounts.

Attachment C.1.5

Please see attachment 45.

Narrative C.1.6

The fiscal year is from July 1 to June 30. All money received by the School will be deposited in a Nevada financial institution. The committee believes the school will need a minimum of 125 students in the first year of operation to start the school. Should there be cash flow challenges, instructional personnel would be reduced and instructional assistants would be eliminated. The average teacher salary would be reduced from \$43,500 to \$37,500 annually. The EMO would reduce their fee to \$200 per student. The rented space would be reduced from 15,000 square feet to 5,000 square feet. Insofar as is practical, all purchases and contracts will be reduced – from texts to technology to furniture. By reducing most costs to reflect a true enrollment number, the school would be able to maintain a small surplus at the end of the year.

C.2 Financial Management

The governing body will oversee all aspects of the fiscal management of the school.

The auditors, accountants and educational management company retained by the board, will work as to team to develop financial statement and accounting reporting templates to ensure compliance with state and federal reporting guidelines.

Audits will be conducted on a yearly basis in accordance with the Requirements of the Financial Accountability System Resource Guide (FASRG) as well as other required state reporting requirements. Guidelines for financial accounting and reporting to be followed are derived from generally accepted accounting principles (GAAP). The Financial Accounting Standards Board (FASB) defines GAAP in statements of financial accounting standards and other pronouncements. Some of the FASB statements that apply specifically to charter schools are identified below. Other FASB statements, as applicable, may also apply to the school's financial accounting and reporting structure. Forthwith are some of the applicable standards and is not all-inclusive: Statement of Financial Accounting Standards No. 93, Recognition of Depreciation by Not-for-Profit Organizations; Statement of Financial Accounting Standards No. 116, Accounting for Contributions Received and Contributions Made; Statement of Financial Accounting Standards No. 117, Financial Statements of Not-for-Profit Organizations; Statement of Financial Accounting Standards No. 124, Accounting for Certain Investments Held by Not-for-Profit Organizations; and Statement of Financial Accounting Standards No. 136, Transfers of Assets to a Not-for-Profit Organization or Charitable Trust That Raises or Holds Contributions for Others.

In the absence of other specific guidance, the charter holder will follow generally accepted accounting principles. A charter school management company will be the liaison and work with entities selected by the governing board to ensure completion of the annual audit of the financial and programmatic operations of the school. In preparing budgets for grant application,

particular attention will be paid to proper coding to ensure that all expenses are allowable. There will be strict adherence to the designated use of restricted and temporarily restricted funds. There will be timely draw down of funds, report generation and filing. All parties will be held accountable for the results of the external audit. Exceptions noted by external auditor will be reported to the governing board and will be considered during the annual review of performance of the principal and contractors.

The primary aim of this collaborative work will be to ensure that generally accepted accounting principles and standards are adhered to. The governing board will use the information received from the annual audit to assess the performance of the school, the principal, and all other parties involved in providing services to the school. They will also use such information to ensure that such reporting is in compliance with generally accepted accounting principles and generally accepted standards of fiscal management. The audit will be presented no later than four months after the school's fiscal year-end.

Narrative C.2.1

Under the supervision of the Board's Treasurer and in conjunction with the School's audit firm,

Academica Nevada will the school's bookkeeping, financial reporting, and financial liability. The

principal of the school (to be determined) will supervise the day to day cash collections at the

school.

Narrative C.2.2

The governing body of the school will comply with NAC 386.335 and NRS 386.536 upon closure of the charter school. The following procedures will be handled as follows:

- 1. The governing body of the School will appoint and administrator subject to the approval of the SPCSA to act as a trustee during the process of closure and for one year after the date of closure.
- 2. Not less than 30 days before the closure of the charter school the governing body of the charter

school will submit written notice of closure to the SPCSA and the employees of the charter school. The notice will include reason for the closure, date of said closure and date of the meeting of the governing body on which the determination was made to close the charter school. It will include the name of school administrator along with contact information.

- 3. Not less than 30 days before closure of the charter school; the governing body of the school will instruct the registrar of the charter school to complete the following:
 - a. Contact by regular mail the parent or legal guardian of each pupil enrolled in the charter school.
 The notice to parents will include information on how the pupil may transfer to another public school and the manner in which records of that pupil will be transferred;
 - b. Contact the board of trustees of each school district in which a pupil in the charter school resides. This correspondence will include written notice of the closure of the charter school and notification that the school district may receive students for enrollment upon the closure.
 - c. The charter school registrar will ensure that all information required by NRS 386.650 for inclusion in the automated system of accountability information of Nevada is current to the date of the closure.
- 4. Not less than 30 days before the closure of the charter school, the governing body will submit to the sponsor of the charter school the following:
 - All records of indebtedness of the charter school, if any and any property of the charter school that is encumbered;
 - Return any remaining restricted assets to their source, such as grant money and money contained in restricted categorical funds;
 - c. Create a current and projected payroll and payroll benefits commitment, listing each
 employee, each employment position and the amount of money required to satisfy existing
 contracts;

- d. Report of the income tax documentation for the employees of the charter school;
- e. Ensure that outstanding obligations of the charter school are settled after closure of the charter school, including without limitation, unemployment compensation, employee benefits, and resolution of the lease agreement for the charter school, if applicable, and final balances for utilities and other costs.
- 5. Not later than 6 months after closure the charter school governing body will provide an independent audit, including, without limitation, the net assets and net liabilities of the charter school; and the annual report of budget required by NRS 386.600.
- 6. The governing body of the charter school shall ensure that all money received by the charter school from the state of Nevada that is unencumbered is returned to the Department and placed in an escrow account for the purpose of satisfying any outstanding obligations of the charter school. One year after the establishment of the escrow account, the Department will transfer the balance remaining in that account to the State Distributive School Account created pursuant to NRS 387.030.
- 7. The sponsor shall conduct a physical inspection upon closure of the charter school to confirm that all equipment, supplies and textbooks identified in the inventory of the charter school maintained pursuant to NAC 386.342 are on the premises of the charter school. A current copy of the written inventory is to be provided to the sponsor of the charter school. The inventory will identify the source of money used to purchase each item, the name of the entity that donated the item and/or the owner of the item, as applicable.
- 8. Upon closure of the charter school, the governing body will ensure that if the charter school used money received from the sponsor of the charter school, the State of Nevada or the federal government to purchase equipment or supplies, the equipment and supplies will remain on the premises of the charter school, unless the charter school is directed otherwise by the sponsor of

the charter school, the State or the federal government, as applicable. Such equipment and supplies may only be removed by the charter school sponsor, the State or the federal government.

9. Additionally, if a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the Sponsor of the School or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or

revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

Narrative C.2.3

The anticipated audit firm will be: L.L. Bradford & Company, CPAs, 8880 W. Sunset Road, Las Vegas, NV 89148, 702-735-5030.

Narrative C.2.4

The anticipated local Nevada bank will be: Nevada State Bank, 750 E. Warm Springs Road, Las Vegas, NV 89119, 702-855-4612.

Narrative C.2.5

There will not be any tuition fees charged to students attending the school. Should the governing board determine to offer summer school, all day kindergarten, or other after school programs not funded by the state then an appropriate fee will be charged for the same.

Narrative C.2.6

The person designated to draw all orders in pursuant to NRS386.573 for the payment of monies belonging to the charter school is to be determined by the governing body. It is contemplated that such person will be the principal. As a principal is yet to be named, the name and qualifications of the person designated to draw all orders for payment is not yet available. It is the intent of the school to engage Academica Nevada to help handle the school's financial liabilities. The school also

intends to hire as part of the office staff, an individual with business experience who would interface with the EMO. The school has not yet contracted with an auditor but anticipates to do so with the firm listed above. The EMO, school-site person, and accounting firm will work at the direction of the board to handle the financial liabilities.

Narrative C.2.7

The absolute minimum number of students the school needs to operate is 125.

C.3 Facilities

Narrative C.3.1

The committee has not yet obtained a suitable facility and, as such, is currently seeking a Subsection 7 Charter. The following information is provided pursuant to NAC 386.140(4):

- (a) Given the state of the real estate market in Las Vegas it is difficult to find existing facilities that are zoned and school ready. Most existing facility owners are not willing to expend funds to build out and properly zone a facility for a start-up charter school. The committee members are currently working to identify a suitable location for the school. It is contemplated that the school will obtain a facility at the time it receives approval of its application.
- (b) The school has currently engaged a leasing agent and is looking for a suitable building to lease. There is no affiliation between the broker and any members of the formation committee. The board will require a clause in the lease and the management contract that one is not contingent upon the other. The market analysis the school considers to find a facility is four fold: first, the school will designate a specific area for the facility; second, a certain amount of acreage and square footage for the facility; third, the property has to be properly zoned and permitted; fourth, the lease rate has to fit the budget. This approach allows the school to quickly identify buildings and properties that work within the parameters set and provide a point of comparison to assess proper market values.
 - The committee is currently considering many different sites but will select the appropriate site based upon size and affordability.
 - The committee intends to identify the school location by May 1, 2014. All
 permits and inspections would be obtained by July 15, 2014. The equipment for

the facility would be obtained by August 1, 2014 to furnish the school. The personnel to run the school would be selected by June 1, 2014 with a start date in August 2014.

- (c) The school plans to open in August 2014.
- (d) The equipment at the school will be typical of an elementary school. The school will have an administrative area with desks, phones and computers. Each class will have whiteboards, computers, desks for each student and teacher. The cafeteria will have a warming room to serve lunch and the facility will retain space for storage of supplies.
- (e) A written estimate by an authorized insurer is included herein as attachment 39.
- (f) Any leases will be conditioned on the approval of the school's application.

Attachment C.3.2

Please see attachment 46.

C.4 Transportation and Health Services and Emergency Services

Narrative C.4.1

The school will not provide transportation for the students to and from school. The school will work with the parents and guardians of students to facilitate parents interested in creating carpooling groups enabling other means of transportation to and from the school.

Narrative C.4.2

The school will provide health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained (A.3.13). A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract is not available at this time, but will be provided to the Authority upon its finality.

State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and visual problems in Kindergarten, third grade, and sixth grade. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in fourth and seventh grade. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

Narrative C.4.3

The school registrar will be responsible for reviewing, verifying, and maintaining immunization records. He/she will also be responsible for contacting the parents/guardians of students who are not in compliance with state regulations regarding immunizations and for informing school administrators of students who are not in compliance with state law. The principal will schedule parent conferences with students who are still not incompliance with state immunization laws after the first month of school. A student will be excluded from school until he/she has the proper immunizations, if the student has not provided the school with proof of immunization by the end of October. Immunization records will be kept in a secured cabinet in the school office along with the other student records. The records will be kept for five years after a student leaves the school. The registrar will participate in the DHHS immunization survey. Additional maintenance of student records is addressed in section A.9.

Attachment C.4.4

Please see attachment 47.

Attachment C.4.5

Please see attachment 48.

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Attachment 2

Mater Academy, Inc. Schools

County/ID#			2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002 2	2001 200)0
Miami-Dade		Founded														
13-0100	Mater Academy	PK-5	Α	Α	Α	Α	Α	Α	Α	Α	Α	Α	Α	В		
13-0312	Mater Gardens Academy	2006 PK-5	Α	Α	Α	Α	Α	Α	В							
13-1017	Mater Academy of International Studies	2008 K-5	D	С	С	В	NG									
13-3100	Mater Academy East Charter	PK-5	Α	Α	Α	Α	Α	Α	Α	Α	Α	С				
13-5045	Mater Grove Academy	2011 1-6	В	NG												
13-5046	Mater Brickell Prepatory Academy	2011 K-6	С													
13-5047	Mater Academy Miami Beach	2010 K-8	В	Α	В											
13-5054	Mater Academy at Mount Sinai	2012 K-3	NG													
13-5384	iMater Academy	2013 K-8														
13-6009	Mater East Academy Middle School	2005 6-8	С	С	С	В	С	Α	Α	Α						
13-6012	Mater Academy Charter Middle	6-8	I	Α	Α	Α	Α	Α	В	Α	Α	С				
13-6014	iMater Academy Middle School	2013 6-8														
13-6033	Mater Academy Lakes Middle School	2006 6-8	Α	Α	В	Α	Α	В	С							
13-6042	Mater Gardens Academy Middle School	2006 6-8	Α	Α	В	Α	Α	С	NG							
13-6047	Mater Academy Middle School of International Studies	2008 6-8	Α	Α	Α	Α	NG									
13-6997	Mater Virtual Academy Charter Middle/High School	2013 6-12														
13-7014	Mater Performing Arts & Entertainment Academy	2005 9-12	Α	Α	Α	В	Α	Α	D	В						
13-7018	Mater Academy Lakes High School	2006 9-12	NYR	В	В	В	В	С	D							
13-7024	Mater Academy High School of International Studies	2008 9-12	Α	Α	NG	С	NG									
13-7025	Mater Brickell Prepatory Academy High School	2011 9-12	NG	NG												
13-7037	Mater Academy East Charter High School	2007 9-12	NYR	В	Α	В	С	В								
13-7090	iMater Preparatory Academy High School	2013 9-12														
13-7160	Mater Academy Charter High	9-12	NYR	Α	Α	Α	Α	Α	С	В	В	С				

Key - NG (Not Graded due to size), NYR (Not Yet Reported)

Attachment 3 Attachment A.3.2

Pursuant to NRS 389.018 and NAC 389.195, the school will offer the following courses of study for each grade level: reading, language, social studies, mathematics, science, art, music, health, physical education, and computers. In addition to the aforementioned, pupils will receive instruction in introduction to technology in either sixth, seventh, or eighth grade. Pupils will also receive instruction in academic achievement, career exploration, and personal and social development in seventh or eighth grade. Pupils may be provided instruction in Spanish language in grades K-8. Other middle school course elective options are listed below.

Grade Level	Schedule of Courses
Kindergarten	Reading
	English/Language Arts
	Mathematics
	Science
	Social Studies
	Physical Education
	Health
	Music
	Visual Arts
	Computer and Technology
	Spanish
First	Reading
	English/Language Arts
	Mathematics
	Science
	Social Studies
	Physical Education
	Health
	Music
	Visual Arts
	Computer and Technology
	Spanish
Second	Reading
	English/Language Arts
	Mathematics
	Science
	Social Studies

	Physical Education
	Health
	Music
	Visual Arts
	Computer and Technology
	Spanish
Third	Reading
	English/Language Arts
	Mathematics
	Science
	Social Studies
	Physical Education
	Health
	Music
	Visual Arts
	Computer and Technology
F. all	Spanish
Fourth	Reading
	English/Language Arts
	Mathematics
	Science
	Social Studies
	Physical Education
	Health
	Music
	Visual Arts
	Computer and Technology
	Spanish
Fifth	Reading
	English/Language Arts
	Mathematics
	Science
	Social Studies
	Physical Education
	Health
	Music
	Visual Arts
	Computer and Technology
	Spanish
Sixth	Core Courses
	Reading
	English/Language Arts
	Mathematics
	Science
	Social Studies
	Elective Courses
	Health
	Music – Instrumental

	Music - Vocal
	Visual Arts
	Computer and Technology*
	Spanish
Seventh	Core Courses
	Reading
	English/Language Arts
	Mathematics
	Science
	Social Studies
	Elective Courses
	Career and Decision-Making Skills*
	Health
	Music – Instrumental
	Music – Vocal
	Visual Arts
	Computer and Technology*
	Spanish
Eighth	Core Courses
	Reading
	English/Language Arts
	Mathematics
	Science
	Social Studies
	Elective Courses
	Career and Decision-Making Skills*
	Health
	Music – Instrumental
	Music – Vocal
	Visual Arts
	Computer and Technology*
	Spanish

^{*}Required elective to be completed once.

Attachment 4 Attachment A.3.3

Schedule of Courses	Grade Level	Course Description	Nevada State Standards and Benchmarks
Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology World Language - Spanish	Kindergarten	See below	Reading, English/Language Arts and Mathematics standards will mirror both Common Core and Nevada State Standards. Other content area standards will mirror the Nevada State Standards.
Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology World Language - Spanish	First	See below	Reading, English/Language Arts and Mathematics standards will mirror both Common Core and Nevada State Standards. Other content area standards will mirror the Nevada State Standards.
Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology World Language - Spanish	Second	See below	Reading, English/Language Arts and Mathematics standards will mirror both Common Core and Nevada State Standards. Other content area standards will mirror the Nevada State Standards.
Reading English/Language Arts Mathematics Science Social Studies Physical Education Health Music Visual Arts Computer and Technology World Language – Spanish	Third	See below	Reading, English/Language Arts and Mathematics standards will mirror both Common Core and Nevada State Standards. Other content area standards will mirror the Nevada State Standards.

		1	
Reading	Fourth	See below	Reading,
English/Language Arts			English/Language Arts
Mathematics			and Mathematics
Science			standards will mirror
Social Studies			both Common Core and
Physical Education			Nevada State Standards.
Health			Other content area
Music			standards will mirror the
Visual Arts			Nevada State Standards.
Computer and Technology			
World Language - Spanish			
Reading	Fifth	See below	Reading,
	1 11(11	Jee below	
English/Language Arts Mathematics			English/Language Arts and Mathematics
Science			standards will mirror
Social Studies			both Common Core and
Physical Education			Nevada State Standards.
Health			Other content area
Music			standards will mirror the
Visual Arts			Nevada State Standards.
Computer and Technology			
World Language - Spanish			
Core Courses	Sixth	See below	Reading,
Reading			English/Language Arts
English/Language Arts			and Mathematics
Mathematics			standards will mirror
Science			both Common Core and
Social Studies			Nevada State Standards.
			Other content area
Elective Courses			standards will mirror the
Health			Nevada State Standards.
Music – Instrumental			
Music - Vocal			
Visual Arts			
Computer and Technology			
World Language - Spanish			
Core Courses	Seventh	See below	Reading,
Reading	33.3		English/Language Arts
English/Language Arts			and Mathematics
Mathematics			standards will mirror
Science			both Common Core and
Social Studies			Nevada State Standards.
Jocial Studies			Other content area
Flective Courses			standards will mirror the
Elective Courses Career and Decision-Making			Nevada State Standards.
			ivevaua state stalluarus.
Skills			
Health			
Music – Instrumental			
Music – Vocal			
Visual Arts			
Computer and Technology			
World Language - Spanish			

Core Courses	Eighth	See below	Reading,
Reading			English/Language Arts
English/Language Arts			and Mathematics
Mathematics			standards will mirror
Science			both Common Core and
Social Studies			Nevada State Standards.
			Other content area
Elective Courses			standards will mirror the
Career and Decision-Making			Nevada State Standards.
Skills			
Health			
Music – Instrumental			
Music – Vocal			
Visual Arts			
Computer and Technology			
World Language - Spanish			

Reading – Grade K

The purpose of this course is for pupils to begin the reading process as they develop phonological and phonemic awareness. Environmental print, sight words, and letter-sound relationships are used to read text. While listening to and discussing a variety of grade-appropriate text, pupils are introduced to reading strategies. They listen to comprehend text and build vocabulary.

English/Language Arts – Grade K

The purpose of this course is for pupils to begin the writing process by drawing and/or dictating basic text which they share with others. They participate in group discussions using turn taking to develop listening and speaking skills

<u>Mathematics – Grade K</u>

The purpose of this course is for pupils to recognize, read, write, and count numbers to twenty and use one-to-one correspondence. They create and model addition and subtraction using concrete objects. Pupils compare, order, and describe objects by size, value, or attributes as

they are introduced to algebraic reasoning. Geometry at this level includes recognizing and identifying two-dimensional figures in their environment regardless of their orientation. An understanding of data develops through collecting, organizing, and recording information using objects and pictures.

Science - Grade K

The purpose of this course is for pupils to learn various scientific concepts. For the nature of science unifying concept, pupils will learn that: science is an active process of systematically examining the natural world; and many people contribute to science. For the life science unifying concept, they will learn that: offspring resemble their parents; living things have identifiable characteristics; live in different places; and there are many different kinds of living things on Earth. For the physical science unifying concept, pupils will learn that: matter has observable properties; position and motion of objects can be described; and heat, light, and sound can be produced. For the earth and space science unifying concept, they will learn that: changes in weather often involve water changing from one state to another; objects in the sky display patterns; and Earth materials include rocks, soil, and water.

<u>Social Studies – Grade K</u>

The purpose of this course is for pupils to learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. These stories of ordinary and extraordinary people will help describe the range and continuity of the human experience. Emphasis is placed on helping pupils become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping pupils describe their location at school and at home.

Physical Education - Grade K

The purpose of this course is for pupils to learn about physical education and demonstrate appropriate form. They will identify the physiological signs of moderate physical activity. Pupils will demonstrate a mature form in skipping, hopping, galloping and sliding in isolation and in combination. They will demonstrate locomotor movements in varying directions. They will perform various locomotor and non-locomotor movements to a steady beat with or without a prop. They will identify health-related fitness components addressed in selected exercises. They will engage in daily moderate to vigorous structured physical activity. They will perform various structured exercises in a safe manner.

<u>Health – Grade K</u>

The purpose of this course is for pupils to learn about health and well-being. Pupils will identify health behaviors that impact personal health. They will learn about basic anatomy. They will identify helpful and harmful substances. They will recognize ways to prevent common injuries and hazardous situations. They will identify common elements of the environment that affect personal health including germs causing disease. They will identify sources that influence health behaviors. They will identify trusted individuals who can help promote health. They will learn how to express needs, wants, and feelings. They will identify how to respond in an unwanted, threatening, or dangerous situation. They will define short and long term health goals. They will develop personal health goals to practice daily health habits. They will identify basic safety measures and how to promote personal and family health.

Music – Grade K

The purpose of this course is for pupils to learn about music. They will sing a simple melody with accurate pitch. They will play classroom instruments using proper technique. They will improvise short melodic and rhythmic patterns. They will create music to interpret stories, rhymes, and poetry.

Visual Arts - Grade K

The purpose of this course is for pupils to learn about the visual arts. They will use different media, techniques, and processes to produce works of art. They will use elements and principles of design to create works of art. They will create artwork that demonstrates choice of subject matter and symbols to communicate meaning. They will discuss possible meanings of art.

<u>Computer and Technology – Grade K</u>

The purpose of this course is to orient pupils into the usage of computers and technology. They will work create and publish digital products. They will communicate information and ideas to peers and parents using digital text and illustrations. They will work in a team to solve problems using digital tools. They will list potential dangers in digital environments and how to report potentially unsafe situations. They will describe how technology can enhance learning.

World Language – Spanish – Grade K

The purpose of this course is to develop communicative competence in the Spanish language. Pupils will be able to sing songs, follow simple directions, name familiar objects and use appropriate expressions in the Spanish language. They will comprehend brief oral directions, commands, and information. They will identify how people in the culture celebrate important traditions, holidays, and events.

Reading – Grade 1

The purpose of this course is for pupils to demonstrate phonological awareness and phonemic awareness. They demonstrate the ability to decode words. While listening to and discussing a variety of grade-appropriate text, pupils begin to use reading strategies. They begin to read with fluency and to comprehend text.

English/Language Arts - Grade 1

The purpose of this course is for pupils to compose simple sentences and begin to edit their writing. They continue to develop writing skills and share their work with others. Pupils participate in large and small group discussions to develop listening and speaking skills.

Mathematics – Grade 1

The purpose of this course is for pupils to learn basic addition facts through sums to ten and the corresponding subtraction facts. They use skip counting, begin to identify place value, and develop an understanding of equal parts of a whole. The foundation for algebraic reasoning is built through sorting and patterning. Measurement concepts are introduced as pupils compare the length and weight of objects using non-standard units of measurement, determine time to the nearest hour, and determine the value of a given set of coins. Geometric concepts are extended as pupils identify, name, sort, and sketch two- and three-dimensional objects in their environment. Further understanding of data analysis includes using tallies, tables, pictographs, and bar graphs.

<u>Science – Grade 1</u>

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: science is an active process of

systematically examining the natural world; and many people contribute to science. For the life science unifying concept, they will learn that: offspring resemble their parents; living things have identifiable characteristics; live in different places; and there are many different kinds of living things on Earth. For the physical science unifying concept, pupils will learn that: matter has observable properties; position and motion of objects can be described; and heat, light, and sound can be produced. For the earth and space science unifying concept, they will learn that: changes in weather often involve water changing from one state to another; objects in the sky display patterns; and Earth materials include rocks, soil, and water.

Social Studies - Grade 1

The purpose of this course is for pupils to continue to generalize and develop concepts and skills as they learn about their neighborhood and community. Pupils learn about their roles as members of a family and community and begin to recognize symbols, icons, and songs that reflect a common heritage. Pupils build their awareness of government and the role it plays in their daily lives. They explore the economic concept of choice and its consequences. Pupils also begin to locate places on maps and learn how maps serve as representations of physical and human features.

Physical Education - Grades 1

The purpose of this course is for pupils to learn about physical education and demonstrate appropriate form. They will identify the physiological signs of moderate physical activity. Pupils will demonstrate a mature form in skipping, hopping, galloping and sliding in isolation and in combination. They will perform a variety of basic level manipulative skills in isolation. They will identify health-related fitness components addressed in selected exercises. They will engage in

daily moderate to vigorous structured physical activity. They will perform various structured exercises in a safe manner.

Health - Grade 1

The purpose of this course is for pupils to learn about health and well-being. Pupils will identify health behaviors that impact personal health. They will learn about basic anatomy. They will identify helpful and harmful substances. They will recognize ways to prevent common injuries and hazardous situations. They will identify trusted individuals who can help promote health. They will learn how to express needs, wants, and feelings. They will identify how to respond in an unwanted, threatening, or dangerous situation. They will define short and long term health goals. They will develop personal health goals to practice daily health habits. They will identify basic safety measures and how to promote personal and family health.

Music – Grade 1

The purpose of this course is for pupils to learn about music. They will sing a simple melody with accurate pitch. They will play classroom instruments using proper technique. They will improvise short melodic and rhythmic patterns. They will create music to interpret stories, rhymes, and poetry.

Visual Arts – Grade 1

The purpose of this course is for pupils to learn about the visual arts. They will use different media, techniques, and processes to produce works of art. They will use elements and principles of design to create works of art. They will create artwork that demonstrates choice of subject matter and symbols to communicate meaning. They will discuss possible meanings of art.

<u>Computer and Technology – Grade 1</u>

The purpose of this course is to orient pupils into the usage of computers and technology. Pupils will use digital tools to brainstorm and organize new ideas. They will communicate information and ideas to peers and parents using digital text and illustrations. They will work in a team to solve problems using digital tools. They will recognize that different information sources and digital tools are appropriate for different tasks. They will list potential dangers in digital environments and how to report potentially unsafe situations. They will describe how technology can enhance learning.

World Language - Spanish - Grade 1

The purpose of this course is to develop communicative competence in the Spanish language.

They will comprehend brief oral directions, commands, and information. They will read numbers, dates, words related to the family and weather and other thematic vocabulary. They will explore verbal and nonverbal communication of the culture including gesture, body language, dance, art, and music. They will explore and recognize the contributions of the Spanish cultures studied.

Reading – Grade 2

The purpose of this course is for pupils to decode unfamiliar words using structural analysis. While listening to, reading, and discussing a variety of grade-appropriate text, pupils expand their use of reading strategies. They read fluently and comprehend text. Pupils compose a variety of text and edit their written work.

English/Language Arts – Grade 2

The purpose of this course is for pupils to continue to develop writing skills and publish their work. Pupils begin to formulate and answer research questions and record information. They participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills.

Mathematics - Grade 2

The purpose of this course is for pupils to expand their understanding of number sense and place value through the hundreds. They use two-digit addition and subtraction and identify halves and fourths of a whole. Algebraic reasoning continues to develop as pupils describe, extend, and use patterns to solve problems. Pupils represent mathematical situations using numbers, symbols, and words. Measurement concepts include temperature, time to the nearest quarter hour, decimals to show money amounts, and standard units of measurement. Geometric concepts expand as pupils compare and describe two- and three-dimensional geometric figures, identify lines of symmetry, and sort objects by attributes. Data is collected and represented using tables, pictographs, and bar graphs. Pupils make predictions using informal concepts of probability.

Science – Grade 2

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: science is an active process of systematically examining the natural world; and many people contribute to science. For the life science unifying concept, they will learn that: offspring resemble their parents; living things have identifiable characteristics; live in different places; and there are many different kinds of living things on Earth. For the physical science unifying concept, pupils will learn that: matter

has observable properties; position and motion of objects can be described; and heat, light, and sound can be produced. For the earth and space science unifying concept, they will learn that: changes in weather often involve water changing from one state to another; objects in the sky display patterns; and Earth materials include rocks, soil, and water.

Social Studies - Grade 2

The purpose of this course is for pupils to begin building a global perspective by looking at communities in their immediate area, and around the country and world. Pupils study a variety of neighborhoods and the various roles of individuals and families to determine what makes the United States unique. Additionally, pupils explore different patriotic traditions around the world. Pupils are introduced to the economic concepts of consumption and production, the uses of money, and the purpose of financial institutions. Pupils use geographic skills to determine how different communities are influenced by geographic and environmental factors.

Physical Education - Grades 2

The purpose of this course is for pupils to learn about physical education and demonstrate appropriate form. They will identify the physiological signs of moderate physical activity. Pupils will demonstrate a mature form in skipping, hopping, galloping and sliding in isolation and in combination. They will demonstrate a combination of 2 simple weight transfers and balance movements. They will demonstrate locomotor movements in varying directions. They will identify health-related fitness components addressed in selected exercises. They will engage in daily moderate to vigorous structured physical activity. They will perform various structured exercises in a safe manner.

Health - Grade 2

The purpose of this course is for pupils to learn about health and well-being. Pupils will identify health behaviors that impact personal health. They will learn about basic anatomy. They will identify helpful and harmful substances. They will recognize ways to prevent common injuries and hazardous situations. They will identify common elements of the environment that affect personal health including germs causing disease. They will learn how to express needs, wants, and feelings. They will identify how to respond in an unwanted, threatening, or dangerous situation. They will define short and long term health goals. They will develop personal health goals to practice daily health habits. They will identify basic safety measures and how to promote personal and family health.

Music – Grade 2

The purpose of this course is for pupils to learn about music. They will sing a simple melody with accurate pitch. They will play classroom instruments using proper technique. They will improvise short melodic and rhythmic patterns. They will create music to interpret stories, rhymes, and poetry. They will identify several styles of music from various cultures.

<u>Visual Arts – Grade 2</u>

The purpose of this course is for pupils to learn about the visual arts. They will use different media, techniques, and processes to produce works of art. They will use elements and principles of design to create works of art. They will create artwork that demonstrates choice of subject matter and symbols to communicate meaning. They will identify works of art as belonging to particular cultures, times, or places. They will discuss possible meanings of art.

Computer and Technology – Grade 2

The purpose of this course is to orient pupils into the usage of computers and technology. Pupils will use digital tools to brainstorm and organize new ideas. They will identify patterns and predict possibilities with classroom data using digital tools. They will communicate information and ideas to peers and parents using digital text and illustrations. They will work in a team to solve problems using digital tools. They will recognize that different information sources and digital tools are appropriate for different tasks. They will list potential dangers in digital environments and how to report potentially unsafe situations.

World Language – Spanish – Grade 2

The purpose of this course is to develop communicative competence in the Spanish language. Pupils will be able to count and perform simple arithmetic problems, participate in brief guided conversations, and make simple requests in the Spanish language. They will comprehend brief oral directions, commands, and information. They will present information, concepts and ideas to an audience in Spanish by performing skits, puppet shows or dialogues with limited vocabulary. They will explore verbal and nonverbal communication of the culture including gesture, body language, dance, art, and music. They will explore and recognize the contributions of the Spanish cultures studied.

Reading – Grade 3

The purpose of this course is for pupils to determine the meaning of unfamiliar words in text using their knowledge of structural analysis. Pupils expand their vocabulary and knowledge of words through context, word study, and various resources. They read and comprehend gradeappropriate text with fluency and expand their use of reading strategies and skills.

English/Language Arts – Grade 3

The purpose of this course is for pupils to generate their own ideas to compose paragraphs using the writing process. They edit their written work. They continue to develop writing skills and may publish their work. Pupils formulate a topic, conduct research, and record information. They participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills.

Mathematics – Grade 3

The purpose of this course is for pupils to continue to develop their understanding of the number system and place value. Pupils demonstrate immediate recall of addition, subtraction, and multiplication facts and identify, read, and write simple fractions. Pupils model, generate, and solve two-step addition and subtraction problems and one-step multiplication problems. Algebraic reasoning is developed as pupils record and describe how patterns are extended. Variables and open sentences are used to express algebraic relationships. Measurement concepts include appropriate units of measure to the nearest half unit, money notation, time to the nearest minute, and elapsed time to the nearest half hour. In geometry, pupils describe, sketch, and compare plane figures and lines and demonstrate transformational motions. Data is collected and represented graphically through number lines and frequency tables. Informal concepts of probability are expanded.

Science – Grade 3

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: science involves asking and answering questions and comparing the answers to what scientist know about the world; and many people, from all cultures and levels of ability, contribute to the fields of science and technology.

For the life science unifying concept, they will learn that: some characteristics are inherited and some are not; living things have specialized structures that perform a variety of functions; there is a variety of ecosystems on Earth and that organisms interact within their ecosystem; and living things can be classified according to physical characteristics, behaviors and habitats. For the physical science unifying concept, pupils will learn that: objects and materials have properties; forces can change the position and motion of an object; and energy exists in different forms. For the earth and space science unifying concept, they will learn about: the water cycle's relationship to weather; the many components of the solar system, including Earth; and that features on Earth's surface are constantly changing by a combination of slow and rapid processes.

Social Studies – Grade 3

The purpose of this course is for pupils to study people who have leadership qualities and who contribute to making change in their community and the world. Pupils learn about the diversity of the world's peoples and cultures and how diversity is reflected. Pupils discuss how entrepreneurs make a difference and learn the economic concepts of income, savings, and interest. Additionally, pupils study the relationships between people and geography; and how geography is applied to real life situations.

Physical Education - Grade 3

The purpose of this course is for pupils to continue learning about physical education. They will utilize a movement vocabulary for manipulative, locomotor, and non-locomotor movement activities. They will apply basic elements to improve personal performance and know how to monitor the physiological changes occurring during moderate physical activity. They will

combine manipulative skills in simple combinations and sequence combinations of more complex weight transfer and balance movements. They will sustain moderate to vigorous physical activity for longer periods of time to improve physical fitness and identify proper warm-up, conditioning, and cool-down techniques and the reason for using them. They will learn about class rules, procedures, safe practices, and etiquette with limited or no teacher reinforcement.

<u>Health - Grade 3</u>

The purpose of this course is for pupils to continue learning about health and well-being. Pupils will describe the relationship between health behaviors and personal behaviors. They will identify the health-related components of an active lifestyle. They will learn how substances can affect the way people make decisions and perform tasks. They will describe ways to prevent common childhood injuries and differentiate between contagious and noncontagious illness/diseases. They will locate resources from home, school, and community that provide reliable health information. They will model effective verbal and non-verbal communication skills including refusal and negotiation skills. They will predict how decisions about substance use and abuse have consequences for self and others. They will set a personal health goal and track progress toward its achievement. They will demonstrate behaviors that avoid or reduce health risks.

Music - Grade 3

The purpose of this course is for pupils to learn about music. They will sing a simple melody with accurate pitch. They will play classroom instruments using proper technique. They will improvise short melodic and rhythmic patterns. They will create music to interpret stories,

rhymes, and poetry. They will read quarter notes, quarter rests and eighth notes in duple meter Identify simple elements of music. They will use criteria to evaluate performances and compositions. They will identify several styles of music from various cultures.

Visual Arts - Grade 3

The purpose of this course is for pupils to learn about the visual arts. They will use different media, techniques, and processes to produce works of art. They will use elements and principles of design to create works of art. They will create artwork that demonstrates choice of subject matter and symbols to communicate meaning. They will identify works of art as belonging to particular cultures, times, or places. They will discuss possible meanings of art.

Computer and Technology – Grade 3

The purpose of this course is to further develop the pupil's ability of computer and technology usage. Pupils will create an original, digital work as a form of personal or group expression with minimal teacher support. They will communicate information and ideas using digital text, images, and sound. They will describe appropriate media and formats for specific audiences. They will describe codes of conduct for using technology at the school and the consequences for breaking those rules.

World Language – Spanish – Grade 3

The purpose of this course is to develop communicative competence in the Spanish language. Pupils will be able to count and perform simple arithmetic problems, participate in brief guided conversations, and make simple requests in the Spanish language. They will comprehend brief oral directions, commands, and information. They will present information, concepts and ideas

to an audience in Spanish by performing skits, puppet shows or dialogues with limited vocabulary. They will explore and recognize the contributions of the Spanish cultures studied.

Reading – Grade 4

The purpose of this course is for pupils to determine the meaning of unfamiliar words while reading text using their knowledge of structural analysis. Pupils expand their vocabulary and knowledge of words through context, word study, and various resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills.

English/Language Arts – Grade 4

The purpose of this course is for pupil to use the writing process to compose essays and compositions with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph papers to inform or persuade. Pupils also write summaries. Pupils may publish their work. They participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills.

Mathematics – Grade 4

The purpose of this course is for pupils to read, write, compare, and order whole numbers and fractions, identify and use place value, and recall and use facts. Pupils use estimation as they generate and solve problems. Patterns and relationships are identified, described, and represented numerically and algebraically. Algebraic concepts are expanded to include modeling, explaining, and solving open number sentences. Measurement concepts include area and perimeter, money notation, and elapsed time to the nearest quarter hour. Geometric

concepts are expanded to include symmetry, congruence, and coordinate geometry. Models are used to identify, describe, and classify figures by relevant properties. Data analysis includes collecting and representing information through frequency tables and line plots. Pupils model measures of central tendency for mode and median. Probability experiments are conducted using concrete materials and the results are represented using fractions to make predictions.

Science - Grade 4

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: science involves asking and answering questions and comparing the answers to what scientist know about the world; and many people, from all cultures and levels of ability, contribute to the fields of science and technology. For the life science unifying concept, they will learn that: some characteristics are inherited and some are not; living things have specialized structures that perform a variety of functions; there is a variety of ecosystems on Earth and that organisms interact within their ecosystem; and living things can be classified according to physical characteristics, behaviors and habitats. For the physical science unifying concept, pupils will learn that: objects and materials have properties; forces can change the position and motion of an object; and energy exists in different forms. For the earth and space science unifying concept, they will learn about: the water cycle's relationship to weather; the many components of the solar system, including Earth; and that features on Earth's surface are constantly changing by a combination of slow and rapid processes.

Social Studies - Grade 4

The purpose of this course is for pupils continue to build upon their understanding of families, schools, and communities, with an emphasis on Nevada. Pupils learn the story of Nevada and discuss the motivations for coming to and settling here. Additionally, pupils study the crucial relationship between the pioneers and the indigenous peoples of the area. Pupils investigate the past and present political traditions of state and local governments. Pupils identify entrepreneurial activities of Nevadans and discuss their impact on the growth of the state. Pupils study the geographic relationship between humans and the physical environment in Nevada.

Physical Education - Grades 4

The purpose of this course is for pupils to continue learning about physical education and demonstrating age appropriate form. They will utilize vocabulary to differentiate between more complex gamelike strategies. They will apply simple strategies to game like situations. They will perform more technically complex folk, and/or social, dances and identifying the cultural and historical contexts. They will create personal goals related to fitness assessment and identify the health-related components of fitness in various activities. They will utilize proper warm-up, conditioning, and cool-down techniques. They will demonstrate positive responses to challenges, successes and failures in physical activity. They will manage conflict positively and demonstrate teamwork and sportsmanship while interacting with others regardless of differences.

<u>Health - Grade 4</u>

The purpose of this course is for pupils to continue learning about health and well-being. They will explain the basic structure, function, and developmental processes of human body systems.

They will identify the health-related components of an active lifestyle. They will learn how substances can affect the way people make decisions and perform tasks. They will describe ways to prevent common childhood injuries and differentiate between contagious and noncontagious illness/diseases. They will identify how various sources affect thoughts, feelings and health behaviors and describe ways that technology can influence health and disease. They will locate resources from home, school, and community that provide reliable health information. They will model effective verbal and non-verbal communication skills including refusal and negotiation skills. They will develop coping behaviors in response and describe basic first aid procedures and responses to common emergencies.

Music - Grade 4

The purpose of this course is for pupils to continue learning about music. They will sing independently and expressively. They will sing more complex patriotic songs, folk songs, and multicultural selections. They will play rhythmic, melodic, and chordal patterns. Improvise melodic and rhythmic patterns within the context of a musical phrase. They will create music to interpret readings or dramatizations. They will compare and contrast simple elements of music when presented aurally. They will identify by style aural examples from various historical periods, American musical history, and world cultures.

Visual Arts - Grade 4

The purpose of this course is for pupils to continue learning about the visual arts. They will examine how different media, techniques, and processes cause different responses. They will identify and describe possible purposes and/or functions of art. They will create artwork that

demonstrates choice of subject matter and symbols to communicate meaning. They will state preferences for characteristics, merits, and meanings in art.

Computer and Technology - Grade 4

The purpose of this course is to further develop the pupil's ability of computer and technology usage. Pupils will create an original, digital work as a form of personal or group expression with minimal teacher support. They will identify and represent trends and make predictions using classroom data. They will communicate information and ideas using digital text, images, and sound. They will describe appropriate media and formats for specific audiences. They will uses digital tools to plan a timeline and track progress for a research project. They will discern between facts and opinions in digital content. They will describe codes of conduct for using technology at the school and the consequences for breaking those rules.

World Language – Spanish – Grade 4

The purpose of this course is to develop communicative competence in the Spanish language. Pupils will be able to identify common objects after listening to an oral description, tell time, and use the calendar in the Spanish language. They will read combinations of familiar words in short sentences. They will comprehend brief oral directions, commands, and information. They will write familiar words or phrases, including colors, dates, numbers, lyrics of songs and words related to the family and weather. They will learn about important people, holidays, geography, and history of Latin American. They will develop an awareness of cultural diversity.

Reading – Grade 5

The purpose of this course is for pupils to determine the meaning of unfamiliar words in text using structural analysis. Pupils expand their vocabulary and knowledge of words through

context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas.

English/Language Arts – Grade 5

The purpose of this course is for pupil to use the writing process to compose a variety of multiparagraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit
for mechanics, word usage, and sentence structure. They formulate questions, research a topic,
and write multi-paragraph text to inform or persuade. Pupils also write summaries. Pupils may
publish their work. They participate in and sometimes lead group discussions. Pupils expand
active listening skills and demonstrate public speaking techniques.

Mathematics – Grade 5

The purpose of this course is for pupils to develop proficiency in using whole number, fractions, and decimals to solve problems. Algebraic reasoning develops as pupils identify, describe, and represent patterns and relationships in the number system and complete number sentences using words and symbols. Measurement is developed as pupils estimate and measure within customary and metric systems, show understanding of perimeter and area, identify equivalent periods of time, and solve problems involving monetary amounts. Spatial sense and geometric concepts are extended as pupils develop an understanding of the relationship between and among two- and three- dimensional figures and represent geometric shapes on a coordinate plane. In data analysis, pupils design surveys to collect, display, and analyze data to make predictions and draw conclusions

Science – Grade 5

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: science involves asking and answering questions and comparing the answers to what scientist know about the world; and many people, from all cultures and levels of ability, contribute to the fields of science and technology. For the life science unifying concept, they will learn that: some characteristics are inherited and some are not; living things have specialized structures that perform a variety of functions; there is a variety of ecosystems on Earth and that organisms interact within their ecosystem; and living things can be classified according to physical characteristics, behaviors and habitats. For the physical science unifying concept, pupils will learn that: objects and materials have properties; forces can change the position and motion of an object; and energy exists in different forms. For the earth and space science unifying concept, they will learn about: the water cycle's relationship to weather; the many components of the solar system, including Earth; and that features on Earth's surface are constantly changing by a combination of slow and rapid processes.

<u>Social Studies – Grade 5</u>

The purpose of this course is for pupils to study the development of the nation through Westward Expansion. The focus of study begins with the native inhabitants of the Americas, through the building and expansion of our nation. Pupils examine the impact of Constitutional issues on American society by studying the ideas, documents, and events that were critical to the building of our nation and the foundations of American democracy. Pupils explain how different regions of the United States offer specific resources and income opportunities for

people. Pupils study the diversity of the geographic regions of the United States using a variety of geographic tools and resources.

Physical Education – Grade 5

The purpose of this course is for pupils to continue learning about physical education and demonstrating age appropriate form. They will utilize vocabulary to differentiate between more complex gamelike strategies. They will apply simple strategies to game like situations. They will explain the physiological factors affecting individual differences in physical fitness levels. They will utilize locomotor and nonlocomotor movements in physical activities. They will create and perform sequence, alone or with a group, that combines weight transfer and balance movements. They will demonstrate movement phrase, accurately repeat it and then vary it, making changes in the time, space, and/or qualities of movement.

<u>Health - Grade 5</u>

The purpose of these progressively difficult courses is for pupils to continue learning about health and well-being. They will identify the health-related components of an active lifestyle. They will learn how substances can affect the way people make decisions and perform tasks. They will identify how various sources affect thoughts, feelings and health behaviors and describe ways that technology can influence health and disease. They will locate resources from home, school, and community that provide reliable health information. They will model effective verbal and non-verbal communication skills including refusal and negotiation skills. They will develop coping behaviors in response and describe basic first aid procedures and responses to common emergencies.

Music - Grade 5

The purpose of this course is for pupils to continue learning about music. They will sing independently and expressively. They will sing more complex patriotic songs, folk songs, and multicultural selections. They will play rhythmic, melodic, and chordal patterns. Improvise melodic and rhythmic patterns within the context of a musical phrase. They will create music to interpret readings or dramatizations. They will read whole, half, dotted half, quarter and eighth notes and rests in duple and triple meter. They will compare and contrast simple elements of music when presented aurally. They will construct criteria using standard music vocabulary. They will identify by style aural examples from various historical periods, American musical history, and world cultures.

<u>Visual Arts - Grade 5</u>

The purpose of this course is for pupils to continue learning about the visual arts. They will determine differences between media, techniques or processes in works of art. They will examine how different media, techniques, and processes cause different responses. They will identify and describe possible purposes and/or functions of art. They will create artwork that demonstrates choice of subject matter and symbols to communicate meaning. They will associate a variety of artworks with cultures, times, and places. They will state preferences for characteristics, merits, and meanings in art.

Computer and Technology – Grade 5

The purpose of this course is to further develop the pupil's ability of computer and technology usage. Pupils will create an original, digital work as a form of personal or group expression with minimal teacher support. They will identify and represent trends and make predictions using classroom data. They will communicate information and ideas using digital text, images, and

sound. They will describe appropriate media and formats for specific audiences. They will uses digital tools to plan a timeline and track progress for a research project. They will discern between facts and opinions in digital content. They will describe codes of conduct for using technology at the school and the consequences for breaking those rules.

World Language - Spanish - Grade 5

The purpose of this course is to develop communicative competence in the Spanish language. Pupils will be able to identify common objects after listening to an oral description, tell time, and use the calendar in the Spanish language. They will read combinations of familiar words in short sentences. They will comprehend brief oral directions, commands, and information. They will write familiar words or phrases, including colors, dates, numbers, lyrics of songs and words related to the family and weather. They will learn about important people, holidays, geography, and history of Latin American. They will develop an awareness of cultural diversity.

Reading – Grade 6

The purpose of this course is for pupils to expand reading comprehension skills using structural analysis. Pupils expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas.

English/Language Arts – Grade 6

The purpose of this course is for pupils to use the writing process to compose a variety of multiparagraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade. Pupils also write summaries. Pupils may

publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques

Mathematics - Grade 6

The purpose of this course is for pupils to continue their development of number theory to include fractions, decimals, percents, prime and composite numbers, factors, and rules of divisibility to solve problems. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. Measurement concepts expand to include the use of formulas and ratios to measure circumference, compare unit costs, and determine equivalent periods of time. In geometry, pupils determine complementary, supplementary, and missing angles. Pupils identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event.

Science – Grade 6

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the

physical science unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. For the earth and space science unifying concept, they will learn about: the relationship between the Earth's atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes.

<u>Social Studies - World History – Grade 6</u>

The purpose of this course is for pupils to investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures.

Physical Education – Grades 6

The purpose of this course is for pupils to continue learning about physical education and refining age appropriate form and skills. They will refine locomotor and non-locomotor movements in a sport setting and refine previously learned manipulative skills. They will accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic. They will identify and demonstrate basic dance steps, positions and patterns from two different theatrical styles and/or traditional styles of dance. They will compare safe and unsafe exercises and demonstrate safe exercise alternatives. They will analyze potential consequences when confronted with a behavior choice. They will work cooperatively within a group to achieve goals in cooperative or competitive situations. They will demonstrate a multicultural physical activity to others.

Reading – Grade 7

The purpose of this course is for pupils to continue expanding reading comprehension skills using structural analysis. Pupils expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas.

English/Language Arts - Grade 7

The purpose of this course is for pupils to use the writing process to compose a variety of multiparagraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit
for mechanics, word usage, and sentence structure. They formulate questions, research a topic,
and write multi-paragraph text to inform or persuade. Pupils also write summaries. Pupils may
publish their work. They participate in and sometimes lead group discussions. Pupils expand
active listening skills and demonstrate public speaking techniques

Mathematics - Grade 7

The purpose of this course is for pupils to continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Measurement skills include conversions between the customary and metric measurement systems with respect to area and capacity. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. Pupils refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations.

Science – Grade 7

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the physical science unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. For the earth and space science unifying concept, they will learn about: the relationship between the Earth's atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes.

<u>Social Studies - US History – Grade 7</u>

The purpose of this course is to learn about the events leading up to the American Revolution through World War II. Pupils will also briefly review colonial America. Through a thematic approach, pupils identify the relationships among historical eras in the building of a new nation. They explore and evaluate the challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions.

<u>Social Studies - Nevada History – Grade 7</u>

The purpose of this course is for pupils to explore the growth of Nevada from statehood to present day. Pupils will examine the processes of government, regions of the state, and analyze the influence of the availability of natural and human resources on the development of Nevada.

The purpose of this course is for pupils to continue learning about physical education and refining age appropriate form and skills. Pupils will be able to utilize appropriate sport vocabulary and evaluate movement forms for skill improvement. Pupils will recognize physiological benefits of exercise during and after physical activity. They will accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic. They will identify and demonstrate basic dance steps, positions and patterns from two different theatrical styles and/or traditional styles of dance. They will design a personal health-related fitness program based on an accurately assessed fitness profile. They will understand and apply principles of training/ conditioning to regular fitness activities.

Reading – Grade 8

Physical Education – Grades 7

The purpose of this course is for pupils to continue expanding reading comprehension skills using structural analysis. Pupils expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas.

English/Language Arts – Grade 8

The purpose of this course is for pupils to use the writing process to compose a variety of multiparagraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic,

and write multi-paragraph text to inform or persuade. Pupils also write summaries. Pupils may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques

Mathematics – Grade 8

The purpose of this course is for pupils to become proficient in working with various representations of and calculating with real numbers including scientific notation. Algebra skills extend in identifying missing terms in a sequence or representation. Pupils solve linear equations and graphically represent the solution. Measurement skills expand to include how changes in dimensions affect the perimeter, area, and volume. Pupils apply properties of equality and proportionality to similar and congruent shapes. Geometric concepts are extended to include the calculation of the measure of the interior angles of polygons. Pupils refine their understanding of data analysis as they include box-and-whisker plots to graphically represent a data set and then describe this data through the use of measures of central tendency. Pupils begin to evaluate statistical arguments based on accuracy and validity. Pupils synthesize, generalize, and apply knowledge and strategies to new situations.

Science – Grade 8

The purpose of this course is to build upon previously learned scientific concepts. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a

variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the physical science unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. For the earth and space science unifying concept, they will learn about: the relationship between the Earth's atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes.

Social Studies - Geography - Grade 8

The purpose of this course is for pupils to continue to investigate the world using knowledge and skills learned in previous grades. The pupils have learned about their home, neighborhood, community, county, and state. Now they will take this knowledge to a larger scale to explore the state, nation, countries, and continents of the world. The pupils will spend time learning more about cultures, history, regions, and the geographic features of the world.

Physical Education - Grades 8

The purpose of this course is for pupils to continue learning about physical education and refining age appropriate form and skills. Pupils will be able to utilize appropriate sport vocabulary and evaluate movement forms for skill improvement. They will understand and apply principles of training/ conditioning to regular fitness activities. They will identify and/or participate in a variety of health related fitness activities in both school and community. They will compare safe and unsafe exercises and demonstrate safe exercise alternatives. They will analyze potential consequences when confronted with a behavior choice. They will work

cooperatively within a group to achieve goals in cooperative or competitive situations. They will demonstrate a multicultural physical activity to others.

Health - Grade 6-8

The purpose of this course is for pupils to learn about health and well-being. Pupils will analyze the relationship between health behaviors and personal health. They will explain the interrelationships of emotional, intellectual, physical, and social health in adolescence. They will learn how behaviors, pathogens, genetic history, and other factors are related to illness/disease prevention. They will identify laws and regulations made to protect community health. They will explain how the perceptions of norms influence healthy and risky behaviors. They will examine how individual family, peers, and information influence the personal use, misuse, and abuse of substances. They will explain how local school and public health policies can influence health promotion and disease prevention. They will defend healthy alternatives over unhealthy alternatives when making a decision. They will apply a decision-making process to a significant health issue or problem. They will apply time management strategies and skills needed to attain a personal long-term health goal.

Music – Vocal – Grades 6-8

The purpose of this course is for pupils to refine their vocal music abilities. They will sing with technical accuracy and good breath control throughout their singing ranges. They will sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control. They will sing choral literature written in two and three parts with and without accompaniment. They will sing music representing diverse genres and styles. They will improvise simple melodies and harmonies and compose short pieces using the elements of

music. They will read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures. They will develop musical criteria for evaluating the quality and effectiveness of performances and compositions. They will compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.

Music - Instrumental - Grades 6-8

The purpose of this course is for pupils to refine their instrumental music abilities. They will play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument. They will play in large ensembles demonstrating appropriate ensemble technique while following a conductor. They will perform multiple-part ensemble literature. They will play a varied repertoire of instrumental literature representing diverse genres and styles. Improvise simple melodies and harmonies. They will compose short pieces using the elements of music. They will read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures. They will develop musical criteria for evaluating the quality and effectiveness of performances and compositions. They will compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.

Visual Arts – Grades 6-8

The purpose of this course is for pupils to refine their visual arts abilities. They will compare and contrast the use of media, techniques, and processes in works of art. They will analyze one's own selection and use of media, techniques, and processes to elicit intended responses. They will discuss why visual characteristics, purposes, and/or functions may be effective in works of

art. They will plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning. They will describe the purpose and discuss the meaning of specific art objects within varied cultures, times, and places. They will analyze and generate new meaning of their artwork and the work of others. They will explain how the basic principles of art are similar to principles of other disciplines.

<u>Computer and Technology – Grades 6-8</u>

The purpose of this course is to refine the pupil's ability of computer and technology usage. Pupils will apply existing knowledge to independently generate new ideas, products, or processes with digital tools. They will use digital models and simulations to answer questions or to solve problems. They will use technology to track trends and predict possibilities using evidence, experiments, and collaboration to justify their predictions. The will communicate with digital text, images, sound, and video. They will create digital products in formats appropriately targeted to specific audiences or purposes. They will use digital tools to plan and organize research-based inquiry. They will use digital tools to plan a timeline, track progress, and cite sources for a research project. They will evaluate and compare facts and opinions in digital content sources and describe points of view. They will use multiple digital tools to collect and process data to test theories and hypothesis. They will model legal and ethical behaviors when using information and technology including properly selecting, acquiring, and citing sources. They will explain the value of existing and emerging technologies.

World Language – Spanish – Grades 6-8

The purpose of this course is to develop communicative competence in the Spanish language.

Pupils will be able to talk and write about activities of daily life, give and follow simple oral and written instructions and commands, recognize commonly used verbs and phrases, and participate in structured conversations in a variety of topics. Pupils will be able to tell and write a simple narrative about a personal experience or event. They will be able to recognize the standard rules of usage and grammar. They will demonstrate occasional creativity in the production of language. They will comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. They will read and comprehend phrases, short sentences, written directions and narratives. They will identify important people, holidays, geography, and history of Latin America. They will analyze and compare the writing systems of both the English and Spanish language. They will learn about the cultural differences between the pupil's culture and that of Latin America.

<u>Career and Decision-Making Skills – Grades 7-8</u>

The purpose of this course is to enable pupils to explore careers/career clusters, learn about the decision-making process and study skills. Activities will enable pupils to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Pupils will learn about their interests, values, skills, learning styles and personal and social development.

(Exhibit C) Mater Original Charter Application Attachment 5 Attachment A.3.4

Half-day Kindergarten AM	Beginning	End		
Start of school/attendance/announcements	8:30 am	8:35 am		
Reading/ Language Arts	8:35 am	9:55 am		
Recess	9:55 am	10:10 am		
Mathematics	10:10 am	11:10 am		
Science/Health/Social Studies (M,W)	11:10 am	11:40 am		
Music/Art/PE/Computers (T, TH, F)	11:10 am	11:40 am		
End of School	11.10 0111	11:40 am		
End of School		11.40 um		
Half-day Kindergarten PM	Beginning	<u>End</u>		
Start of school/attendance/announcements	12:05 pm	12:10 pm		
Reading/ Language Arts	12:10 pm	1:30 pm		
Mathematics	1:30 pm	2:30 pm		
Recess	2:30 pm	2:45 pm		
Science/Health/Social Studies (M,W)	2:45 pm	3:15 pm		
Music/Art/PE/Computers (T, TH, F)	2:45 pm	3:15 pm		
End of School		3:15 pm		
Full day Kindergarten	Beginning	<u>End</u>		
Start of school/attendance/announcements	8:30 am	8:35 am		
Reading	8:35 am	9:55 am		
Recess	9:55 am	10:10 am		
Reading	10:10 am	11:10 am		
Mathematics	11:10 am	12:10 pm		
Lunch	12:10 pm	12:40 pm		
Science/Health/Social Studies	12:40 pm	1:15 pm		
Language Arts	1:15 pm	2:25 pm		
Music/Art/PE/Computers	2:25 pm	3:15 pm		
End of school		3:15 pm		
<u>First Grade</u>	<u>Beginning</u>	<u>End</u>		
Start of school/attendance/announcements	8:30 am	8:35 am		
Reading/Language Arts	8:35 am	10:35 am		
Science/Health	10:35 am	11:10 am		
Recess/Lunch	11:10 am	11:40 am		
Mathematics Calendar/Skills	11:40 am	12:00 pm		
Mathematics	12:00 pm	1:10 pm		
Social Studies	1:10 pm	2:00 pm		
Music/Art/PE/Computers	2:00 pm	2:50 pm		
Writing	2:50 pm	3:15 pm		
End of School		3:15 pm		
<u>Second Grade</u>	<u>Beginning</u>	<u>End</u>		
Start of school/attendance/announcements	8:30 am	8:35 am		

(Exhibit C) Mater Original Charter Applic		10.25 am
Reading	8:35 am	10:35 am
Recess	10:35 am	10:50 am
Mathematics	10:50 am	11:50 am
Lunch	11:50 am	12:20 pm
Science/Health/Social Studies	12:20 pm	1:05 pm
Music/Art/PE/Computers	1:05 pm	1:55 pm
Writing/Language Arts	1:55 pm	3:15 pm
End of School		3:15 pm
Third Grade	Beginning	<u>End</u>
Start of school/attendance/announcements	8:30 am	8:35 am
Reading	8:35 am	10:30 am
Mathematics	10:30 am	11:40 am
Lunch	11:40 am	12:10 pm
Music/Art/PE/Computers	12:10 pm	1:00 pm
Writing/Language Arts	1:00 pm	1:50 pm
Recess	1:50 pm	2:05 pm
Science/Health/Social Studies	2:05 pm	3:15 pm
End of School		3:15 pm
<u>Fourth Grade</u>	<u>Beginning</u>	<u>End</u>
Start of school/attendance/announcements	8:30 am	8:35 am
Reading	8:35 am	9:30 am
Music/Art/PE/Computers	9:30 am	10:20 am
Science/Health/Social Studies	10:20 am	11:30 am
Lunch	11:30 am	12:00 pm
Writing/Language Arts	12:00 pm	1:00 pm
Recess	1:00 pm	1:15 pm
Mathematics	1:15 pm	2:30 pm
Reading	2:30 pm	3:15 pm
End of School		3:15 pm
<u>Fifth Grade</u>	<u>Beginning</u>	<u>End</u>
Start of school/attendance/announcements	8:30 am	8:35 am
Music/Art/PE/Computers	8:35 am	9:25 am
Reading	9:25 am	10:40 am
Science/Health/Social Studies	10:40 am	11:20 am
Lunch	11:20 am	11:50 am
Mathematics	11:50 am	1:05 pm
Writing/Language Arts	1:05 pm	2:05 pm
Recess	2:05 pm	2:20 pm
Reading	2:20 pm	3:15 pm
End of School		3:15 pm
6-8 Grade (Mon, Wed, Fri)	<u>Beginning</u>	<u>End</u>
Start of Day	8:30 am	
1 st Period	8:30 am	9:20 am

(Exhibit C) Mater Original Charter Appleasing	9:20 am	9:24 am		
2 nd Period	9:24 am	10:14 am		
Passing	10:14 am	10:18 am		
3 rd Period	10:18 am	11:08 am		
Lunch	11:08 am	11:38 am		
Passing	11:38 am	11:42 am		
4 th Period	11:42 am	12:32 pm		
Passing	12:32 pm	12:36 pm		
5 th Period	12:36 pm	1:26 pm		
Passing	1:26 pm	1:30 pm		
6 th Period	1:30 pm	2:20 pm		
Passing	2:20 pm	2:24 pm		
7 th Period	2:24 pm	3:15 pm		
End of School		3:15 pm		
		5.25 p		
6-8 Grade (Tues)	Beginning	<u>End</u>		
Start of Day	8:30 am			
1 st Period	8:30 am	10:14 am		
Passing	10:14 am	10:18 am		
3 rd Period	10:18 am	12:02 pm		
Passing	12:02 pm	12:06 pm		
5 th Period	12:06 pm	12:56 pm		
Lunch	12:56 pm	1:26 pm		
Passing	1:26 pm	1:30 pm		
7 th Period	1:30 pm	3:15 pm		
End of School		3:15 pm		
6-8 Grade (Thurs)	<u>Beginning</u>	<u>End</u>		
Start of Day	8:30 am	10:14		
2 nd Period	8:30 am	10:14 am 10:18 am		
Passing	10:14 am	יווו ו am		
Atla Daviad				
4th Period	10:18 am	12:02 pm		
Passing	10:18 am 12:02 pm	12:02 pm 12:06 pm		
Passing 5 th Period	10:18 am 12:02 pm 12:06 pm	12:02 pm 12:06 pm 12:56 pm		
Passing 5 th Period Lunch	10:18 am 12:02 pm 12:06 pm 12:56 pm	12:02 pm 12:06 pm 12:56 pm 1:26 pm		
Passing 5 th Period Lunch Passing	10:18 am 12:02 pm 12:06 pm 12:56 pm 1:26 pm	12:02 pm 12:06 pm 12:56 pm 1:26 pm 1:30 pm		
Passing 5 th Period Lunch	10:18 am 12:02 pm 12:06 pm 12:56 pm	12:02 pm 12:06 pm 12:56 pm 1:26 pm		

Attachment 6 Attachment A.3.5/A.3.7

To foster the academically rigorous environment emphasized in the school's mission, the promotion requirements for the school will exceed the NRS prescribed promotion guidelines. Pupils must meet specific levels of performance in order to be promoted as outlined below. For each pupil who is not meeting grade level performance levels and is at risk for retention, the parent/guardian will be notified in a timely manner to provide opportunities for intervention and remediation. At the end of the year, the pupil's data will be reviewed in conjunction with the parent/guardian and a determination of grade level retention will be made.

- Pupils in grades kindergarten through fifth grade must successfully annually pass the following courses for promotion to the subsequent grade: reading, English language arts, social studies, mathematics, and science.
- Pupils in sixth through eighth grade must successfully annually complete one
 unit of credit of the following courses for promotion to the subsequent grade:
 reading, English language arts, mathematics, science, and social studies.

Attachment 7 Attachment A.3.9

OFFICIAL TRANSCRIPT

Student Name: Jane Doe

Grade: 7 Birthdate: 08/31/1999

Mater Academy of Nevada A NWAC Accredited Institution

1234 Some Street Las Vegas, NV 890##

000-000-0000

Si	SEM 1	SEM 2	SUMMER		
ater Academy					
Reading A	A				
English A	Α				
Science A	A				
Mathematics A	4				
Physical Education B	3				
Computer Literacy A	4				
Spanish 1 B	3				
Beginning Art B	3				
ater Academy					
Reading		Α			
English		Α			
Science		Α			
Mathematics		Α			
Physical Education		В			
Computer Literacy		Α			
Spanish 1		В			
Beginning Art		В			
				A - 4.00	CRT
				B - 3.00	Reading
				C - 2.00	Math
				D - 1.00	
				F - 0.00	
				P - Pass	
				WF - With/Fail	
				NC - No Credit	
				WF - With/Fail	

Total Units Earned Cumulative GPA: 3.89 Rank: Not Ranked

Graduated Date:

Signature Date

This transcript is only valid when the Mater school seal is placed upon this document.

Attachment 8 Attachment A.3.10

The school will transfer successfully completed student credits to another school, whenever a pupil transfers to another school and/or upon the request of the Clark County School District or another school district. A transfer of credits to another school in or out of Nevada is applicable since the School will deliver a standards based curriculum that is aligned to the Common Core and Nevada State Standards by grade level.

(Exhibit C) Mater Original Charter Application <u>Attachment 9</u> <u>Attachment A.3.11</u>

Texts to be used may include but are not limited to the following:

	Kindergarten										
Math	Investigations	Pearson Prentice Hall	2012								
Reading/ELA	Reading Wonders	McGraw Hill	2014								
Science	Interactive Science	Pearson Prentice Hall	2012								
Social Studies	Our World Now and Long Ago	Houghton Mifflin	2011								
	First Grade	<u> </u>									
Math	Investigations	Pearson Prentice Hall	2012								
Reading/ELA	Reading Wonders	McGraw Hill	2014								
Science	Interactive Science	Pearson Prentice Hall	2012								
Social Studies	A Child's View	Houghton Mifflin	2011								
Second Grade											
Math	Investigations	Pearson Prentice Hall	2012								
Reading/ELA	Reading Wonders	McGraw Hill	2014								
Science	Interactive Science	Pearson Prentice Hall	2012								
Social Studies	People We Know	Houghton Mifflin	2011								
	Third Grade	,	1								
Math	Investigations	Pearson Prentice Hall	2012								
Reading/ELA	Reading Wonders	McGraw Hill	2014								
Science	Interactive Science	Pearson Prentice Hall	2012								
Social Studies	Our Communities	Houghton Mifflin	2011								
	Fourth Grade	,									
Math	Investigations	Pearson Prentice Hall	2012								
Reading/ELA	Reading Wonders	McGraw Hill	2014								
Science	Interactive Science	Pearson Prentice Hall	2012								
Social Studies	States and Regions	Houghton Mifflin	2011								
	Fifth Grade	,									
Math	Investigations	Pearson Prentice Hall	2012								
	Springboard Math 1	College Board	2011								
Reading/ELA	Reading Wonders	McGraw Hill	2014								
Science	Interactive Science	Pearson Prentice Hall	2012								
Social Studies	The United States	Houghton Mifflin	2011								
	Sixth Grade										
Reading	Literature-Language and Literacy	Pearson Prentice Hall	2010								
English	Springboard ELA 1	College Board	2011								
Science	Integrated ¡Science Course 1	McGraw-Hill	2012								
Math	Springboard Math 1	College Board	2011								
World History	Discovering Our Past: A History	McGraw-Hill	2011								
	of the World										
Health	Health and Wellness	McGraw-Hill	2005								
Spanish I	Realidades A	Pearson Prentice Hall	2011								
	Seventh Grade		1								
Reading	Literature-Language and Literacy	Pearson Prentice Hall	2010								
English	Springboard ELA 2	College Board	2011								
Science	Integrated ¡Science Course 2	McGraw-Hill	2012								
Math	Springboard Math 2	College Board	2011								

	Springboard Math 3		
TIG III /	1 0)	2012
US History/	The American Journey/	McGraw-Hill/	2012
Nevada History	Nevada, A Journey of Discovery	Gibbs-Smith	
		Education	2005
Health	Health and Wellness	McGraw-Hill	<u>2005</u>
Spanish I	Realidades A	Pearson Prentice Hall	2011
Spanish II	Realidades B		
	Eighth Grade		
Reading	Literature-Language and Literacy	Pearson Prentice Hall	2010
English	Springboard ELA 3	College Board	2011
Math	Springboard Math 3	College Board	2011
	Springboard Algebra		
Geography	Exploring Our World	McGraw Hill	2010
Science	Integrated ¡Science Course 3	McGraw-Hill	2012
Health	Health and Wellness	McGraw-Hill	2005
Spanish I	Realidades A	Pearson Prentice Hall	2011
Spanish II	Realidades B		
Spanish III	Realidades 2		

Attachment 10 Attachment A.4.1

Multiple school level assessments, both formative and summative, will be utilized to measure specific learning outcomes. School-based assessments to be used in all courses may include:

- Weekly teacher-generated quizzes;
- Unit assessments and chapter tests;
- Class projects and/or investigations based on focus lessons; and/or
- Class participation rubrics.

The school will select a commercially available standardized instrument, such as AIMSweb Curriculum-Based Measurement or Renaissance Learning's STAR Assessment to regularly monitor students. Should the school select AIMSweb, all students will be assessed three times per year for universal screening (early identification) and general education progress monitoring using the online computer program AIMSweb. This program will allow the school to monitor at-risk students monthly, evaluate the effectiveness of instructional strategies, write individualized pupil goals and provide a system to report results to students, parents, teachers and administrators. Should the school select Renaissance Learning's STAR Assessment; all students will be initially evaluated. Students who are performing above grade level will be subsequently assessed on a monthly basis. Students performing at grade level will be subsequently assessed every two weeks. Students performing below grade level will be subsequently assessed weekly. Both AIMSweb Curriculum-Based Measurement and Renaissance Learning's STAR Assessment track students over time and thus are appropriate instruments for the School to monitor its third goal listed in A.2.1.

In addition, the school will comply with all required state assessments and administration dates will be aligned with schedules provided by the Nevada Department of Education, and any other authority as may be applicable.

Nevada Testing Calendar for the Year 2014-2015 TBD

Program	Grades	Testing Windows/Dates
CRT*	3-8	150 th day of instruction, +/-10days
CRT: Science	5 and 8	130 day of ilistruction, +/-10days
NAA: Reading and Math	3-8	Fobruary 4 April 2
NAA: Science and Writing	3-8	February 4 - April 3
ACCESS	K-8	March 4 - May 17
NAEP	4 and 8	January 24 - March 4

Beginning in its inaugural year, educators will be professionally developed to receive tools and resources to ensure their ability to begin to instruct and monitor student achievement in the Nevada Standards and Common Core Standards (A.3.13)

Additional assessment information regarding the implementation of non-mandated assessments and the school's approach to assessments is respectively found in sections A.4.2 and A.4.3.

^{*}In the school year 2013-2014, Common Assessments aligned to the CCSS will be field-tested across the SMARTER Balanced Assessment Consortium member states, if funded.

^{*}In the school year 2014-2015, the SBAC Common Assessments will be operational and included in Nevada's system of accountability, if funded.

Attachment 11

Attachment A.5.1

Start Date: 08/25/14 End Date: 06/04/15

	3.6	Tr.	**7.1	(TD)	T		nd Date: 06/04/
	Mon	Tue	Wed	Thu	Fri	School Days	Accumulated School Days
August			20	21	22		
2014			Teacher	Teacher	Teacher		
			Return	Workday	Workday		
	25 Classes Begin	26	27	28	29	5	
						5	5
G 4	1 1	2	1 2			1 4	
Sept 2014	1 DH	2	3	4	5	4	
	8	9	10	11	12	5	
	15	16	17	18	19	5	
	22	23	24	25	26	5	
	29	30				2	
						21	26
	T			_		T -	
Oct			1	2	3	3	
2014	6	7	8	9	10	5	
	13	14	15	16	17	5	
	22	21	22	23	24	5	
	27	28	29	30	31	3	
				PD	DH		
						21	47
Non	3	4	5	6	7	5	T
Nov 2014				6	14	5 3	
2014	10 DH	11 DH	12	13			
	17	18	19	20	21	5 3	
	24	25	26	27 DH	28 DH	3	
						16	63
			_				
Dec	1	2	3	4	5	5	
2014	8	9	10	11	12	5	
	15	16	17	18	19	5	
	22	23	24	26	27		
	WB	WB	WB	WB	WB		
	29	30	31				
	WB	WB	WB			15	70
	1					15	78

(L)	Mon	Tues	Wed	Thurs	Fri		Accumulated
	WIOII	Tues	wed	Thurs	111		School Days
Jan				1	2		
2015				WB	WB		
	5	6	7	8	8	5	
	12	13	14	15	16	5	
	19	20	21	22	23	3	
	DH	PD					
	26	27	28	29	30	5	
						18	96
					<u>'</u>		
Feb 2015	2	3	4	5	6	5	
	9	10	11	12	13	5	
	16	18	19	20	21	5 5 4	
	DH						
	23	24	25	26	27	5	
						19	115
Mar	2	3	4	5	6	5	
2015	9	10	11	12	13		
	16	17	18	19	20	5	
	23	24	25	26	27	5 5 4	
	23	21	23	20	PD		
	30	31			12		
	SB	SB					
						19	134
April			1	2	3		
2015			SB	SB	SB		
	6	7	8	9	10	5	
	13	14	15	16	17	5	
	20	21	22	23	24	5	
	27	28	29	30		4	
	27	20		30		19	153
					l 		100
May					1	1	T
2015					_		
	4	5	6	7	8	5	
	11	12	13	14	15	5	
	18	19	20	21	22	5	
	25	26	27	28	29	4	
	DH	20	21	20	2)	+	
	DII					20	173
June 2014	1	2	3	4	5	5	113
June 2014	1	2	3		3		
	8	9	10	11	12	2	
		Last Day	CD	CD	CD		
						7	180
	i	i		l	Ī	1	

Key

PD-Professional Development

WB-Winter Break

SB-Spring Break

CD-Contingency Day

DH-District Holiday

School Holidays

Labor Day 09/01/14

Nevada Day 10/31/14

Veterans Day 11/10-11/11/14

Thanksgiving Day and Family Day 11/27-11/28/14

Winter Break 12/22/14-01/02/15

Martin Luther King Jr. Day 1/19/15

Presidents' Day 2/16/15

Spring Break 03/30-04/3/15

Memorial Day 5/25/15

Notable Days

Start of school year: 08/25/14

End of first grading period: 10/24/14 (44 days) End of second grading period: 1/16/15 (45 days)

End of first semester: 01/16/15 (89 days)

End of third grading period: 03/27/15 (48 days) End of fourth grading period: 06/09/15 (43 days)

End of school year 06/09/15 (180 days)

Attachment 12 Attachment A.6.3

Students are expected to show respect for themselves and others. Each classroom has a climate in which optimal learning can take place. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Misbehavior on the part of students can be generally corrected when parents and teachers work together. Students must foster a mutual respect for one another.

The rules, regulations and due process procedures are designed to protect all members of the educational community in the exercise of their rights and responsibilities. Methods of positive reinforcement/rewards and/or loss of privileges will be utilized. Administration will make the final decision on disciplinary actions.

The school will adopt the Nevada Code of Honor which provides a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

Expectations of behavior apply to every student:

- 1. who is on the school property
- 2. who is in attendance at school or any school-sponsored activity
- whose conduct at any time or in any place has a direct and immediate effect on maintaining order and discipline in school.

Types of Disciplinary Action:

- 1. Verbal reprimand;
- 2. Teacher or counselor and student conference
- 3. Written reprimand/referral
- 4. Administrator and student conference
- 5. Contact with parent
- 6. Loss of privileges
- 7. Detention student will be issued a morning or afternoon detention to be served in school
- 8. Work Duty on Campus student is assigned to a designated staff member to engage in active work such as cleaning, picking up, and organizing.
- 9. In-School Suspension removal from class
- 10. Out of School Suspension absence from school student is not allowed on school grounds or at any school-related function.
- 11. Expulsion student removed from school for the remainder of the school year.

Determination of disciplinary actions will be made by the administration after careful review of specific incidents. Disciplinary referrals will be issued at the discretion of the administration. The decision regarding the consequence will be based on circumstances unique to each individual incident of inappropriate behavior. Factors such as the cause and severity of the offense, the pupil's attitude, length of time since the last incident, and the pupil's past behavior records may influence the disciplinary action to be taken. A good record of behavior can result in the administration of minimal disciplinary actions while the student who is more frequently involved in problem behavior can expect more severe consequences. A single incident of severe inappropriate behavior may require the application of a more severe consequence. Crimes such as arson, assault/battery on a school employee, possession of drugs/alcohol, immoral conduct, and possession of a weapon are grounds for expulsion.

When a student receives a consequence of suspension (either in-school or outdoor) or recommendation for expulsion, the parent(s) or guardian(s) will be provided in writing such notice. The student will be afforded an opportunity to his explain his or her conduct. The parent(s) or guardian(s) will have an opportunity to appeal said decision with the school administrator. No student will be suspended, expelled, or otherwise removed from the school without the parent's consent, except for reasons for expulsion and suspension stated in Nevada public school law. Students cannot be removed from the school against the parent's wishes for offenses that fail to meet the standard for expulsion or suspension identified in Nevada law.

When inappropriate behavior violates law, school officials will take appropriate disciplinary action as well as make a referral to law enforcement and Clark County Juvenile Justice Services authorities for criminal misconduct. Any action law enforcement authorities might take such as a citation or arrest is separate from any action taken by the school. If the studentis arrested, law enforcement officials may transport the studentto the Clark County Juvenile Detention Center. In accordance with juvenile court practices, the parent is notified by the Clark County Juvenile Justice Services personnel when a child is detained.

Items Permitted/Not Permitted in School

Students are expected to bring school supplies listed on the official school supply list, homework, lunch money or lunch from home and any other items requested by the teacher. Students are not permitted to bring toys, games or other items not of value to the learning process.

The school will not be responsible for any lost or stolen items brought to school or that may have been taken away by school personnel. Students who violate this policy may be issued a disciplinary referral. In addition, electronic devices used in violation of the Code of Student Conduct will be confiscated and will remain in the office until the end of the following day after which a parent or

guardian must come to the office to retrieve it . The school is not responsible for any inconvenience this may cause.

Wireless Communication Devices

Wireless communication devices include two-way communication devices, including cellular phones, mobile phones, beepers, pagers, portable computers, personal organizers, and similar wireless devices. Possessing a wireless communication device is not a violation of the Code of Student Conduct. However, a student should not disrupt the educational process or interfere with the safety-to-life issues of students by using a wireless communication device. The following rules must be followed regarding the possession, use, and display of wireless communication devices:

- Students may possess, display and use wireless communication devices before or after the instructional day.
- Students shall avoid classroom disruptions, by not displaying, using, or activating wireless communication devices during the instructional day, unless such use is deemed educational and authorized by the teacher. This includes during class, in the library, during lunch breaks, during class changes and during any other structured activity.
- Students must ensure that devices are turned off during the instructional day.
- ◆ Students shall not use wireless communication devices while being transported on a school bus.
- Students must conceal wireless communication devices in a backpack, pocket, purse or other container during the instructional day.
- The school is not responsible if a student's wireless communication device is lost or stolen.

Attachment 13

Attachment A.6.4

When is an absence considered truancy?

When a pupil is absent from school without a valid excuse, did not secure prior permission for the absence or did not make-up the class work for an excused absence, the absence is unexcused. In addition, failure to provide an excuse within three (3) school days will result in an unexcused absence. In accordance with NRS, an unexcused absence is deemed truancy.

What happens if a pupil continues to be truant?

When a pupil exceeds two (2) unexcused absences (truancies), the pupil is declared a habitual truant, and the school must report the pupil to the local law enforcement agency to file an educational neglect complaint (Child Protective Services) for elementary pupils or the issuance of a truancy citation for secondary pupils.

What are the consequences for being cited as a habitual truant?

Elementary school truancy violations will be referred to the Child Protective Services (CPS) for investigation. The possible consequences that may be imposed for secondary pupil violators are as follows: first offense-supervision by a probation officer or warning; second offense - court appearance, eight to sixteen hours of community service at the school of attendance, suspension of the pupil's driver's license for 30 days-6 months or a delay of 30 days from the date a pupil can apply for a first-time license and a \$100 fine. The consequences for a secondary school pupil who is issued a misdemeanor truancy citation cannot be appealed through the school.

What happens if the habitually truant pupil is cited again for truancy?

Another misdemeanor citation may be issued to the secondary school pupil. The consequences for subsequent citations - assigned additional hours of community service, court assigned curfew and/or house arrest, 60 days - 1 year suspension of driving privileges, suspension of work permit and \$200 fine.

In addition, if the parent/guardian, to whom notice of the habitual truancy has been given, fails to prevent the child's subsequent truancy within that school year, the parent/guardian is guilty of a misdemeanor.

Parents/guardians of habitually truant elementary pupils who do not attempt to ensure their children's regular attendance at school will be referred to Child Protective Services for investigation or educational neglect or to law enforcement for possible issuance of a misdemeanor citation.

Attachment 14 Attachment A.6.5

Regular attendance at school is a necessity if pupils are to achieve to their fullest potential.

Parents/Guardians are urged to work with school personnel to resolve issues that may interfere with their child's school attendance.

Who must attend school?

Pursuant to Nevada revised Statue (NRS) 392.040, pupils between the ages of 7 and 17 years of age must enroll and attend school for the entire time the school is in session. Pupils who are 6 years of age must attend school, if enrolled, for the entire time the class in which they are enrolled is in session. Enrolled pupils who are 17 years of age are subject to the state truancy laws until they reach their eighteenth birthday. All pupils enrolled must follow the rules of the school including those relating to school attendance.

What is the procedure that should be followed after an absence?

Pupils who have been absent must provide notice from the parent/guardian to the school explaining the reason for the absence within three (3) school days after their return from the absence.

Parent/Guardian explanations should include the following information:

- 1. The first and last name of the pupil;
- 2. The date(s) the pupil was absent
- 3. The reason the pupil was physically or mentally unable to attend, how the absence was related to the pupil's disability, or the nature of the emergency. This must be in e-mail or written form.
 The principal/designee will determine whether the absence is classified as excused or unexcused. Pupils

or parents/guardians are allowed three school days after the return from a pupil's absence to request homework. Schools must provide at least three school days for the assignment to be completed and submitted.

What happens if notification regarding the absence in not provided to the school within three (3) school days?

If an acceptable explanation of the absence is not provided within three school days, the absence is unexcused and, in accordance with NRS 392.130, is deemed a truancy.

How do parents/guardians arrange an absence?

Parents/guardians must submit a written request to the school prior to the absence(s). The maximum number of pre-arranged absences is 10 per school year. Forms to request a pre-arranged absence are available at the school.

What happens if a pupil is late to school or class?

Pupils who are late are marked tardy. Secondary pupils who miss more that 30 minutes of any class period are counted absent for that period only.

What is the limitation of absences?

The limitation of absences for elementary pupils is twenty (20) unexcused total absences per year. The limitation of absences for secondary pupil is ten (10) unexcused total absences per semester. Prearranged absences in excess of 10 during the school year and any pre-arranged absences for which the makeup work was not completed and submitted, as required by the teacher, count toward the limitation of absences.

What are the consequences for exceeding the limitation of absences?

Elementary pupils may be retained in the current grade. Secondary pupils will not receive credit for any course in which the limitation of absences has been exceeded. For secondary pupils, the school is required to provide written documentation to pupils and parents/guardians regarding options for making up deficient credits.

Is there an appeal process to address possible retention and denial of credit?

The school is required to provide a written copy of the appeal process procedures to parents/guardians. If a parent/guardian believes that extenuating circumstances, issues that may have led to the excessive absence and/or mistakes in the record have been made, the parent may appeal to the principal/designee.

Attachment A.7.3 | Mater Original Charter Application

	Grade	Sti	idents				violent	%Student	% of			Reading	Writing	Math	Science	
School Name	Level		rolled	%LEP	%IEP	%FRL	incidets	Trancienc	teachers	Classification	Designation		_			
				, ,	,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				Did Not Make						
										Adequate Yearly						
Adams	ES	89110	568	24.6	14.4	58.3	2	21.7	4	Progress	Watch	32%	76%	28%	36%	
raums	Lo	0,110	200	21.0	11.1	30.3	_	21.7		Trogress	Trucii	3270	7070	2070	3070	Magnet
																for Math
										Made Adequate						and
Bracken	ES	89101	504	33.3	5.6	57.6	2	8.8		Yearly Progress	High Achieving-Growth	13%	32%	5%	7%	Science
Diacken	Lo	67101	304	33.3	5.0	31.0		0.0	U	Demonstrated	Tilgii Acilicvilig-Glowtii	13/0	32/0	370	7 70	Science
										Adequate Yearly	In Need of Improvement					
Drookman	ES	89030	689	29.5		52.7	0	19.6	6.1	Progress	(Year 3-Hold)	35%	42%	28%	44%	
Brookman	E3	89030	009	29.5		52.7	U	19.0	0.1		(Teal 3-Hold)	33%	4270	20%	4470)
										Demonstrated	T NI 1 CI					
G 11	D.C.	00101	0.45	co. 5	4.5	00.0		20.5		Adequate Yearly	In Need of Improvement	400/	720/	270/	600/	
Cahlan	ES	89101	845	69.5	4.7	99.8	0	30.5	5.1	Progress	(Year 1-Hold)	49%	73%	27%	60%	
<u></u>										Did Not Make						
Cambeiro,		05:01							_	Adequate Yearly	In Need of Improvement					
Arturo	ES	89101	593	63.9	11.1	98.5	1	36.3	0	Progress	(Year 2-Hold)	62%	75%	58%	83%	
										Did Not Make						
										Adequate Yearly	In Need Of Improvement					
Crestwood	ES	89104	721	59.1	9.6	84.3	2	31.3	8.6	Progress	(Year2)	44%	75%	28%	64%	Ó
										Did Not Make						
										Adequate Yearly	In Need Of Improvemenet					
Diaz, Ruben	ES	89110	721	57.7	11.7	98.3	0	33.1	0	Progress	(Year 2)	55%	69%	38%	72%	5
										Did Not Make						
										Adequate Yearly	In Need of Improvement					
Earl, Ira	ES	89110	852	56.6	10.3	99.8	1	33.2	6.8	Progress	(Year 6)	55%	64%	47%	60%	
										Did Not Make						
										Adequate Yearly	In Need Of Improvement					
Edwards	ES	89110	607	59.6	7.7	100	0	32.4	3.1	Progress	(Year4-Hold)	55%	56%	38%	54%	
										Demonstrated	,					
										Adequate Yearly	In Need of Improvement					
Gragson	ES	89110	820	55	7.7	83.2	1	29.1	2.4	Progress	(Year 2- Hold)	32%	61%	24%	43%	
g							_	-,		Demonstrated	(1111 - 1111)				,	
										Adequate Yearly						
Heweston	ES	89101	938	61.6	7	100	6	28.9	0	Progress	Adequate	25%	49%	12%	44%	
110 H CStOII	20	37101	730	01.0	· '	100		20.9	0	Demonstrated	. racquite	23 /0	77/0	12/0	77/0	
										Adequate Yearly	In Need of Improvement					
Hallingaryouth	EC	89101	681	52.6	10.4	97.2	1	48.6	5.6		*	60%	56%	38%	37%	
Hollingsworth	ட்ல	07101	001	32.0	10.4	91.2	1	46.0	3.0	Progress Did Not Make	(Year 6-Hold)	00%	30%	36%	31%	1
1										Did Not Make						
W-11	EC	90110	7/2	10.4		92.2	_	21.0	2.7	Adequate Yearly	W-4-1-	420/	500/	2004	400/	
Keller	ES	89110	765	42.4	6.7	83.3	2	31.6	2.7	Progress	Watch	43%	52%	30%	48%	
										Demonstrated	T NT 1 CT					
,	FG	00101				00 -	-			Adequate Yearly	In Need of Improvement		20: :	22:		
Long	ES	89104	762	51	11.3	80.3	0	35.2	2.6	Progress	(Year 5-Hold)	44%	58%	33%	61%	
										Did Not Make						
										Adequate Yearly	In Need of Improvement					
Lunt	ES	89101	671	64.4	13.6	99.1	1	29.5	8.8	Progress	(Year 4)	65%	71%	51%	64%	
										Demonstrated						
										Adequate Yearly	In Need of Improvement					
Moore	ES	89110	670	54.9	13.9	85.2	2	34.6	8.6	Progress	(Year 5-Hold)	49%	66%	44%	61%	

Attachment A.7.3 Mater Original Charter Application

										Demonstrated	T NI 1 CT					
D 1	FG	00104	010	51.5	0.0	05.1		40.7	4.0	Adequate Yearly	In Need of Improvement	2.50/	0.50/	220/	120/	
Park	ES	89104	818	51.5	8.3	85.1	0	40.7	4.8	Progress	(Year 1-Hold)	36%	85%	23%	42%	
										Did Not Make						
										Adequate Yearly	In Need of Improvement					
Rundle	ES	89110	699	41.1	11.4	81.3	1	40	5	Progress	(Year 8)	34%	72%	42%	61%	
										Did Not Make						
										Adequate Yearly	In Need of Improvement					
Stanford	ES	89110	551	32.3	17.1	73.7	3	27.1	10.7	Progress	(Year 7)	29%	40%	16%	45%	
			13475										<u> </u>			
											In Need of Improvement					
Fremont	MS	89104	941	28.9	11.8	89.5	61	21	10/4.5	Demonstrated AYP	(Year 6-Hold)	62%	67%	49%	68%	
										Did Not Make						
									23.8/17/2	Adequate Yearly	In Need of Improvement					
Keller	MS	89110	1287	34.7	9.9	69.9	97	28.1	0/5.9	Progress	(Year 8-Hold)	55%	56%	37%	56%	
											In Need of Improvement					
O'Callaghan	MS	89110	1458	14.4	9.3	75.7	93	26	5.9/5	Demonstrated AYP	(Year 8-Hold)	53%	56%	40%	59%	
										Did Not Make						
										Adequate Yearly	In Need of Improvement					
Robinson	MS	89110	1143	27.7	8.8	92.2	69	32	25.7/14.8	Progress	(Year 9)	57%	60%	45%	61%	
			4829	,					1	·	<u>'</u>	,	,			
			18304													

Attachment 16 Attachment A.7.5

The school will market via multiple modes to ensure that families of at-risk and Limited English Proficient students are informed of their educational options. A grassroots recruitment campaign is especially important for at-risk students because it may be more difficult for their families to be aware of their educational options. A grassroots marketing campaign includes: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying media. Materials will be produced in Spanish and English. Informational events at open forums such as community centers, parks, and libraries will be key to successful recruitment.

Attachment 17
Attachment A.8.6



Response to Intervention Procedures Manual

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Overview of Response to Intervention

Response to Intervention (RtI) is defined as the change in behavior or performance as a function of an intervention (Gresham, 1991).

In addition, The National Association of State Directors of Special Education in 2005 defined RtI as the practice of:

- (1) providing high-quality instruction/intervention matched to student needs and
- (2) using **learning rate** over time and level of performance
- (3) to make important educational decisions to guide instruction.

RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. It is "data-based decision making" applied to education.

The essential components of RtI include:

- Multiple tiers of evidence-based instruction service delivery
- A problem-solving method designed to inform the development of interventions
- An integrated data collection/assessment system to inform decisions at each tier of service delivery

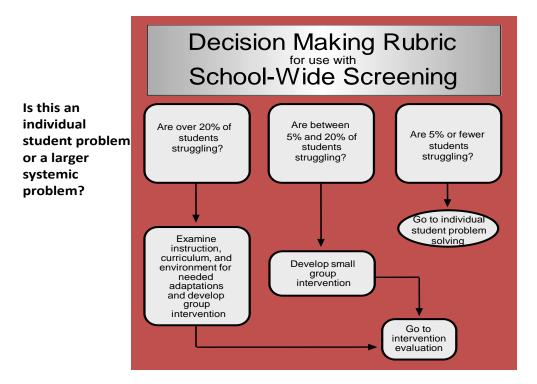
RtI Academics and Core Principles

RtI is comprised of core principles that represent recommended RtI practices (Mellard, 2003). These core principles represent systems that must be in place to ensure effective implementation of RtI systems and to establish a framework to guide and define the practice. The following are Response to Intervention core principles.

- 1. Use scientific, research-based interventions/instruction. The critical element of RtI systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions. Schools should implement interventions, monitor the effectiveness, and modify implementation based on the results.
- 2. Monitor core curriculum classroom performance. General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students' performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or other standardized assessments.
- 3. Conduct universal screening/benchmarking. School staff will conduct universal screening in core academic areas. Screening data on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within an RtI system and helps educators and parents identify students early who might be "at-risk." Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students "at risk."

Problem Identification:

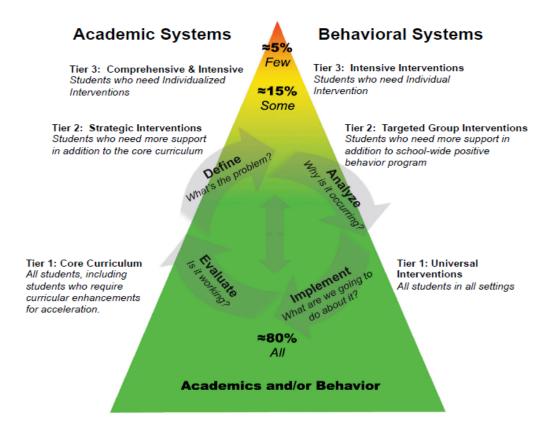
What is the problem?



adapted from: Heartland AEA 11, Improving Children's Educational Results

4. Use a multi-tier model of service delivery. The RtI approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs. MaterAcademy of Nevada has adopted a three-tier approach.

In the RtI system, all students receive instruction in the core curriculum, supplemented by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, may be found in Tier 1. Important features, such as universal screening, progress monitoring, fidelity of implementation and problem solving occur within each tier.



- 5. Monitor intervention progress frequently. In order to determine if the intervention is working for a student, the RtI Teams must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be conducted frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the RtI Teams whether changes in the instruction or goals are needed. Informed decisions about students' needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students' progress.
- 6. Implement all instruction with fidelity. Fidelity refers to the implementation of instruction and interventions as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring. Successful RtI systems must consistently maintain high levels of fidelity in the implementation of both interventions and progress monitoring. This means that the intervention plans are applied consistently and accurately. It is the responsibility of an administrator at each school to ensure fidelity by monitoring the delivery of instruction (e.g., Principal's Walk Through and observation data).

The Problem Solving Process

Problem Solving is a data-based decision making process that is used to identify needed interventions for students in Tiers 1, 2, and 3. Decisions are made by different RtI Teams that are composed of individuals who are qualified to make important educational decisions and to determine the allocation of resources. As a general rule, the composition of an RtI Team changes by adding specialists' expertise as services are delivered from tier to tier. Whether the team is the school leadership team, teacher team, or multidisciplinary (individual) problem solving team, the problem solving process is applied in a systematic process in order to analyze the data. The Problem Solving Method is simply an organized way for the team to make decisions using available data.

- ▶ The School-based Leadership Team uses the Problem Solving Process to inform decisions concerning school wide implementation of all areas if Response to Intervention, including changes to instruction, curriculum, and environment.
- The Teacher Data Team uses the Problem Solving Process to inform decisions about grade level and classroom level progress in the core curriculum (tier 1 progress), as well as intervention grouping. The Problem Solving Process helps the team use their time efficiently and increases the probability that the right instructional or intervention decision will be made the first time.
- The Individual Problem Solving Team (IPST) uses the Problem Solving Process to inform decisions about individual student academic and/or behavioral deficits.

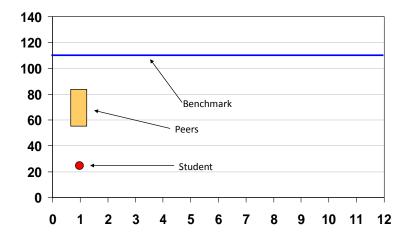
The following four steps can be applied to any type of RtI meeting and documented:



1. Define the Problem

- ▶ The problem should be stated in objective measurable terms.
- ▶ The defined problem must focus on teachable skills.
- A problem is defined by the difference between what was measured and what was expected.
- ▶ To determine the extent of the problem, the expected benchmark for the assessment must be known.
- ▶ Once the benchmark is known, a comparison is made between the grade level, class average, and possible individual student average. This information will determine if the problem should be addressed as a Tier 1, Tier 2, or Tier 3 concern.

Problem ID Review Individual Student Data



(Ex: This problem needs to be addressed for both an individual student and an entire grade level.)

2. Analyze the Problem

- ▶ Ask "Why is the problem occurring?"
- ▶ What are all of the relevant hypotheses?
- ▶ Use all available information to confirm your hypothesis. This includes looking at the whole picture of ICEL, a process for considering the interaction between the Instruction, Curriculum, Environment, and Learner domains. It is possible that more data might be needed in one or more domains to support hypothesis generation.

Domains for Hypotheses

	İ
HYPOTHESIS	Examples
DOMAINS	
l Instruction	Frequency of interaction, Reinforcement, Presentation Style
C Curriculum	Difficulty, Presentation, Length, Format, Relevance
E Environment	Peers (Expectations, Reinforcement, Values, Support), Classroom (Rules, Distractions, Seating, Schedule, Physical Plant), Home/Family Support
L Learner	Skills, Motivation, Health

ICEL Domains (examples)

INSTRUCTION

- instructional decision-making regarding selection and use of materials, placement of students in materials
- differentiation according to student needs
- frequency of interaction/reinforcement
- clarity of instructions
- communication of expectations and criteria for success (behavioral and academic)
- direct instruction with explanations and criteria for success (behavioral and academic)
- sequencing of lessons designs to promote success
- variety of practice activities (behavioral and academic)

CURRICULUM

- long range direction for instruction
- instructional materials
- arrangement of the content/instruction
- pace of the steps leading to the outcomes
- stated outcomes for the course of study
- general learner criteria as identified in the school improvement plan and state benchmarks (behavioral and academic)

ENVIRONMENT

- positive learning climate
- physical arrangement of the room
- furniture/equipment floor plan design matches instructional focus
- clear classroom expectations and classroom management plans
- peer interaction, expectations, reinforcement, support
- schedule
- task pressure
- home/family/community support in the classroom

LEARNER

- skills
- motivation
- health
- prior knowledge

Problem Solving Plan for Student Success ICEL Worksheet

Domains: Instruction, Curriculum, Environment, and Learner

INSTRUCTION: Questions to consider when evaluating the INST	
1. Is effective instruction being provided in all critical areas	
2. Is enough instructional time being allocated to ensure st	
3. Are the teachers working with this student using the effe	ective practices to differentiate instruction?
For the questions above, when observing or interviewing staff, what instruction seems to work for students?	What doesn't work?
1.	1.
2.	2.
3.	3.
CURRICLULUM: Questions to consider when evaluating the CUR 1 Are the curriculum and/or intervention research based a 2 Do the curriculum and/or intervention address all critica 3 Is the curriculum or current intervention being implement	nd validated? I areas related to the current concern?
For curriculum, when reviewing data, student records, observing, or interviewing staff, what works for students?	What doesn't work?
1.	1.
2.	2.
3.	3.
ENVIRONMENT: Questions to consider when evaluating the ENV 1 Is there a positive climate for learning? 2 Is the problem more prevalent in a certain area of the sc 3 Are both whole group instruction and small group difference.	hool or classroom?
Learning environment: when reviewing data, student records, observing, or interviewing staff, what works for students?	What doesn't work?
1.	1.
2.	2.
3.	3.
LEARNER: Questions to consider when evaluating the LEARNER 1 How might the traits/skills of the student be contributing 2 What student factors are relevant and alterable in addre	g to the problem?
When reviewing data, curriculum, or student records, observing, interviewing staff, or testing, what works for students?	What doesn't work?
1.	1.
2.	2.
3.	3.

3. Develop a Plan

A good instructional/intervention plan:

- ▶ Explicitly defines the skills to be taught
- Focuses on measurable objectives
- Defines the who, what, when, where, and how of the intervention
- Describes how the instruction/intervention will be progress monitored.
- ▶ Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement helps to identify the necessary gain a student needs to make to close the gap.
- ▶ Begin by subtracting the student's current performance (or group average of current performance) from the expected benchmark in the next benchmark period. This number will tell you how big the gap is.
- ▶ Determine what progress is realistic for the student. If the gap is extremely large you may have to adjust what growth is expected between benchmarks. Divide the necessary gain by the number of weeks for intervention. This calculation will help the team determine the level of intensity necessary to achieve the goal. At this point the Aim Line can be set.



4. Evaluate the Response to Instruction/Intervention

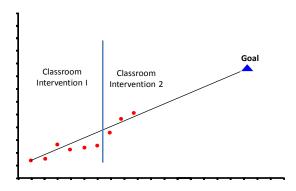
- ▶ Answer the question, "Is it working?"
- Make sure that the growth rate is sufficient and that the gap is not getting larger when compared to peer data
- ▶ Progress Monitor throughout the intervention. The team should assess whether the data shows the student/s are progressing sufficiently along the Aim Line.

Step 4- Is it working?

Progress Monitoring

Making instructional decisions based on the review and analysis of student data

Progress monitoring always includes graphing

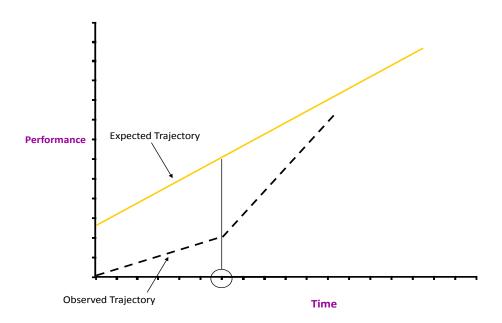


▶ Modify Plan based on Progress Monitoring data by determining the response.

Positive Response

- Gap is closing
- Can extrapolate the point at which the target student will "come in range" of peers-even if this is long range.

Positive Response to Intervention



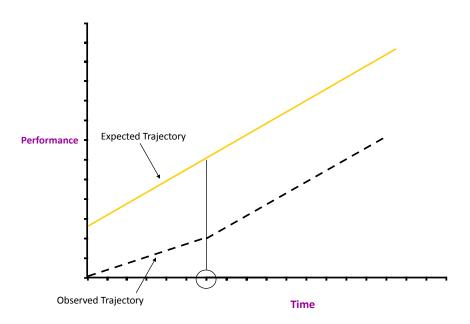
What do I do if the response is positive?

- Continue intervention with current goal
- Continue intervention with goal increased
- Fade intervention to determine if student(s) have acquired functional independence.

Questionable Response

- A questionable response is one in which the *rate* at which gap is widening slows considerably, but gap is still widening or one in which the gap stops widening but closure does not occur.

Questionable Response to Intervention



What do I do if the response is questionable?

- Was the intervention implemented as intended? (Fidelity).

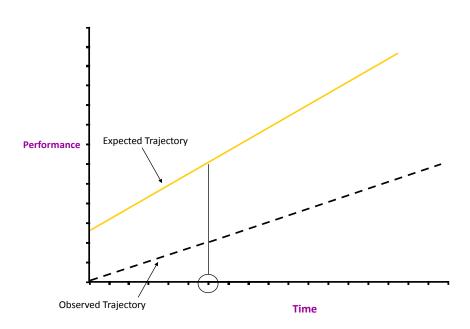
If no, employ strategies to increase implementation integrity of the intervention.

If yes, increase intensity of current intervention for a short period of time and assess the impact. If the rate improves, continue this course of instruction and monitor progress. If the rate does not improve, return to problem solving.

Poor Response

- Gap continues to widen with no change in the learning rate (as identified by progress monitoring points).

Poor Response to Intervention



What do I do if the response is poor?

- Consider the question, "Was the intervention implemented as intended?" (Fidelity)

If no - employ strategies in increase implementation integrity of the intervention.

If yes - Is intervention aligned with the verified hypothesis? (Intervention Design)

Are there other hypotheses to consider? (Problem Analysis)

Was the problem identified correctly? (Problem Identification)

RTI TEAM Process

- School Leadership Team
- 2. Teacher Data Teams
- 3. Individual Problem Solving Team

SCREENING - ALL STUDENTS

All students enter differentiated core instruction and Tier 1 data collection (3 to 4 times a year).

1) School Leadership Team: (meets monthly)

Uses Tier 1 Data to track school-wide trends, student progress, monitor curriculum articulation, map existing resources, determine staff development needs, etc.

Monitors fidelity of instruction and interventions, as well as

DECISION RULE:

Did the student score above the predetermined

N

benchmark score?

0

STEP 2 Parent Communication

Teacher documents parent communication and professional collaboration.

INTERVENTION (TIER 2)

2) Teacher Data Teams

Use Tier 1 Data to determine core instructional and curricular

effectiveness; monitors changes

across assessment windows.

Uses Tier 2 data to determine

progress of individual student s in

interventions, monitors fidelity of

intervention effectiveness,

interventions.

Intervention instruction based on K-12 Plan, problem solving. Decision Trees, and diagnostic assessment data. Continue until Tier 1 Data is sufficient.

STEP 1 Historical Data

At the onset of a concern, teacher gathers historical data on student.

DECISION RULE:

TIER 2 Intervention Data shows sufficient student growth

3) Individual Problem

ES

Solving Team (IPST)

Use Tier 1 and Tier 2 Data for gap analysis, apply problem solving process, develop hypothesis, goals statement and Tier 3 Intervention.

Assess Tier 3 intervention fidelity

STEP 3A Current Data

Interventions are continuing, but student is showing slower rate of growth compared to peers in intervention as well as Tier 1 gap. Teacher refers to IPST with Steps 1 and 2 (above) complete.

STEP 3B: IPST reviews and confirms:

- * Gap in Tier 1 data from student to peers.
- * Gap in learning rate in intervention data
- * Collects behavior data if necessary
- * Reviews Tier 2 Interventions
- * Gathers more data if needed

IPST applies Problem Solving Process:

Generates Hypothesis and Goal Statement based on data and needs

STEP 4: INTERVENTION (TIER 3)

Intervention - instruction based IPST design from goal statement.

STEP 5 DECISION RULE:

Analyze Tier 3 Intervention data to determine the next course of action

The Problem Solving Process Within Three School-based Teams

Leadership Teams: Use the problem solving process to inform decisions concerning school-wide implementation of RtI (academic and behavior) and changes to instruction, curriculum, environment, and resources.

Teacher Data Teams: Use the problem solving process to inform decisions about grade level data and instruction, intervention instruction, and grouping. The problem solving process helps this team use their time efficiently and increases the probability that accurate instructional or intervention decisions will be made the first time.

Individual Problem Solving Team (IPST): Uses the problem solving process to inform decisions about individual student academic or behavioral situations.

Steps in Problem Solving

- 1. Define the Problem
- 2. Analyze the Problem
- 3. Develop a Plan
- 4. Evaluate the Response to Instruction/Intervention

School Leadership Team

MEMBERS

- Administrator (facilitator)
- Guidance Counselor/Guidance Service Professional
- Instructional Coach(es)
- Classroom teachers, Department representatives, ESE teacher, activity teachers

FUNCTION

- Provides the vision for the leadership for the school in terms of academic and behavioral success in the RtI Process (building and maintaining consensus, infrastructure, and implementation of RtI)
- Plans, implements, and monitors the progress of school improvement
- Implements Response to Instruction/Intervention as a school-wide method of raising student achievement outcomes for all students
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and school procedures as RtI is implemented in the building

PROCESS

The process of Problem Solving at the Leadership Team level includes meeting monthly to assess implementation of RtI in each Tier.

Consensus:

- Integrate Rtl Principles and beliefs with school values, mission, and vision
- Provide information, training, and resources to school staff continually to establish a rationale and provide leadership for implementing RtI in the building

Infrastructure and Implementation:

- Establish and maintain school leadership team, action plan, and monitor timeline for implementation of RtI
- Develop school-wide system for collecting, organizing, summarizing, and displaying data (Tier 1 universal screening data and Tier 2 intervention progress monitoring data)
- Using Tier 1 data, apply the Problem Solving Process to the entire school as well as specific grade levels and/or departments to determine effectiveness of core instruction
- Review available assessments, curriculum and standards, and instruction check for alignment
- Map existing and potential curriculum and personnel resources using the data (trends and patterns)

- Review Universal Assessment Data and Tier 1 Walk through data to make collaborative decisions in both academic and behavioral areas
- Monitor the process of supplemental interventions throughout the school
- Determine Professional Development needs, addressing new staff hires as well as continual development for all staff
- Examine the fidelity of the supplemental intervention (Tier 2 data) using Principal Walk Through and observation data
- Examine Progress Monitoring data to determine the effectiveness of interventions at each tier
- Examine effectiveness of all tier instruction by tracking students in each tier

School Leadership Team			
Use this type of data To discuss			
Tier 1 Screening data (3-4 times per year).	Analyze data to determine if core instruction is effective at each grade/department level Guideline – 80% students meeting proficiency		
Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)	Analyze Data to determine if Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade/department level. Guideline – At least 70% of students should be making progress in the intervention		
Tier 1 and Tier 2 Data by subgroups, classes, grade levels, departments, content areas, MESH teams, etc.	Prioritize the needs of the students, sub groups, grade levels, etc., and match the core curriculum and supplemental interventions to these needs		
Survey Data: Ex: Staff Needs Survey or Beliefs Survey	Analyze data to determine professional development that may be needed for teachers for core instruction needs and intervention instruction needs		
Using the school data (time of year will determine what data is analyzed): - CRT as a summative one time measure - TIER 1 (3-4 times a year screening data) - TIER 2 (Intervention data) - ongoing, every 2/3 weeks) - TIER 3 (Intervention data) – weekly - TIER movement report – Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly	Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school). Discuss movement within and among the levels of tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3).		
Referral Data, Behavioral Documentation	Analyze effectiveness of school-wide positive behavior support		

School Leadership Team Guiding Questions

Consensus:

- Do our RtI processes match our school's mission, vision, values, and long-term goals?
- Are we making sure we model, teach, and expect a climate of collegiality among our staff?
- Have teachers received adequate training in implementing core and intervention curriculum they are asked to deliver?
- Do we have a plan to communicate the RtI Process to our parents/families?

Infrastructure and Implementation:

- Have we analyzed the weaknesses in the core curriculum, supplemental intervention curriculums, and school wide positive behavior programs? (based on data)
- Where can we summarize and display our data so it is readily available to teams for making decisions, without compromising privacy?
- Is our data representative of assessments that are reliable, valid, and sensitive measures that define student achievement over time?
- Looking at Tier 1 Broad Screening Data, what types of instruction and intervention do our students need? School level? Grade levels? Classroom levels? Sub group levels?
 - Based on the instructional needs of our students, where do we need to focus professional development for our staff?
- What kinds of professional development do we need to offer for teachers to increase knowledge of the <u>characteristics</u> of our student learners (ELL needs, ESE student needs, SES student needs, ADHD learners, etc.)
- Where should we 'spend' or place our resources (money and personnel)?
- Based on Tier 1 data (trends, patterns), what are the strategies and skills we need to provide so all students receive the Differentiated Instruction that they need?
- What skills and strategies can we learn about in professional development to enhance our instruction and intervention?
- For which students is the core instruction sufficient or not sufficient? Why or why not?
- What specific supplemental and intensive instruction is needed at each level? How will these be delivered?
- How will we measure the effectiveness of core instruction? Supplemental intervention? Intensive instruction?
- How will we monitor fidelity of core, supplemental, and intensive instruction?
- How will we determine which students need to receive a different level of instruction? How will we monitor this?
- When will we meet to analyze data and monitor implementation of RtI?
- How will we celebrate success with staff, parents, and students?

School-Based Leadership Team Quick Reference

	Problem Solving Tasks		
Members	Uses this type of data	To discuss	Guiding Questions
Administrator(s) - facilitate Guidance Counselor/Service Professional Instructional/Curriculum Coach(es): Reading/Math/Writing Elementary/Intermediate Teacher (s)	Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments). Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)	Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core). Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with	Have we established our school's mission, vision, values, and long-term goals? And are we making sure RtI is matching these? Are we making sure we model, teach, and expect a climate of collegiality among our staff? Have our teachers received adequate training in implementing the core and
Middle/High School Teacher (s) Exceptional Education Teacher(s) Activity Teacher(s) Team Function	Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill.	fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention. If no to any of the above,	Do we have a plan to communicate the Rtl Process to our families/parents? Have we analyzed the weaknesses in the core and supplement the core as
Plan, implement and monitor the progress of school improvement Implement Response to Instruction/Intervention as a school-wide method of raising student achievement outcomes for all students Provides the vision for the leadership for the school in terms of both academic and behavioral success in the RtI Process	Needs survey at the teacher level	diagnose the problem as a team. Prioritize the needs of the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs. What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?	needed? Looking at Tier 1 Screening Data, what type of instruction and intervention do our students need? Based on data, where do we see the need for staff development in the school? In a grade level? In a classroom? Based on data, where should we 'spend' or place our resources (money and personnel?)
Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and school procedures as RtI is implemented in the building	Using the school data (time of year will determine what data is analyzed): CRT as a summative one time measure - TIER 1 (3 to 4 times a year screening data, all subjects as available) - TIER 2 (Intervention data, ongoing every 2 weeks or so) - TIER 3 (Intervention data) — ongoing every 1 week or so) - TIER movement report Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly.	Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3)	What skills and strategies can we learn about in professional development tha will enhance our instruction and intervention? Based on Tier 1 data (trends, patterns), what are the strategies and skills we need to provide so all students receive the Differentiated Instruction that they need? Is our data representative of assessments that are reliable, valid, and sensitive measures that define student achievement over time?

Teacher Data Team

MEMBERS

- Administrator (recommended facilitator)
- Guidance Counselor/Guidance Service Professional
- Instructional Coach(es)
- Elementary: Grade Level Teachers
- Middle School: MESH Teachers
- High School: Departments and/or Grade Level Teachers
- ESE teachers and others as needed

FUNCTION

- Utilize the problem solving process to meet academic and behavioral needs of students
- Analyze data from Tier 1 and Tier 2 assessments to monitor the effectiveness of core instruction (Tier 1) and supplemental instruction (Tier 2) across the grade level or department
- Monitor fidelity of core Tier 1 instruction
- Monitor fidelity of supplemental (Tier 2) instruction
- Brainstorm needs, curriculum, resources, effective schedules, etc.
- Using Tier 1 and Tier 2 data, address the curriculum, instructional practices, and optimal learning environment conducive to student achievement

PROCESS

Throughout each year, the Teacher Data Team will use the Problem Solving Method to complete each one of the following tasks. Problem Solving Steps are utilized as the vehicle or process for accomplishing the team tasks. These tasks are part of a continuous improvement cycle and should be revisited in an on-going dialogue.

- Evaluate universal assessment data within specific grade levels/departments and classrooms
- Determine instructional, curricular, and environmental changes that may need to occur in order to increase the achievement of all students
- Discuss Tier 1 Core instruction effectiveness (academic and behavioral) in terms of meeting standards as well as shorter term objectives
- Monitor the progress of the Tier 1 changes using data to determine effectiveness
- · Continually reevaluate Best Practices as new data is collected
- Examine both universal assessment data and specific student diagnostic data to place students in appropriate Tier 2 intervention based on their needs.
- Discuss student needs and potential hypothesis for why students are struggling when forming groups

- Determine group membership for interventions. (This may require gathering additional diagnostic information to make sure students are placed in an intervention group which specifically addresses their deficit area.)
- Monitor the progress of intervention data to determine which students have an adequate growth rate and which students need their intervention adjusted or changed.
- Groups should be fluid as the Teacher Data Team adjusts intervention based on data.
- Assess Tier 2 effectiveness by reviewing progress monitoring data for adequate growth rates. If growth is not sufficient the team evaluates the intervention instruction, curriculum, environment and fidelity.

Teacher Data Team			
Use this type of data	To discuss		
Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).	Analyze data to determine if core instruction is effective at your grade/department level Guideline – 80% students meeting proficiency		
Tier 1 Classroom common assessment data – assessments that every student receives (classroom unit tests, weekly tests, classroom management logs, etc.)	Analyze data to determine Tier 1 Core instruction effectiveness (academic and behavioral) in terms of meeting standards and shorter term objectives. Guideline – 80% students meeting proficiency.		
Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks) from the supplemental interventions provided to <i>some</i> students.	Analyze data to determine Tier 2 intervention (instruction) effectiveness. Guideline – 70% intervention students making progress. Consider: Students groups, alignment of intervention to core, intensity, number of students in each intervention, movement into and out of interventions, articulation of scope and sequence of skills between grade levels, etc.		
Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks) from the supplemental interventions provided to <i>some</i> students.	Analyze data to determine if the intervention is accurately measuring, is aligned to, and is targeted to a specific skill or area; such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill, etc.		

Tier 1 and Tier 2 Individual student data	Analyze individual student data in tier 1 and tier 2 data points to determine student growth rates and response to instruction and intervention.
Tier 1 and Tier 2 Data by subgroups, classes, grade levels, departments, content areas, MESH teams, etc.	Analyze individual student data in tier 1 and tier 2 data points to determine student growth rates and response to instruction and intervention within these subgroups.
Referral Data, Behavioral Documentation	Analyze effectiveness of classroom management within School-wide Positive Behavior Support system and trends in students, classes, times of day, etc.

Teacher Team Guiding Questions

Tier 1:

- Are 75-80% of the students meeting proficiency based on the screening data or the common assessment (core curriculum) data?
- Is the core <u>curriculum</u> meeting the needs of most (75-80%) of my class? The grade level? What curriculum is successful with our students? What is not successful?
- Are the core <u>instructional methods</u> meeting the needs of most (75-80%) of the class?
 The grade level? What instructional methods are successful with our students? What methods are not successful?
- Is the <u>classroom environment</u> effective so that 75-80% of students respond to the classroom rules, procedures, and routines?
- Looking at Tier 1 Broad Screening Data, what types of instruction and intervention do our students need?
- At the school level and the classroom levels, where do we see the need for professional development and support?
- What do we need to do/address as a grade level for our inclusion classes?
- How is the data from the classes within our grade level similar?
 - o How is the data different?

Tier 2:

- According to our Tier 2 Ongoing Progress Monitoring (OPM) data, are about 70% of the students showing growth (positive response – see problem solving steps, pages 22-24)
- According to our Tier 2 Ongoing Progress Monitoring data, if students do not show a positive response, why? Should we move the students to another intervention? Smaller group?
- Is our Tier 2 supplemental material meeting the needs of our students?
- How are the intervention teachers communicating with the classroom teachers?

Teacher Data Team Quick Reference

	Problem Solving Tasks		
Members	Uses this type of data	To discuss	Guiding Questions
Administrator(s) - facilitate Instructional/Curriculum Coach(es): Reading/Math/Writing Elementary Teacher (s) on grade level	Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).	Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).	Based on the tier 1 data, are 75-80% of the students meeting proficiency? Is the core curriculum meeting the needs of 75-80% of my student in my class? The grade level?
Middle/High School Teacher (s) MESH or Department Exceptional Education Teacher(s) associated with grade level or dept. Guidance Counselor/Service Provider , School Psychologists, etc., as needed Function Utilize the problem solving process to meet academic and behavioral needs	Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks) Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill.	Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention. If Tier 1 and Tier 2 data are showing need, diagnose the problem as a team. Prioritize	Are the core instructional methods meeting the needs of 75-80% of my students in the class? Grade level? Is the classroom environment effective so that 75-80% of the students respond to the classroom rules, procedures, and routines? What do we need to do/address as a grade level for our inclusion classes? According to the data, how are our
of students Analyze data from Tier 1 and Tier 2 assessments to monitor the effectiveness of core instruction (Tier 1) and supplemental instruction (Tier 2) across the grade level or department Monitor fidelity of core Tier 1 instruction Monitor fidelity of supplemental (Tier 2) instruction	Data at all levels	the needs of the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs. What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?	classes within our grade level / MESH team / departments alike? Different? According to Tier 2 data, are about 70% of the students making progress in the intervention? Do we see any students not responding to the tier 2 ongoing progress monitoring data? Do we need to look at different supplemental material to meet the needs of our students?
Brainstorm needs, curriculum, resources, effective schedules, etc. Using Tier 1 and Tier 2 data, address the curriculum, instructional practices, and optimal learning environment conducive to student achievement	TIER movement report – Generated from the Teacher Data Meeting and Individual Problem Solving Team	Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school To move students within Tier 2 interventions Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier	How are the intervention teachers communicating with the classroom teachers? Are the ongoing progress monitoring assessments aligned to the targeted skill needed for intervention?

IPST Individual Problem Solving Team

MEMBERS

- Administrator
- Guidance Counselor (recommended facilitator)
 Or Guidance Service Professional
- Teacher(s)
- School Psychologist
- ESE teachers and others as needed
- Parent/Guardian

Other members as needed:

Speech/Language Pathologist
Staffing Specialist
Instructional Staff (coaches)
Gifted Teacher
Behavioral Analyst
Occupational Therapist
Physical Therapist, Social Worker

FUNCTION

Individual Problem Solving meetings are designed to be an extremely diagnostic and prescriptive process. This team should examine prior intervention data and all relevant cumulative history in order to problem-solve at the most intense level. A student should not be referred to Individual Problem Solving Team if the problem is a systemic instructional, curricular, or environmental problem. The IPST therefore functions best when specialists are able to collaborate on learner centered problems.

PROCESS

The Individual Problem Solving Team revisits each step of the Problem Solving Method to determine why the learner has not yet responded to the instruction and intervention. This step is critical since the children referred to IPST are students who already have data that confirms they are not responding to intervention.

- Step 1: Review historical data (Gathered by the teacher teams)
- Step 2: Review parent contacts and professional collaboration (teacher teams)
- Step 3: Current data review and collect:
 - o Academic enablers
 - o Academic behavior and performance
 - o Peer/Benchmark Comparisons
 - Develop Hypothesis and Goal Statement
- Step 4: Intervention Design and Monitoring
- Step 5: Check the data, monitor the intervention progress and decide the next steps to take

(See the IPST User's Guide in this implementation manual Appendix for Gap Analysis Steps and detailed problem solving process at this level).

PROBLEM SOLVING PROCESS

1. Define the Problem

- The problem should be stated in objective measurable terms.
- The defined problem must focus on teachable skills.
- A problem is defined by the difference between what was measured and what was expected.

2. Analyze the Problem

- Ask "Why is the problem occurring?"
- Think of all relevant hypotheses using data available

3. Develop a Plan

- A good instructional/intervention plan:
- Explicitly defines the skills to be taught
- Focuses on measurable objectives
- Defines the who, what, when, where, and how of the intervention
- Describes how the instruction/intervention will be progress monitored.
- Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement can be formed using steps 3 and 4 of the Gap Analysis process.

4. Answer the question, "Is it working?"

- Modify Plan based on Progress Monitoring data:
 - o Continue on if the growth rate is adequate
 - o **Increase** intensity, frequency, or duration if growth rate is improving, but not significantly enough.
 - o **Change** the intervention if the response is poor.

Individual Problem Solving Team Guiding Questions

In Teacher Data Meetings a general hypothesis will have been discussed for the purpose of grouping students in appropriate interventions. However, at this stage, the IPST should ask questions that dig deeper into the reason the student is not performing such as:

- Was the problem identified at the most foundational cause (Problem Analysis)?
- Is there enough diagnostic assessment data to be sure the intervention was correctly aligned and targeted to the specific problem?
- Is there a need to do observations or other assessments to gather more information before suggesting a different Tier 3 intervention?
- Did the student have enough Academic Engaged Time (AET) in the intervention?
- Considering the growth rate of the intervention data, how does this student compare to the peers in the same interventions?
- What is it about the interaction of the instruction, curriculum, environment, and learner that could help the team develop an individualized intervention? Does the team need more information about any of these?

(See the IPST User's Guide in this implementation manual Appendix for Gap Analysis Steps and detailed problem solving process at this level).

Individual Problem Solving Team (IPST) Quick Reference

		Tasks	
Members	Function	Uses this type of data	To discuss
Administrator (s) Guidance Counselor/Service Provider (recommended facilitator) School Psychologist Classroom Teacher(s) Parents ESE contact/teacher Interventionalist/Title 1 Teacher Additional Members as needed: Speech/Language Pathologist Staffing Specialist Instructional Staff (coaches) Gifted Teacher Behavioral Analyst Occupational Therapist Physical Therapist Social Worker Activity or Specials teachers	Individual Problem Solving meetings are designed to be an extremely diagnostic and prescriptive process. The IPST fully engages in the Problem Solving Method at each stage. The IPST should examine prior intervention data and all relevant cumulative history in order to problem-solve at the most intense level. A student should not be referred to Individual Problem Solving Team if the problem is instructional, curricular, or environmental in nature. The criteria for a child to be referred from the Teacher Data Team to the Individual Problem Solving Team is that data must show a significant discrepancy between the student and the benchmark, a significant discrepancy between the student and their peers, and an insufficient learning growth rate from previous Tier 2 interventions. The reason students should not be referred to the Individual Problem Solving Team without meeting the discrepancy or growth rate criteria is because the IPST only handles individual learner-centered problems.	Gap Analysis: Divide the expected benchmark score by the current student performance. This is your benchmark comparison. Ex: 70% ÷ 35% = 2.0 Divide the average peer performance by the student performance on the grade level. This is your peer grade level comparison. Ex: 81% ÷ 35% = 2.3 Divide the average performance score of a selected subgroup (such as SES) by the student performance. This is your Subgroup Peer Comparison. Ex: 65% ÷ 35% = 1.8 Determine the Gain the student needs to make to close the GAP. To identify the necessary gain subtract the student's current performance from the expected benchmark in the next benchmark period. Ex: 90 wpm – 56wpm = 34wpm Now evaluate the students growth as evidenced in progress monitoring data in comparison to the growth needed to close the gap. Determine what progress was realistic for the student. Assess the growth rate. Ex: If the expected growth rate for second grade students is 5 words per minute per week on oral reading fluency, then set your expected growth rate in accordance with that rate. Progress Monitor throughout the intervention. The team should assess whether the data shows the student/s are progressing sufficiently along the Aim Line.	1). Define the Problem The problem should be stated in objective measurable terms. The defined problem must focus on teachable skills. A problem is defined by the difference between what was measured and what was expected. 2). Analyze the Problem Ask "Why is the problem occurring?" Think of all relevant hypotheses 3). Develop a Plan A good instructional/intervention plan: Explicitly defines the skills to be taught Focuses on measurable objectives Defines the who, what, when, where, and how of the intervention Describes how the instruction/intervention will be progress monitored. Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement can be formed using steps 3 and 4 of the Gap Analysis process. Answer the question, "Is it working?" Modify Plan based on Progress Monitoring data: 4). Evaluate the Plan: Continue on if the growth rate is adequate Increase intensity, frequency, or duration if growth rate is improving, but not significantly enough. Change the intervention if the response is poor.

Appendix

School Leadership Team Resources

School-Based Leadership Team – Quick Reference
RtI Quick Reference Guide
Self Assessment of Problem Solving Implementation (SAPSI) – PS/RtI
Tier I and II Critical Components Checklist - PS/RtI
Tiers I & II Observation Checklist (Initial) - PS/RtI
Problem Solving Team Checklist (Initial Version) - PS/RtI
Problem Solving Team Checklist (Follow-Up Version) - PS/RtI

Teacher Data Team Resources

Teacher Data Team Quick Reference Example: Meeting Record

Problem Solving for Success Worksheet (ICEL)- PS/RtI

Individual Problem Solving Team Resources

Individual Problem Solving Team Quick Reference Individual Problem Solving Team User's Guide and Forms

School Leadership Team Resources

Resources

- School-Based Leadership Team Quick Reference
- > Rtl Quick Reference Guide
- Self Assessment of Problem Solving Implementation (SAPSI) PS/RtI
- Tier I and II Critical Components Checklist PS/RtI
- Tiers I & II Observation Checklist (Initial) PS/RtI
- Problem Solving Team Checklist (Initial Version) PS/RtI
- Problem Solving Team Checklist (Follow-Up Version) PS/RtI

School-Based Leadership Team Quick Reference

	Problem Solving Tasks		
Members	Uses this type of data	To discuss	Guiding Questions
Administrator(s) - facilitate Guidance Counselor/Service Professional	Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).	Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).	Have we established our school's mission, vision, values, and long-term goals? And are we making sure Rtl is matching these? Are we making sure we model,
Instructional/Curriculum Coach(es): Reading/Math/Writing Elementary/Intermediate	Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)	Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each	teach, and expect a climate of collegiality among our staff? Have our teachers received adequate training in implementing the core and supplemental
Teacher (s) Middle/High School Teacher (s)	Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one	grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention.	instruction? Do we have a plan to communicate the Rtl Process to our families/parents?
Exceptional Education Teacher(s) Activity Teacher(s)	math skill, one classroom management/behavior skill.	If no to any of the above, diagnose the problem as a team. Prioritize the needs of	Have we analyzed the weaknesses in the core and supplement the core as needed?
Team Function Plan, implement and monitor the progress of school improvement	Needs survey at the topper level	the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs.	Looking at Tier 1 Screening Data, what type of instruction and intervention do our students need? Based on data, where do we see the need for staff development in the
Implement Response to Instruction/Intervention as a school-wide method of raising student achievement outcomes for all students	Needs survey at the teacher level	What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?	school? In a grade level? In a classroom? Based on data, where should we 'spend' or place our resources (money and personnel?)
Provides the vision for the leadership for the school in terms of both academic and behavioral success in the Rtl Process	Using the school data (time of year will determine what data is analyzed): CRT as a summative one time measure - TIER 1 (3 to 4 times a year	Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school	What skills and strategies can we learn about in professional development that will enhance our instruction and intervention?
Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and school procedures as Rtl is implemented in the building	screening data, all subjects as available) - TIER 2 (Intervention data, ongoing every 2 weeks or so) - TIER 3 (Intervention data) – ongoing every 1 week or so)		Based on Tier 1 data (trends, patterns), what are the strategies and skills we need to provide so all students receive the Differentiated Instruction that they need? Is our data representative of
· · · · · · · · · · · · · · · · · · ·	- TIER movement report Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly.	Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3)	assessments that are reliable, valid, and sensitive measures that define student achievement over time?



Self-Assessment of Problem Solving Implementation (SAPSI)*

PS/RtI Implementation Assessment

Directions:

In responding to each item below, please use the following response scale:

Not Started (N) — (The activity occurs less than 24% of the time)
In Progress (I) — (The activity occurs approximately 25% to 74% of the time)
Achieved (A) — (The activity occurs approximately 75% to 100% of the time)
Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

For each item below, please write the letter of the option (N, I, A, M) that best represents your School-Based Leadership Team's response in the column labeled "Status". In the column labeled "Comments/Evidence", please write any comments, explanations and/or evidence that are relevant to your team's response. When completing the items on the SAPSI, the team should base its responses on the grade levels being targeted for implementation by the school.

Consensus: Comprehensive Commitment and Support	Status	Comments/Evidence
 Board level leadership provides active commitment and support (e.g., meets to review data and issues at least twice each year). 		
 The school leadership provides training, support and active involvement (e.g., principal is actively involved in School-Based Leadership Team meetings). 		
 Faculty/staff support and are actively involved with problem solving/RtI (e.g., one of top 3 goals of the School Improvement Plan, 80% of faculty document support, 3-year timeline for implementation available). 		
4. A School-Based Leadership Team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general ed., special ed.)		
 Data are collected (e.g., beliefs survey, satisfaction survey) to assess level of commitment and impact of PS/RtI on faculty/staff. 		

Additional Comments/Evidence:

^{*} Adapted from the IL-ASPIRE SAPSI v. 1.6 Center for School Evaluation, Intervention and Training (CSEIT) Loyola University Chicago 1

PS/RtI Implementation Assessment (Cont'd)

Scale: Not Started (N) — (The activity occurs less than 24% of the time)

In Progress (*I*) — (The activity occurs approximately 25% to 74% of the time) Achieved (*A*) — (The activity occurs approximately 75% to 100% of the time)

Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately

75% to 100% of the time)

_	ructure Development: Data	Status	Comments/Evidence
6.	School-wide data (e.g., AIMSweb, Curriculum-Based Measures, Office Discipline Referrals) are collected through an efficient and effective systematic process.		
7.	Statewide and other databases (e.g., SAIN) are used to make data-based decisions.		
8.	School-wide data are presented to staff after each benchmarking session (e.g., staff meetings, team meetings, grade-level meetings).		
9.	School-wide data are used to evaluate the effectiveness of core academic programs.		
10.	School-wide data are used to evaluate the effectiveness of core behavior programs.		
11.	Curriculum-Based Measurement (e.g., AIMSweb) data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for academics.		
12.	Office Disciplinary Referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior.		
13.	Data are used to evaluate the effectiveness (RtI) of Tier 2 intervention programs.		
14.	Individual student data are utilized to determine response to Tier 3 interventions.		
15.	Special Education Eligibility determination is made using the Rtl model for the following ESE programs: a. Emotional/Behavioral Disabilities (EBD) b. Specific Learning Disabilities (SLD)		

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PS/RtI Implementation Assessment (Cont'd)

Scale: Not Started (N) — (The activity occurs less than 24% of the time)

In Progress (I) — (The activity occurs approximately 25% to 74% of the time) Achieved (A) — (The activity occurs approximately 75% to 100% of the time)

Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

_	ructure Development: Data ection and Team Structure	Status	Comments/Evidence
16.	The school staff has a process to select evidence-based practices.		
	a. Tier I		
	b. Tier 2		
	c. Tier 3		
17.	The School-Based Leadership Team has a regular meeting schedule for problem-solving activities.		
18.	The School-Based Leadership Team evaluates target student's/students' RtI at regular meeting.		
19.	The School-Based Leadership Team involves parents.		
20.	The School-Based Leadership Team has regularly scheduled data day meetings to evaluate Tier I and 2 data.		

Additional Comments/Evidence:		

^{*} Adapted from the IL-ASPIRE SAPSI v. 1.6 Center for School Evaluation, Intervention and Training (CSEIT) Loyola University Chicago 1

PS/RtI Implementation Assessment (Cont'd)

Scale: Not Started (N) — (The activity occurs less than 24% of the time)

In Progress (*I*) — (The activity occurs approximately 25% to 74% of the time) Achieved (*A*) — (The activity occurs approximately 75% to 100% of the time)

 \mathbf{M} aintaining (\mathbf{M}) — (The activity was rated as achieved last time and continues to occur

approximately 75% to 100% of the time)

Implementation: Three-Tiered Intervention System and	Status	Comment/Evidence
Problem-Solving Process		
21. The school has established a three-tiered system of service.		
a. Tier I Academic Core Instruction clearly identified.		
b. Tier I Behavioral Core Instruction clearly identified.		
c. Tier 2 Academic Supplemental Instruction/Programs clearly identified.		
d. Tier 2 Behavioral Supplemental Instruction/Programs clearly identified.		
e. Tier 3 Academic Intensive Strategies/Programs are evidence-based		
f. Tier 3 Behavioral Intensive Strategies/Programs are evidence-based.		
22. Teams (e.g., School-Based Leadership Team,		
Problem-Solving Team, Intervention Assistance		
Team) implement effective problem solving		
procedures including:		
a. Problem is defined as a data-based discrepancy		
(GAP Analysis) between what is expected and		
what is occurring (includes peer and benchmark		
data.)		
b. Replacement behaviors (e.g., reading		
performance targets, homework completion		
targets) are clearly defined.		
c. Problem analysis is conducted using available		
data and evidence-based hypotheses.		
d. Intervention plans include evidence-based (e.g.,		
research-based, data-based) strategies.		
e. Intervention support personnel are identified		
and scheduled for all interventions.		

Center for School Evaluation, Intervention and Training (CSEIT)

Loyola University Chicago 1

PS/RtI Implementation Assessment (Cont'd)

Scale: Not Started (N) — (The activity occurs less than 24% of the time)

In Progress (I) — (The activity occurs approximately 25% to 74% of the time) Achieved (A) — (The activity occurs approximately 75% to 100% of the time)

Maintaining (M) — (The activity was rated as achieved last time and continues to occur

approximately 75% to 100% of the time)

Impleme	entation: Three-Tiered Intervention	Status	Comment/Evidence
Syste	em and Problem-Solving Process		
f.	Intervention integrity is documented.		
g.	Response to intervention is evaluated through systematic data collection.		
h.	Changes are made to intervention based on student response.		
i.	Parents are routinely involved in implementation of interventions.		

Additional Comments/Evidence:	

^{*} Adapted from the IL-ASPIRE SAPSI v. 1.6 Center for School Evaluation, Intervention and Training (CSEIT) Loyola University Chicago 1

PS/RtI Implementation Assessment (Cont'd)

Scale:	N ot Started (N) — (The activity occurs less than 24% of the time)	
	In Progress (I) — (The activity occurs approximately 25% to 74% of the time)	
	Achieved (A) — (The activity occurs approximately 75% to 100% of the time)	
	M aintaining (M) — (The activity was rated as achieved last time and continues to	occur
	approximately 75% to 100% of the time)	

Implementation: Monitoring and Action Planning	Status	Comments/Evidence
 A strategic plan (implementation plan) exists and is used by the School-Based Leadership Team to guide implementation of PS/RtI. 		
24. The School-Based Leadership Team meets at least twice each year to review data and implementation issues.		
25. The School-Based Leadership Team meets at least twice each year with the Board Leadership Team to review data and implementation issues.		
26. Changes are made to the implementation plan as a result of school and board leadership team data-based decisions.		
27. Feedback on the outcomes of the PS/RtI Project is provided to school-based faculty and staff at least yearly.		

Additional Comments/Evidence:						

^{*} Adapted from the IL-ASPIRE SAPSI v. 1.6 Center for School Evaluation, Intervention and Training (CSEIT) Loyola University Chicago 1

Tiers I and II Critical Components Checklist

School:	Target Area: Reading Math Behavior
Window	Grade Level (if applicable):

Directions: For each selected target area and grade-level, please use the scale provided to indicate the degree to which each critical component of a Problem-Solving/Response to Intervention (PS/RtI) model is present in paperwork (i.e., permanent products) derived from data meetings (i.e., meetings in which the PS/RtI model is used to examine Tier I and/or II instruction). See the attached rubric for the criteria for determining the degree to which each critical component is present in the paperwork.

						1=11
Compo	Component		0 = Adsent			Evidence/Comments
					y Present	
		2 =	: Pre	esen	t	
		N/A	ا = ۱	Not A	Applicable	
Proble	em Identification					
1.	Data were used to determine the effectiveness of core instruction	0	1	2		
2.	Decisions were made to modify core instruction or to develop supplemental (Tier II) Interventions	0	1	2		
3.	Universal screening (e.g., AIMSweb) or other data sources (e.g., AIMSweb assessments) were used to identify groups of students in need of supplemental intervention	0	1	2		
Proble	em Analysis					
4.	The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks	0	1	2	N/A	
5.	Data were used to determine viable or active hypotheses for why students were not attaining benchmarks	0	1	2	N/A	
6.	Modifications were made to core instruction					
	A plan for implementation of medications to core instruction was documented	0	1	2	N/A	
	Support for implementation of medications to core instruction was documented	0	1	2	N/A	
	c. Documentation of implementation of medications to core instruction was provided	0	1	2	N/A	

Tiers I and II Critical Components Checklist, continued.

Component			0 = Adsent 1 = Partially Present 2 = Present N/A = Not Applicable			Evidence/Comments
7.	Supplemental (Tier II) instruction was developed or modified					
	A plan for implementation of supplemental instruction was documented	0	1	2	N/A	
	b. Support for implementation of supplemental instruction was documented	0	1	2	N/A	
	c. Documentation of implementation of supplemental instruction was provided	0	1	2	N/A	
Program	Evaluation/Rtl					
8.	Criteria for positive response to intervention were defined	0	1	2	N/A	
9.	Progress monitoring and/or universal screening data were collected/scheduled	0	1	2	N/A	
10.	A decision regarding student Rtl was documented	0	1	2	N/A	
11.	A plan for continuing, modifying, or terminating the intervention plan was provided	0	1	2	N/A	

Additional Comments:						

A plan for implementation of modifications to core

Support for implementation of medications to core

Documentation of implementation of medications to

instruction was documented

instruction was documented

core instruction was provided

Tiers I & II Observation Checklist

		· Vacion ·	CITCORIIS	•	
School	School Name: Target Area: Reading Math Behavior				
Date: _	Grade L	evel:			
Directions: Prior to the Problem-Solving Team/Data meeting, check whether each of the personnel identified in items 1-9 were present or absent. For items 10-20, please check whether the critical component of problem-solving/Response to Intervention was present or absent during the Problem-Solving Team/Data meeting. This form should only be used for problem solving/data meetings focusing on Tier I and/or II issues.					
	Component	Present	Absent	Evidence/Notes	
Personr	nel Present				
1.	Administrator				
2.	Classroom Teacher				
3.	Parent				
4.	Data Coach				
5.	Instructional Support (e.g., Reading Coach)				
6.	Special Education Teacher				
7.	Facilitator	_			
8.	Recorder (i.e., Notetaker)	 			
9.	Timekeeper				
Problen	n Identification			1	
10.	Data were used to determine the effectiveness of core instruction				
11.	Decisions were made to modify core instruction and/or to develop supplemental (Tier II) interventions				
12.	Universal screening (e.g., AIMSweb) or other data sources were used to identify groups of students in need of				
	supplemental intervention				
Problen	n Analysis			•	
	The school-based team generated hypotheses to identify	T			
	potential reasons for students not meeting benchmarks				
14.	Data were used to determine viable or active hypotheses for				
lukamia	why students were not attaining benchmarks				
	ntion Development/Support				
15.	Modifications were made to core instruction (Note: Circle N/A under the Evidence/Notes				
	column for a-c if defensible decision was made				
	to NOT modify core instruction				
Critical	Component				

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N/A

N/A

N/A

Tiers I & II Observation Checklist, continued

16.	Supplemental (Tier II) instruction was developed	
10.	or modified (Note: Circle N/A under the	
	Evidence/Notes column for a-c if a defensible decision	
	was made to NOT modify supplemental instruction)	
17.	,	
ā	A plan for implementation of supplemental instruction was documented	
k	 Support for implementation of supplemental instruction was documented 	
C	 Documentation of implementation of supplemental instruction was provided 	
Program	n Evaluation/RtI	
18.	Criteria for positive response to intervention were defined	
19.	Progress monitoring and/or universal screening data were collected/scheduled	
20.	A decision regarding student RtI was documented	
21.	A Plan for continuing, modifying, or terminating the intervention plan was provided	
ditional	Comments:	

Additional Comments:				

Critical Component

16. Hypotheses were developed to determine if the student was not performing the replacement behavior because of a

18. At least one hypothesis was verified with data available at

17. Data were available or identified for collection to

performance and/or skill deficit

verify/nullify hypotheses

the meeting

Problem-Solving Team Checklist – Initial Version

School	Name: Student ID:			
				aviar
Date	Conce	rnskeading		avior
Grade	Level:			
items :	ons: Prior to the Problem-Solving Team meet 1-9 were present or absent. For items 10-26, m-solving/Response to Intervention was pre- ng. This form should only be used for <u>initial</u> in	please check w sent or absent	hether the criti during the Prob	cal component of lem-Solving Team
Critical	Component	Present	Absent	Evidence/Notes
Personi	nel Present			
1.	Administrator			
2.	Classroom Teacher			
3.	Parent			
4.	Data Coach			
5.	Instructional Support (e.g., Reading Coach)			
6.	Special Education Teacher			
7.	Facilitator			
8.	Recorder			
9.	Timekeeper			
Probler	n Identification			
10.	Replacement			
11.	Data were collected to determine the current level of performance for the replacement behavior			
12.	Data were obtained for benchmark (i.e., expected) level(s) of performance			
13.	Data were collected on the current level of peer performance or the data collected adequately represents average peer performance			
14.	performance and the benchmark, and the peers' current level of performance (or adequate representation of peer performance) and the benchmark was conducted			
	n Analysis			
15.	Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed			

in

Interver	Intervention Development/Support			
19.	Goals were clearly selected and related directly to			
	benchmarks			
20.	Interventions were developed in areas for which data were			
	available and hypotheses were verified			
21.	At least some discussion occurred about the use of			
	evidence-based interventions			
22.	A plan for assessing intervention integrity was agreed upon			
23.	Frequency, focus and dates of progress monitoring were			
	agreed upon			
24.	Criteria for positive response to intervention were agreed			
	upon			
25.	An intervention support plan was developed (including			
	actions to be taken, who is responsible, and when the			
	actions will occur)			
26.	A follow-up meeting was scheduled			

Additional Comments:				

Problem-Solving Team Checklist-Follow-Up Version

School	l Name: Stud	dent ID:		
Date: _				
Direct identif wheth preser	ions: Prior to the Problem-Solving Team r fied in items 1-9 were present or absent a per the critical components of problem-so nt or absent during the meeting. This form ed follow-up problem-solving sessions.	at the meetin lving/Respor	g. For items 10 nse to Intervent	-15, please indicate tion identified was
Critical	Component	Present	Absent	Evidence/Notes
	nel Present			
1.	Administrator			
2.	Classroom Teacher			
3.	Parent			
4.	Data Coach			
5.	Instructional Support (e.g., Reading Coach)			
6.	Special Education Teacher			
7.	Facilitator			
8.	Recorder			
9.	Timekeeper			
Problen	n Evaluation			
10.	Progress monitoring data were presented graphically			
11.	Documentation of implementation of the intervention plan was presented			
	A decision regarding good, questionable, or poor Rtl was made			
13.	A decision to continue, modify, or terminate the intervention support plan was made			
	A decision to continue, modify, or terminate the intervention support plan was made			
15.	A follow-up meeting was scheduled			
Additi	onal Comments:			

Teacher Data Team Resources

Resources

- > Teacher Data Team Quick Reference
- > Example: Meeting Record
- ➤ Problem Solving for Success Worksheet (ICEL)- PS/RtI

Teacher Data Team Quick Reference

	Problem Solving Tasks		
Members	Uses this type of data	To discuss	Guiding Questions
Administrator(s) - facilitate Instructional/Curriculum Coach(es): Reading/Math/Writing	Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).	Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).	Based on the tier 1 data, are 75-80% of the students meeting proficiency? Is the core curriculum meeting the needs of 75-80% of my student in my class? The grade level?
Elementary Teacher (s) on grade level Middle/High School Teacher (s) MESH or Department Exceptional Education Teacher(s) associated with grade level or dept.	Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks) Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math	Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention.	Are the core instructional methods meeting the needs of 75-80% of my students in the class? Grade level? Is the classroom environment effective so that 75-80% of the students respond to the classroom rules, procedures, and routines?
Guidance Counselor/Service Provider , School Psychologists, etc., as needed <u>Function</u>	skill, one classroom management/behavior skill.	If Tier 1 and Tier 2 data are showing need, diagnose the problem as a team. Prioritize the needs of the students, sub	What do we need to do/address as a grade level for our inclusion classes? According to the data, how are our classes within our grade level / MESH
Utilize the problem solving process to meet academic and behavioral needs of students		groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs.	team / departments alike? Different? According to Tier 2 data, are about 70% of the students making progress in the intervention?
Analyze data from Tier 1 and Tier 2 assessments to monitor the effectiveness of core instruction (Tier 1) and supplemental instruction (Tier 2) across the grade level or department	Data at all levels	What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?	Do we see any students not responding to the tier 2 ongoing progress monitoring data? Do we need to look at different supplemental material to meet the
Monitor fidelity of core Tier 1 instruction Monitor fidelity of supplemental (Tier 2) instruction	Individual student data	Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school	needs of our students? How are the intervention teachers communicating with the classroom teachers?
Brainstorm needs, curriculum, resources, effective schedules, etc. Using Tier 1 and Tier 2 data, address the curriculum,	TIER movement report – Generated from the Teacher Data Meeting and Individual Problem Solving Team	To move students within Tier 2 interventions Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier	Are the ongoing progress monitoring assessments aligned to the targeted skill needed for intervention?
instructional practices, and optimal learning environment conducive to student achievement	Meeting monthly.	3)	

Student Data Meetings

Name	Grade Level	Teacher
------	-------------	---------

Meeting #	Meeting #	Meeting #
Date:	Date:	Date:
Student Strengths:	Updates:	Updates:
Academic/Behavioral Concern:	Additional personnel invited to next meeting:GuidanceLanguageOther:	
Data to Support Concern:	Data to Support Concern:	Data to Support Concern:
Please attach the following: • Student Membership Record (SAR card)	Please attach the following: • Student Membership Record (SAR card)	Please attach the following: • Student Membership Record (SAR card)
 Running Record Data (K-3/4-6 as needed) "Compare" Graphs 	Running Record Data (K-3/4-6 as needed)"Compare" Graphs	Running Record Data (K-3/4-6 as needed)"Compare" Graphs
PASI/PSI data (K-3/4-6 as needed)	PASI/PSI data (K-3/4-6 as needed)	PASI/PSI data (K-3/4-6 as needed)
Classroom Assessment DataWork Samples	Classroom Assessment DataWork Samples	Classroom Assessment DataWork Samples
• PMP	• PMP	• PMP
Most current Report Card/Interim Report Other	Most current Report Card/Interim Report Other	Most current Report Card/Interim Report Other
Team Suggestions:	Team Suggestions:	Team Suggestions:
Chosen Intervention:	Intervention Progress/Progress Monitoring Data:	Intervention Progress/Progress Monitoring Data:
Status of Intervention:	Status of Intervention:	Status of Intervention:
SuccessfulOngoingInsufficient	SuccessfulOngoingInsufficient	SuccessfulOngoingInsufficient
Continue with Intervention	Continue with Intervention	Continue with Intervention
New Intervention **Attach INTERVENTION LOG and PROGRESS	New Intervention **Attach INTERVENTION LOG and PROGRESS	New Intervention **Attach INTERVENTION LOG and PROGRESS
MONITORING DATA (i.e. Voyager charts, PASI etc.)	MONITORING DATA (i.e. Voyager charts, PASI etc.)	MONITORING DATA (i.e. Voyager charts, PASI etc.)
Chosen Method of Progress	Chosen Method of Progress	Chosen Method of Progress
Monitoring:	Monitoring:	Monitoring:
Follow Up:	Follow Up:	Follow Up:
In weeks Date:	In weeks Date:	In weeks Date:

After 3 data meetings:

Problem Solving Plan for Student Success ICEL Worksheet

Domains: Instruction, Curriculum, Environment, and Learner

INSTRUCTION: Qu	uestions to consider	when evaluating the	e INSTRUCTION Domain:
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- 1. Is effective instruction being provided in all critical areas related to this concern?
- 2. Is enough instructional time being allocated to ensure student success?
- 3. Are the teachers working with this student using the effective practices to differentiate instruction?

For the questions above, when observing or interviewing staff, what instruction seems to work for students?	What doesn't work?
1.	1.
2.	2.
3.	3.

CURRICLULUM: Questions to consider when evaluating the **CURRICULUM Domain:**

- 1. Are the curriculum and/or intervention research based and validated?
- 2. Do the curriculum and/or intervention address all critical areas related to the current concern?
- 3. Is the curriculum or current intervention being implemented with fidelity?

For curriculum, when reviewing data, student records, observing, or interviewing staff, what works for students?	What doesn't work?
1.	1.
2.	2.
3.	3.

ENVIRONMENT: Questions to consider when evaluating the ENVIRONMENT Domain:

- 1. Is there a positive climate for learning?
- 2. Is the problem more prevalent in a certain area of the school or classroom?
- 3. Are both whole group instruction and small group differentiated instruction being delivered to this student?

Learning environment: when reviewing data, student records,	What doesn't work?
observing, or interviewing staff, what works for students?	
1.	1.
2.	2.
3.	3.

LEARNER: Questions to consider when evaluating the LEARNER Domain:

- 1. How might the traits/skills of the student be contributing to the problem?
- 2. What student factors are relevant and alterable in addressing this concern?

When reviewing data, curriculum, or student records, observing, interviewing staff, or testing, what works for students?	What doesn't work?
1.	1
2.	2.
3.	3.

Individual Problem Solving Team (IPST) Resources

Resources:

- ➤ Individual Problem Solving Team Quick Reference
- Individual Problem Solving Team User's Guide and Forms

Individual Problem Solving Team (IPST) Quick Reference

Tasks **Function** Uses this type of data **Members** To discuss ... Individual Problem Solving Gap Analysis: 1). Define the Problem Administrator (s) Guidance Counselor/Service meetings are designed to be Divide the expected benchmark Provider (recommended an extremely diagnostic and score by the current student The problem should be stated in facilitator) prescriptive process. performance. This is your objective measurable terms. School Psychologist benchmark comparison. The defined problem must focus on The IPST fully engages in the Classroom Teacher(s) Ex: $70\% \div 35\% = 2.0$ teachable skills. **Parents** Problem Solving Method at A problem is defined by the difference ESE contact/teacher Divide the average peer between what was measured and what each stage. Interventionalist/Title 1 Teacher performance by the student was expected. The IPST should examine performance on the grade level. **Additional Members as** prior intervention data and all This is your peer grade level 2). Analyze the Problem comparison. Ex: 81% ÷ 35% = 2.3 needed: relevant cumulative history in Speech/Language Pathologist order to problem-solve at the Ask "Why is the problem occurring?" Staffing Specialist most intense level. Divide the average performance Think of all relevant hypotheses Instructional Staff (coaches) score of a selected subgroup Gifted Teacher A student should not be (such as SES) by the student 3). Develop a Plan Behavioral Analyst referred to Individual Problem performance. This is your A good instructional/intervention plan: Occupational Therapist Solving Team if the problem is Subgroup Peer Comparison. Ex: Explicitly defines the skills to be taught Physical Therapist instructional, curricular, or $65\% \div 35\% = 1.8$ Social Worker environmental in nature. Focuses on measurable objectives Activity or Specials teachers The criteria for a child to be Determine the Gain the student Defines the who, what, when, where, and referred from the Teacher needs to make to close the GAP. how of the intervention Data Team to the Individual To identify the necessary gain Problem Solving Team is that subtract the student's current Describes how the data must show a significant performance from the expected instruction/intervention will be progress discrepancy between the benchmark in the next benchmark monitored. student and the benchmark, a period. Ex: 90 wpm - 56wpm = significant discrepancy Includes a Goal Statement and Aim Line 34wpm between the student and their with clear numerical measures that peers, and an insufficient Now evaluate the students growth define success. A goal statement can be learning growth rate from formed using steps 3 and 4 of the Gap as evidenced in progress previous Tier 2 interventions. monitoring data in comparison to Analysis process. the growth needed to close the The reason students should gap. Determine what progress not be referred to the Answer the question, "Is it working?" was realistic for the student. Individual Problem Solving Assess the growth rate. Ex: If the Modify Plan based on Progress Team without meeting the expected growth rate for second Monitoring data: discrepancy or growth rate grade students is 5 words per criteria is because the IPST 4). Evaluate the Plan: minute per week on oral reading only handles individual Continue on if the growth rate is fluency, then set your expected learner-centered problems. growth rate in accordance with adequate that rate. **Increase** intensity, frequency, or duration if growth rate is improving, but not **Progress Monitor throughout** significantly enough. the intervention. The team Change the intervention if the response should assess whether the data is poor. shows the student/s are progressing sufficiently along the Aim Line.

Individual Problem Solving Team (IPST) USER'S GUIDE

Mater Academy of Nevada

Individual Problem Solving Team (IPST)

In the Response to Intervention/Instruction model, the three tiers are levels of services of instruction and support for students. The tiers of services are not placements for students, but represent a continuum of increasing levels of support that students may receive and have access to.

Tier 1 services are core instruction in any content area that all students receive. In addition to the core instruction, some students may require additional supplemental instruction (Tier 2) or intensive and target instruction (Tier 3).

The Response to Instruction/Intervention model uses data to answer questions about the effectiveness of all Tiers and levels of instruction, beginning with Tier 1. Before teams look at individual students for problem solving, which takes place in the Individual Problem Solving Team (IPST), schools should have two other teams in place analyzing and considering student data.

- The School Leadership Team uses school wide data, grade level/department data, and classroom data to determine the effectiveness of the core Tier 1 instruction monthly as new data is collected.
- Teacher Data Teams use individual, classroom, grade level, and department wide data to determine
 effectiveness of core Tier 1 instruction, with a specific focus on data trends indicating student need
 and the need for differentiated instruction.

In order to individually problem solve one student's situation, the Response to Instruction/Intervention model requires schools to determine how many other students are in the same situation. If more than 20% of a class or of a group of students are experiencing a similar problem, the way to address this problem is addressing Tier 1 instruction since Tier 1 instruction should be effective for 80% of students. If 5% - 20% of students in the class or group are experiencing a similar problem, the way to address this problem is through Tier 2 supplemental instruction. If less than 5% of students are experiencing a similar problem, then it is prudent to individually problem solve this situation.

In summary, the identification of the problem and how to approach it is:

How many students have this problem?	Problem Identification and possible action	Teams needed to take action	What to use to monitor
≥ 20% of class/subgroup/grade level	Tier 1 – address instruction that everyone is receiving	Teacher Data Teams and School Leadership Team	Tier 1 data
Between 5% - 20% of class/subgroup/grade level	Tier 2 - develop small group Intervention and support	Teacher Data Teams and School Leadership Team	Biweekly or tri-weekly progress monitoring data
≤ 5% of class/subgroup/grade level	Individual Student – develop intensive, targeted intervention	IPST	Weekly ongoing progress monitoring data

This IPST USER GUIDE is to be used as a reference for IPST (Individual Problem Solving Teams) as needed when seeking to problem solve an individual student situation.

To be clear, this team looks at individual problem solving when ≤ 5% of the class/subgroup or grade level is experiencing the same problem and the other two school based teams (School Leadership and Teacher Data teams) have evaluated at Tier 1 Differentiation and Tier 2 Supplemental Instruction.

In order to proceed to the IPST, it is assumed that the student is receiving Effective Differentiated Core Instruction at Tier 1 and Effective Supplemental Instruction at Tier 2 and is still showing a need in comparison to the peers in the class and grade level / department.

A summary of the forms and five steps are below:

STEP 1: IPST FORM 1: Historic and Cumulative Review.

This form is the basic review of the student's history. At the onset of teacher concern in academic and/or behavior areas, the teacher gathers historical data on the student. This history helps create a full picture of the student and helps provide information of historic trends, student strengths, and student needs. This may be taken from the cum folder or an electronic source.

STEP 2: IPST FORM 2: Parent Contact and Staff Consultations.

At the onset of a teacher concern, it is best practice to always inform the parent/guardians of the concern. This form documents when and how this notification of concern occurred. Additionally, the RtI process encourages professional collaboration, and this form also documents a teacher's collaborative effort to inform instruction and address student needs through professional collaboration.

STEP 3A: IPST FORM 3A: Academic Data Collection

At this step in the process, current student data is collected and the problem identification phase is confirmed. There may be a need to gather more data, however, but once sufficient data is gathered and the problem is confirmed (Tier 1, Tier 2, Tier 3), the data is analyzed.

STEP 3B: IPST FORM 3B: Problem Identification, Gap Analysis, Hypothesis, Goal Statement

This form collects essential information regarding a student's level of performance compared to benchmarks and peers. In addition, this data on this form identifies enablers and inhibitors to academic and/or behavioral success. Successful identification of enablers and inhibitors will better guide teams to develop effective interventions. In order to complete a GAP analysis, the student data, class data, grade level, and benchmark data on the same measure should be collected. This will help determine the magnitude of a gap from individual student to the benchmark or peers. Based on this data, a hypothesis and goal statement is generated to inform intervention.

STEP 3C: IPST FORM 3C: Behavior Data Collection

If the problem does not consist of entirely academic concerns or behavior is a concern as well, this form is one example of a data collection tool that gathers information about student behavior to determine trends or patterns. In order to develop a meaningful intervention plan, it is important to identify the function (pay-off) of the interfering behavior and the environmental condition in which the behavior is most likely to occur. By having the teacher(s) provide this type of information before or during the IPST meeting, the team is more likely to generate targeted and useful interventions linked to the specific problem area

STEP 4: IPST FORM 4: Individual Student Intervention Design and Evaluation

The <u>individual</u> student intervention design should be completed by the IPST team. The classroom teacher, intervention teacher, or person providing targeted intervention to the student will provide input and documentation regarding the data points and progress monitoring. A fidelity log may also be attached for evaluation purposes by the IPST. The intervention teacher provides documentation as to the intervention itself (absences, frequency, etc.,) and the ongoing progress monitoring data (OPM). The IPST team evaluates the effectiveness of the intervention and makes decision accordingly. Step 4 is to document individual interventions attempted and the student's response. Data will indicate if the research-based intervention should be continued, modified or if other intervention(s) may be more effective. See form directions for specific instructions.

Step 5: IPST FORM 5: Analysis of Interventions and Recommendations

This form will be completed by the IPST Chair with input from the team. Consideration is given to data collected throughout the problem solving process, and the IPST team determines educational needs based on the student's response to interventions. Data drives the problem solving process. Through accurate progress monitoring, the team will have sufficient data to make important educational decisions about the student. These decisions may include maintaining the current intervention, modifying the intervention, terminating the intervention, or referring to alternate programs or for a social history and/or psychoeducational evaluation.

Individual Problem Solving Team (IPST)

Team Process Steps 1 – 5

Note: The following documents represent a framework and process to document the Response to Instruction/Intervention process. The five step process is as follows:

<u>Step 1:</u> At the onset of teacher concern in academic and/or behavior areas, the teacher gathers historical data on the student. (Teacher fills out this form).

Hard Copy: Use IPST FORM 1: Historic and Cumulative Review.

<u>Step 2:</u> The teacher notifies parent/guardian of the concern, continues instruction, and seeks professional collaboration as necessary. (Teacher fills out this form). Hard Copy: Use IPST *FORM 2: Parent Contact and Staff Consultations*.

Generally, RtI Steps 1 and 2 are before any IPST meetings and are part of the RtI referral process when moving to IPST from the teacher data team meetings. Steps 3-5 are facilitated by the IPST team chair and the multidisciplinary team provides input. Teachers are not to complete RtI steps 3-5 on their own.

<u>Step 3:</u> Current data is collected and the Problem Identification phase begins. Problem Identification may include the need to gather more data. Once sufficient data is gathered, data is analyzed and the problem is identified. Based on this information, a hypothesis and a goal statement are generated. Hard Copy: Use: Documentation form:

IPST FORM 3A = Academic Data Collection

IPST FORM 3B = Problem Identification, Gap Analysis, Hypothesis, Goal Statement

IPST FORM 3C = Behavior Data Collection

<u>Step 4</u>: Intervention design. The IPST team will design an intervention to address the goal.

Hard Copy: IPST FORM 4: Individual Intervention Design and Evaluation.

<u>Step 5</u>: Evaluation of steps 1-4 to determine next course of action.

Hard copy: Use IPST FORM 5 Analysis of Interventions and Recommendations.

Individual Problem Solving Team (IPST)

Documentation Process – Quick Reference

Form	Title	Who/When	What
IPST FORM 1	Historic and Cumulative Review	Classroom teachers complete this prior to any IPST team data meetings. Usually teachers begin to collect this when concerns begin to develop.	When a teacher has a concern about a student academically or behaviorally that warrants further investigation, this form serves to collect this information.
IPST FORM 2	Parent Contact and Staff Consultations	Classroom teachers complete this prior to any individual problem solving team data meetings.	This form documents parent and professional contact for academic and behavioral concerns.
IPST FORM 3A	Academic Data Collection	IPST Team is responsible for this form. Classroom teachers complete the individual student and classroom peer data. Grade level, school, and district data provided by guidance and/or school psychologist.	This form documents the student level of performance compared to benchmarks and peers (Beginning of Gap Analysis).
IPST FORM 3B	Problem Identification, Gap Analysis, Hypothesis, and Goal Statement	IPST Team is responsible for this form. School Psychologist should be responsible for both academic and behavioral gap. Behavior analyst should also be involved if available.	This form documents the student level of performance compared to benchmarks and peers in terms of magnitude. Additionally, this form documents observation of instruction, curriculum, environment and learner information
IPST FORM 3C	Behavior Data Collection	IPST Team is responsible for this form. Depending on the issue, it may involve the School Psychologist, Behavior Analyst, and/or Social Worker.	This form is for situations which include behavior concerns and the information is used to determine cause and function of behavior.
IPST FORM 4	Individual Intervention Design and Evaluation	The IPST Team and classroom teachers design Tier 3 interventions. The classroom teacher is responsible for monitoring progress and reporting on this form for next IPST review.	This form documents the fidelity and progress monitoring during intervention, including attendance, etc.
IPST FORM 5	Analysis of Interventions and Recommendations	IPST Team is responsible for this form. However, School Psychologist and Staffing Specialist must attend. Eligibility may be determined at this time.	This form documents the determination of response to interventions during entire process; analysis of fidelity of interventions, and recommendations based on the analysis.

Mater Academy of Nevada Individual Problem Solving Team (IPST)

IPST FORM 1

History and Cumulative Review

Student:	DO	B:	ID:	Grade:	Teacher:
	YES	NO		COMMENTS	
Attendance					
Concerns					
Multiple School Enrollment					
History Vision Concerns					
VISION Concerns					
Hearing Concerns					
Speech/Language Concerns					
Medical, mental health or					
health concerns					
Academic Concerns					
Behavior Concerns					
Previous Screenings (KBIT,					
KTEA, etc.)					
Previous Psychological					
and/or Social History Written report					
Retentions					
If yes, indicate grade level(s)					
retained					
PMP, CST, or Problem					
Solving Team History					
IEP History					
•					
504 Plan					
304 Flati					
5001 (150					
ESOL/LEP					
Other Concerns:					
			I		
Completed by:				Title:	
Date: School			-		

IPST FORM 1

Individual Problem Solving Team (IPST)

History and Cumulative Review

Directions

<u>WHO:</u> Step 1 is to be completed by the classroom teacher or other staff as appropriate (e.g., guidance counselor, school psychologist, school social worker).

<u>WHAT:</u> Step 1 is a review of the cumulative record (may be electronic) to address areas of attendance, enrollment history, academic history, retentions, previous psycho-educational testing, etc.

<u>WHEN:</u> The form is to be completed when a teacher has concerns about a student academically or behaviorally that warrants further investigation of the problem. This is the first information to **be gathered before collaborative meetings** (grade level meetings, department meetings, before any problem solving meetings).

WHERE: The cumulative record and IPST file are resources for obtaining the requested information.

<u>WHY:</u> A cumulative review can assist with identifying why a student is having academic or behavioral problems. Information that is obtained through the cumulative record <u>can help identify areas that may be impacting performance</u> (e.g., history of attendance problems, high mobility, sensory concerns, a 504 plan, etc.).

<u>HOW:</u> Teachers can fill out RtI Step 1 with information from the cumulative record. When available, an electronic print out can be attached to relieve the teacher from re-copying information. When completing RtI Step 1, simply attach the print-out and complete other areas specified on RtI Step 1 that are not contained within the printed information. **Add comments if needed when the response to any item is "yes."**

Worker, etc.

Mater Academy of Nevada Individual Problem Solving Team (IPST)

Parent and Staff Consultations					
Student:		DOB:	ID:	Grade:	
Teacher:			School:		
Parent/Guardian Consultat	tion(s):				
At least one parent contac	t must be re	corded before mov	ing to Individual F	Problem Solving.	
	Date(s)	Plan/Outcome		_	
1 st Contact	Dato(o)	i iaii/Gatsoilio			
Phone					
In person					
Email					
Name of Parent/Guardian:		Signature of parer	nt if in person:		
2nd Contact					
Phone					
In person					
Email					
Name of Parent/Guardian:					
		Signature of parer	nt if in person:		
School Staff Consultations:					
	Date(s)	Plan/Outcome			
PLC or other teacher collaboration					
Content Area Contact and/or Specialist (reading coach, Title 1, ESE teacher, specify content area)					
Building Supports: Guidance (Suggested for behavioral concerns), Speech/Language Path., Administration					
Other County Supports: School Psychologist, Social					

IPST FORM 2

IPST FORM 2

Individual Problem Solving Team (IPST)

Parent and Staff Consultations

WHO: Step 2 is completed by the classroom teacher.

WHAT: Step 2 Documents parent/guardian and staff consultations. In addition, the form documents plan of action and outcomes of consultations.

<u>WHEN:</u> Step 2 should be initiated when a teacher identifies an academic or behavioral problem that may benefit from communication with the parent. The staff consultations section is accessed <u>when the teacher needs support or assistance from other professionals within the school community.</u> BOTH PARENT CONTACTS DO NOT NEED TO BE MADE BEFORE BRINGING TO TEAM. One parent contact should be initiated when concerns arise and it is always best practice. Usually this is when a PMP in initiated, but can be sooner as well.

<u>WHERE</u>: When consultations with itinerant professionals may be needed, simply e-mail the school psychologist, school social worker, or other professional to request a consultation or leave a note in their mailbox at the school. For consultations with staff at the school, simply arrange a meeting. The teacher can document parent contact via a parent conference, phone call, email, etc.

<u>WHY:</u> The purpose of Step 2 is to document that the parent is notified and current with their child's progress. In addition, this form allows for flexibility and precision in consultation with colleagues and relieves the teacher of scheduling a large group meeting when problems first arise. Furthermore, if the student is eventually referred to the IPST team and an evaluation is requested, State Board Rules indicate that at least two parent conferences must be held with the parent prior to considering eligibility for exceptional student education. This form easily documents those contacts.

<u>HOW</u>: Indicate date of contacts/consultations with parents and staff. For the "plan/outcome" section of the Parent/Guardian contacts, indicate what the teacher and parent agree to do to address the student's issue. For follow-up parent contacts, indicate the outcome of the prior plan.

If the previous teacher is on-site, consulting to determine if the student had similar problems in the past can be helpful. If so, determine if the previous teacher had a plan to help the student be successful and utilize a similar plan if appropriate.

For the "plan/outcome" section of the Staff Consultations, indicate what the teacher and staff agree to implement in order to address the student's issue. Provide outcome anecdotal information and data as appropriate.

Mater Academy of Nevada Individual Problem Solving Team (IPST)

IPST FORM 3A

Academic Data Collection

Student Name:			Student #: Birth Date			Date	:			
Current School:			Gra	de:			Date:			
Area(s) of concern:										
Area(s) of strength:										
1). Academic Enablers:	(check one in each	row)	Alwa	ıys	Usı	ıally	So	metim	ies	Never
Attends class regularly										
Is on time for school/class										
Completes class assignme	ents									
Turns in homework										
Follows directions indepe	ndently									
Appears motivated										
2). Peer/Benchmark Com	parison for								Bei	nchmark or
GAP ANALYSIS in Tier 1 C (enter scores for areas of concern)	ore	Student Score/ Performance		Avera orman				el Avg. ance	'on grade level' criteria of test	
						1				
3). What percentage of the class exhibits similar academic problems? 5% or less 5%-20% 20%-50% Over 50% 4). If behavior is unsatisfactory, what percentage of the class exhibits similar behaviors? 5% or less 5%-20% 20%-50% Over 50%										

IPST FORM 3A

Individual Problem Solving Team (IPST)

Academic Data Collection

Directions

<u>WHO:</u> Step 3A should be completed by the IPST Team and classroom teacher for elementary students. At IPST meeting, the team may request that another teacher/professional provide input who currently works with the student. For middle and high school students, at least 2 teachers currently working with the student within an area of concern should provide input.

A second IPST observation form is required by federal statutes and State Board Rules if the student is referred for a comprehensive evaluation. Statutes further specify that the second observer must be a member of the multi-disciplinary team.

<u>WHAT:</u> Step 3A provides essential information regarding a student's level of performance compared to benchmarks and peers. In addition, this form identifies enablers and inhibitors to academic and/or behavioral success.

<u>WHEN:</u> Step 3A is used when a teacher considers developing group or (more intensive) individual interventions for students and <u>wants to isolate factors</u> that may lead to successful problem identification and analysis.

<u>WHERE:</u> Step 3A should be accomplished through direct observation of the student within the classroom regarding work habits and by reviewing sources of class-wide data and grade level data. In addition, formative assessments provide information regarding academic performance compared to benchmarks and peers.

<u>WHY:</u> Successful identification of enablers and inhibitors will better guide teachers to develop effective interventions. In order to complete a GAP analysis, the student data, class data, grade level, and benchmark data on the same measure must be collected. This will help determine the magnitude of a gap from individual student to the benchmark or peers. Additionally, questions 3 and 4 will help determine how many other students are experiencing the same gap or situation.

<u>HOW:</u> For item 1, simply place a check mark by the section indicating how the student is performing compared to expectancy. Utilize data from Tier 1 Core assessments such as FAIR, District assessments, common assessments in the school or district within the curriculum, etc., and formative assessments to determine the student's academic performance level. For items 3 and 4, determine what percentage of the class has similar problems. Do not make subjective judgments about the percentage of students having similar problems; rather <u>use your class-wide data and/or grade level data</u> to make this determination.

Mater Academy of Nevada Individual Problem Solving Team (IPST)				IPS	FORM 3B	
Student:	Student: DOB: School:					
5). Problem Identification: WHAT is the problem in terms of the gap? (use information on form CST/IPST STEP 3B) Specify the area of concern: Benchmark Comparison – Gap Analysis (Part 1): Accurately define the problem in measureable terms from the benchmark. (How large is the gap?) Benchmark ÷ student performance = GAP ; = (GAP) Is the gap above significant? Yes / No (Circle) Peer Comparison – Gap Analysis (Part 2): Accurately define the problem in measureable terms from the peer group (class or grade level or sub group). (How large is the gap?) Peer Average ÷ student performance = GAP ; = (GAP) Is the gap above significant? Yes / No (Circle)						
Attach observation/revi				,		1
	ICEL	Instruction	Curriculum	Environment	Learner	
	Review					
	Interview					_
	Observe Test					_
	1630]
7). Intervention Design: Determine the gains the student needs to make Gap Analysis (Part 3): Accurately define the necessary growth for the student. Next Expected Benchmark – current student performance = Growth needed Growth Needed Gap Analysis (Part 4): Accurately define what time period is realistic for the growth needed as determined in Part 3 above. Growth Needed can happen across weeks.						
8). Hypothesis: What is the most likely reason the problem is occurring? (Tip: utilize the Problem Analysis worksheet to guide formation of a hypothesis): The problem is occurring because						
9. Goal statement: (Write a specific attainable goal in observable and measureable terms related to the problem).						
By (Date), (Student name) will (what) as evidenced by % on (Progress monitoring tool).						
By as evidenced by						
on Signature: Date:						

IPST FORM 3B

Individual Problem Solving Team (IPST)

Problem Analysis, Gap Analysis, Hypothesis, Goal Statement

Directions

WHO: Completed **by the TEAM** at an individual IPST team meeting. The team may request that another teacher/professional provide input who currently works with the student.

WHAT: Provides essential information regarding a student's level of performance and rate of progress compared to benchmarks and peers in terms of magnitude.

WHEN: When a team is considering developing Tier 3 or more intensive interventions for individual students and wants to begin isolating factors that may lead to successful problem identification and analysis.

<u>WHERE</u>: By direct observation of the student within the classroom regarding work habits and by reviewing sources of classwide data. In addition, observing the environment and instruction will provide information to develop the goal statement.

<u>WHY</u>: Using STEP 3A, STEP 3B and/or STEP 3C, successful identification of enablers and inhibitors will better guide teachers to develop effective interventions. Furthermore, if the student is eventually referred and an evaluation is requested, federal regulation and State Board Rules indicate that at least two observations of the student must be completed by educators prior to considering eligibility for exceptional student education. This form easily documents those observations.

HOW: For item 5, determine the Gap. The Gap is the answer found when dividing the expected benchmark score by the current student performance. (This would be a discrepancy between the individual student and the benchmark on a certain test or criteria, or between the individual student and peers on certain measures). For example, to determine Tier 1 effectiveness, divide the expected benchmark score by the average of student performance on the grade level instead of one student score. For individual student gaps, divide the expected benchmark score by the individual student score. The score reflects the gap the student needs to close to be on grade level. Determine if the Gap is significant. A Gap above 2.0 is *usually considered statistically significant*, however guidelines will be determined by the district as interpretation of the state statute continues.

For item 6, utilize the directions for the RIOT by ICEL form and the worksheet and attach. Other observation forms of the instructional practices, curriculum, environment, and learner may be attached in place of RIOT by ICEL as long as the areas are all considered (not just the learner).

For item 7, determine the Gain the student needs to make to close the GAP. To identify the necessary gain subtract the student's current performance (or group average of current performance) from the expected benchmark in the next benchmark period. The Team determines what progress is realistic for the student. Divide the necessary gain by the realistic progress to determine the number of weeks for intervention. This calculation will help the team determine the level of intensity necessary to achieve the goal. At this point the Aim Line can be set. Ex: 30 words per minute / 3 words per week expected growth = 10 weeks for the intervention. Given the current student performance of 30 words per minute, and growth of 3 words per minute per week, ten weeks from intervention implementation would set the aim line.

For item 8, write a hypothesis statement to indicate likely causes of why the problem is occurring (i.e., is the problem likely to be related to instruction, curriculum, environment, or learner domains).

For item 9, write a specific goal statement linked to the specific area of concern identified. Write the goal in observable and measurable terms and always include a timeframe. It is important to remember that the goal is not necessarily the benchmark where the student should be performing at that time. You want to ensure that the student is given a goal that is ambitious yet attainable. For more information on developing the hypothesis and the goal statement, consult with your school psychologist.

Goal Statement Template:

By (Date), (Student name) will (what) as evidenced by % on (Progress monitoring tool).

"In 10 weeks or by 11/28/2009, student will correctly read consonant blends in word list and target words in sentences as evidenced by 90% correct on the Phonics Screener for Intervention (PSI) Form B, Skill 3."

"By 11/28/2009, secondary student will correctly apply the reading strategy of making connections as evidenced by 90% (or 5/6) on Weekly Mini Assessments."

IPST FORM 3C

Individual Problem Solving Team (IPST) **Behavior Data Collection**

Student:	DOB:	
Teacher:	School:	Date:
Person(s) completing form:		
Describe the SPECIFIC BEHAVIOR that interfe	eres with the student's learning and/or th	ne learning of his/her peers.
Environmental Conditions:		
WHEN is the interfering behavior most likely to or	1	Color d'Clara Changes
□ Before/After School	Lunch/Recess	☐ Subject/Class Changes ☐ Missed Medications(s)
☐ Morning ☐ Other (specify)	☐ Afternoon	☐ Missed Medications(s)
WHERE is the interfering behavior most likely to o		T , , , , , , , , , , , , , , , , ,
Bus/Walking to or from school	Cafeteria/Lunch	☐ Hallways/changing classes
Regular Education class(es)	☐ Special Education classes	☐ Playground/Common areas
☐ Other (specify)		
During what SUBJECT/ACTIVITY is the interfering	behavior most likely to occur?	
☐ Academic SUBJECTS (specify)		
☐ Oral Instruction by Teacher	☐ Task/Assignment Directions	☐ Starting Assigned Work
☐ Individual Seat Work	☐ Group Work	☐ Transition
☐ Unstructured Time	☐ Other (specify)	
What INTERACTIONS/PEOPLE are most likely to b	oe present, or contribute to, the interfering be	havior?
☐ Teacher	☐ Classmates	☐ Other Peers
☐ Staff	☐ Other (specify)	
WHERE is the interfering behavior most likely to o	occur?	
Bus/Walking to or from school	□ Cafeteria/Lunch	☐ Hallways/changing classes
Regular Education class(es)	Special Education classes	□ Playground/Common areas
Other (specify)	Special Education classes	
OTHER Contributing Factors? Adult Requests/Directives	☐ Changes to the Ro	outing/Schodula
☐ Adult Requests/Directives ☐ Teasing from Other Students		osing Consequences
☐ Other (specify)		JSING CONSEQUENCES
	dical concern that explain the behavior?	
Hypothesizing the Function of the Interfering Ifwould	Behavior:is occur d occur, the current problem would be redu	rring because uced.
What possible purpose might the interfering beinterfering behavior?	pehavior serve the student? What is the "p	pay off" for continuing to use the
SEEKING:	T	T
☐ Teacher/Adult Attention	Peer Attention	□ Social Status
☐ Freedom/Fun	Empowerment/Choice	Desired Activity
☐ Other (specify)		
AVOIDANCE, ESCAPE, PROTEST:		
Sensory Overload	☐ Teacher Interaction	☐ Peer Interaction(s)
specific Subject/Activity	☐ Class Work	☐ Environment of Failure
Other (specify)		П

IPST FORM 3C

Individual Problem Solving Team (IPST)

Behavior Data Collection

Directions

<u>WHO</u>: This form (or one like it) is to be completed by the team with input of classroom teacher, school psychologist, guidance counselor, or school social worker. If completed by a professional other than the classroom teacher, the teacher must provide input.

WHAT: Step 3C includes information to determine cause and function of behavior (functional behavioral assessment).

<u>WHEN</u>: Step 3C should be used when a student is exhibiting behavioral difficulties that are not responding to Tier 1 and Tier 2 behavior interventions. In addition, it is recommended that Rtl Step 3C is completed prior to completing Rtl Step 3b, as the information will be useful in developing goal statements.

<u>WHERE:</u> Behavioral concerns may be manifested in multiple settings. Rtl Step 3C readily captures the settings and activities in which these behaviors are most likely to occur.

<u>WHY:</u> In order to develop a meaningful behavioral intervention plan, it is important to identify the function (pay-off) of the interfering behavior and the environmental condition in which the behavior is most likely to occur. By having the teacher orally respond during the IPST meeting to the questions embedded in this form, the team is more likely to generate interventions linked to the specific problem area.

HOW: At the IPST meeting, the IPST Chair will ask the teacher the questions designated on RtI Step 3C. The chair will fill in 3C based on the teachers' and other responses to the data.

(Exhibit C) Mater Origin Metartecadement individual Problem Solving Team (IPST)

Individual Intervention Design and Evaluation

Student Name:	Student #:		Birth Date:
Current School:	Grade:		Date:
Intervention #:	Setting of interventio	n: Classroom:	Other (specify)
Facus of Intervention (specific aca	demic or behavioral target	١٠	
Monitor Progress:x pe	r month Wh	o will monitor progress?	
Start Date:	Specific intervention:	Progress Mor	nitoring Tool:
Group size: Individual:	<u>Frequency</u>	<u>Duration</u>	Intervention Provider
2-3	1 x/wk	15 min	Gen Ed Teacher
4-8	2 x/wk	20 min	ESE Teacher
>8 but no whole class	3 x/wk	30 min	Counselor
Whole class	4 x/wk	45 min	Title One Teacher
	Daily	60 min	Other (Specify)
End date:	(shou	ıld be at least 5 weeks of	interventions after start date)
Progress Data: (baseline and inc	lude a minimum of 5 data r	ooints and attach graph	n):
Data/baseline point:			Data/baseline point:
Data/baseline point:	Data/baseline point:	:	Data/baseline point:
Data/baseline point:			Data/baseline point:
Data/baseiiiie poiiit.	Data/baseline point.	·	Data/baseiiiie poiiit.
Are you continuing this interver If no, what did not work?			
Intervention #:	Setting of	intervention: Classroom	n: Other (specify):
Focus of Intervention (specific aca	demic or behavioral target):	
Monitor Progress:x pe	r month Wh	o will monitor progress?	
Start Date:	Specific intervention:	Progress Mor	nitoring Tool:
Group size: Individual:	Frequency	Duration	Intervention Provider
2-3	1 x/wk	15 min	Gen Ed Teacher
4-8	2 x/wk	20 min	ESE Teacher
>8 but no whole class	2 x/wk 3 x/wk	30 min	Counselor
	3 x/wk 4 x/wk		Title One Teacher
Whole class	4 x/wk Daily	45 min 60 min	Other (Specify)
End date:	(shou	ıld be at least 5 weeks of	interventions after start date)
Progress Data: (baseline and inc	lude a minimum of 5 data r	points and attach graph	n):
Data/baseline point:	Data/baseline point:	:	Data/baseline point:
Data/baseline point:	Data/baseline point:		Data/baseline point:
Data/baseline point:	Data/baseline point:	:	Data/baseline point:

IPST FORM 4

Individual Problem Solving Team (IPST)

Individual Intervention Design and Evaluation

Directions

<u>WHO:</u> The Intervention Design and Evaluation Form will be completed by the team. The classroom teacher, intervention teacher, or person providing targeted intervention to the student will provide input regarding the data points and progress monitoring. A fidelity log may also be attached for evaluation purposes. The intervention teacher provides documentation as to the intervention itself (absences, frequency, etc., the TEAM evaluates the effectiveness of the intervention and makes decision (in the middle of the page).

<u>WHAT:</u> Step 4 includes information to identify the specific intervention(s) being implemented as well as the provider of the intervention, the group size, the frequency of the intervention, the duration of session (time), the begin/end date of intervention, the baseline data, and progress data toward goal.

<u>WHEN</u>: Step 4 will be used when intervention is started. <u>Only include interventions during current school year</u>. In addition to the identified intervention, teachers may be utilizing another intervention. In other cases, teachers may be implementing a second intervention because of poor response to the initial intervention.

WHERE: The person directly providing the intervention will have the information to complete this form.

<u>WHY:</u> Step 4 is used to document interventions attempted and the student's response. Data will indicate if the research-based intervention should be continued or if other intervention(s) may be more effective.

<u>HOW:</u> Indicate the specific intervention that has been utilized, the beginning and ending date, and the length of the intervention when meeting (e.g., 15 minutes, 30 minutes, etc). Indicate group size, how often (frequency) the intervention group meets, the intervention provider, and the actual performance in the form of a data point. Indicate how often intervention will be progress monitored and who will progress monitor. When graphing progress, make sure that data points are entered on a pre-determined regular basis (e.g., every Wednesday) and ensure that the time between the data points is equidistant. Remember that interventions need time to work so after establishing baseline, it is recommended that at least 5 data points over a 5 week intervention period are collected. However, frequent progress monitoring allows for more frequent modifications of interventions and analysis of rate of progress. If during the first 5 weeks you are finding that the intervention is not working, the intervention should be modified accordingly.

See your school psychologist or RtI Coach for more information on graphing and for help in determining if your student is making progress toward the goal.

IPST FORM 5

Individual Problem Solving Team (IPST)

Analysis of Interventions and Recommendations

Student Name:		ID:		
Birth Date:	Teacher:			
Today's Date:	Initial Meeting:	Follow-up M	eeting	
Summary of Concerns:				
Student's current level of supp	oort:Tier 1Tier 2	2Tier 3		
Was attendance during the int	ervention sessions as issue? Yes/I	No (circle one)		
Were the interventions aligne	d to the problem/concern? Yes/N	o (circle one)		
Is there documentation that the	ne intervention was implemented	with fidelity? Yes/No (circle	one)	
Based on attached data from t	he interventions, did the problem	stay the same?	increase?decrease?	
Which interventions worked?				
Which interventions did not w	ork? (If any)			
Team Decision(s):				
Discontinue intervention(Continue current interventi Modify current interventi Place in alternative progr	ntion(s) Fo on(s) Fo ams:	ollow-up Meeting:		
Refer to school social work Refer to Certified Behavion Perform Additional Asses	ent meets eligibility criteria) rker for Social/Developmental Hist	·		
Team Member Signatures:				
IPST Chair:		Date:		
Teacher:		Date:		
Parent/Guardian:		Date:		
Other:		Date:		
Other:		Data:		

Mater Academy of Nevada

IPST FORM 5

Individual Problem Solving Team (IPST)

Analysis of Interventions and Recommendations

WHO: Step 5 is completed by the IPST Chair with input from the teacher/ intervention provider and other team members.

WHAT: Based on data collected throughout the problem solving process, the team determines educational needs based on the student's response to interventions.

<u>WHEN</u>: Rtl updates and recommendations are made when the data is sufficient to indicate a response. IPST 5 occurs as the final stage of the IPST meeting.

<u>WHERE:</u> The necessary data is documented throughout the entire process and specifically is identified on the *Intervention Design and Evaluation Plan* (IPST FORM 4).

<u>WHY:</u> Data drives the problem solving process. Through accurate progress monitoring, the team will have sufficient data to make important educational decisions about the student. These decisions may include maintaining the current intervention, modifying the intervention, terminating the intervention, or referring to alternate programs or for a social history and/or psychoeducational evaluation.

HOW: The IPST Chair will guide the team through this phase of the process by asking guiding questions. The data that is collected throughout Step 4 will be used to determine if the problem has decreased, stayed the same, or increased.

All attendees at the meeting will sign on the bottom of Step 5 on the designated lines. It is important for the IPST Chair to determine at the meeting the date/time of the next meeting (if applicable) to discuss response to intervention (RtI). The parent should be provided with a copy of Step 5 when completed as it will provide them with the team decision(s) and the date/time of the follow-up RtI meeting (if needed).

The IPST Chair should maintain an on-going log of the dates/outcomes of the IPST meetings. The log should include the name of the student, teacher, dates, and type of problem (e.g., reading, behavior, etc.). Recording the number on a log that corresponds to the "Team Decision(s)" section of Step 5 is an easy method to track the team based decisions at a school building.

Mater Academy of Nevada

Individual Problem Solving Team (IPST) User's Guide

Appendix

IPST User's Guide Appendix Forms

The appendix forms may be utilized to gather data before or during the IPST process.

APPEN	NDIX 1: Group Intervention Form Weekly Progress Monitoring Form	79
APPRE	ENDIX 2: Group Intervention Form Two Week Progress Monitoring Form	80
APPEN	NDIX 3: Group Intervention Form Tri-Weekly Progress Monitoring Form	81
APPEN	NDIX 4: ICEL Worksheet	82
APPEN	NDIX 5: Tier 1 Observation Form (Classroom Observation) (May use the ICEL in Step 3B in addition to other times)	83
APPEN	NDIX 6: Tier 2 Intervention Observation Form	84

Group Intervention Forms may be useful for collecting data during Rtl Tier 1 and Tier 2 targeted intervention process. These forms document student attendance as well as ongoing progress monitoring data (OPM) in a targeted, small group intervention. This data is useful to the IPST process when comparing individual student response to peer response within targeted, small group interventions. Data analysis of individual response compared to peer response will reveal information about if the intervention is working for the peers (is it effective?) and will also give information about the learning rate of individual students and peers in the intervention.

Mater Academy of Nevada

Group Intervention Form- Student Data Collection
Ongoing Progress Monitoring (OPM) Weekly

ntervention #	Setting of interven	ention: (specify):	
ocus of Intervention (specific	academic or behavio	oral target):	
Monitor Progress: Weekly	Who will mon	itor progress?	
Start Date: Sp	ecific intervention:		
Group Size: Individual: 2-3 4-8 > 8 but not whole class Whole class	Frequency 1 x/Wk 2 x/Wk 3 x/Wk 4 x/Wk Daily	Duration 15 min 20 min 30 min 45 min 60 min	Intervention Provider Gen Ed Teacher ESE Teacher Counselor Title 1 Teacher Other (Specify)
End Date/Cycle/Anticipated Du	uration:	Progress Monitoring	Fool/Assessment:

									A	\T	TE	N	D	11	V(CE	а	ınc	()P	M	I E	Ēν	ery	V	Ve	e	k					
	Baseline	'	We	eel	k 1	ОРМ	١	Ne	ek	2		OPIM	١	Ne	ek	3		ОРМ	١	Ne	ek	۲ 4		ОРМ	,	We	eel	ς 5	ОРМ	We	ek	6	OPM
Date																																	
STUDENT NAME																																	

Mater Academy of Nevada
Group Intervention Form- Student Data Collection Two Week Ongoing Progress Monitoring (OPM)

ntervention # Setting of intervention: (specify):											
Focus of Intervention (specific academic or behavioral target):											
Monitor Progress: Every 2 Weeks Who will monitor progress?											
Start Date: Specific intervention:											
Group Size: Individual:2-34-8> 8 but not whole class Whole class	Frequency1 x/Wk2 x/Wk3 x/Wk4 x/Wk Daily	Duration 15 min 20 min 30 min 45 min 60 min	Intervention Provider Gen Ed Teacher ESE Teacher Counselor Title 1 Teacher Other (Specify)								
End Date/Cycle/Anticipated De	uration:	Progress Monitoring T	Tool/Assessment:								

					ATTENDANCE and OPM Every 2 Weeks ek 1 Week 2 Week 3 Week 4 Week 5 Week 6																													
	Baseline	١	Ne	eel	k 1		1	Week 2				MHO	•	We	el	k 3		١	Ne	eek	۲ 4	•	OPM	١	Ne	el	k 5	5	\	Ne	ek	ς 6		ОРМ
Date																																		
STUDENT NAME																																		

Mater Academy of Nevada
Group Intervention Form- Student Data Collection Ongoing Progress Monitoring (OPM) – Every 3 Weeks

Intervention # Sett	ing of intervention:	(specify):	
Focus of Intervention (speci	fic academic or behavi	ioral target):	
Monitor Progress: Every 3 We	eeks Who will monit	or progress?	
Start Date: S	Specific intervention:		
Group Size: Individual:	Frequency 1 x/Wk	<u>Duration</u> 15 min	Intervention Provider Gen Ed Teacher
4-8	2 x/Wk	20 min	ESE Teacher
> 8 but not whole class Whole class	3 x/Wk 4 x/Wk	30 min 45 min	Counselor Title 1 Teacher
	Daily	60 min	Other (Specify)
End Date/Cycle/Anticipated	Duration:	_ Progress Monitoring	Tool (Assessment):

		Attendance and OPM every 3 Weeks Week 1 Week 2 Week 3 Week 4 Week 5 Week 6																															
	Baseline		Week 1			Week 1 We				Week 2				Week 3				OPM	,	We	ek	(4	,	W	ee	k t	5	,	We	eel	k 6		ОРМ
Date																																	
STUDENT NAME																																_	

(Exhibit C) Mater Original Charter Application Mater Academy of Nevada ICEL Worksheet

Domains: Instruction, Curriculum, Environment, and Learner

INSTRUCTION: Questions to consider when evaluating the INSTRUCTION: Is effective instruction being provided in all critical areas related to its enough instructional time being allocated to ensure student succease the teachers working with this student using the effective pract	this concern? ess?
Are the teachers working with this student using the effective pract	ices to differentiate mistraction:
For the questions above, when observing or interviewing staff, what instruction seems to work for students?	What doesn't work?
4.	1.
5.	2.
6.	3.
CURRICLULUM: Questions to consider when evaluating the CURRI Are the curriculum and/or intervention research based and validate Do the curriculum and/or intervention address all critical areas related Is the curriculum or current intervention being implemented with fi	d? ted to the current concern? delity?
For curriculum, when reviewing data, student records, observing, or interviewing staff, what works for students?	What doesn't work?
1.	1.
2.	2.
3.	3.
ENVIRONMENT: Questions to consider when evaluating the ENVIRONMENT: Questions to consider when evaluating the ENVIRONMENT: Is there a positive climate for learning? Is the problem more prevalent in a certain area of the school or class Are both whole group instruction and small group differentiated instruction.	sroom?
Learning environment: when reviewing data, student records,	What doesn't work?
observing, or interviewing staff, what works for students?	
1.	1.
2.	2.
3.	3.
LEARNER: Questions to consider when evaluating the LEARNER Do How might the traits/skills of the student be contributing to the pro What student factors are relevant and alterable in addressing this contribution.	blem?
When reviewing data, curriculum, or student records, observing,	What doesn't work?
interviewing staff, or testing, what works for students?	
1.	1.
2.	2.
3.	3.

Mater Acad	emy of Nevad	a		
Tier 1 Classroom Self-As	ssessment/Observat	ion Form		
Student Name:	Student #:		Time of d	ау:
Observer's Name:	Grade:		Date:	
Reason for Observation (List academic areas or behavio	r concerns:			
COMPARISON (Compare this student's performance with that of the major	OF PERFORMANCE:		heck for each	n category
How the student:	More slowly	More quickl	у	About the same
Focus and attention span		•		
Activity level of the student				
Language Skill				
Demonstration of interest/engagement				
Difficulty/frustration with content				
Emotional/social maturity				
Other: (specify)				
	ve ignored _ CLASSROOM: deal some		minimal minimal	none
	T BEHAVIOR:			110110
OTOBEN	T BEHAVIOR:			
This student: (please answer every question)	(CHECK)	Yes	No	Not observed
Performs with the group				
Voluntarily participates in activities				
Follows written instructions				
Follows oral instructions		1		
Is responsive to other students				
Interacts with peers appropriately				
Appears prepared and organized				
Starts and stays on task				
Finishes what is started				
Responds appropriately to correction		1		
Shows independence				
Seems alert		1	1	
	nment blogical concerns medical issues	Development giftedness	tal concerns	
STUDENT STRENGTHS: (What strengths observed in this students)	ent could be used in designi	ing intervention	ns?)	
	Ç.	-		

APPENDIX 5

Signature of person completing this integrity check

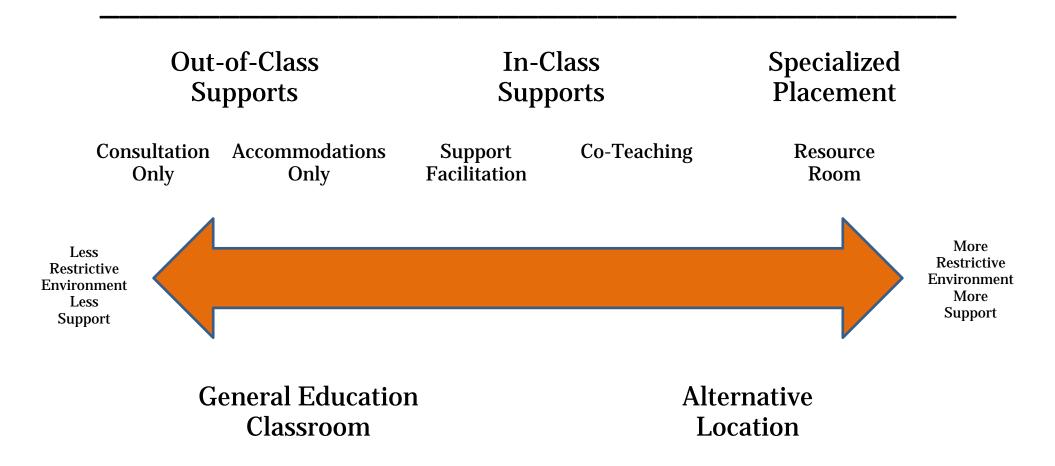
		Mater Aca	•	y of Nevae servation Form							
Student Name:		Student #:			Time of	Day:					
Subject Area:		Grade:			Date:						
Learning Situation (ple	ase check	all that apply)		I							
Regular classroom	Single to		⊕ Self-co	ontained classroom	(3 Multiple teachers in room					
Homeroom grouping		nstruction (lecture)	Ability			© Cooperative learning (group)					
Whole class	① Indeper		① Small			① One-on-one tutor/assistance					
Student Behaviors Obs	· ·		· · · · · ·	5 1-	ı	,					
Aggressive toward children		s discussions	(1) Easily	distracted	(Sits quietly					
Asks for help	Daydrea	ams	Easily	frustrated	(Speech problems					
Attentive	① Demand	ds excessive attention	Triend	ly	(Talks excessively					
Avoids eye contact	① Difficult	y copying from board	Immat	cure behavior	(Talks out of turn					
Avoids groups	Disorga	nized work habits	Neat a	ppearance	(Trouble finding place					
S Careless mistakes	① Displays	leadership ability		ne/inappropriate sp	eech (Unusual language					
© Completes work on time	Disrupti	ve	① Overa	ctive, restless	(Withdrawn					
Constantly out of seat	O Does no	t complete tasks	Persev	erates/repeats beha	avior	Works well by self					
© Contributes to class discussion	Does no	t follow directions	(9) Short a	attention span	(® Works well with others					
Learning Environment	(please ch	eck only one descript	tion for ea	ch environment	tal factor)					
Classroom design:	1	onal four-wall & door	1	pod design		① Other					
Classroom lighting:	Bright		Mode		(① Inadequate					
Seating arrangement:	Rows face	acing front	Desk	groupings		U-shaped facing front					
Student placement:	⊕ Back /	middle of room	Tront	of room	(Near teacher's desk					
¶ Temperature:	Hot / st	uffy	Comfo	ortable	(Ohilly					
Noise levels:	Quiet		Mode	rate	(Noisy					
Were there hallway noises or other distractions? ⑤ yes ⑤ no	Did visitors yes	s interrupt the lesson? no									
Student Responses to apply)	Teacher ar	nd Peers (all that	Student	Communication	n with Te	acher (all that apply)					
⊕ Fast	Well or	ganized	Frequ	ently	(Infrequently					
Moderate	① Clear a	nd understandable	Volun	tary	(Teacher-initiated					
Slow	Difficult	y expressing self	Interruge	upts teacher	(Interrupts peers					
With prompting	Spoke	softly	Ignore	es teacher	(Ignores peers					
Blurted out-of-turn	Off the	subject of discussion	Attent	ion-seeking	(S Enjoys argument/goading					
Y/N I have observ	ved this inter	ventionalist during at lea	ıst			is being delivered according to the					
one intervent Y/N The material	ls have beer			interverse Y/N The te	ention plar eacher is a	n determined by the team. Inctively monitoring the engagement of					
intervention	alist in order	to perform the intervention	on.			ntervention.					
satisfactory for the group.	ement of ben	avior of each child is		Y/N The att		of the student in the intervention is satisfactory					

Title/Position

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Date

Mater Academy of Nevada Continuum of Service Delivery





Special Education Policies and Procedures Manual

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Web-Based Resources

Accommodations Form for Students Participating in Special Education Programs

http://www.doe.nv.gov/SpecialEdResources/IEP_Accommodations_Form.doc

Due Process Timelines and Procedures

http://www.doe.nv.gov/SpecialEdResources/2010-06 updated Timelines-IDEA 2004.pdf

Due Process Model Form

http://www.doe.nv.gov/SpecialEdResources/model DP requestform.pdf

Due Process Model Form (Spanish)

http://www.doe.nv.gov/SpecialEdResources/Model Due Process Spanish.pdf

Highly Qualified Special Education Teachers in Nevada http://nde.doe.nv.gov/SpecialEdResources/HQ_SpEd_TA.pdf

IEP Guidelines http://www.doe.nv.gov/SpecialEdResources/IEP_Guidelines.pdf

IEP http://www.doe.nv.gov/SpecialEdResources/IEP Form.pdf

Modifications, Accommodations, and Supports http://www.doe.nv.gov/SpecialEdResources/iepformmodifications.pdf

NAA Participation Guidelines http://nde.doe.nv.gov/Assessment/NAA/NAA_ParticipationGuidelines.pdf

Nevada Department of Education Special Education Resources

http://www.doe.nv.gov/SpecialEducation Resources.htm

Nevada State-Sponsored Charter Schools and the Education of Students with

Disabilities http://www.doe.nv.gov/SchoolsDistricts/Charter/CharterSchoolManual.pdf

Section 504 Accommodations Form http://www.doe.nv.gov/SpecialEdResources/504_Accommodations_Form.doc

Special Education Rights of Parents and Children/Procedural Safeguards

http://www.doe.nv.gov/SpecialEdResources/Rightsrev2009.pdf

Special Education Rights of Parents and Children/Procedural Safeguards (Spanish)

http://www.doe.nv.gov/SpecialEdResources/2009_Spanish_Rights.pdf

CONFIDENTIALITY

The confidentiality of personally identifiable information about students with disabilities is protected through the <u>Family Educational Rights and Privacy Act</u> (FERPA), the <u>Individuals with Disabilities Education Act</u> (IDEA), and the <u>Nevada Administrative Code</u> (NAC). Except under limited circumstances, confidential information contained in education records cannot be accessed or disclosed without the consent of the parent or the student, if not a minor. <u>Confidentiality is critical to the special education process and must be strictly observed.</u> This policy is not intended to inhibit professional communication, but rather to ensure that confidential information about students and their families is treated appropriately.

Definitions

- 1. <u>Directory information</u>. Information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may be released to agencies, institutions, the military or businesses for the purpose of providing students with yearbooks, class rings, graduation announcements, athletic apparel, school pictures, scholarship opportunities, or other purposes that benefit the student and/or school. Directory information will not be released when the purpose is primarily for commercial or sectarian use.
- 2. <u>Disclosure</u>. To permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.
- 3. <u>Education records</u>. Records that are directly related to a student and maintained by an educational agency or institution, or by a party acting for the agency or institution. The term does not include records that are kept in the sole possession of the maker of the record, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record; certain law enforcement unit records; certain employment records; certain records on a student 18 years of age or older; certain records created or received by an educational agency after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student; and grades on peer-graded papers before they are collected and recorded by a teacher.

The following types of documents represent common information of this nature:

- a. Written assessment and diagnostic findings and other documentation (medical, sociological, psychological, or academic) that is used for determining eligibility for special education or for determining an appropriate program. This includes test protocols utilized during the assessment process.
- b. Official correspondence that includes information about the student or the student's family.
- c. Confidential documents provided by other agencies or programs that were provided through a written release of information by the parents or specifically identified as confidential information.
- d. Written information provided by the parents that is included in the student's confidential special education records at the request of the parents.

*This is not an exclusive list, and there are other types of information that may qualify as confidential information.

- 4. <u>Eligible student</u>. A student who has reached 18 years of age or is attending an institution of post-secondary education.
- 5. <u>Personally identifiable information</u>. Includes but is not limited to the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier such as the student's social security number, student number, or biometric record; other indirect

identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the educational agency reasonably believes knows the identity of the student to whom the education record relates.

6. Record. Any information recorded in any way, including but not limited to, hand writing, print, computer media, video or audio tape, film, microfilm, and microfiche.

Maintenance of Records

The records custodian must ensure that all educational records are maintained in a secure location. File cabinets and other storage containers that are used to store such records and documents must be locked and remain locked except for access by authorized personnel. The school principal is responsible for security of special education records and management of confidential information at the school site; however, he/she may designate a staff person to assist with this responsibility. Files may be kept in a central location or in more than one location in the school as long as security is maintained. Confidential special education files must not be mixed with other types of records on the student (e.g., cumulative school records, files maintained by teachers of students' school work).

Directory Information

The school may disclose directory information without written consent if a notice has been given to parents or eligible students regarding the types of information that will be disclosed, as well as notification of their right to refuse disclosure of any or all information that the school considers directory information.

Although directory information may be disclosed without consent, great care should be taken as to the method of disclosure. For example, identifying special education students as such in a list posted in school hallways, the faculty lounge, or in school bulletins would violate FERPA.

Parents may prohibit the disclosure of directory information by providing a written request to this effect.

Inspection and Review of Educational Records

- 1. <u>Timelines for access.</u> Parents have the opportunity to inspect and review any educational records relating to their child which are collected, maintained or used by the school. The school must comply with a request to inspect and review without unnecessary delay and in any event before any meeting regarding an IEP or a due process hearing relating to identification, evaluation, educational placement, or the provision of a free appropriate public education, and not later than 45 days after the request has been made. It is the policy of the school to respond to a request to inspect and review records within ten (10) working days after the request has been made.
- 2. <u>Interpretations and explanations.</u> Parents have the right to obtain reasonable interpretations and explanations of the information contained in the educational records. The parents may make reasonable requests for the school to explain and interpret the records, and to have their representative inspect and review the records.
- 3. <u>Copies of records</u>. The parents may request that the school provide them with copies of the records, if, without the copies, any meaningful review of the records is impractical. The school may charge a reasonable fee for photocopying records.
- 4. <u>Authority of parent</u>. The school may presume that the parent has the authority to inspect and review records relating to the student unless the school has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation or divorce. The school will require a copy of any such legal document prior to denying a parent access to the records.

- 5. <u>Record of access</u>. The school shall keep a record of the persons other than parents and authorized employees given access to educational records. The record must include the person's name, date of access, and purpose for which the person is authorized to use the records.
- 6. Records on more than one student. If any educational record contains information on more than one student, the parents may inspect and review only the information relating to their child or be informed of that specific information.
- 7. <u>List of types and locations of records</u>. Upon request, the school shall maintain and provide to parents a list of the types and locations of educational records it collects, maintains or uses relating to students.
- 8. <u>Fees.</u> If the school charges a fee for copies of records made for parents, the amount of the fee cannot effectively prevent the parents from exercising the right to inspect and review those records. No fee may be charged for the search or retrieval of the information.

Generally, the school will provide copies of special education records on request. In most instances, the school will not charge a fee for duplication of special education records provided to the parent or guardian; exceptions may be made in appropriate circumstances.

Amendment of Educational Records

- 1. A parent who believes that information in educational records is inaccurate, misleading or violates the privacy or other rights of the student may request an amendment of that information. The school shall determine whether to amend the information within a reasonable period of time after receipt of the request. If the decision is to refuse to amend the information, the school shall inform the parent of the refusal in writing, including the reason for the refusal and the right to a hearing.
- Upon request, the school shall provide an opportunity for a hearing to challenge information in educational records.
- 3. If, as a result of the hearing, it is decided that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, the school shall amend the information accordingly and inform the parents in writing.
- 4. If it is decided that the information is <u>not</u> inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, the parent may place in the records a statement commenting on the information or setting forth any reasons for disagreeing with the decision.

The school shall notify the parent that the parent has a right to include such a statement in the record.

The school shall retain any such explanation placed in the records as part of the records as long as the record or contested portion is maintained. If the records are disclosed to any person, the explanation must also be disclosed.

5. Any hearing held regarding the amendment of records must be conducted in accordance with FERPA and other applicable procedures.

Safeguards

The school shall not disclose personally identifiable information except as authorized by law.

Each principal/designee must ensure that all school staff that collect or use personally identifiable information receive training to ensure the confidentiality of such information. The school shall:

1. Protect the confidentiality of personally identifiable information at its collection, storage, disclosure and destruction;

- Appoint one official to assume responsibility for ensuring the confidentiality of any personally identifiable information;
- 3. Train or instruct all persons collecting or using personally identifiable information regarding confidentiality procedures; and
- 4. Maintain a current listing for public inspection of the names and positions of those employees within the school who may have access to personally identifiable information.

Storage of Inactive Confidential Records

Inactive special education records and all confidential information maintained on students must be maintained in a secure location. Files of students who have left the school site will be kept for storage until requested by another school.

Destruction of information

The school shall also:

- Inform parents when the personally identifiable information is no longer needed to provide educational services to the student;
- 2. Maintain a permanent record of the student's name, address, telephone number, grades, attendance, classes attended, grades completed and the year completed; and
- 3. Upon the request of the parent, destroy any personally identifiable information except the information listed in (2), which is no longer necessary to provide educational services.

When destroying personally identifiable information, the school will confer and/or coordinate with the school principal or Special Education Designee. The notice and destruction process will be conducted in accordance with the record retention schedules established in state law.

Consent Required for Access to Records

Parental consent will be obtained before personally identifiable information is disclosed to anyone other than authorized individuals or agencies; or used for any purpose other than meeting a requirement under IDEA. The school will not release information from education records to participating agencies without parental consent unless authorized to do so under FERPA (see *EXCHANGE OF CONFIDENTIAL INFORMATION*).

Who May Access Records Without Consent

There are several situations where the school may disclose education records of a student without written consent of the parent or eligible student. The most common situations affecting special education students are explained below:

1. To school officials with a legitimate educational interest, including any administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); student teachers and related service interns; a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The principal or Special Education designee is the school official in charge of educational records and shall determine whether a school official is seeking information to carry out his/her official duties and whether the specific information sought is necessary in carrying out those duties.

- 2. To comply with a judicial order or lawfully issued subpoena. If the education records of a student are subpoenaed, the school needs to make a reasonable effort to notify the parent or student (if 18 years of age or older) before complying with the subpoena. This is intended to allow the parent/student the opportunity to quash or challenge the subpoena.
- 3. To authorized representatives of federal or state agencies who are engaged in audit or compliance activities. In such a case, the representatives must sign a record of access stating the purpose of their need to access the education record.
- 4. The school may disclose personally identifiable information about a student from confidential records in an emergency if the information is necessary for the health or safety of the student or other individuals.
- 5. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
- 6. To other entities specified in FERPA, 34 CFR Part 99, §99.31.

PROCEDURAL SAFEGUARDS

Procedural safeguards are specific rights and guarantees given to parents and students through state and federal laws to protect them in matters related to identification, evaluation, educational placement, and the provision of a free appropriate public education. Collectively, these rights and guarantees are referred to as procedural safeguards, and are described for parents in a document disseminated by the Nevada Department of Education entitled "Special Education Rights of Parents and Children."

The IDEA requires that parents be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement, and provision of a free appropriate public education for students with disabilities. A meeting does not include informal or unscheduled conversations involving school personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that school personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

Definitions

- 1. Consent. Parents must give informed written consent, which means that they have been fully informed of all information relevant to the activity for which consent is sought, in their native language or other mode of communication. Parents must understand and agree in writing to the carrying out of the activity for which their consent is sought. The request for consent must describe the activity and list the records (if any) which will be released and to whom. Parents must also be informed and understand that the granting of consent is voluntary on their part and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). If the parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the school is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.
- Evaluation. Evaluation procedures are used to determine if a student has a disability and the nature and extent of special education and related services that are needed by that student. The term refers to procedures that are individually administered and used selectively with a student and does not include basic tests or procedures used with all students in school (e.g., group achievement tests, general screenings of all students).
- 3. Notice. The school must provide the parents with prior written notice (see *PARENTAL PRIOR WRITTEN NOTICE*) a reasonable time before proposals or refusals to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to a student. The notice must be written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the school must translate the notice orally so that the parent understands the content of the notice and maintain written evidence that these steps were taken.

The notice must contain the following information:

- a. A description of the action proposed or refused by the school;
- b. An explanation of why the school proposes or refuses to take the action;
- A description of other options the school considered and the reasons why those options were rejected;
- d. A description of each evaluation procedure, assessment, record, or report used by the school as the basis for the proposed or refused action;
- e. A description of the factors that are relevant to the school's proposal or refusal;
- f. A statement that the parents of a child with a disability have protection under the procedural safeguards of IDEA and, if the notice is not an initial referral for an evaluation, the means by which a copy of the description of the procedural safeguards can be obtained; and

- g. Contact sources for parents to obtain assistance in understanding the provisions of special education law.
- 4. <u>Procedural safeguards.</u> A copy of procedural safeguards (the "rights" document) must be provided to parents <u>AT LEAST ONCE PER YEAR</u> and at the following junctures:
 - a. Initial referral for evaluation or upon parent request for an evaluation
 - b. Upon the first request for a due process hearing in a school year
 - c. Upon the first request for a complaint investigation in a school year (the Nevada Department of Education provides this copy to the parent)
 - d. Upon request by the parent
 - e. On the date a decision is made to make a removal that constitutes a disciplinary change of placement
- 5. Parent. As used in this section, the term **parent** refers to biological or adoptive parents, a foster parent, a guardian generally authorized to act as the child's parent (but not the state if the child is a ward of the state), an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, or a person identified through judicial decree or order to act as the "parent" of a child or to make educational decisions on behalf of a child, or the student, if he or she has reached the age of 18. A non-custodial divorced parent also has the right to participate in special education proceedings regarding his or her children. All of the rights that are afforded to parents transfer to the student when he or she is age 18, unless the student has been adjudged incompetent by a court of competent jurisdiction and a guardian has been appointed.

Unless a judicial decree or order has identified a person to act as the parent, the biological or adoptive parent, when attempting to act as the parent under this part and when more than one party is qualified to act as a parent, is presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

6. <u>Surrogate parent</u>. A surrogate parent is a person appointed by the school to represent the interests of a student when neither of the student's parents can be identified or located, or the student is a ward of the State of Nevada, or the student is an unaccompanied homeless youth. A surrogate parent has all the special education rights and authority ordinarily afforded to other parents. In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements described below. If the student is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents.

Informed Written Consent

- 1. <u>Reasonable steps to obtain consent.</u> The school <u>must take and document</u> reasonable steps to obtain parent consent when consent must be obtained before the school can proceed with its evaluation and service provision responsibilities. Reasonable steps which must be taken and carefully documented include:
 - O Detailed records of telephone calls made or attempted and the results of those calls
 - o Copies of correspondence sent and responses received
 - O Detailed records of visits to home or place of employment and results
- Consent requirements. Informed written consent from a student's parents is required in the following instances:
 - When the school initially proposes to evaluate a student to determine his or her eligibility for special education and related services (see CONSENT FOR EVALUATION)
 - ! If the parent refuses to consent to an initial evaluation, or fails to respond to a request to obtain consent, the school may but is not required to pursue the evaluation through

mediation and/or due process. If the school does not initiate mediation or due process proceedings, the school will not be found to have violated its obligations for child find/identification or evaluation, and the school will not be deemed to have knowledge the student was a student with a disability for discipline purposes.

- When the school proposes the initial provision of special education and related services for the first time (see PARENT CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES)
 - If the parent refuses to consent, or fails to respond to a request to obtain consent for the initial provision of special education and related services, the school MAY NOT use mediation and/or due process in order to obtain agreement or a ruling that the services may be provided to the student. The school will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with the special education and related services for which the parent refuses to or fails to provide consent, and the school will not be deemed to have knowledge the student was a student with a disability for discipline purposes. The school is also not required to convene an IEP committee meeting or develop an IEP, although the school may choose to do so for the purpose of making clear its offer of FAPE to the parent.
 - ! If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the school may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services (see *PARENTAL PRIOR WRITTEN NOTICE*); MAY NOT use mediation and/or due process procedures to obtain agreement or a ruling that the services may be provided to the child; will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and is not required to convene an IEP committee meeting or develop an IEP for the child for further provision of special education and related services.
- When the school conducts a reevaluation that requires assessment(s) in addition to information already available to the team (see CONSENT FOR EVALUATION)
 - ! If the parent refuses to consent, the school may but is not required to pursue the reevaluation through mediation and/or due process. If the school does not initiate mediation or use process proceedings, the school will not be found to have violated its obligations for child find/identification or evaluation, and the school will not be deemed to have knowledge the student was a student with a disability for discipline purposes. If the parent has not responded to a request for consent for reevaluation, the school may proceed with the reevaluation if the school can document it has taken reasonable measures to obtain consent and the student's parent has failed to respond.

CONTACT THE PRINCIPAL OR SPECIAL EDUCATION DESIGNEE IN ALL INSTANCES WHERE PARENTS REFUSE TO CONSENT OR FAIL TO RESPOND TO REQUESTS TO OBTAIN CONSENT.

3. <u>Additional information: Consent for initial provision of special education services.</u> Informed written consent for initial provision of special education services must be obtained from parents before a student may receive services. Consent is obtained using the *PARENT CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES* form.

In most circumstances, parents sign this form when they attend the student's initial IEP meeting. However, in instances where the parents refuse or do not attend after reasonable attempts are made to involve them in the initial IEP meeting, the school must take reasonable steps to attempt to obtain written consent for initial provision of services through other means. This might include telephone calls, correspondence, and sending the proposed IEP and consent form to the parents through the mail with a pre-addressed and postage paid envelope enclosed. When possible, school staff may also take the form to the parent's home

or place of employment. Each of these attempts must be carefully documented. If the parent withholds consent for the initial provision of special education and related services, IEP services CANNOT be provided.

Although federal law does not require that the school prepare an IEP prior to obtaining consent for the initial provision of special education and related services, the school will draft a proposed IEP if parents will not participate in the IEP development, and send the proposed IEP to the parent along with the consent form and a *PARENTAL PRIOR WRITTEN NOTICE* proposing development and implementation of IEP services as described in the attached IEP.

The school is only required to obtain CONSENT FOR THE INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES once, before the student is initially placed in a program of special education. Thereafter, the procedures regarding notice and IEP development, review, and revision apply.

- 4. <u>Reevaluations requiring additional data.</u> Parent consent is <u>not</u> required before reviewing existing data as part of an evaluation or reevaluation, or before administering a test that is administered to all children unless consent is required of all parents. If the IEP Committee and eligibility team need additional data before completing a reevaluation, consent must be obtained.
- 5. <u>Withdrawing consent.</u> Consent for evaluation, reevaluation, or the initial provision of special education services may be revoked at any time. However, revocations are not retroactive. A revocation will not negate an action that has occurred after the consent was given and before the consent was revoked. For example, if a parent wishes to revoke consent for an initial evaluation, and the evaluation has already been completed, the revocation is ineffective.

If, at any time subsequent to the initial provision of special education and related services, the parent of a student revokes consent in writing for the continued provision of special education and related services, the school may not continue to provide special education and related services to the student, but must provide prior written notice before ceasing the provision of special education and related services. The school may not use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the student. The school will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services. Finally, the school is not required to convene an IEP meeting or develop an IEP for the student for further provision of special education of the student.

If a parent who revoked consent for special education and related services later requests that his or her child be re-enrolled in special education, the school must treat this request as a request for an initial evaluation, rather than as a reevaluation. IF A PARENT WHO REVOKED CONSENT REQUESTS RE-ENROLLENT IN SPECIAL EDUCATION, CONTACT THE SCHOOL PRINCIPAL OR SPECIAL EDUCATION DESIGNEE.

- 6. Subsequent to the initial evaluation and the initial provision of special education and related services, the school must use written notice to ensure that parents understand any action the school proposes or refuses. This might include the need for assessments determined necessary by the student's IEP Committee in order to provide appropriate services, or completion of a functional behavioral assessment at a time not consistent with the three-year reevaluation juncture.
- 7. Consent is also required in certain circumstances before the school discloses personally identifiable information. See <u>Confidentiality</u> section for further information.

Prior Written Notice and Notification Regarding ET/IEP Meetings

1. <u>Prior Written Notice</u>. In general, prior written notice is required whenever the school proposes or refuses to take an action related to the identification, evaluation, educational placement, or provision of a free appropriate public education for a student (see *PARENTAL PRIOR WRITTEN NOTICE*).

The following list identifies common situations where the school is required to provide parents with prior written notice:

- The school proposes to evaluate or reevaluate the student
- The school proposes to develop the student's initial or annual IEP and has specific proposals for content
- The school proposes to implement an IEP
- The school proposes to conduct an initial evaluation or reevaluation without obtaining additional data
- The school proposes to change the student's special education placement or IEP services
- The school proposes to terminate special education services (including termination of eligibility through a reevaluation process, or graduation from high school)
- The school proposes to cease special education and related services after receiving a written request by the parent revoking consent for continued provision of special education and related services
- The school proposes to change or terminate a student's related services (e.g., speech therapy, occupational or physical therapy, counseling)
- The school proposes a suspension or expulsion of a special education student which will constitute a change in placement
- 2. <u>Notification regarding the student's IEP meeting</u>. Since the IEP meeting is the most important mechanism for involving parents in educational decision-making, parents must receive written notification of this meeting. The importance of parental involvement at the IEP meeting is so significant, in fact, that the case manager must take specific action to notify the parents and make reasonable attempts to assure their participation, even when they cannot be present for the meeting in person. It should be noted that the school must proceed with the IEP development without the parents if they refuse or do not attend after reasonable attempts to involve the parents have been made. See *NOTIFICATION OF MEETING*.
- 3. Notice regarding evaluation and reevaluation. The school is required to send *PARENTAL PRIOR WRITTEN NOTICE* when it proposes an initial evaluation of the student's eligibility for special education and related services. Also, the school is required to reevaluate each eligible student at least every three years unless the school and parent agree otherwise. Parent notice of reevaluation is provided by sending the *PARENTAL PRIOR WRITTEN NOTICE*. Parents are also requested (by letter, telephone, or in person) to provide input as to the need for, and scope of, any additional assessments that may be needed. IDEA regulations permit the IEP Committee members and eligibility team members to review the existing evaluation data to determine whether additional assessments are needed, without a team meeting required. If additional assessments are needed, the school must ask the parent to provide written consent for any additional assessments that have been determined to be necessary in order to complete the reevaluation. If no additional assessments are needed, *PARENTAL PRIOR WRITTEN NOTICE* of the proposal to conduct a reevaluation without obtaining additional data is sent to the parents, notifying them of their right to request further assessments.
- 4. <u>Notice regarding proposed changes to IEP or placement.</u> Since the IEP Committee must make all decisions affecting a student's special education services or placement, the *PARENTAL PRIOR WRITTEN NOTICE* sent to the parents must explain the proposed changes. Again, the school must make reasonable efforts to involve the parents in the IEP process. When parents do not respond to requests to attend IEP meetings, the school must seek to include them through other means (e.g., via telephone). Parents must receive a copy of

the amended IEP developed by the IEP Committee. When parents are not in attendance, parents will be provided with *PARENTAL PRIOR WRITTEN NOTICE* of the school's proposal to implement the IEP.

A change in placement to a more or less restrictive setting is considered a "change in placement." Such changes in a special education student's program or placement require prior written notice and will only occur through the IEP process (*PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING*).

- 5. <u>Notice regarding termination of eligibility/services</u>. If the student's services are being terminated because the student is no longer eligible for services, the following procedure must be followed:
 - a. The eligibility team must conduct a reevaluation and determine whether the student is no longer eligible for special education services. See <u>Reevaluation</u> section for all reevaluation procedures, which must be strictly followed.
 - b. If the eligibility team finds the student no longer eligible, *PARENTAL PRIOR WRITTEN NOTICE* of the proposal to discontinue services based upon ineligibility must be provided to parents.

If the student's services are being terminated because the parent has revoked consent in writing for the continued provision of special education and related services, the school must provide prior written notice of its proposal to discontinue special education and related services based on receipt of the written revocation of consent. Within a reasonable time after providing prior written notice, the school must discontinue all special education and related services to the student.

- 6. Notice regarding proposals to change or terminate a student's related services. Prior written notice must be provided of the school's proposals or refusals to initiate, change, or terminate a student's related services. Related services (e.g., speech therapy, occupational and physical therapy, counseling) are an important part of a student's IEP. Without these services, many students would not benefit from the special education program provided. For this reason, any decision to initiate, change, or terminate related services must be made by the IEP Committee. If at all possible, it is advisable to have the related service provider participate as a member of the IEP Committee. However, when this is not possible, he or she must supply the rationale for initiating, changing, or discontinuing the services. The IEP Committee determines a student's need for related services.
- Notice requirements for parental requests. Parents are encouraged to present any requests for changes in eligibility, IEP services or placement in writing. For example, parents may request that the school pay for an independent educational evaluation. They may also request that the school provide additional services for their child. Whether the parents' requests are made in writing or not, parents must be given PARENTAL PRIOR WRITTEN NOTICE of the school's decisions in response to such requests by parents. CONTACT THE PRINCIPAL OR SPECIAL EDUCATION DESIGNEE FOR ASSISTANCE IN RESPONDING TO PARENTAL REQUESTS.
- 8. <u>Notice regarding suspension/expulsion</u>. There are specific procedures that must be followed when a special education student is suspended or expelled for more than ten (10) days from school. The basic procedures that must be followed regarding notice are outlined below:
 - a. On the date a decision is made to implement a disciplinary removal that will result in a change of placement, the school must provide *PARENTAL PRIOR WRITTEN NOTICE* of this decision and of the intent to conduct a manifestation determination prior to implementing the removal.
 - b. If the IEP Committee determines that the behavior <u>is not</u> a manifestation of the student's disability, the school must provide *PARENTAL PRIOR WRITTEN NOTICE* to the parents of the IEP Committee's decision and the school's intent regarding further disciplinary action.

c. If the IEP Committee determines that the behavior <u>is</u> a manifestation of the student's disability, the student generally remains in the placement identified in the student's IEP (unless the student is placed in a 45-school-day interim alternative educational setting for conduct involving weapons, drugs/controlled substances, or infliction of serious bodily injury). The school provides *PARENTAL PRIOR WRITTEN NOTICE* of its intention to conduct a functional behavioral assessment (unless one has already been done) and to develop a behavior intervention plan (or review/revise an already existing plan).

Appointment of Surrogate Parents

1. Requirement to appoint surrogate parent. A surrogate parent be appointed by the school district when neither of the student's parents can be identified or located, or the student is a ward of the State of Nevada, or the student is an unaccompanied homeless youth. In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements described below.

A student who is eligible for special education at the school and meets any of these conditions will be appointed a surrogate parent to represent him or her in all matters related to special education.

- Qualifications for serving as a student's surrogate parent. A surrogate parent cannot be an employee of the Nevada Department of Education, the school district, the school, or of any other agency involved in the education or care of the student. The surrogate must have no personal or professional interest that conflicts with the interest of the student, and the surrogate must have knowledge and skills that ensure adequate representation of the student. If the student is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to whether those staff are employees of agencies involved in the care of the student, until a surrogate parent can be appointed that meets all of the requirements outlined above.
- 3. Rights and privileges of surrogate parents. Surrogate parents have all the same rights and privileges of biological parents pertaining to the identification, evaluation, educational placement, and the provision of a free appropriate public education for the student he or she represents. As such, surrogate parents must give consent before initial evaluation, initial provision of special education and related services, and reevaluation of the student if the reevaluation requires additional assessments. They must also be given prior written notice for any proposed or refused action by the school as described in this section. Surrogate parents have all the due process rights of natural parents in a dispute with the school regarding the student's special education program.

Independent Educational Evaluation

A parent has the right to request an independent educational evaluation (IEE) at public expense if the parent disagrees with an evaluation obtained by the school. However, the school may initiate a hearing to show that its evaluation is appropriate. If the final decision is that the school's evaluation is appropriate, the parent still has the right to an IEE, but not at the public expense. Information regarding where an IEE may be obtained will be provided to the parent upon request for an IEE, along with the school's criteria for conducting such an evaluation. Whenever an IEE is conducted at the school's expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, will be the same as the criteria the school uses when it initiates an evaluation. Whether or not the school pays for an IEE, the IEE must be considered in decisions regarding the student's special education program.

An IEE is an evaluation conducted by an examiner who is not employed by the school or the school district, but possesses qualifications similar to those of examiners employed by the school district. Parents should be encouraged but are not required to notify the school before they obtain an IEE. All parent requests for an IEE should be forwarded to the principal or Special Education designee for review. He/she will tell the parents where an IEE may be obtained and will provide notice of the school's decision regarding their request for an IEE.

When an IEE has been requested, the school must <u>without unnecessary delay</u> either provide (pay for) the IEE, or request a due process hearing to establish that its evaluation is appropriate. If the hearing officer determines that the school's evaluation is appropriate, the parent may still obtain an IEE, but at the parent's personal expense. A parent is entitled to only one IEE at public expense each time the public agency conducts and evaluation with which the parent disagrees.

Mediation

Mediation is a process where an impartial person participates in a meeting between parents and representatives of the school in an attempt to resolve issues of disagreement about the student's special education program. Most often mediation is used as an informal method of conflict resolution when parents have filed a request for an impartial due process hearing. Mediation may not be used in place of a hearing nor can it delay the parent's right to a hearing. When disagreements between parents and school personnel over special education issues rise to the level of an impasse, the principal or Special Education Designee should be involved. At his/her discretion, mediation may be requested, although other methods of resolution will probably be used prior to taking this step. Mediation usually produces at least some agreement between the parties. Even when parents proceed to a hearing, mediation often reduces or clarifies the issues to be heard.

The Nevada Department of Education has established a mediation system, maintains a pool of trained mediators, and will pay for the costs incurred by the mediation. Either party (the school or the parents) can request mediation although both parties must agree to participate. Each session of mediation must be scheduled in a timely manner and must be held at a location that is convenient for the parties to the dispute. If the parties reach an agreement, the agreement must be set forth in writing and the agreement is enforceable in court.

Impartial Due Process Hearings

Although a due process hearing may be necessary to resolve a disagreement between parents and the school, there are often other effective methods of resolution (e.g., informal negotiation or mediation). Parents and the school should pursue alternatives to due process whenever possible as a way of reaching an agreement about the student's special education program.

- 1. <u>Impartial due process hearing.</u> Due process is a formal means provided in the law for resolving disputes between the school and parents. Either the school or a parent may initiate a request for a hearing on issues related to identification, evaluation, educational placement or the provision of a free appropriate public education (FAPE) for a student with disabilities (although the school may not request a hearing to dispute a parent's refusal to consent to the initial provision of special education and related services). When a due process hearing is requested, an impartial hearing officer is appointed by the State Superintendent of Public Instruction to hear the case and render a decision. In Nevada, either party may appeal the hearing officer's decision to a state-level review officer. If the matter is not resolved at either of these levels, either party may appeal the case to a state court of competent jurisdiction or a U.S. district court.
- 2. Requesting an impartial due process hearing. Parents may request an impartial due process hearing by writing a letter to the school principal or Special Education Designee. A model form is available to assist parents in requesting a due process hearing (see MODEL DUE PROCESS HEARING REQUEST). Within five days of receiving the request, the school must transmit the letter to the State Superintendent of Public Instruction with a request that the Superintendent appoint a hearing officer.

Response to request.

- Within 10 days of receipt of the request for the hearing, if the school DID NOT already send a prior written notice to the parent regarding the subject matter of the hearing request, the school shall send notice that includes:
 - o explanation of why the school proposed/refused action
 - o description of other options the IEP team considered and why rejected
 - description of each evaluation procedure, assessment, record or report used as a basis for proposed/refused action
 - description of the factors relevant to school's proposal or refusal
- Within 10 days of receipt, if the school DID already send prior written notice, the school shall send the parent a response that specifically addresses the issues raised in the request for a hearing. A response by the school does not preclude the school from asserting that the parent's due process complaint was insufficient.

If the school files the hearing request, the parent must send the school a response that specifically addresses the issues raised in the request for a hearing within 10 days of receipt of request for hearing.

Sufficiency challenge.

- Within 15 days of receipt, the nonfiling party may notify the Hearing Officer and the filing party that the receiving party believes the notice has not met content requirements
- Within 5 days of receipt of notification of insufficiency, the Hearing Officer makes determination based on the face of the request for hearing and immediately notifies parties in writing
- If insufficient, the filing party must refile and the request is treated like a new request

Resolution meetings.

- Within 15 days of receiving notice of the parents' request for a hearing, the school must convene a resolution session UNLESS the school and the parents agree in writing to waive the session, or agree to use mediation process
- Resolution session participants:
 - O Parents and relevant member(s) of IEP Committee (parent and school determine relevant members to attend meeting) who have specific knowledge of the facts identified in the hearing request
 - ! Includes representative of the school with decision making authority
 - ! May not include attorney of district unless parent is accompanied by attorney
- Parents discuss request for hearing and the facts that form the basis of the complaint, and the school is provided the opportunity to resolve

If a resolution agreement is reached, the parties execute a legally binding agreement that is signed by the parent and a representative of the school who has authority to bind the school. The resolution agreement is enforceable in any state court of competent jurisdiction or in a U.S. district court. A party may void the executed agreement within 3 business days of the agreement's execution.

Resolution period.

- If the school has not resolved the complaint to the satisfaction of the parents within 30 days of the receipt of the complaint, the due process hearing may occur
- The timeline for issuing a final decision begins at the expiration of this 30-day period
- Except where the parties have jointly agreed to waive the resolution process or to use
 mediation, the failure of the parent filing a due process complaint to participate in the
 resolution meeting will delay the timelines for the resolution process and due process hearing
 until the meeting is held
- If the school is unable to obtain the participation of the parent in the resolution session after reasonable efforts have been made and documented, the school may, at the conclusion of the 30-day period, request that a hearing officer dismiss the parent's due process complaint
- If the school fails to hold the resolution session within 15 days of receiving notice of a parent's due process complaint or fails to participate in the resolution meeting, the parent may seek the intervention of a hearing officer to begin the due process hearing timeline

<u>Adjustments to 30-day resolution period</u>. The 45-day timeline for the due process hearing starts the day after one of the following events:

- Both parties agree in writing to waive the resolution meeting
- After either the mediation or resolution meeting starts but before the end of the 30-day period, the parties agree in writing that no agreement is possible
- If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, the parent or school withdraws from the mediation process

4. Stay put.

As required by state and federal law, under most circumstances when a due process hearing has been requested, the student "stays put" in the last agreed-upon placement until the issue is resolved, unless the parents and the school agree on an alternative placement. In limited circumstances (e.g., students who exhibit behavior that is harmful or dangerous to self or others), the school may seek a court injunction to bar the student's attendance at school and maintain an alternative placement until the dispute is resolved through the hearing process. An Interim Alternative Educational Setting (IAES) may become the "stay put" placement for a student who has engaged in behavior involving weapons, drugs, controlled substances, or infliction of serious bodily injury. Also, in cases where a review officer agrees with the parents of the pupil that a particular change in the current placement is appropriate, the change in placement must be treated as an agreement between the school and the parents, for purposes of "stay put" through any continuing litigation.

5. Procedures for a due process hearing.

- a. The parent shall submit in writing to the principal or Special Education Designee any request for fair and impartial due process hearing in accordance with IDEA, stating the name of the student, the residence address of the student, in the case of a homeless child or youth, available contact information for the child the name of the school the student is attending, a description of the nature of the problem including relevant facts, and a proposed resolution of the problem to the extent known and available to the parents at the time. A copy of the request for a hearing must also be submitted by the parent to the Nevada Department of Education.
- b. The school principal or Special Education Designee, within five working days of the receipt of a hearing request from the parent, shall ask the State Superintendent of Public Instruction to appoint an impartial hearing officer.
- c. The State Superintendent of Public Instruction will officially appoint the impartial hearing officer and notify the parties in writing of the appointment. The hearing officer must not have a conflict of interest or be an employee of any public agency involved in the education or care of the student. A person is not an employee of a public agency solely because the public agency compensates the person for the person's services as a hearing officer.
- d. The school must also take the following additional actions upon receipt of a request for a hearing:
 - 1. The parent shall be notified by certified mail of the time and place of the hearing.
 - 2. The parent shall be informed of any free or inexpensive legal services and other relevant services in the area.
 - 3. The parent shall be informed of the right to request a resolution of the dispute through a mediation process.
 - 4. The parent shall be informed of all procedural safeguards, including the rights listed below:
 - a. At the hearing, a party to the hearing may:
 - (1) Be represented by counsel;
 - (2) Be accompanied by and advised by persons who have special knowledge of or training regarding the problems of students with disabilities;
 - (3) Present evidence;
 - (4) Call, examine and compel the attendance of witnesses; and
 - (5) Cross-examine witnesses.
 - b. At the hearing, the parent has the right to:
 - (1) Have the pupil present;
 - (2) Have the hearing open to the general public; and

- (3) Have the record of the hearing and findings of fact provided at no cost to the parent.
- c. The parent may examine all pertinent school records before the hearing.
- d. A party to the hearing may object to the introduction of evidence or evaluations, including recommendations based upon evaluations that have not been disclosed to the opposing party at least five business days before the hearing. The hearing officer may bar the introduction of such evidence without the consent of the other party.
- e. The school shall make a verbatim record of the hearing either in writing or, at the option of the parent, by electronic means. The record must be made available to any party to the hearing.
- f. The school shall take whatever action is necessary to ensure that the parent understands the written notice and the proceedings at the hearing, including arranging for an interpreter for a parent who is deaf or whose native language is not English.
- g. The hearing must be held at a time and place reasonably convenient to the parent and student involved.
- h. The hearing officer shall base the decision solely on the evidence presented at the hearing. In addition:
 - A hearing officer's determination of whether a child received FAPE must be based on substantive grounds
 - In matters alleging a procedural violation, a hearing officer may find that a child did not receive a FAPE only if the procedural inadequacies:
 - o Impeded the child's right to a FAPE;
 - Significantly impeded the parent's opportunity to participate in the decision-making process regarding the provision of a FAPE to the child; or
 - o Caused a deprivation of educational benefit
 - A hearing officer may order a school to comply with procedural requirements
 - A parent may file a separate due process complaint on an issue separate from a due process complaint already filed
- i. The hearing officer shall render the findings of fact and decision in writing and mail a copy of the decision to the parties within 45 days after commencement of the hearing timeline. A hearing officer may extend the time for rendering a decision for a specific number of days upon the request of either party, except for expedited hearings. The written findings of fact and decision must be made available to any party to the hearing. At the option of a parent, findings of fact and decision must be made available to the parent by electronic means.
- j. The school shall pay the expenses of the hearing officer and any other expenses of the hearing.
- k. At a minimum, the Hearing Officer:
 - must not be an employee of the NDE or the school that is involved in the education or care of the child; or a person having a personal or professional interest that conflicts with the person's objectivity in the hearing

- must possess knowledge of, and the ability to understand, the provisions of the IDEA, federal and state regulations pertaining to the IDEA, and legal interpretations of the IDEA by federal and state courts;
- must possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and
- must possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice

A person who otherwise qualifies is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer.

- 1. The decision of a hearing officer is final unless the decision is appealed.
- m. In regard to due process hearings, "business day" means Monday through Friday, excluding federal and state holidays.

Appeal from decision of hearing officer

The parent and the school have the right to appeal the decision of the hearing officer to the State Superintendent of Public Instruction. The appeal must be made within 30 days after receiving the hearing officer's decision; a party to the hearing may file a cross appeal within ten (10) days after receiving notice of the initial appeal. If there is an appeal, a state review officer appointed by the State Superintendent of Public Instruction shall conduct an impartial review of the hearing.

The review officer shall:

- 1. Examine the entire record of the hearing;
- 2. Ensure that the procedures of the hearing were consistent with the requirements of due process;
- 3. Seek any additional evidence necessary and, if a hearing is held to receive additional evidence, afford the parties the rights set forth in NAC 388.310;
- 4. Afford the parties an opportunity for oral or written argument, or both, at the discretion of the reviewing officer:
- 5. Schedule any oral arguments at a time and place which is reasonably convenient to the parent and student involved;
- 6. Make an independent decision on the completion of the review; and
- 7. Mail copies of the written findings and decision to the parties within 30 days after receipt of a written request for review. The review officer may extend the time for rendering a decision for a specific number of days upon the request of either party. At the option of the parent, the findings of fact and decision must be made available to the parent by electronic means.

The decision of a review officer is final unless a party brings a civil action.

<u>Civil action</u>. A party may appeal from the decision of the review officer by initiating a civil action in a court of competent jurisdiction within 90 days after receipt of the decision of the review officer.

Expedited hearings. A parent's request for a hearing is expedited under the following disciplinary situations:

a. Disagreement with the manifestation determination (the decision regarding the relationship of misconduct to the student's disability); and

b. Disagreement with the decision regarding the placement of a student with a disability who violates a code of student conduct.

The school may request an expedited hearing to change the placement of a student to an appropriate interim alternative educational setting based upon substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or to others. This process may be repeated as necessary.

An expedited hearing must be conducted within 20 school days of the date the hearing is requested and the determination must be made within 10 school days after the hearing. The resolution session must be held within 7 days and the resolution period is 15 days.

Transfer of Rights at Age 18

In general, the school shall assure that all rights of the parent shall transfer to the student upon reaching majority, at age 18. The exceptions are in the cases where such children are legally determined to be incompetent to make related decisions. In these instances, the legally established guardian will continue to maintain the rights outlined in this document.

On or before the date when the student turns 17 (during the annual IEP meeting when the student is 16), the student's IEP must include a statement that the student has been informed of the rights that will transfer at age 18.

Application for Parents to Represent Educational Interests of NAA Students

The 2007 Nevada State Legislature passed a state statute to allow parents of students with significant cognitive impairments who participate in NAA (the state's alternative assessment) to submit an application to the school district seeking authority to represent the student's special education interests after the student turns 18 (see NOTICE OF APPLICATION, APPLICATION, NOTICE OF DETERMINATION). This is the ONLY APPLICATION which may be used for this purpose in the school. This process applies ONLY to the parents of students with significant cognitive impairments who participate in NAA. **Do not** provide this application to the parents of any other students.

Process

State and federal law require that at least one year prior to the student's 18th birthday, parents and students must be notified that the parent's special education rights will transfer to the student at age 18. This step is accomplished the school by explaining that rights will transfer during the annual IEP meeting held when the student is age 16.

For NAA students ONLY:

- 1. Explain that state law allows parents of NAA students to apply to represent the student's special education interests after the student turns 18.
- 2. Provide the parent with the NOTICE OF APPLICATION form.
- 3. Retain a copy of the NOTICE OF APPLICATION and note the "Date NOTICE OF APPLICATION was provided to parent and student (prior to 18th birthday)" see second line from bottom.
- 4. Explain that if the parent wishes to represent the student's special education interests, the application MUST BE SUBMITTED no later than 90 days before the student's 18th birthday.
- 5. The parent must complete the middle APPLICATION section of the document AND provide a copy of the student's IEP reflecting participation in NAA.
- 6. Within 30 days after receiving the APPLICATION, the school must review the application and determine whether to approve or deny the application. A decision to approve or deny must be made in consultation with the school principal or Special Education Designee. If the application is complete and the student fits within the specific criteria (students with significant cognitive impairments who participate in NAA) the application should be approved.

7. Immediately after decision to approve or deny, return a copy of the APPLICATION which was submitted by the parent to the parent and the student with the bottom box completed.

A COMPLETED COPY IN THE STUDENT'S SPECIAL EDUCATION FILE.

Unless the parents have been appointed by the school to represent the educational interests of the pupil, or a court has adjudicated the student incompetent to make decisions, the school must notify the student and parent that a transfer of rights has occurred when the student reaches ages 18. Whether the student's educational rights have transferred to the student or remain with the parents, the school shall provide any required notice thereafter to the student and the student's parents.

IDENTIFICATION

Identifying students with disabilities is the first step in providing appropriate educational services to students who are eligible for special education and related services.

Child Find

The school's "Child Find" program is responsible for locating, identifying and evaluating all individuals suspected of having a disability from the ages of birth through 21 who are not receiving early intervention or special education services.

The school works in cooperation with other agencies in Clark County to:

- 1. Locate all children and youth with disabilities from the ages of birth through 21 in Clark County.
- 2. Identify and refer individuals suspected of having a disability for evaluations.
- 3. Provide information to the community about the Child Find project and increase awareness about the educational rights of individuals with disabilities and their parents, through the following methods:
 - a. Newspaper articles and other media
 - b. Correspondence with community members
 - c. Annual screenings in schools and in the community
 - d. Teacher training on identifying potential disabilities
- 4. Maintain a child identification log indicating which children 3-21 years of age are receiving special education and related services and which children were found to be not eligible for service. The log contains the following information, if applicable, on all children referred for evaluation:
 - a. Student Name
 - b. Age
 - c. Date Referred
 - d. Date Evaluated
 - e. Date Service Initiated
 - f. Disability Category
 - g. Reason for Not Serving
- 5. Coordinate with other agencies providing services to children. The principal or Special Education Designee will make at least two contacts per school year with local agencies to find out if they may have knowledge of children with disabilities who are not being served, explain the referral process, and request that they refer students under the age of 22 to the school district.

Before Making a Referral

When a child is having difficulty learning in a regular education classroom, it is often assumed that the child should be referred for a special education evaluation to determine any learning problems. But before a referral is made, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom.

The <u>Individuals with Disabilities Education Act</u> (IDEA) requires that children with disabilities be educated as much as possible with their nondisabled peers. By modifying what takes place in the classroom to meet a child's needs, we are addressing the spirit of the law. Frequently, such modifications are effective and may eliminate or diminish the need for special education services.

General Education Interventions

If a student is experiencing an educational or behavioral difficulty but is not suspected of having a disability by the school, the school may attempt to remediate such difficulty through providing scientific, research-based interventions in general education environments.

The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The following procedures shall be used by the school whenever targeted scientific, research-based interventions are provided to a particular student who is experiencing academic or behavioral difficulty:

- 1. Develop an intervention plan for the student, to include:
 - a. A description of the academic or behavior concerns, and the degree to which the student's academic or behavior performance fails to meet the demands of the educational setting;
 - b. The interventions to be provided, which are targeted toward improving performance and increasing the rate of learning;
 - c. The data to be collected to measure the student's level of performance and rate of learning;
 - d. The frequency of data collection; a description of how the data will be summarized; a description of how intervention effectiveness will be evaluated; a schedule for evaluating intervention effectiveness.
- 2. Provide a copy of the intervention plan to the student's parents.
- 3. If the eligibility team intends to determine eligibility for SPECIFIC LEARNING DISABILITIES based upon the child's RESPONSE TO INTERVENTION, provide the "NEVADA DEPARTMENT OF EDUCATION POLICY STATEMENT RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION" document to the student's parents. This Policy Statement is not required if the student's eligibility for SPECIFIC LEARNING DISABILITIES will be determined based upon the discrepancy analysis model.
- 4. Based in part on the results of the targeted, scientific, research-based intervention, determine whether the student is suspected of having a disability and should be evaluated for special education eligibility.
- 5. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the school must:
 - a. Conduct the initial evaluation if the school that the student is suspected of having a disability; or
 - b. Provide *PARENTAL PRIOR WRITTEN NOTICE* of its refusal to conduct the initial evaluation (if the school does not agree that the student is suspected of having a disability). Any proposed refusal to evaluate a student must be discussed with the principal or Special Education Designee

If the school determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if the school determines that the intervention requires continued and substantial effort and may require the provision of special education and related services to be effective, the school may refer the student for an initial evaluation.

REFERRAL

A student qualifies for all the rights and benefits of IDEA once he or she is determined to be a child with a disability as defined in the Nevada Administrative Code (NAC). Generally, students are evaluated when either the parents of the child request an evaluation, or when, as a result of the school's "child find" or general education intervention activities, school personnel recommend an evaluation.

If the school proposes to conduct an initial evaluation of a student, parents must be provided with prior written notice of the proposed evaluation and a copy of the Parent Rights document. Next, consent for the evaluation must be obtained before the evaluation may begin. See PROCEDURAL SAFEGUARDS section.

In conducting the evaluation, the school must use a variety of assessment tools and strategies to gather relevant functional and developmental information on the child, including information supplied by the child's parents. Further, the information gathered should relate to enabling the child to be involved in and progress in the general curriculum. If appropriate, because there are existing evaluation data (e.g., a student who moved to the school from out of state and evaluation information from the other state was available in a timely manner, or a student making the transition from infant/toddler early intervention services at age three), the school must review existing evaluation data and determine what, if any, additional assessments are necessary. See *EVALUATION/REEVALUATION REPORT*. On the basis of this review, the school must identify and gather the additional data needed to determine:

- 1. Whether the child has a disability.
- 2. The child's present levels of performance and educational needs.
- 3. Whether the child needs special education and related services.

The initial referral process is as follows:

- 1. Identify the student's problem and initiate the special education referral process.
 - a. Complete the Special Education *REFERRAL FORM* and include the following:
 - Copy of emergency card front and back
 - Vision and hearing results (must be a pass)
 - Developmental history completed
 - Student observation form completed
 - Attendance information
 - Copy of educational intervention(s) and modification(s)
 - Academic results, sample of classroom work, test scores, etc.
 - Provide prior written notice of the proposal to evaluate the student (PARENTAL PRIOR WRITTEN NOTICE) with a copy of Parent Rights
 - c. Obtain parent consent to evaluate the student (CONSENT FOR EVALUATION)
 - Academic results
 - Behavior assessment
 - d. Principal's signature on referral form authorizing the initial referral process.
- 2. Review referral packet for appropriateness and completeness.
 - a. Parent has been given written notice of the school's proposal to evaluate the student.
 - b. Parent has provided consent to evaluate prior to any individually administered assessments given on the basis of the suspicion of disability.
 - c. Parent has been given a copy of Parent Rights, and rights have been explained in their primary language (e.g., Spanish)
 - d. Student has passed the vision and hearing tests,
 - or has been treated by a physician to correct problem area.
 - or a copy of the "passed" or "normal" results are provided.
 - e. Copies of data are legible and included.

- f. Principal has signed referral.
- g. Assign designee or case manager for referral.
- 3. Process referral packet.
 - a. Send copies to the school principal or Special Education Designee who will forward to psychologist or other evaluation coordinator (e.g., speech therapist) to initiate the evaluation.
 - b. Collect further data if needed.
 - c. Send copies of referral page, copy of consent for evaluation, and relevant information to related service provider if assessment is needed and is indicated on referral form (speech therapist, occupational therapist, or physical therapist).
- 4. If applicable, a psychologist will complete the evaluation, write the report, and forward copies to the case manager. If a speech therapist has been the evaluation coordinator, the therapist also serves as the case manager. See Evaluation section of this Manual for further information.
- 5. Schedule a meeting to determine eligibility (*PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING*). See Eligibility section of this Manual for further information.
 - a. Meeting must include required Eligibility Team members, including, for example:
 - LEA representative
 - Special education teacher (for student with speech/language impairment, speech therapist is the special education teacher)
 - Regular education teacher
 - Parent(s) and/or guardian(s)
 - School psychologist if applicable
 - b. Meeting could also include:
 - Speech therapist
 - Occupational therapist
 - Physical therapist
 - School nurse
- 6. Once eligibility is determined and if student is found eligible, an IEP must be written. The IEP Committee may include, and is not limited to:
 - a. Parent(s)*
 - b. Regular education teacher*
 - c. Special education teacher*
 - d. LEA representative*
 - e. School psychologist
 - f. Related service provider (speech therapist, occupational therapist, physical therapist, assistive technology representative, transportation representative, school nurse, etc.)

7. Transfer students:

<u>Transfers within Nevada</u>. Students with disabilities transferring into the school from another <u>school district</u> in Nevada remain eligible for special education, related services, and supplementary aids and services. Documentation of previous evaluation(s) and eligibility determination(s) must be obtained from the previous school district. If such documentation cannot be obtained, school staff should contact the Director of Special Services at the district. When the parents register their child for school and indicate the student was receiving special education services at his/her previous school in Nevada, a form indicating the name and location of the previous school will be completed and faxed to the school secretary. Records will be requested and sent to the special education office. Attempts to locate/obtain records will be documented.

^{*}Required members, in addition to a person who can interpret the instructional implications of the evaluation.

Records received will be provided to the evaluation coordinator. A copy of the IEP will be sent to the case manager.

If the student's previous IEP is available, the school must provide the student with a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents, for a period no longer than 30 calendar days, until the school adopts the previous IEP, or develops a new IEP.

If no IEP is available, the student should be receiving services under a 30-calendar-day interim IEP. Upon the expiration of 30 days after the development of the interim IEP, a complete IEP must be developed. Because the student is already eligible in Nevada, a reevaluation is usually not needed.

<u>Transfers from Out-of-State</u>. Students with disabilities transferring into the school from <u>another state</u> must be evaluated to determine whether they meet Nevada's eligibility requirements. The school principal or Special Education Designee is responsible for coordinating the process needed to ensure that Nevada eligibility is confirmed, whether under the 30-day interim IEP timeline (in circumstances when no IEP is available from the previous district), or under the 45-school day timeline when the school is providing services comparable to the services provided under the student's out-of-state IEP.

Parental consent must be obtained using the *CONSENT FOR EVALUATION* form. If evaluation information is available, the combined members of the eligibility team and IEP Committee must complete the *EVALUATION/REEVALUATION REPORT* form. If no additional data are needed, provide *PARENTAL PRIOR WRITTEN NOTICE* of this decision. The eligibility team must meet to determine eligibility within 45 school days of obtaining the parent's written consent.

If the student's previous IEP is available, the school must provide the student with a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents, until eligibility in Nevada has been determined and until the school develops a new IEP, if appropriate.

If no IEP is available, the student should be receiving services under a 30-calendar-day interim IEP. If a 30-day interim IEP has been developed, the student's eligibility must be confirmed and a complete IEP must be developed prior to the expiration of the 30 days. During the 30-day period, the student should be receiving services either under an interim IEP.

Obtaining/Reviewing Records

- 1. The case manager is responsible for obtaining all IDEA records relative to a student
- 2. If the case manager has difficulty obtaining a student's IDEA records, the case manager will forward a records release to the school secretary asking for assistance in obtaining the records.
- 3. Once the IDEA records have been obtained, the case manager will:
 - Initiate a records review referral by completing the top portion of the Psychologist Report/Review of Records form
 - b. Copy records for psychologist
 - c. Maintain copies for IDEA file
 - d. Send review of records form attached to psychologist's copies to Special Services
- 4. The case manager will:
 - a. Date stamp the records review referral attached to the students' records.
 - b. Log the referral date into the computer database.
- 5. The case manager will forward the referral packet to the school psychologist via mail.
- 6. The school psychologist will complete the Psychologist Report/Review of Records form which will address issues of:
 - a. Eligibility, including date of an existing Eligibility Statement
 - b. Current psychologist report, including an existing date of evaluation
 - c. Provide further instructions to the case manager
 - d. Forward copies to the school, parent, and the school secretary
- 7. The school secretary will log any existing and acceptable dates into database which may include:
 - a. Eligibility determination date
 - b. Evaluation report date (e.g., school psychologist report, speech language therapist report)
 - c. IEP date (if applicable)

EVALUATION

Definitions

- 1. <u>Eligibility team</u> (ET). A team of professional staff, including the parents who plan the assessment for a student, collect the appropriate information through formal and informal assessment methods, and make a determination of eligibility based on the criteria set forth in state regulations (<u>Nevada Administrative Code</u> [NAC] §388.330-440).
- 2. <u>Academic achievement.</u> The possession of basic reading skills and skills relating to oral expression, listening comprehension, written expression, reading fluency, reading comprehension, mathematics calculation, and mathematics reasoning. For students ages three to five years, this term includes academic readiness and mastery of language concepts (NAC §388.005).
- 3. <u>Adaptive skills</u>. Communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work (NAC §388.015).
- 4. <u>Assistive technology device</u>. Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability (NAC §388.023). Cochlear implants are not considered assistive technology devices.
- 5. <u>Assistive technology service</u>. Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device (i.e., piece of equipment or product system that is used to increase, maintain, or improve the functional capabilities of a student). This includes the evaluation of the need for such devices and services; providing for the acquisition of devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing devices; coordinating and using other therapies, interventions, or services; and training or technical assistance for students, families, professionals, employers, or others (NAC §388.024).
- 6. <u>Scientific, research-based intervention</u>. The modification of the classroom environment, curriculum or delivery of instruction in general education settings, which is based upon an examination of characteristics of the student as a learner, the instruction being provided and the curricular tasks to be accomplished, and targeted toward improving the student's level of performance and rate of learning. The modification of the classroom environment, curriculum or delivery of instruction is demonstrated through scientifically based research and practice to have a positive impact on a pupil's academic achievement or behavior.
- 7. <u>Intervention</u>. Strategies developed on the basis of individual need which are designed to have a remedial effect upon any academic or behavioral problems of a student. This does not ordinarily include general disciplinary procedures unless these have a demonstrated superior effect over individually designed strategies (NAC §388.085).
- 8. <u>Social and emotional condition</u>. The present thoughts, feelings, and interactive behavior of the student (NAC §388.111).
- 9. <u>Eligibility Determination</u>. A determination by an eligibility team that the student qualifies for special education, related services, and/or supplementary aids and services in the school environment in accordance with the eligibility criteria established in NAC §388.330-440.

10. <u>Evaluation procedures</u>.

Assessments/evaluation materials must be:

- selected and administered so as not to be discriminatory on a racial or cultural basis;
- o provided and administered in the child's native language or other mode of communication, and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so
- o used for the purposes for which the assessments are valid and reliable
- o administered by trained and knowledgeable personnel
- o administered in accordance with any instructions provided by the producer of the assessments

Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with limited sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

The child must be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

Assessments of children who transfer from one district to another in the same school year must be coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

The evaluation must be sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.

11. <u>Primary diagnostician</u>. A diagnostic professional who is assigned to lead the eligibility team (ET) in planning and conducting the evaluation and interpreting the results. Most often this will be the member of the ET who is most responsible for the evaluation (e.g., school psychologist, speech/language therapist).

Purpose

The purpose of gathering diagnostic data pertaining to the special student is to accomplish the following:

- 1. Determine whether the student has a particular category of disability, or in the case of a reevaluation whether the student continues to have such a disability;
- 2. Identify the present levels of academic achievement and related developmental needs of the student;
- 3. Determine whether the student needs special education and related services, or in the case of a reevaluation whether the student continues to need special education and related services;
- 4. Determine whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate as appropriate in the general education curriculum; and
- 5. Formulate possible courses of action.

Principles

Throughout the evaluation process, the following principles should be emphasized:

- 1. Multidisciplinary team approach.
- 2. Confidentiality.
- 3. Nondiscriminatory testing.
- 4. Adherence to all procedural safeguards.

Process

Students who may be referred for special education services are those whose learning and/or behavior problems appear to be beyond the scope of the general educational setting or whose problems have previously not been solved through general education interventions.

Students at the school	 Students enrolled at the school are processed through interschool channels according to the referral procedures outlined in sections: Intervention, Referral, and Evaluations.
Students From Other Counties or States	 Students having received special education services in another school district in Nevada or outside of the state of Nevada are processed according to procedures outlined under "Transfer Students" in the Referral section.

Consultation with Parents

After determining that the student will be referred for a special education evaluation, the principal/designee meets with parents to discuss the school's proposal for evaluation, as described below.

Meet With Parents Holds a meeting with the parent/guardian to discuss in detail the student's difficulties.		
Provide Notice of	Completes PARENTAL PRIOR WRITTEN NOTICE to advise parents of the proposed	
	evaluation of the student.	
Proposed Evaluation	evaluation of the student.	
Advise Parents of Rights	Advises the parent of special education rights and provides a copy of Parent Rights	
Advise Farents of Rights	document.	
Explain Evaluation	Explains evaluation procedures.	
Procedures		
Obtain Signatures on	Obtains parent/guardian signature on CONSENT FOR EVALUATION form.	
Consent for Evaluation		
If Parent Refuses to	If the parent/guardian refuses to authorize an evaluation, contacts Special Services for	
Authorize	assistance	
Obtain Signatures for	Obtains signature on the EXCHANGE OF CONFIDENTIAL INFORMATION, if	
Exchange	appropriate.	

The Principal or his/her designee is responsible for collecting all forms required in the referral process as follows:

- 1. The principal/designee should have received documentation of interventions relative to meeting the educational needs in the general curriculum.
- 2. If the student cannot meet the demands of the general curriculum and is suspected of having a disability, the process of completing the entire referral packet will commence.
- 3. All necessary referral forms (e.g., Referral Form, Consent for Evaluation, Vision and Hearing, Student Observation Report, Attendance Data, Confidential Developmental History, and Exchange of Information/Records) must be completed and forwarded to the Special Services Office.

The completed referral packet is then submitted to the Special Services Office.

Eligibility Team Members - Roles in Evaluation

An eligibility team (ET) must be based upon the required membership for the suspected disability. (See Table 4 for a summary of ET members, per disability category.) The ET reviews all available referral information and gathers additional data, as necessary, to determine which assessment instruments and methods will be utilized. Following this determination, the ET will assign specific responsibilities to team members for each part of the evaluation. Assessment planning is conducted so as to avoid duplication, to ensure that the evaluation is complete and comprehensive, and to get multiple perspectives relative to the needs of the student.

The appropriate ET members conduct assessments and gather other information according to the established plan. If it appears to any member of the team that additional assessments are necessary, (e.g. to determine the student's need for related services or to explore other student characteristics) he/she should share these observations with other team members and obtain consensus on the need for additional assessments. Use REQUEST FOR ADDITIONAL ASSESSMENT to obtain additional assessment data and consider consent requirements. Roles and expectations of team members in the evaluation are as follows:

Special Education Teacher	The special education teacher must provide specific evaluative information regarding oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, math calculation and math reasoning.	
School Psychologist	The school psychologist assesses: 1) The academic potential of the student by utilizing tests that are administered individually with a wide variety of tasks presented with the resultant expectation that an adequate sampling of important intellectual functions will be covered. The measures used are global measures of intelligence. The psychologist makes a determination as to what tests are to be used based upon the child's needs. 2) The achievement of the student is measured by using tests that are designed to measure the effects of a specific program of instruction or training. The emphasis is placed upon what the individual can do at the time. It provides an analysis of individual accomplishment. 3) The social maturity and/or adaptive behavior of the student is measured by utilizing scales designed for assessing the individual's ability to look after his/her practical needs and for taking responsibility, as well as assessing the effectiveness of the individual in coping with natural and social demands in his/her environment. 4) The development of sensory of information skills using instruments assessing visual, perceptual and motor development.	
School Nurse	The school nurse must screen the student for vision, hearing, and health difficulties. It is recommended that additional information be provided regarding recent physicals, medications, and evaluations relative to possible attention deficit disorders, or neurological screenings. Whenever significant alcohol or drug treatment information is available, the nurse should obtain from the parent an Authorization for Use or Release of Information with all appropriate health providers.	
Other Professionals	Other professionals (the speech/language specialist, Adaptive PE teacher, Occupational Therapist, Physical Therapist, Vision Specialist, etc.) complete assessments as requested or required under NAC 388. These results will be presented at the Eligibility Team meeting.	

Case Manager	The case manager may need to collect other information as appropriate: Parent-furnished data; behavioral or social checklists, pre- vocational/vocational, perceptual-motor, etc. This information is to be included as part of the Eligibility Team meeting.

Evaluation Steps

A timetable for completing the evaluation is established that includes the anticipated date of the ET meeting where assessment information regarding the student will be reviewed and eligibility will be determined. The assessment must be completed and eligibility determined within forty-five (45) school days from the date that the parent signs the *CONSENT FOR EVALUATION*. This date may be extended only upon written permission from the parent.

Gathering the diagnostic data is an integral part of the process leading to provision of special education services. The purpose of this data is to define current student performance levels, identify strengths and weaknesses, establish cause-related factors that affect an individual's performance, and to make recommendations for courses of action. Confidentiality and adherence to procedural safeguards are imperative throughout the process.

- 1. <u>Designate school psychologist (or other primary diagnostician)</u>
 - a. When appropriate, student is assigned to school psychologist to complete a psycho-social-educational evaluation.
 - b. Whenever an individual intelligence test is administered, the psychologist <u>must</u> be the primary diagnostician.

2. Gather evaluation data

- a. Gather initial data
 - 1. Review all available information.
 - a. Confidential folder.
 - b. Cumulative file.
 - c. Personal interviews with appropriate staff relating to referred individuals.
 - d. Additional information from parent (see *CONFIDENTIAL DEVELOPMENTAL HISTORY*)
 - 2. If appropriate in instances where there is evaluation information available (e.g., out-of-state transfers, or infant/toddlers transitioning to school services at age three), determine whether additional data are needed by meeting with or contacting combined members of ET and IEP Committee (see EVALUATION/ REEVALUATION REPORT). Parents are contacted by letter, telephone, or in person to review existing data and ascertain whether they believe additional data are needed. Members are not required to sign the form; if the special education teacher contacts them by telephone he or she can simply note the name of the person, the date contacted, and whether or not that person thinks additional data are needed. Consensus is not required. If any one member of the evaluation team believes additional data are required, the issue must be addressed by the team in designing the scope of the evaluation.

b. <u>Collect new information</u>

1. Obtain CONSENT FOR EVALUATION.

- 2. If needed, conduct a classroom observation (or utilize observation data previously collected) to include:
 - A description of the relevant behavior noted during the observation of the student.
 - A statement of the relationship of that behavior to the academic functioning of the student.
 - c. Record observation on the STUDENT OBSERVATION REPORT.

c. Administer tests as appropriate to disability category

- 1. Appropriate achievement tests
- 2. Behavior rating scales
- 3. Other measures as needed

d. Formal data may include standardized assessment in the following areas of functioning

The evaluation provided by the school psychologist will be combined with the diagnostic information gathered previously at the school to constitute the educational evaluation. Eligibility for special education services will be determined in accordance with the Nevada Administrative Code using all data gathered regarding a particular student. No single test or piece of information shall be used to determine eligibility. The school psychologist assesses:

- 1. The academic potential of the student.
- 2. The achievement of the student.
- 3. The social-emotional and/or adaptive behavior of the student.
- 4. The development of sensory information skills.

ELIGIBILITY

The purpose of convening the Eligibility Team meeting is to determine whether the student is eligible for special education and related services, and to ensure that all sources of information are considered when determining a student's eligibility.

As the final step in the evaluation process, the case manager schedules a meeting to examine the results of assessments and other information regarding the student in relationship to eligibility criteria. This meeting is chaired by the case manager, unless it is agreed that another member will chair. Minimum membership must include the persons specified in the NAC for each disability category (See Table 4).

Eligibility Team (ET) meetings are to be held separate from IEP Committee meeting(s), although one meeting may immediately follow the other if parents have been properly noticed and participants that are required by NAC for both ET and IEP meetings are present.

At the ET meeting, the group may:

- 1) Determine if students are eligible for special education services under the disability criteria for which he/she was evaluated based upon the suspicion of disability;
- 2) Determine if students are eligible for special education under disability criteria other than that for which he/she was assessed (this may require additional assessments);
- 3) Determine if the students are not eligible according to established criteria for special education (NAC 388.387-430). If the students are not eligible, the team may still wish to develop recommendations for the students' teachers to promote student success. The parents must be informed of their rights should they desire to contest this decision or to have a due process hearing to determine eligibility for services. PARENTAL PRIOR WRITTEN NOTICE is provided to the parent if the ET determines that the student is not eligible for special education.

Eligibility Statements will be completed by ET members. This statement will serve to document the eligibility for service for each student and will be completed at the ET meeting.

It is important that all team members understand that eligibility decisions are a team responsibility and not the duty of any one member. As such, all members must sign the Eligibility Statement and indicate their agreement or disagreement with the decision reached by the majority of the team.

Disagreement Among the Team

Eligibility is determined by the opinion of a majority of Eligibility Team members. If a single member or a minority of the team members disagree about the decision of the majority, a written minority report must be prepared that provides the following information (a minority report must be prepared in an LD eligibility decision and may be prepared for other disability categories):

Basis	1) The basis of disagreement with the majority opinion;
Evidence	2) Evidence from assessment information, observations, or other sources that support the dissenting opinion; an
Alternatives	3) Alternative recommendations, if any, pertaining to the student's eligibility or educational program.

The minority report must be attached to each copy of the ET Eligibility Statement and a copy included in the student's confidential special education file. A copy of both the ET Eligibility Statement and the minority report must be sent to the principal or Special Education Designee within five (5) working days of the ET meeting.

Eligibility Decision-Making Steps

1. Eligibility decision-making

a. <u>Prepare evaluation report</u>

- 1. Psychologist (or other primary diagnostician) gathers all pertinent data and summarizes it in a written report. Included in the report should be statements regarding developmental history and social/emotional development. For students evaluated for Learning Disabilities, specific content is required in the evaluation report (including the scores from the computerized LDDA formula if discrepancy analysis has been used in the determination of eligibility). For students in other disability categories, the report must summarize the assessments conducted and their results, the instructional implications of the assessment results, and any other relevant information.
- 2. A copy of the evaluation report must be given to the parent either during or shortly after the eligibility meeting.

b. Determine eligibility for special education

A determination of eligibility must be made within 45 <u>school</u> days from the date the parent signed the consent for evaluation.

- 1. Parent is notified of the eligibility team meeting (may be combined with an IEP meeting) (PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING).
- 2. During the meeting, team members share and discuss all information.
- 3. Parent presents any additional information.
- 4. Eligibility or non-eligibility is determined during the eligibility team meeting.
- 5. Appropriate Eligibility Statement is completed consistent with eligibility team's decision. A copy of the Eligibility Statement must be given to the parent. A second copy should be sent to the psychologist's or primary diagnostician's office for placement in the student's file.
- 6. If student is eligible for special student services, the special educator (as IEP Committee chair) shall convene a meeting of the IEP Committee including the parent of the student to determine the appropriate educational program for that student based on identified educational needs. This meeting may be held immediately following the meeting of the eligibility team, so long as all required IEP Committee members are present and the parent was given notice of the IEP meeting.

Once a student for the first time has been determined eligible for special education, an IEP meeting must be held within thirty (30) <u>calendar</u> days from the date of eligibility determination.

c. Eligibility criteria

Eligibility criteria for each disability category are defined in applicable provisions of the Nevada Administrative Code, Chapter 388.

NOTE: In making a determination of eligibility, a student may not be determined to be a student with a disability if the controlling factor for such a determination is the student's lack of appropriate instruction in reading or math or limited proficiency in English.

REEVALUATION

In accordance with state and federal regulations, each student receiving special education services will be reevaluated if conditions warrant, or if the student's parent or teacher requests a reevaluation, but at least once every three years ("triennial" evaluation) unless the school and the parent agree that a reevaluation is unnecessary. Principal or Special Education Designee must be consulted before any such agreement is made.

Purposes

Reevaluations of previously identified students with disabilities will be conducted for one or more of the following purposes:

- 1. Determine whether the student continues to have a disability;
- 2. Identify the present levels of academic achievement and related developmental needs of the student;
- 3. Determine whether the student continues to need special education and related services; and
- 4. Determine whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate as appropriate in the general education curriculum.

Reevaluation Process

- 1. PARENTAL PRIOR WRITTEN NOTICE must be given of the school's proposal to reevaluate the student's eligibility special education services.
- 2. Reevaluations must be addressed by the triennial anniversary date. For example, a child found eligible on June 6, 2010, must be reevaluated and the student's eligibility must be reconfirmed on or before June 6, 2013.
- 3. The combined members of the Eligibility Team and IEP Committee <u>must</u> be contacted by letter, telephone, or in person to ascertain whether they believe additional data or assessments are needed to determine continued eligibility. In general, a meeting of these individuals is used for the purpose of reviewing existing data. Use *EVALUATION/REEVALUATION REPORT* to document the review of existing data against the NAC assessment requirements and the determination of whether additional data are needed to address those requirements. If no additional data are needed, the parent must be given *PARENTAL PRIOR WRITTEN NOTICE* of this decision and the reasons for it, including the parent's right to request additional assessments.

See Table 1 for the Combined Members of the Eligibility Team and IEP Committee, per disability category, and Table 2 for the NAC assessments required in an evaluation, per disability category.

A new referral must be completed and CONSENT FOR EVALUATION must be obtained before any new assessments can be conducted. If the parent does not respond to a request for consent, the school may proceed with the reevaluation if the school can document it has taken reasonable measures to obtain consent and the student's parent has failed to respond.

- a. Detailed records of telephone calls made or attempted and the results of those calls.
- b. Copies of correspondence sent to the parents and any responses received.
- c. Detailed records of visits made to parent's home or place of employment and the results of those
- 4. Follow EVALUATION AND ELIGIBILITY procedures previously outlined.

Documentation

Upon the completion of the reevaluation and based on the reevaluation results, the eligibility team shall record in writing whether the student meets the continuing eligibility requirements for his/her present disability category. In making such determinations, the eligibility team shall docwnent in a written Evaluation Report the basis for such determination, including any relevant data or assessment process used for the determination of continuing eligibility. An Eligibility Statement shall also be completed.

$\begin{tabular}{ll} TABLE\ 1\\ REQUIRED\ MEMBERSHIP\ FOR\ COMBINED\ IEP\ \&\ ELIGIBILITY\ TEAMS \end{tabular}$

DISABILITY CATEGORY	PERSONS RESPONSIBLE FOR SCOPE OF EVALUATION
AUTISM	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech/Language Specialist; One or more persons who have sufficient knowledge of the student to interpret information related to the student's social, emotional, developmental and familial condition.
HEARING IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; Teacher or specialist in field of hearing impairment; not fewer than three persons with expertise in one or more of the following areas: (1) audiology or the interpretation of an audiological report, (2) hearing impairment, (3) the interpretation of an assessment of health, communication skills and disorders, and/or academic achievement.
VISUAL IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; Teacher or specialist in field of vision impairment; not fewer than three persons with expertise in one or more of the following areas: (1) vision, (2) vision impairment, (3) the interpretation of an assessment of health or academic achievement.
ORTHOPEDIC IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Nurse or other person qualified to interpret an assessment of health; One of the following: (1) physical therapist; (2) occupational therapist; (3) Any other specialist whose presence is deemed appropriate; One or more persons having personal knowledge of the student.
HEALTH IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; School Nurse or other person qualified to interpret an assessment of health; One or more persons with sufficient knowledge of the student to interpret information relating to the student's social, emotional, developmental and familial condition.
SPEECH AND LANGUAGE IMPAIRMENT	LEA Representative; Regular Education Teacher; Parent; Speech and Language Specialist; Person having personal knowledge of the student.
TRAUMATIC BRAIN INJURY	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech and Language Specialist; School Nurse or other person qualified to assess the health of the student; One or more persons with sufficient knowledge of the student to interpret information relating to the social, emotional, developmental and familial condition of the pupil.
MENTAL RETARDATION	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech and Language Specialist; One or more persons qualified because of personal knowledge of the student to interpret assessments of health and adaptive skills of the student and information relating to the family of the student.
EMOTIONAL DISTURBANCE	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the health, development, family, and social and emotional condition of the student.
SPECIFIC LEARNING DISABILITIES	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the student's health, family, and social and emotional condition.
DEVELOPMENTAL DELAY	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the student's health, family, and social and emotional condition.
MULTIPLE IMPAIRMENTS	See requirements for MENTAL RETARDATION plus any other condition OTHER THAN specific learning disabilities, developmental delay, or speech and language impairment.

${\small \mbox{TABLE 2}} \\ {\small \mbox{REQUIRED ASSESSMENTS PER DISABILITY CATEGORY}} \\$

DISABILITY CATEGORY	MINIMUM ASSESSMENT COMPONENTS
Autism Spectrum Disorder	Health and medical status; developmental history, including rate and sequence of development and a clear statement of strengths and weaknesses; cognitive abilities; social and emotional condition in multiple settings; academic achievement; adaptive skills; and speech, language and other communication skills. Team must also consider: sensory regulation; self-help and independent living skills; behavior problems; symbolic and imaginative play; activities and special interests; and motor skills.
Hearing Impairment	Comprehensive audiological examination, including pure tone and speech discrimination tests, performed by an audiologist; assessment of health, which must include a comprehensive examination of vision academic achievement, and speech and language.
Visual Impairment	Comprehensive examination of vision, performed by an eye specialist; assessment of health and academic achievement.
Orthopedic Impairment	Health assessment, including physical examination; student's functional limitations in relation to the demands of a regular classroom.
Health Impairment	Health assessment; analysis of the ability of the pupil to perform in a regular classroom.
Speech and Language Impairment	Performance relating to language, articulation, fluency or voice, as relevant to the impairment; health assessment; if relevant, cognitive abilities, academic achievement, and social and emotional condition.
Traumatic Brain	Required considerations: medical documentation of injury; student's educational performance
Injury	relative to a normative population; student's strengths and weaknesses; if possible, student's educational performance before and after injury. Required assessments: health; developmental history; cognitive abilities; social and emotional condition; academic achievement; language and motor skills; sensory and perceptual abilities; and attention, comprehension, judgment and problem-solving skills.
Intellectual Disability	Cognitive abilities; adaptive skills, including prevocational and vocational assessments if appropriate; health, including a developmental history; academic achievement; speech and language.
Emotional Disturbance	Social and emotional condition, based in part upon information from the student; health and cognitive abilities; performance of student in current educational setting; any previous intervention on behalf of student.
Specific Learning Disabilities	Cognitive abilities (if using discrepancy analysis); social and emotional condition; academic achievement; performance of student in current educational setting; any scientific, research-based intervention provided to the student; health and developmental history; observation of academic performance; data that demonstrate that prior to or as part of the referral process the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of pupil progress during instruction, which was provided to the pupil's parents.
Davidanmental	Health: dayalonmental functioning; social and amotional condition
Developmental Delay	Health; developmental functioning; social and emotional condition. "Developmental functioning" defined in NAC as: cognitive abilities, gross and fine motor skills, self-help, social and emotional condition, and skill in the use of receptive and expressive language.
Multiple	See components for MENTAL RETARDATION plus any other condition OTHER THAN specific
Impairments	learning disabilities, developmental delay, or speech and language impairment.

TABLE 3 DESCRIPTION OF ASSESSMENT COMPONENTS

COMPONENTS	PURPOSE	METHODS	RESPONSIBLE PARTY
Student Interviews	To obtain perceptions of school, peers, rules, home, community, etc.	standardized/individualized age appropriate questions	Psychologist Counselor
Parent Interviews	To obtain perceptions of the child; opportunity to express concerns and ask questions	standardized/individualized questions	Psychologist Counselor
Medical History/Status	To determine existence of health problems affecting educational performance	health records; parent interview	Psychologist Nurse
Developmental History	To identify environmental factors relevant to school functioning and the developmental stage of behavior	developmental scales; school readiness; family & developmental history	Psychologist Teacher Case Manager
Audiological Speech, Language, and Communication	To determine how well student hears To access student's ability to understand, relate to and use language	hearing acuity; tympanogram voice, articulation; receptive & expressive language; auditory processing	Speech Therapist Speech Therapist
Vision	To determine how well student sees	visual acuity; tracking & accommodation; color vision	Nurse
Academic	To obtain current levels in pre-reading skills, reading, math, and written expression	achievement tests; skill diagnostic tests	Teacher Counselor Case Manager Psychologist
Observation of Academic Performance	To observe the student's activities, strategies, and conduct in the classroom	observation	Someone other than student's regular teacher
Adaptive Behavior	To determine what student can do for self and how he gets along with others	socialization; daily living	Teacher Counselor Case Manager Psychologist Parent
Sensory/Motor	To determine how well student can utilize what is taken in by the senses	visual perceptual; visual motor; auditory perceptual; fine/gross motor	Psychologist Case Manager Teacher, Specialist
Cognitive Ability	To assess student memory and use of information to solve problems and predict achievement	intellectual ability; problem solving	Psychologist
Social/Emotional	To determine student's personal, social, and emotional adjustment	behavior checklists; projective drawing tests; personality tests; sentence completion tests; interviews	Psychologist Teacher Parent Counselor
Vocational	To measure student's interests and abilities relative to occupational preparation	prevocational and vocational interest inventories	Counselor Case Manager Teacher

 ${\it TABLE~4} \\ {\it ELIGIBILITY~TEAM~MEMBERS,~PER~DISABILITY~CATEGORY}$

Disability	Code	Required Members	Minimum Number
		A school psychologist;	5
		A teacher of special education or a person with a specialized knowledge of autism.	
		The student's regular classroom teacher, or, if none, a person qualified to teach the student.	
A .:	AGD	A speech and language specialist.	
Autism A. Spectrum Disorder	ASD	A parent of the student. One or more persons who have sufficient knowledge of the student to enable interpretation of information relating to the student's social, emotional, developmental, and familial condition. This may include an administrator of the school, a nurse, a counselor, a school psychologist or any other certificated or licensed professional.	
		A special education teacher or specialist in the field of early childhood education;	3
		A licensed school psychologist or a licensed or certified psychologist with documented	
		training in the assessment of preschool students with disabilities;	
Developmental	DD	A parent of the student; and	
Delay	טט	One or more persons qualified, because of personal knowledge of the student, to interpret	
		information relating to the student's health, family, social and emotional condition. This	
		person may be, without limitation, an administrator, nurse, school counselor, school	
		psychologist or any other certificated or licensed professional.	
		A school psychologist;	5
		A teacher of special education;	
		The regular teacher of the student, or, if none, a person qualified to teach the student;	
Health Impairment	н	A school nurse or other person qualified to interpret an assessment of the student's health.	
ream impairment	111	A parent of the student; and One or more persons with sufficient knowledge of the student to interpret information relating to the student's social, emotional, developmental and familial condition. Such persons may include an administrator of the school, a nurse, a counselor, a school psychologist or any other certificated or licensed professional.	
		A regular classroom teacher.	3
		The eligibility team may include a teacher or specialist in the field of hearing impairment and	
		must consist of a parent of the student, and not fewer than three persons with expertise in one	
Hearing		or more of the following areas:	
	AH	Audiology or the interpretation of an audio logical report.	
Impairment		Hearing impairment.	
		The interpretation of an assessment of:	
		Health.	
		Communication skills and disorders. Academic achievement.	

Learning Disability	LD	The regular classroom teacher of the student or, if the student does not have a regular teacher, a teacher qualified to teach a student of the same age; A special education teacher or specialist with knowledge in the area of the suspected disability; A school psychologist; A parent of the student; and One or more persons qualified, because of personal knowledge of the student, to interpret information relating to the student's health, family, social and emotional condition. This person may be, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.	4
Intellectual Disability	ID	A school psychologist; A regular classroom teacher; A special education teacher or specialist in the field of intellectual disabilities; A speech and language specialist; A parent of the student; and One or more persons qualified, because of personal knowledge of the student, to interpret: assessments of the health and adaptive skills of the student; and Information relating to the family of the student. The person or persons described in this paragraph may be one or more of the persons described in paragraphs (a), (b) and (c) of this subsection and may, without limitation, be an administrator, nurse, school counselor, school psychologist or any other certificated or	5
Multiple Impairments	MU	The persons described in subsection 5 of NAC 388.410; and To the extent that their presence on the team is not provided for by paragraph (a) of this subsection, the persons included on the team pursuant to: Subsections 6 and 7 of NAC 388.390; Subsections 5 and 6 of NAC 388.395; Subsection 3 of NAC 388.400; Subsection 4 of NAC 388.415; Subsection 3 of NAC 388.402; Subsection 2 of NAC 388.407; or Subsection 2 of NAC 388.387, whichever applies.	
Orthopedic Impairment	OI	A school nurse or other person qualified to interpret an assessment of the health of the student; A regular classroom teacher of the student, or, if none, a person qualified to teach the student; A parent of the student; and One of the following: A physical therapist; An occupational therapist; or any other specialist whose presence on the team is deemed appropriate; and One or more persons having personal knowledge of the student. Such persons may include, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.	4

-			1 4
Serious Emotional Disturbance		A school psychologist;	4
		A regular classroom teacher;	
		A special education teacher or specialist in the field of serious emotional disturbances;	
	EH	A parent of the student; and	
		One or more persons qualified, because of personal knowledge of the pupil, to interpret information relating to the health, development, family, social and emotional condition of the	
		student. This person may be, without limitation, an administrator, nurse, school counselor,	
		school psychologist or any other certificated or licensed professional.	
		A speech and language specialist;	3
		A regular classroom teacher;	
Speech and		If the student has another disability in addition to a speech and language impairment, a special	
Language	SL	education teacher;	
Impairment		A parent of the student; and	
		if not otherwise a member of the team, a person having personal knowledge of the student.	
		This person may be, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.	
		A school psychologist;	5
		A regular classroom teacher;	
		A special education teacher or specialist in the field of mental retardation;	
		A speech and language specialist;	
		A parent of the student; and	
Traumatic Brain	TB	One or more persons qualified, because of personal knowledge of the student, to interpret:	
Injury		assessments of the health and adaptive skills of the student; and information relating to the	
		family of the student.	
		The person or persons described in this paragraph may be one or more of the persons	
		described in previous paragraphs of this subsection and may, without limitation, be an	
		administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.	
		The eligibility team may include a teacher or specialist in the field of vision impairment and	3
		must consist of a parent of the student and not fewer than three persons with expertise in one	
		or more of the following areas:	
		Vision.	
		Vision impairment.	
Visual Impairment		The interpretation of an assessment of health or academic achievement.	
	VI	If the requirements of subsection 5 are satisfied, one or more of the following persons may	
		serve on the eligibility team:	
		A regular classroom teacher;	
		One or more persons qualified to interpret an assessment of the social or emotional condition	
		of the student, or of the cognitive abilities of the student, because of the person's personal	
		knowledge of the student Such persons may include, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.	
		harse, sensor counselor, sensor psychologist of any other certificated of ficensed professional.	l

INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

Placement of a student in any program of special education occurs only after the development of an Individualized Educational Program (IEP). The purposes for developing an IEP are as follows:

Plan the Program	To develop an individual program for the student which includes igned instruction in areas of disability which adversely affer performance;	
Facilitate Communication	To facilitate communication between parents and school personant effective implementation in IEP, for students with disability	* *
Manage Services	To serve as a management tool to ensure students receive serve determined by the IEP Committee;	ices as
Commit Resources	To set forth a written commitment of resources to guarantee a public education for the student; and	free appropriate
Evaluate Progress	To serve as an evaluation device to determine if the student has goals and objectives developed by the IEP Committee.	s reached the

The IEP is a written statement for each eligible student describing:

- 1. Student information data, including eligibility category as determined by eligibility team.
- Present levels of academic achievement and functional performance, and other relevant developmental areas.
- 3. Student strengths; parental concerns; and student's interests and preferences.
- 4. Special factors applicable to students who have needs in the following areas: behavior; limited English proficiency; services for the blind or visually impaired; communication needs for the deaf or hard of hearing; and assistive technology.
- 5. Transition services.
- 6. Annual goals and short-term objectives, to include a behavior plan, if necessary.
- 7. Method for reporting progress.
- 8. Special education services, supplementary aids and services, and related services required to meet the student's unique needs, including the beginning and ending dates, frequency, and location of the services.
- 9. Participation in statewide district-wide, and school-wide assessments.
- 10. Extended school year services.
- 11. Placement.

All students who are eligible for special education must have a current IEP.

IEP Meetings

- 1. Meeting to develop the initial IEP must be held within thirty (30) calendar days from date of initial eligibility determination.
- 2. Review and revision conducted periodically, but not less than <u>annually</u>. In the case of preschool students, it is advisable to re-visit the IEP at least every six months, if not more frequently. State regulations require that the parents of a preschool child with a disability be given an opportunity to participate in a review of the child's progress every six months. An IEP meeting may be convened for conducting this review, but is not strictly required.
- 3. Annual review must occur on or prior to the anniversary date of the IEP.

IEP Committee--Minimal Membership

- 1. LEA Representative: school principal or administrative designee (must hold administration or special education license in Nevada)
 - Must be qualified to provide or supervise the provision of specially designed education for children with disabilities.
 - b. Must be knowledgeable about the general curriculum; and
 - c. Must be knowledgeable about the availability of resources of the school.
- 2. *Regular classroom teacher who works with the student or person qualified to teach the student.
- 3. *Special education teacher.

* Cannot also serve as LEA representative

- 4. Parent of student, or student if 18 or older.
- 5. The student, beginning at age 14, when transition services will be discussed.
- 6. A person who is familiar with the tests and other assessments performed on or by the student and their results who can interpret the instructional implications of the results of the evaluation.
- 7. A person who has personal knowledge about school personnel and options for placement available to provide special education and related services to the student.
- 8. If transition services are being discussed, representatives of other agencies who are likely to be responsible for paying for or providing transition services. Consent must be obtained from the parent before inviting such persons to participate in an IEP meeting (see *EXCHANGE OF CONFIDENTIAL INFORMATION/RECORDS*).
- If appropriate, a representative of any private school facility. If the representative is unable to attend, records are kept of other methods to ensure participation, including individual or conference telephone calls.

IEP Committee Optional Membership

- 1. Student at any age when appropriate
- 2. Parent advocate/attorney
- 3. Diagnosticians

- 4. Related Service Providers (speech/language therapist, OT, PT, counselor, etc.)
- 5. Interpreter(s) for parent, student or employee, if required
- 6. Others at discretion of the parent or school

Parent Participation

- 1. The case manager will ensure that the parent of an eligible student is present at the IEP meeting or is afforded the opportunity to participate by scheduling the meeting at a mutually agreed upon time and place.
 - a. Written notice of the purpose, date, time and location of the committee meeting must be given sufficiently far in advance of the meeting to enable the parent to make arrangements to attend (see *PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING*). In order to satisfy the requirement to provide a copy of parent rights at least once per year, a copy of parent rights will be sent to parents with notification of each annual IEP meeting. The *PARENT IEP QUESTIONNAIRE AND WORKSHEET* accompanies the *NOTICE* and *NOTIFICATION*.
 - b. If parent does not acknowledge receipt of the first notice, two additional notices shall be sent. If there is still no response, the school shall attempt to notify parent by telephone.
 - c. If the parent is unable to attend the committee meeting in person, the school shall use reasonable efforts to secure participation in the meeting by written, telephonic or other means.
 - d. Copies of all *PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING* forms sent for any reason will be maintained in the student's IEP file.
- 2. Case manager shall document all reasonable efforts to contact parent.
 - a. Indicate <u>all</u> letters, phone calls, and or personal contacts.
 - b. Keep record of all attempts within the student's special education file.
- 3. If necessary, IEP Committee shall meet without parent in attendance only after one of the following circumstances is documented:
 - a. Parent does not respond to three (3) written notices, and at least one (1) telephone contact as documented in detail.
 - b. Parent agreed to an appointment (confirmed by signature on notice to parent or notation in the file based on other communication with the parent) and does not show for appointment (or call to explain absence and reschedule). "No Show" must be documented.

A copy of any IEP developed without the presence of the parent must be sent home, with a letter of explanation. The letter should detail the reasons why the IEP meeting was held, and advise the parent that they may request another IEP meeting if they wish. Additionally, the parent must be given *PARENTAL PRIOR WRITTEN NOTICE* of the school's intent to implement the IEP if an IEP was developed without the presence or consensus of the parent.

- 4. Federal and state law permit the school and the parent to agree:
 - a. that the participation of an IEP committee member is not necessary if that person's area of curriculum or related services is not being modified or discussed in the meeting; or
 - b. that an IEP committee member whose area of curriculum or related services IS being modified or discussed in the meeting (the member must submit written input to the parents and the IEP committee prior to the IEP meeting); or
 - c. that an annual IEP may be revised without convening an IEP meeting.

See PARENT AGREEMENT AND CONSENT. No staff member at the school may enter into any of these agreements with parents without prior approval from the principal or Special Education designee.

Preparation for IEP Meeting—Case Manager

- 1. Notify committee members of date and time.
- 2. Ensure all necessary confidential information is available to committee members prior to meeting.
- 3. If a draft of the goals/objectives is to be utilized, ensure that the parent has a copy clearly marked as "DRAFT" at least five days prior to the meeting.

IEP Development Procedure

- 1. The case manager shall chair the IEP meetings and ensure the following procedures are implemented:
 - a. Complete student information data section on IEP.
 - b. Review Evaluation Report and Eligibility Statement.
 - c. Ensure that committee members present sign IEP.
 - d. **Review procedural safeguards** with parent. A copy of the procedural safeguards was sent with notice of the IEP meeting—if the parent has this copy another copy need not be given unless the parent requests a copy.
 - e. Make arrangements to obtain additional information if IEP Committee determines that available information is inadequate for some reason.
 - f. As useful or necessary, the WRITTEN CONSULTATION RECORD may be completed to record details of any meeting which does not result in a revision to an IEP, or other document. Note that actual IEP decisions MUST be recorded as revisions to the IEP.

2. Where to start?

- a. One of the first decisions that the committee has to make in developing and implementing the IEP is where to start. This process involves deciding which needs require major emphasis and which needs require minor emphasis. The following is a list of critical areas to consider in making this important decision:
 - 1. What are the priority parental concerns?
 - 2. What are the priority teacher concerns?
 - 3. What are the requirements for access to and progress in the general curriculum?
 - 4. What are the appropriate developmental sequences of tasks or behaviors that the child would be expected to move through?
 - 5. Other crucial considerations such as behavior problems, social and peer relationships, etc.
- b. For each of the major areas of need indicated by the present level of academic achievement and functional performance, the special educator **must** write an annual goal statement. The number of goal statements needed is dependent upon the student's needs and may range from one to many.

3. IEP Development

The IEP chairperson, with the input of all committee members, develops the goals and objectives of the IEP during the IEP meeting. The first task of the committee in the planning function is to review the

information gathered during the student evaluation process. Using this information, the committee should complete the IEP in accordance with the Nevada Department of Education Guidelines for IEP Development (included as an appendix to this Special Education Procedures Manual) and the specific technical assistance guidance provided by the school in staff training.

4. <u>Legally and Educationally Sound IEPs</u>

Educational objectives and services include both instructional objectives and related services that are required for meeting the unique needs of the student and are derived from a careful evaluation of the student and his/her environment through the evaluation process.

The IEP Committee should take time to develop a *defensible* IEP; that is, one that is legally and educationally sound. A sound IEP is one that:

- a. Demonstrates attention to the *individual* needs of the student;
- b. Is calculated to provide meaningful educational benefits to the student (as shown in part by well-designed annual goals and short-term objectives);
- c. Includes appropriate related services;
- d. Provides placement in the least restrictive environment (with his/her non-disabled peers) so as to meet his/her educational needs;
- e. Considers the use of supplementary aids and services to assure placement in the least restrictive environment;
- f. Provides appropriate accommodations and modifications that the student needs to participate with other students in all school settings; and
- g. Documents (together with other forms in the student's confidential file) that all procedural safeguards (written consent, prior written notice, notification of rights, parental involvement, etc.) have been provided.

5. Additional Information

a. <u>Length of School Day</u>

If the school day is to be modified, indicate the parameters of the modified day on the section for Supplementary Aids and Services. List the reasons why the day has been modified. Length of school day should only be modified if all committee members agree that it is necessary to provide the student with a free appropriate public education.

Any changes made to the length of the child's school day must be accompanied by a plan to reconsider those changes at regular intervals. It is the position of the school that any such modifications are not permanent and efforts will be made to bring the child's school day back into line with others of the child's age or grade level as soon as it is feasible.

b. Assistive Technology

Assistive technology includes devices and services as part of specially designed instruction, related service, or supplementary aids and services. If a related service, the student must require the device to assist him or her to benefit from special education services.

Assistive technology devices are used to increase, maintain, or improve the functional capabilities of the student. Routinely, items such as wheelchairs, walkers, hearing aides, glasses, and medical

devices, do not fall into the school responsibility area. There are exceptions. Please contact the principal or Special Education Designee if there is such a request. School personnel can act as facilitators to assist students in securing devices outside of the school's responsibility. If the school purchases the device it is, and will remain, school property. The device's use, including home use, must be determined during the IEP meeting.

6. Extended School Year

Provision of ESY services is an IEP Committee decision that involves appropriate school personnel and the parents. ESY services are defined as special education and related services provided in addition to the normal 180-day school year for the purpose of minimizing significant regression of identified skills and for enhancing recoupment of those skills when the regular school year resumes. These identified skills may involve areas of learning related to self-sufficiency, academic, social and/or emotional skills.

There are no specific standards set forth in IDEA for determining when ESY services are needed. Regression and the speed of recoupment are factors for the IEP committee to consider while making the decision. Regression is defined as the loss of previously mastered skills when an extended break in instruction occurs. The recoupment of those skills is defined as the ability to regain a skill within a reasonable period of time to previously achieved levels prior to an extended break in instruction. Regression could be considered significant if the student takes more than four to six weeks to relearn skills mastered the previous year. The IEP committee might base its decision regarding ESY services upon a history of regression during summer months.

Regression and recoupment are not the only standards upon which to base a decision of the need for ESY services. Other factors that need to be considered by the IEP Committee include the severity of the student's disability; a review of the student's progress over time; a determination that the student is at a critical learning stage; any information available to the IEP Committee relating to the student's behavior or physical needs; or curricular areas that are of significant concern for the individual student. It is important to remember that ESY services are based upon the individual needs of the student.

Steps for making and documenting ESY decisions are as follows:

- a. Provision for ESY is determined annually and is an IEP Committee decision.
- b. ESY services are designed to maintain acquired skills. New goals and objectives are not added to a student's IEP for implementation in the ESY program unless those goals and objectives are determined by the IEP Committee to be necessary to maintain the skills, behaviors, or other student performance for which ESY services are designed.
- c. If related services, such as occupational therapy, physical therapy, and/or speech and language therapy, are being considered, the appropriate professional must be involved in the IEP decision-making. The need for specific related services must be documented, and must be required for the student to benefit from his or her special education program. The fact that a student currently receives related services does not, in itself, guarantee that the services will be required during ESY.
- d. The IEP Committee should identify the specific goals to be addressed during ESY instruction, if the student requires more than four to six weeks at the beginning of the school year to regain previously mastered skills, an ESY program should be considered.
- e. The IEP Committee decisions concerning ESY are documented on the EXTENDED SCHOOL YEAR SERVICES form, which assists the school in planning for or providing the ESY services.

ESY is not the same as summer school, which refers to educational programming made available to students for enrichment or remedial purposes. A student with a disability who meets the criteria for a summer school program may attend that program without regard to a specific need for ESY. However, unless the student needs the regular summer school program to implement the IEP or for compensatory

education purposes, the parent must pay any fees that apply to all students enrolled in the program. ESY, on the other hand, must be provided at no cost to the student's parent.

Related services shall be provided to the child during ESY when necessary to support the goals and objectives being implemented during the program.

7. Related Services

Related Services are those services that are required to assist the student to benefit from the special education services needed by the student. Related services are to be provided as a part of a student's special education program as determined by the student's IEP committee.

a. <u>Audiology.</u> Audiology is a related service that includes identification of children with hearing loss and determination of the range, nature, and degree of the hearing loss. Audiology services also include referrals for medical or other professional attention relative to the habilitation of hearing. The Audiologist will provide information and guidance regarding hearing loss, determination of the student's need for group and individualized amplification, assistance in selecting and fitting of an appropriate aid, and evaluation of the effectiveness of amplification.

Referrals are made to the school principal or Special Education Designee.

b. <u>Speech Therapy.</u> Speech therapy includes the identification of children with speech or language impairments; diagnosis and appraisal of specific speech and language impairments; referrals for medical or other professional attention necessary for the habilitation or prevention of communicative impairments, and counseling and guidance of parents, children and teachers regarding speech and language impairments.

A referral is made to the school principal or Special Education Designee.

c. **Physical Therapy.** Physical Therapy is a related service that develops programs for the care of students whose ability to function is impaired. It focuses primarily on children with neurodevelopment problems in the school. The physical therapist's function in the educational setting is to prepare the student for meeting educational demands of educators.

Referrals for evaluation and/or service are made through the school principal or Special Education Designee.

d. Occupational Therapy. Occupational Therapy is a related service designed to improve, develop, or restore functions that have been either impaired or lost through illness, injury, or deprivation. Occupational Therapy improves the student's ability to perform tasks for independent functioning if certain functions are impaired or lost; and helps prevent, through early intervention, initial or further impairment or loss of function.

Referrals for evaluation and/or service are made through the b school principal or Special Education Designee.

e. <u>Counseling.</u> Counseling Service are services that are provided by qualified psychologists, guidance counselors, or other qualified personnel. The IEP Committee will address the needed service or activities that apply therapeutic process to personal, family, or situational problems in order to bring about positive resolution for the student.

The IEP Committee will address the needed counseling on a case-by-case basis for these related services.

f. <u>Transportation.</u> The school will ensure that transportation is not a barrier to FAPE for students with disabilities. In such case where transportation is not readily available, it is the policy of the school to

provide transportation either in the form of actual transportation or the reimbursement to the parent of transportation costs in accordance with IRS(IR-2008-82, June 23, 2008) when providing related services addressed in the IEP.

Interim IEP

Thirty-day interim IEP placement status is reserved for special education students who transfer to the school from another school district in Nevada, or from out-of-state, but for whom no IEP is available. If an IEP is available, the procedures for providing comparable services are used as described in the "Transfer Students" provisions (see Referral section).

The 30-day interim IEP allows for immediate services in the special education services program while records from the previous district are requested and while any necessary additional assessments are conducted if eligibility must be determined for an out-of-state student. It is the responsibility of the school psychologist or other primary diagnostician to monitor progress so that determination of the student's eligibility in Nevada can be made by the ET team within the 30 day period.

Note: If a student who was enrolled in a special education program in the school leaves the school, then re-enrolls with the school within a year, the student may again receive special education services with no additional assessment required. A new IEP is developed with the student's recent transfer and educational history taken into consideration.

When developing an interim IEP, the case manager is responsible for the following steps dealing with prior special education eligibility:

- 1. The case manager should check with the school registrar, school principal, or Special Education Designee to gain accessibility to all pertinent records;
- 2. Verify prior eligibility for special education services;
- 3. Verify enrollment in a program of special education;
- 4. Confirm out-of-district placement from two sources (phone call to previous district, parent report, or special education records hand-carried by the parent from the previous district); and
- 5. Secure the parent/guardian signatures for the necessary IDEA paperwork, including the exchange of information.

The interim IEP is valid for only thirty (30) calendar days, during which time eligibility for services must be determined for an out-of-state student, and a complete a school IEP must be written (for in-state or out-of-state students). Interim IEPs cannot be extended for any reason, and the student cannot receive special education services without a current, valid IEP.

ANNUAL REVIEW MEETING

Purpose

A student's IEP must be reviewed at least annually.

- 1. Assess progress using individual achievement tests, as well as other measures of achievement.
- 2. Evaluate progress on annual goals and short-term objectives.
- 3. Develop the student's education plan for the upcoming year.

Schedule Annual Review

- Notify parent of annual review meeting using NOTIFICATION OF MEETING and PARENTAL PRIOR WRITTEN NOTICE if specific proposals are planned for FAPE or placement. Send Parent Rights document with NOTIFICATION OF MEETING.
- 2. If a draft IEP is to be used, ensure that the parent receives a copy at least five days before the scheduled annual review meeting.
- 3. **IEP annual review meeting must be on or before** the anniversary date. For example, a child whose IEP was written on September 2, 2006, will have to have a new IEP in place on or before September 2, 2007. Eligibility team members need to be present if student's disability category is being changed or reviewed follow Evaluation and Eligibility and IEP procedures.
- 4. All other procedures for IEP development must be followed as outlined in this document.
- 5. Provide a copy of IEP to parent.

IEP Revision

If circumstances change relative to the program specifically designed for the student, the IEP must be revised through the IEP process. The following circumstances would necessitate a revision:

- 1. A change in the amount of time that the student is spending in special education.
- 2. A change in the type of program.
- 3. Achievement of the current goals and objectives that would necessitate writing new goals and objectives for the student.
- 4. Addition, change to, or deletion of a related service.
- 5. A change from one level to another, as from elementary school to middle school and middle school to high school that requires changes in the IEP.

Revision of a student's IEP does not change the current date of review of the IEP. Only completion of a full IEP changes that date.

Exit IEP

When a student is ready to exit the special education program for any reason (e.g., no longer eligible, student reaches maximum age, graduation) an IEP meeting is scheduled with the parents and the student's current level of performance will be reviewed. Note that only an Eligibility Team reevaluation process can determine that a student is no longer eligible for special education—this is not an IEP Committee decision. Except for turning 22 or graduating with a regular diploma, other determinations that the student is no longer eligible require a reevaluation (see below).

Parents must be given notice of the purpose for this IEP meeting and provided with an explanation of their rights. Careful attention should be paid to the following:

- It is absolutely essential that parents are involved in decisions relative to cessation of special education services.
- 2. Include all information on the student for this reevaluation: parent observation, classroom work, assessments/observation, etc.
- 3. Parental rights.
- 4. Student progress toward annual goals and short-term objectives.
- 5. The effect upon the student if exited from the special education program.

DISCONTINUATION OF SPECIAL EDUCATION SERVICES THROUGH TERMINATION OF ELIGIBILITY

- 1. See reevaluation procedures outlined previously, paying particular attention to the requirements for prior written notice and review of existing data to determine whether additional data are needed.
- 2. Parent must be provided notice of eligibility team meeting (*PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING*—note that this *PARENTAL PRIOR WRITTEN NOTICE* should provide notice of the proposal to determine the student's eligibility).
- 3. Eligibility team meeting **must** be held and include:
 - a. Evaluation of progress toward annual goals.
 - b. Review of recent evaluations and progress in general curriculum.
 - c. Statements concerning levels of functioning and rationale for why student is either no longer has a disability and/or is no longer in need of special education (student must <u>both</u> have a disability and require special education in order to be eligible for services).
- 4. Evaluation Report and Eligibility Statement must be completed, stating that the student is no longer eligible for special education. Copies must be given to parent.
- 5. Parent must be provided notice of proposed change in eligibility after the student has been determined not to be eligible (*PARENTAL PRIOR WRITTEN NOTICE*). This notice is required even if parents participated in and agreed with the decision that the student is no longer eligible. Check box "proposing" and "other." Add a statement "termination of special education services because student is no longer eligible." If parent disagrees, review the statement of parent rights with the parent.

PLACEMENT

Placement decisions in the school are made at the IEP meeting with parental involvement. Placement should be at the school unless special circumstances exist.

Removal From Regular Education Environments

The student may not be placed in a special class, in a different school, or otherwise removed from the regular educational environment unless the IEP otherwise provides. Justification for any removal from regular education environments must be explained in detail in students' IEPs.

Procedure to Implement Placement Outside the School

- 1. Ensure school withdrawal procedures are followed.
- 2. Initiate necessary transportation.

IEP IMPLEMENTATION

- 1. Implementation of the IEP must take place immediately after completion of the entire IEP process. In accordance with recent 2008 guidance from the U.S. Office of Special Education Programs, even when parents agree with the IEP provisions, *PARENTAL PRIOR WRITTEN NOTICE* will be provided to parents as notice that the IEP and its specified provisions will be implemented.
- CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES must be signed before services are provided for the first time. Thereafter, consent is not necessary unless the student experiences a lapse in eligibility.

No student may be placed in special education or have changes made to his/her educational program or placement without going through the IEP process.

DISCIPLINE PROCEDURES

THE "10 FREE DAYS" RULE

Under federal law, during the first 10 school days that a student is suspended in a school year, there are no requirements to provide services, conduct a manifestation determination, develop a plan for or conduct a functional behavioral assessment (FBA), or develop or review a behavior intervention plan (BIP). This 10-day period, whether consecutive or cumulative, is sometimes referred to as the "10 free days". However, during the "10 free days", the school must adhere to the discipline requirements that apply to all students.

Days that "count" toward the accumulation of 10 school days

Any disciplinary removal of a student from school grounds "counts" toward the accumulation of 10 school days. Only in-school suspensions, under certain circumstances, can be configured so as to avoid "counting" as disciplinary removals. See below.

Under the federal regulations, "school day" means any day, including a partial day, that children are in attendance at school for instructional purposes. The term "school day" has the same meaning for all children in school, including children with and without disabilities.

"Business day" means Monday through Friday, except for federal and state holidays (unless holidays are specifically included in the designation of "business day," as in federal regulations at §300.403(d)(1)(ii).

Ordinary in-school disciplinary procedures do not "count" toward the accumulation of 10 school days

The U.S. Supreme Court in <u>Honig v. Doe</u> (1988) stated that ordinary in-school disciplinary measures are not considered disciplinary removals. These measures may include "the use of study carrels, time-out, detention, or the restriction of privileges." School officials should avoid the excessive use of any of these measures, without considering the need to reconvene the student's IEP committee to review behavior needs.

<u>In-school suspensions, bus suspensions, or portions of a school day "counted" toward the accumulation of 10 school days</u>

Comments in the federal regulations have provided the following guidance on whether in-school suspensions, bus suspensions, and portions of school days "count" toward the accumulation of 10 school days.

In-School Suspensions

In-school suspensions do not "count" toward the accumulation of 10 school days as long as the child is afforded the opportunity to continue to appropriately progress in the general curriculum, continue to receive the services specified on his or her IEP and continue to participate with nondisabled children to the extent they would have in their current placement.

Portions of a School Day

Portions of a school day do "count" toward the accumulation of 10 school days:

Bus Suspensions

Bus suspensions "count" when transportation is a related service in the student's IEP. Note that the U.S. Office for Civil Rights which administers Section 504 and other civil rights laws has taken the position that suspensions from the school bus are governed by the same disciplinary procedures as other suspensions.

PROCEDURES FOR MAKING DISCIPLINARY CHANGE OF PLACEMENT

A disciplinary change of placement occurs when a student is suspended for more than 10 consecutive days, OR when a student is subjected to a series of suspensions of 10 days or less, but a "pattern" of removals has occurred. Before making a disciplinary change of placement under either of these two scenarios, the school must determine whether the student's behavior is a manifestation of the student's disability. Generally, the school will treat removals beyond 10 cumulative school days as a disciplinary change of placement.

General Rules

- 1. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a removal is appropriate for a child with a disability.
- 2. Services must be provided to a student who has been removed from his/her placement on the 11th and any subsequent day of removal in a school year.
- 3. School policy is to consider any removal beyond the first ten days as constituting a disciplinary change of placement, which triggers procedural requirements for notice and a manifestation determination.
- 4. Special rules apply for behavior involving illegal drugs/controlled substances, weapons, infliction of serious bodily injury.
- 5. IDEA requires that in the case of a student whose behavior impedes the student's learning or the learning of others, the IEP committee must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
- 6. If a parent requests a due process hearing to challenge disciplinary decisions (including the outcome of the manifestation determination, the placement, and the services provided in the removal setting), the student remains in the disciplinary setting until the hearing officer reaches a decision, or until the disciplinary removal expires, whichever occurs first. Parents and the school may agree otherwise. A hearing under this circumstance is "expedited"—which means that no extensions beyond the 45-day timeline are permitted.

Services must be provided to the student on the 11th and each day of suspension thereafter in any school year. So even if the school is permitted to make a disciplinary change of placement (because the behavior is NOT a manifestation of the student's disability or because federal permits removal regardless of manifestation for students who have conduct involving weapons/drugs/controlled substances/infliction of serious bodily injury) the resulting suspension and/or expulsion cannot occur without providing services

BEFORE IMPLEMENTING A REMOVAL THAT WILL TAKE THE STUDENT BEYOND THE FIRST TEN DAYS IN A SCHOOL YEAR:

- 1. School personnel make decision to seek removal of student that will take the student beyond the first ten days in a school year.
- 2. On the day a decision is made to make a removal that constitutes a change of placement (generally in the school, a removal that will take the student beyond the first ten days in a school year), the school must provide "parental prior notice" of the proposed disciplinary removal (and proposed manifestation determination and proposed IEP meeting if there is a need to determine the removal setting and services to be provided) and provide parents a copy of the Rights document.
- 3. School personnel give student notice of the charges against him/her, an explanation of the evidence, and an opportunity for a "hearing" (in this context, an opportunity for the student to present his/her side of the story).
- 4. Before implementing a removal that will take the student beyond the first ten days in a school year, a manifestation determination must be conducted.
- 5. If the conduct **IS** a manifestation of the student's disability:
 - the student must be returned to the placement from which the student was removed, unless the parent and the school agree to a change of placement via IEP process (EXCEPT when student is removed to IAES for illegal drugs/controlled substances, weapons, or infliction of serious bodily injury)
 - an FBA must be conducted, unless one had been conducted before the behavior that resulted in the proposed change of placement
 - a BIP must be implemented (if one already exists, it must be reviewed and modified as necessary)
- 6. If the conduct **IS NOT** a manifestation of the student's disability:
 - the school may take the disciplinary action that was planned and impose disciplinary sanctions that it would otherwise apply to a student without disabilities, in the same manner, for the same duration
 - <u>services must be provided on the 11th and any subsequent day of removal during the school year;</u> the school conducts an IEP meeting, and the IEP committee determines the removal setting and the extent of the services that must be provided:
 - to enable the student to continue to participate in the general education curriculum
 - to progress toward meeting the goals in the student's IEP
 - If appropriate, the student must receive an FBA and BIP services designed to address the behavior so it
 does not recur
- 7. Present information to an authorized entity for final determination and review for compliance with IDEA for any removal beyond 10 school days (state law requirement).
- 8. Once a student has been removed for more than 10 days in a school year, these steps are repeated for proposed removal. Manifestation determinations must be conducted as soon as possible and prior to implementing the proposed removal, and in-school suspension may be used pending completion of the manifestation determination.

MANIFESTATION DETERMINATION

- 1. Before implementing a removal that will constitute a disciplinary change of placement (in the school, before implementing a removal beyond the first 10 days of removal in a school year), a manifestation determination must be conducted.
- 2. The manifestation determination is conducted by a representative of the school, the parent, and relevant members of the student's IEP committee.

- 3. Relevant members are determined by the parent and the school, so there must be contact with the parent to discuss "relevant" members of the IEP committee.
- 4. The group must:
 - review all relevant information in the student's file
 - review the student's IEP
 - review any teacher observations
 - review any relevant information provided by the parents
- 5. The group must 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 school's failure to implement the IEP (if so, the school must take immediate steps to remedy failure to implement the IEP)

"REMOVAL" RULES—STATE LAW

Habitual Discipline Problem

Removals as described in NRS 392.4655 for a student deemed a "Habitual Discipline Problem" must be made in compliance with IDEA procedures. In Nevada (NRS 392.4655), a student is deemed a "habitual discipline problem" if in one school year:

- (a) the student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school;
- (b) the student has been suspended for initiating at least two fights on school property, at an activity sponsored by a public school, on a school bus or, if the fight occurs within one hour of the beginning or end of a school day, on his or her way to or from school; **or**
- (c) the student has a record of five suspensions from the school for any reason.

For purposes of interpreting paragraph (c) of this "habitual discipline problem" statute, a student has been "suspended" if the school prohibits the student from attending school for three or more consecutive days, and requires a conference or some other form of communication with the parent or guardian of the student before he/she is allowed to return to school.

If a student is suspended for initiating his/her <u>first</u> fight of the school year, or if the student receives the first suspension of the school year, the school must provide written notice to the parent or guardian. The notice must contain descriptions and dates of acts committed, an explanation of when the student will be deemed a habitual discipline problem and that once deemed a habitual disciplinary problem the student must be suspended/expelled for at least one semester, an explanation that a student with disabilities can be suspended if his/her behavior is not a manifestation of his/her disability, and an explanation about the opportunity to develop a behavior plan.

Additionally, if a student commits an act which qualifies the student to be deemed a habitual disciplinary problem, at least seven days before the student is deemed a habitual disciplinary problem written notice must be provided to the parent or guardian. The notice must contain a description and dates of qualifying acts, an explanation that the student must be suspended/expelled, an explanation that a student with disabilities can be suspended if his/her behavior is not a manifestation of his/her disability, and an explanation about the opportunity to develop a behavior plan.

The statute says that a student may enter into one behavior plan per school year to avoid the designation of habitual disciplinary problem. For a student with a disability, behavioral intervention plans are developed based upon the student's unique needs and no arbitrary decision should be made limiting the development of behavioral intervention plans.

Suspension and Expulsion Procedures

Nevada law (NRS 392.466-4675) requires a semester-long suspension/expulsion for first-time battery on an

employee (causing bodily injury), sale or distribution of drugs, or possession of dangerous weapons, although the student may be placed in another kind of school. Second occurrences require permanent expulsion, but the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education outside the school.

Nevada law requires a one-year suspension for first-time possession of a firearm or a dangerous weapon, although the student may be placed in another kind of school. For a second occurrence, the student must be permanently expelled from school, but the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education outside the school.

If a student is deemed a habitual disciplinary problem, the student must be suspended or expelled for at least one semester, during which time the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education outside the school.

Students are not to be suspended or expelled until they have been given notice of the charges, an explanation of the evidence, and an opportunity for a hearing. However, students who engage in the following behavior may be removed immediately after being given an explanation for the reasons for the removal and the pending proceedings for suspension/expulsion:

- a student who poses a continuing danger to persons or property
- a student who poses an ongoing threat of disrupting the academic process
- a student who is selling or distributing any controlled substances
- a student found in possession of a dangerous weapon

The necessary proceedings must be conducted as soon as practicable after the student's removal.

Board of Trustees Review

Nevada law requires that the Board of Trustees review all permanent expulsions or suspension of students with disabilities for longer than 10 school days (NRS 392.467). Board of Trustees may grant authority to another person or entity to expel or suspend pupils (e.g., committee composed of trustees numbering less than the full board, or an appointed hearing panel composed of school administrators AGO, 97-21 (7-2-1997)).

Except for students found in possession of a firearm, any student in grades 1-6 may be suspended or permanently expelled only after the Board of Trustees has reviewed the circumstances and approved this action.

DEFINITIONS

<u>Controlled substance:</u> means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812(c)).

<u>Illegal drug:</u> means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used.

Serious bodily injury: means bodily injury that involves

- a substantial risk of death
- extreme physical pain
- protracted and obvious disfigurement; or
- protracted loss or impairment of the function of a bodily member, organ, or mental faculty

<u>Weapon:</u> means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 inches in length.

Attachment 20 Attachment A.8.5

NEVADA DEPARTMENT OF EDUCATION Charter School Application

INSTRUCTIONS

The Charter School ("school") must operate special education programs in accordance with state and federal requirements. An authorized representative of the school must sign the assurances listed below.

POLICY ASSURANCES

The Charter School assures that it will adopt procedures that align with	h state and federal
requirements in the following areas:	

Confidentiality (34 CFR 300.611-300.625, 34 CFR Part 99)
☐ Transmittal of Records (34 CFR 300,323; NAC 388,261)
☐ Procedural Safeguards (34 CFR 300, 300, 300, 503, 300, 504, 300, 505; NAC 388, 300
Dispute Resolution (34 CFR 300.506, 300.507, 300.508, 300.510, 300.511, 300.512, 300.515, 300.532, 300.533; NAC 388.315)
☐ Surrogate Parents (34 CFR 300.519; NAC 388.283)
☐ Child Find Process (34 CFR 300.111; NAC 388.215, 388.292)
 Evaluation / Reevaluation / Eligibility (34 CFR 300.301, 300.303, 300.305, 300.306 NAC 388.336, 388.337, 388.340-388.410)
Individualized Educational Program (IEP) Development (34 CFR 300.321, 300.322, 300.323; NAC 388.281, 388.284)
IBP Considerations and Components (34 CFR 300.116, 300.320, 300.321, 300.324; NAC 388.284)
☐ Placement (34 CFR 300.115, 300.116; NRS 385.580; NAC 388.245)
☐ Transfer Students (34 CFR 300.323; NAC 388.263)
☐ Discipline (34 CFR 300.536; NAC 388.265)
☐ Independent Educational Evaluation (34 CFR 300.502; NAC 388.450)
Collection and Reporting of Timely and Accurate Data upon Request of the NDE

Type Name of Charter School and Title of Auth	orized Representative of the Charter School.
Mater Academy of Neva	da. Acting Committee Chair
Signature:	Date:
Sheilak Moreton	8-21-2013

Nevada Department of Education

2009

Attachment 21



English Language Learners Manual

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SECTION I: IDENTIFICATION, REGISTRATION, INITIAL ASSESSMENT AND PROGRAM PLACEMENT

A. Identification and Registration of English Language Learner Students

The Nevada Department of Education (NDOE) regulations require schools to identify the primary language of each student who enrolls in a school for the first time. (NAC 388.620). According to the regulations, a student's "...primary language will be deemed to be other than English if:

- 1. The pupil first spoke a language other than English;
- 2. The primary language spoken in the home of the pupil is not English; or
- 3. The language most often spoken by the pupil is not English."

To meet the NDOE requirements, parents or guardians of students enrolling in for the first time shall complete the Home Language Survey (HLS) as part of the registration process. The HLS is included in the registration package and is used to determine whether students need to be tested for English language proficiency. Based on the results, the student may qualify for ELL services. The questions are:

- 1. What was the first language the student learned to speak?
- 2. What is the language spoken most often by the student?
- 3. What is the language spoken most often by the parent?
- 4. What is the language spoken most often in your home?

The Principal will designate a person who is responsible for registration (designee) as the individual to ensure that all parents or guardians enrolling students for the first time complete the HLS at the time of registration. If the parent or guardian needs help in completing the HLS or any other part of the registration process, the designee will seek assistance from other staff in the school.

Based on the responses on the HLS, the designee will appropriately enter the appropriate code in PowerSchool for English exclusive or route for testing.

Student's registration and class assignment will not be denied while the language proficiency assessment is pending.

B. Initial Assessment of ELL Students

1. Initial Assessment for all Potential ELL Students

Title III of the Elementary and Secondary Education Act (ESEA) requires schools to assess the English proficiency and notify the parent/guardian of any student pending assessment within 30 calendar days from the beginning of the school year. Students

enrolling after the start of the school year must be tested, and parents/guardians notified within 15 days of enrollment. (See ESEA Title III, Sections 3302.a and 3302.d). NDOE regulations further require that this assessment "must be administered by a person who is proficient in English and who has successfully completed training in the administration and scoring of the examination required for the assessment." (NAC 388.625)

a. Special Rule Applicable During School Year

If a child is pending assessment at the time of placement, the parents or guardians will be apprised of the student's language proficiency status and program placement within 15 calendar days of testing.

b. Initial Assessment of Students with Disabilities

As required by state regulation, once the school has assessed and classified a student whose primary language is not English and a concern is raised that the student may have a disability, that student will be referred for assessment as provided under the Individual with Disabilities Education Act (IDEA) and the Nevada Administrative Code.

In conducting an initial assessment, the school is required to use an examination approved by the State Department of Education and to determine fluency in English as established by the publisher of the examination. (NAC 388.625.1) The tests to be administered, and the scores to be used for determining fluency in English, are outlined below.

2. Steps to be Completed after Initial Assessment.

a. Students Classified as Non-English or Limited English Proficient

For students who are coded as non-English or limited English proficient as a result of the initial assessment, the following steps are completed within the mandated timelines:

- 1) Classify students who are eligible for ELL services as non- English or limited English proficient. The students eligible for ELL services.
- 2) Prepare a Parent Notification Letter if a student qualifies for ELL services. Once the parent receives the letter, they may choose to receive ELL instructional services. If the parent or guardian refuses ELL instructional services, the school will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Parents or guardians may only waive ELL instructional services not testing. The school will document the parent conference, and place a copy of the waiver in the cumulative student folder.

3) Create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The school will maintain the binder and will make it available to the teachers.

b. Students Classified Fully English Proficient

For students coded as fully English Proficient, as a result of the initial assessment, the school will ensure that the following steps are taken within the mandated timelines:

- 1) Assign students who are not eligible for ELL services the appropriate code; and
- 2) Create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The school will maintain the binder and will make it available to the teachers.

If a new student is starting kindergarten or first grade and scores 92 or above on the Pre LAS 2000 initial placement assessment, then the student is considered English proficient and not a LEP student.

If a new student is starting second through twelfth grades and scores 30 or above on the initial placement assessment, then the student is considered English proficient and not a LEP student.

c. Program Placement

Once students are assessed, the Principal will ensure that eligible students are provided appropriate ELL services. In addition, Principals or designees will ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand. Students who are eligible for ELL services will receive these services until it is determined, through reevaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

SECTION II: ELL INSTRUCTIONAL PROGRAM MODELS, EFFECTIVE ELL PRACTICES, AND STUDENT EVALUATION

A. Program Models

As allowed by state regulation, the school offers Content-Based ESL at the elementary level. At the secondary level, the school offers Sheltered-Content ESL. The goals of all of these programs are to: (1) help ELL students achieve

comprehension, speaking, reading, and writing competence in the English language; (2) enable students to achieve and maintain grade level status; and (3) enable students to meet graduation standards. Below is a description of the programs. Appendix A includes effective instructional strategies for English Language Learners. English Language Learners should be provided with appropriate testing accommodations. See Appendix B.

1. Elementary Content-Based ESL Programs

As defined by NDOE regulation, an ESL program is one that "provides instruction in the English language and other courses of study using teaching techniques for acquiring English, and incorporates the cultural aspects of the pupil's experience in his instruction." (See NAC 388.615)

The goal of the content-based approach is the acquisition of English and grade level academics so that the ELL student can succeed in an English-only classroom. This approach has the following features:

- all instruction is done in English;
- when possible, the child's primary language is used to clarify instruction;
- English is taught through reading, language arts, math, science, and social studies;
- a strong English language development (ELD) component is included in every lesson;
- the acquisition of English takes place in a structured, non-threatening environment in which students feel comfortable taking risks; and
- controlled vocabulary is included while students gradually acquire the necessary language skills to succeed academically and become lifelong learners.

All teachers in self-contained ESL classrooms will hold either an endorsement to teach English as Second Language (TESL) pursuant to NAC 391.237, or an endorsement to teach a program of bilingual education pursuant to NAC 391.242.

2. Secondary

Sheltered Content-Based ESL Instruction

The Sheltered Content-Based ESL Instruction Model is an integrated content language approach. The goal of the Sheltered Content-Based Instruction Model is for ELL students to develop English language skills in content classes. Secondary ELL students have a limited time to become academically proficient in English. Therefore, ELL students must learn both English and

academic content as quickly as possible. English is taught through content areas by including a strong language development component. The purpose of the language development component is to teach English language learners to communicate (listen, speak, read, and write) in English. This component takes into account the ELL student's current English language proficiency level and guides the teacher in providing the appropriate instruction for each level. This model is implemented in an integrated classroom. An integrated classroom consists of students who need ELL services and native English speakers. At the high school level, this model also allows students to earn credit toward graduation in required core subject areas. Emphasis is on cooperative learning, hands-on activities, visuals, demonstrations, modeling, and sheltered vocabulary.

Teachers using the Self-Contained Sheltered Content-Based model should have a TESL or bilingual endorsement and be endorsed in the content areas. Teachers using the Integrated Sheltered Content-Based model must be endorsed in the content areas and be encouraged to obtain their TESL or bilingual endorsements.

B. Student Performance Evaluation

1. Grading and Reporting Guidelines

Elementary teachers who are working with ELL students are required to teach the objectives stated in the Common Core State Standards and ELD Common Core Standards. Elementary teachers will determine grades of ELL students based on their progress toward, and achievement of objectives.

Secondary teachers working with ELL students are required to teach the objectives stated in the Common Core State Standards, ELD Common Core Standards, and specific content area. Teachers of ELL students will determine grades based on their progress toward, and achievement of objectives.

2. Promotion and Retention

The Principal at each school will ensure appropriate policies are followed. As with non-ELL students, ELL students may be retained. In the case of ELL students, the Principal will ensure that ELL students are not retained based solely on the student's inability to perform in the English language. In making a determination of whether an ELL student should be retained, the Principal will ensure that careful consideration is given to the range of services and options available prior to making the decision to retain a

student. Response to Instruction (RTI) data should be used to assist the principal in making retention decisions regarding an ELL student. Adjustments or changes to the student's educational program may be necessary in order to avoid retention. As with English exclusive students, retention concerns should be ongoing throughout the year. If the decision is made to retain an ELL student, the principal will ensure that the student receives different services during the year following the retention.

SECTION III: REASSESSMENT, RECLASSIFICATION, AND MONITORING

A. Reassessment

NDOE regulations require that ELL students be reassessed every year "to determine whether the pupil's proficiency in English is fluent and he is able to succeed in courses of study that are taught only in English." (NAC 388.645) As per the NDOE (ESL Technical Advice Bulletin Number 05-1 dated September 8, 2005), when a student is identified as Limited English Proficient (LEP), the student must be given the test Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) every year until the student exits the ESL program, graduates from high school or withdraws from school. Parents or guardians of LEP children do not have the option of withdrawing their student from participating in the ACCESS for ELLs.

B. Reclassification

NDOE regulations state that the school may reclassify an ELL student only if the school administers the Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) to assess the pupil's proficiency to comprehend, speak, read and write English and the pupil obtains a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English, as established by the publisher of the examination. (NAC 388.645.2).

The school will monitor any student reclassified as English proficient who has not yet met exit criteria. The school will ensure that reclassified students are appropriately placed in general education classes.

C. Methods for Reclassification

Consistent with NDOE regulations, ELL students may be reclassified using the recommended language proficiency assessment. The school will reclassify students using the ACCESS for ELLs for a student classified as limited-English proficient that obtains an overall level 5 language proficiency score. The school will monitor a student reclassified as fluent-English proficient, but who has not yet met exit

criteria, for no less than two years.

D. Monitoring Progress of Students who are Mainstreamed

The school will monitor all reclassified students for a minimum of two years after they have met language proficiency. The purpose of this monitoring is to ensure that the students have no grades below a "C" in any academic class and are no longer in need of language acquisition assistance.

The monitoring from the school will include periodic contact with the student's teacher(s) to ascertain student progress. The school will also review the student's report card annually to review the student's attendance, academic and citizenship grades. To be considered academically successful, a student should have no grades below a "C" in English, reading, math, science, or social studies.

The ELL monitoring process information should be included in any RTI interventions that are determined by the school. Specific consideration for language proficiency must be taken into consideration in planning specific interventions for the student.

If, as a result of monitoring, evidence indicates that the student is not being successful in English-only classes and needs further language acquisition assistance, the school administer the initial assessment test to ascertain the student's current English proficiency. A meeting will be held with the student's parents or guardians and the student will be considered for reinstatement into the ELL program, into an academic remediation program, or the student will remain in English-only classes. The school will continue to monitor the student for language and academic progress. If the student is determined to be academically unsuccessful, the school and the appropriate teachers will seek out other services for the student in order to address any academic deficiencies. Prior to making any changes, the principal or designee will meet with the parents or guardians to discuss the recommended changes.

E. Exited Students

The school will reclassify a student as an exited ELL student if the following criteria are met:

According to Nevada State Department of Education ESL Technical Advice Bulletin Number 05-1 (dated March 19, 2008) limited English Proficient (LEP) students are exited from the English as a Second Language (ESL) program by having achieved "proficiency", the sum of the Oral, Reading, and Writing scores as designated by grade level on the state's Accessing Comprehension and

Communication in English State-to-State for English Language Learners (ACCESS for ELLs), and have been monitored for a minimum of two years to ensure learning success.

All LEP students enrolled in school who have exited an ESL program are considered former LEP students.

F. Reinstatement of ELL Students

Students are reinstated to receive ELL services as stated above in Section D, but are also considered for reinstatement when referred by appropriate school personnel if the student's parent or guardian had previously waived ELL services, been found fluent English proficient but is not currently succeeding academically.

(Exhibit C) Mater Original Charter Application Appendix A: Effective Instructional Practices for English Language Learners

1. <u>Lesson Preparation</u>

- Content Objectives and Language Objectives
- Supplementary materials for clarity and meaning (hands-on manipulatives, realia, pictures, visuals, multimedia, demonstrations, related literature, adapted text, graphic organizers)
- Adaptation of content (graphic organizers, outlines, leveled study guides, highlighted text, taped text, adapted text, jigsaw text reading, marginal notes)

2. Building Background

- Concepts linked to the student's background
- Links between past learning and new concepts
 Explicit teaching of key vocabulary

3. Comprehensible Input

Appropriate rate of speech Explanation of tasks Techniques (modeling, visuals, handson, demonstrations, gestures, body language)

4. Strategies

- Metacognitive matching, problemsolving, clarifying
- Cognitive individual mental or physical manipulation of material for learning
- Social/Affective Interaction with a

Scaffolding

- Verbal paraphrasing, think alouds, defining
- Procedural explicit teaching, modeling, practice with others, independent application

5. Interaction

- Questioning to elicit ideas, opinions, answers and to encourage elaboration
- Balance of talk between teacher and students
- Talk among students pairs, triads, small groups
 Wait time for student response
 Varied grouping configurations that support the language and content objectives of the lesson

6. Practice/Application

 Hands-on materials and/or manipulatives for practice activities to apply content and language knowledge Activities to integrate all language skills

7. Lesson Review and Assessment

Review of key vocabulary Review of key content concepts Regular feedback to students Assess student comprehension and learning of all lesson objectives throughout the lesson (spot checking, group response)

8. Effective Lesson Delivery

- Content objectives supported by lesson delivery
- Language objectives clearly supported by lesson delivery
- Students engaged 90% to 100% of the time
- Pacing of the lesson appropriate to the students' ability level

From: Echevarria, Jana, et, al.

<u>Making Content Comprehensible for English</u>

<u>Language Learners</u>, Allyn and Bacon, 2000.

ISBN 0-205-29017-5

Acc (Exhibit C) Mater Original Charter Application imited English Proficient (LEP)

Nevada Proficiency Examination Program (NPEP) Effective for the 2011-2012 School Year Only

First Name:	Last Name:	MI:	DOB:
Native Language:	ELP Level:	Student ID #:	
School:	Distr	ict:	
Use this form to document the need Accommodations are linguistic based a appropriate test administrator(s). Test students.	nd specific for each student. Relevan	t information from this for	m must be provided to the
I. NO ACCOMMODATIONS	<u> </u>		
	oficient (LEP) student will participa (HOUT LEP accommodations.	nte in all Nevada Proficien	cy Examination Program
II. ACCOMMODATIONS The accommodations for the New	rodo Dueficionar Evenination I	Duoguom Botod holow o	annly to the Cuitorien
The accommodations for the New Referenced Tests (CRT), the Fift Examinations (HSPE), unless other time (only afforded within the same of the beginning of the test aloud in Estudents and are not considered accommodately.	th and Eighth Grade Writing rwise indicated. Standard test adm day and as long as the student is we English, and reading/rereading a w	Assessments, and the H inistration procedures, such orking productively), reading	ligh School Proficiency h as providing additional ng/rereading directions at
Accommodations in Test Setting (ch Small-group (1-20 studen	neck if applicable): nts) administration (e.g., to facilitate	the read-aloud accommoda	ntion)
Accommodations in Test Scheduling Monitored breaks to allo	g (check if applicable): ow for second-language processing		
STUDENT MAY <u>NOT</u> RETURN TO A	PREVIOUSLY-ADMINISTERED P	ART (PART 1, PART 2) ON	A SUBSEQUENT DAY.
· — ·	ration (check only those that apply ne CRT/HSPE in Mathematics and/one Fifth/Eighth Grade Writing Asse	or Science (all grades)	
BILINGUAL DICTIONARIES (WITTANSLATION, WITHOUT PAPROHIBITED.	· · · · · · · · · · · · · · · · · · ·		
DICTIONARIES OF ANY KIND HSPE IN WRITING.	ARE <u>PROHIBITED</u> ON THE RI	EADING TEST (ALL GI	RADES) AND ON THE
Test administrator or proctor may	(as needed)		
signing, or defining	f the math and/or science test(s), in mathematical or scientific synning ANY part of the test is PROF	nbols (including numera	O, 1
READING THE READING TEST THE TEST ADMINISTRATOR OF THE BEGINNING OF THE TEST	OR PROCTOR IS <u>PROHIBITED</u>	D. EXCEPTION: DIRECT	TIONS LOCATED AT
TRANSLATION BY THE TEST A PASSAGES, QUESTIONS, ANSW			,
Use of accommodations not listed of	on this form may result in invalid	scores. (See <i>Procedures fo</i>	or the Nevada Proficiency
Examination Program 2011-2012, Stu	dents with Special Needs, for more	information.)	
Completed by (Name)	Title		Date

Attachment 22 Attachment A.9.2

If a student is new to the Clark County School District, a cumulative record file folder is to be established for students in accordance with specifications detailed in the CCSD Student Accounting Manual.

The governing body of the school will ensure that a permanent record for each pupil enrolled in the charter school is maintained in a separate file. The permanent record will contain:

- (a) The record of attendance of the pupil;
- (b) The grades received by the pupil;
- (c) The certificate of immunization of the pupil; and
- (d) Any other records related directly to the academic progress of the pupil.

In addition, the governing body of the school will ensure that the aforementioned records (and/or cumulative folders) are kept in a location that is safe and secure and affords reasonable protection from:

- (a) Fire;
- (b) Misuse; and
- (c) Access by unauthorized persons.

Information from a student's permanent record will not to be released unless the person seeking the information is authorized to have it. Permanent records of students will be maintained confidential and will only be made available for inspection by authorized persons.

Attachment 23 Attachment B.1.1



8275 S. Eastern Ave, Suite 200 Las Vegas Nevada, 89123

August 10, 2013

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

Re: Proposed Bylaws of Mater Academy of Nevada

Dear Sir or Madam,

I am an attorney licensed to practice in the State of Nevada. At the request of the Committee to Form Mater Academy of Nevada, I have reviewed the proposed Bylaws which are intended to govern the Board of Directors of Mater Academy of Nevada. I believe that the proposed Bylaws are legally sufficient as to form and content, and are consistent with the guidelines set forth in Nevada law.

If you have any further questions or wish to discuss this matter, please do not hesitate to contact me.

Sincerely,

Rvan Reeves, Eso.

Academica Nevada

Attachment 24
Attachment B.1.2

BYLAWS OF MATER ACADEMY OF NEVADA

ARTICLE I INTRODUCTION; LEGAL STATUS

Section 1. <u>Name, Location and Address</u>. The name of the charter school is Mater Academy of Nevada (hereinafter referred to as the "School"). The School, is located in Clark County. The address of the School is to be determined.

Section 2. <u>Legal Status</u>. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the Nevada State Public Charter School Authority. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Authority. The Board plans and directs all aspects of the school's operations. (**Stipulation 1**)

Section 3. <u>Statutes</u>. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386, and all other applicable Nevada laws and regulations.

ARTICLE II PURPOSE AND MISSION

Section 1. <u>Purpose and Mission</u>. The purpose of Mater Academy of Nevada is to improve the academic achievement of pupils, specifically those who are at risk. The mission of Mater Academy of Nevada is to provide an innovative, challenging, multi-cultural curriculum, preparing students to be global citizens and have a competitive edge in the 21st century workforce. Mater Academy of Nevada aspires to have students to obtain a thirst for knowledge and a belief in the students' self-efficacy. We strive to have the Mater Academy of Nevada community to be actively involved in the learning of its students. (**Stipulation 17**)

Section 2. <u>Non-Discrimination</u>. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law in hiring or other employment practices. 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 basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law. 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. <u>Powers and Duties</u>. The business, affairs, and property of the School shall be managed by a Board of Directors. The founding committee to form the school will be become the

first governing body 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) Establish and approve all major educational and operational policies;
- (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 state 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, showing 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) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. <u>Formation</u>. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the Board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC 386.345 and all other applicable statutes. (**Stipulation 7 and 14**)

Section 3. <u>Qualifications; Election; Tenure</u>. The Board shall be composed of seven (7) Directors unless and until changed by amendment of these Bylaws. Any amendments will be discussed in an open meeting and approved by the School's Sponsor. (**Stipulation 2**)

- (a) The Board shall adhere to the statutory requirements of NRS 386.549 which requires one (1) active or retired teacher licensed by the State of Nevada, one (1) active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:
 - (1) Accounting;
 - (2) Financial services;
 - (3) Law; or
 - (4) Human resources. (Stipulation 5).
- (b) A majority of Board Members shall be residents of the county in which the school is located.
- (c) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (d) The Board Members shall serve five (5) year terms. Board members may serve no more than two (2) five year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. The Board shall establish the term for a newly elected Director before the election, in order to stagger the terms of each member of the Board. To initially stagger the terms for the founding board, Two Directors will serve three-year terms, two Directors with serve four-year terms, and the remaining three will serve the usual five year term. Those Directors who will serve the three, four, and five year terms will be determined by lottery at the first official board meeting upon receipt of the charter. (Stipulation 8).
- (e) When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If for any reason the Board membership should drop below five (5) members, the only action that may be taken by the Governing Body is action to add members

who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any Board Vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. (**Stipulation 13**)

- (f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. The Board of Directors must seek candidates which adhere to the statutory requirements of NRS 386.549. To Assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. The Board of Directors may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board of Directors. Insofar as is practical, the Board of Directors shall represent the diversity of the community it serves and shall be free from domination of members of the same religious, ethnic or racial group or related parties (by birth or marriage). (Stipulation 10 and 15).
- (g) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Board Member and provide the sponsor and the Department of Education with the new member's resumes and affidavits as required pursuant to NRS 386.549(1).
- (h) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.
- (i) The Board shall develop an orientation and training program for new directors and an annual continuing program for existing directors. Board members will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others. (Stipulation 4)

Section 4. <u>Annual Meeting</u>. The annual meeting of the Board shall be held at the School in July of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

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 county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson 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 of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member 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. Meetings shall be audio recorded. Minutes of each Board meeting shall be taken and shall be approved by the Board. Said minutes shall be kept at the School and will be made available to the public, upon request. (Stipulation 16)

Section 6. <u>Agenda</u>. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2).

(a) In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and 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. <u>Quorum</u>. 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. Proxy voting is not permitted.

Section 8. <u>Ex-Officio Members.</u> There shall be no ex-officio governing body members. (**Stipulation 3**)

Section 9. <u>Vacancies</u>. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 10. <u>Committees</u>. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial 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. The Board shall not be permitted to delegate their power to contract nor their budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

- 1. Academic Committee: The Academic Committee shall consist of at least one Board member, the School Principal/Administrator, at least on licensed teacher employed by the School, and at least one parent of an enrolled child. The Academic committee shall meet at least two (2) times per school year. The purpose of the Academic committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight into instructional activities that meet the specific needs of the students.
- 2. Governance Committee: The Governance Committee shall consist of at least two Board members, one of whom shall be an elected Officer of the Board. The Governance committee shall meet at least two (2) times per school year. The purpose of the Governance committee shall be to plan and develop Board Member orientation and training and ensure Board operations and policies are updated and compliant with State law.

3. <u>Financial Committee</u>: The Financial Committee shall consist of at least two Board members, one of whom shall be the Board's Treasurer, and the School Principal/Administrator. The Financial committee shall meet at least two (2) times per school year. The purpose of the Financial committee shall be to prepare annual budgets for full Board review and approval, coordinate the Annual Audit, and develop long-term financial goals and plans for full Board consideration.

(Stipulation 18)

Section 11. <u>Removal</u>. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 12. <u>Resignation</u>. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 13. <u>Participation by Telephone</u>. To the extent permitted by law, any member 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 14. Proxy Voting. Proxy voting is not permitted.

Section 15. <u>Compensation</u>. No member of the Board shall receive any compensation for serving in such office, except as allowable under NRS 386.549 and specifically authorized by a majority vote of the Board of Directors. The School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 16. <u>Closed Sessions</u>. Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

Section 17. <u>Protocol</u>. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting. (**Stipulation 6**)

Section 18. <u>Public Comment</u>. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

ARTICLE IV OFFICERS

Section 1. <u>Number</u>. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect. (**Stipulation 19**)

Section 2. <u>Election and Term of Office</u>. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one (1) year and until their successors have been duly elected and qualified. Board Officers may serve no more than three (3) consecutive one-year terms in any office. 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 at the annual meeting. (**Stipulation 9**)

Section 3. <u>Removal of Officers</u>. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. <u>Chair</u>. The Chair of the Board shall preside at all meetings of the Board. The Chair 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 Chair 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. <u>Vice-Chair</u>. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. <u>Secretary</u>. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. <u>Treasurer</u>. 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 member. 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. <u>Vacancies</u>. A vacancy in any office, held by an officer, because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

ARTICLE V

STAFF

The Board shall appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI CONTRACTS, LOANS, AND DEPOSITS

Section 1. <u>Contracts</u>. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. <u>Loans</u>. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

Section 3. <u>Checks, Drafts, and Notes.</u> All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of \$25,000.

Section 4. <u>Deposits</u>. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select. (**Stipulation 11**).

Section 5. <u>Gifts.</u> The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. <u>Fiscal Year</u>. The fiscal year of the School shall begin on July 1 and end on June 30.

ARTICLE VII PROPERTY

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the Board.

ARTICLE VIII INDEMNIFICATION

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE IX AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor. (**Stipulation 12**)

ARTICLE X DISSOLUTION

<u>Revocation of Charter or Dissolution</u>. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of according to applicable laws and appropriate regulations.

ARTICLE XI PURPOSE OF THE BYLAWS

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby c	certify that I am the duly elected	and acting Secretary of the School, and that the
foregoing Bylaws	s constitute the Bylaws of the Sc	hool, as duly adopted by unanimous vote of the
Board of Director	rs.	
DATED this	_ day of	_, 20
		, Secretary.

Attachment 25

Attachment B.1.3 Bylaws Stipulations Identification

The Bylaws stipulations are labeled and identified within the Bylaws document in bold print at the end of each relevant section.

With regard to Stipulation 1, "contain no reference to incorporation of the charter school or the school's governing body," the proposed bylaws acknowledge that the School is not currently incorporated. However, the provision does not prohibit incorporation at a future time due to the recent change in Nevada law which allows a charter school to incorporate for the purposes of pursuing tax-exempt bond financing.

Attachment 26 Attachment B.2.1

Attachment 26 includes the resumes of the Committee to Form Mater Academy of Nevada. In addition, this attachment includes Renee Fairless and Adalberto Ronquillo's State of Nevada License for Educational Personnel.

Robert Anderson, MSA

CFO and Accounting Supervisor with background in Audit, Financial Reporting, and Project Accounting. Supervisory experience includes training & supervising Accounting Staff regarding various assignments and responsibilities. Experienced with systems such as BST, PeopleSoft, Quickbooks, and other Accounting and Budgeting programs.

EXPERIENCE

Land Baron Investments - Las Vegas, Nevada

CFO

4/2013 - Present

Accomplishments: Oversee largest quarter to quarter revenue growth in company history. Negotiated reduction or elimination of amounts past due and waiver of late fees with certain vendors. Reduced regular monthly bills significantly including up to 50% on some accounts. Negotiated termination of bank fees on all accounts and reversal of prior bank fees charged to all accounts. Successfully collected accounts receivable amounts in excess of 90 days. Responsibilities: Supervise and train team regarding duties and responsibilities including Accounts Payable and Accounts Receivable. Manage all aspects of Accounting and Finance within company. Prepare and distribute Financial Statements for multiple entities. Provide timely and accurate financial information regarding current and prospective investments to management and investors.

Wyndham Vacation Ownership - Las Vegas, Nevada

Senior Accountant

8/2010 - 4/2013

Accomplishments: Innovations include project that achieved tax savings of \$2.6 million USD for Resorts in 2012. Designed and implemented several new processes within Accounting Department including new process to complete Consolidated Financial Statements for significant reduction of preparation time. Observations & recommendations for process improvement have also extended to other Departments including new audit programs for testing internal controls which increased efficiency while also reducing errors and exceptions. Five time recipient of monthly award for accountants that go above and beyond in completing assignments and projects.

Responsibilities: Supervise team of Accounting professionals. Provide on-going training, guidance, and regular performance evaluations. Oversee preparation of bank and balance sheet account reconciliations including Accounts Receivable in excess of \$3 billion USD. Prepare Consolidated Financial Statements for monthly distribution to Managers, Directors, and Vice Presidents. Participate in the development of policies and procedures. Prepare, review, and approve journal entries in conjunction with month-end and year-end accounting close. Prepare and submit schedules for Quarterly Reviews and Year End Audits to external auditors. Research & draft Accounting Memos for proper accounting procedures in accordance with GAAP. Supervise month-end and year-end close process as member of management to ensure tight deadlines are met.

L.L. Bradford & Company - Las Vegas, Nevada

Senior Auditor

4/2007 - 7/2010

Accomplishments: Recipient of yearly award given to top Auditor as a result of commitment in work and extensive travel in 2009. Auditor in charge of engagement to evaluate and test internal financial controls processes over accounting and reporting of fourth largest manufacturer of ethanol in U.S. with annual revenues surpassing \$1 billion USD. Auditor in charge of engagement to perform annual financial statement audit of largest FBO for private flights arriving and departing Las Vegas with annual revenues of approximately \$34 million USD.

Responsibilities: Supervise and develop team of Accounting professionals including review of individual and team performance. Plan, perform, and supervise financial statement audits and reviews by assessing risk in financial reporting and internal controls, preparing budget by audit area, and making assignments by audit area to team of staff accountants.

TBE Group (now Cardno USA) - Las Vegas, Nevada

Regional PACA III

8/2001 - 4/2007

Accomplishments: Recipient of Team Work Award in 2003, for employees that exhibit excellence in team work & partnering within company. Developed and distributed operations manual for use with recording transactions in BST Accounting Software which is still in use within company. Designed and distributed electronic documents, such as truck sheets and other project forms which are still in use in company.

Responsibilities: Supervise and train team regarding duties and responsibilities including Accounts Payable and Accounts Receivable. Provide project accounting support to Senior Management for 7 cost centers. Provide status updates to CEO, CFO and other members of Senior Management on a monthly basis for active projects. Coordinate Accounting matters with other departments, locations, and divisions including budget and updated forecast.

EDUCATION

University of Nevada, Las Vegas - Masters of Science in Accounting

5/2009

Renee Y. Fairless

Objective

To advance to the position of principal for the Clark County School District or a private school system

Experience

Assistant Principal / Basic HS / Henderson, NV

2012 - present

- Supervised Social Studies and Foreign language Departments
- Monitored and dispersed funds for Title I, NDE Consequence, and PASS Plan budgets
- Supervised Attendance and Discipline ensuring that all state, federal, and CCSD regulations and guidelines were followed
- Supervised the Dean of Students, Attendance Clerk, and Dean's Office Secretary
- Responsible for all alternative placements for students
- Organized Professional Development for Math, English Language Arts, Science
- Coordinated meetings for Advanced Placement classes for incoming freshman
- Supervised athletics, performing arts, and school activities
- Coordinated Title | Nights for Parents
- Implemented a Truancy Diversion Plan for 2013-2014
- Developed Security and Supervision Plan
- Wrote and implemented the Crisis Response Plan
- Instrumental in obtaining and dispersing funds for the development of a new computer lab and laptop cart

Dean of Students / Support Team Administrator Sunrise Mountain HS / Las Vegas, NV

2009 - 2012

- Developed and implemented progressive discipline for a new high school
- Applied all CCSD attendance, discipline, and truancy guidelines
- Processed teacher referrals and followed all disciplinary procedures established by Education Services
 Division for alternative placements and recommendations for expulsion
- Coordinated attendance procedures and implemented school-wide attendance initiative plan
- Coordinated transportation for 2400 students
- Supervised and evaluated Social Studies Department and Special Education Department
- Supervised support staff including campus monitors, SPTAs, and OSII
- Supervised support team counselor, focus coordinator, and Family Engagement Resource Counselor
- Managed all aspects including personnel, budget, and community relations for the United Way FERC grant
- Supervised all aspects of compliance and professional development for Special Education
- Served as testing coordinator and facilitated all aspects of the NHSPE for over 1200 students
- Served as the Activities Administrator and coordinated all activities including graduation.

Counselor / C.T. Sewell ES / Henderson, NV

2005 - 2009

- Provided all aspects of Guaranteed Level of Service as a school counselor
- Wrote and applied for over one million dollars in grants, including 21st CCLC, City of Henderson CDBG, Met-Life, Panasonic Change Grant, and Fresh Fruit and Vegetable grant.
- Co-wrote Empowerment School Application and facilitated Empowerment Team Meetings
- Coordinated Annual Health and Wellness Fair

1991-2005

Teacher / Green Valley High / Henderson, NV

- Developed a high school psychology program into a comprehensive program that included Advanced Placement classes, International Baccalaureate Program, Psychology I and Psychology II.
- Coordinated the first high school for credit class for CCSN
- Coached nationally competitive cheer squad
- Psychology Club Advisor

Education

M.Ed. in Education Administration	2005 – 2007
Grand Canyon University / Scottsdale, AZ	
M.Ed. in Counseling & Educational Psychology	1989 – 1991
University of Nevada, Las Vegas / Las Vegas, NV	
B.A. in Political Science & Social Studies Education	1978 – 1982
North Carolina State University / Raleigh, North Carolina	

Certifications

Administrator (K-12) / Counselor (K-12) / Social Studies (7-12) State of Nevada Teaching Experience	Expires 2016
Green Valley High School / Henderson, NV Psychology	1991 – 2005
College of Southern Nevada / Henderson, NV Adjunct Instructor, Psychology I & II	1991 – 2001
Orr Junior High School / Las Vegas, NV 9 th grade teacher, Social Studies Coach: swimming, softball & cheer	1987 1991
Florida Teaching Experience Homestead Junior High School / Homestead, FL Social Studies & Reading, 6 th and 7 th grade	1984 – 1987

References Available Upon Request

License for Educational Personne State of Nevada License No. 0000008195

This License Certifies That

RENEE FAIRLESS

has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the Standards in the colonials of the Standards and the Commission of Public Instruction

,					,
Kind of License		Issued	Endorsements	Expires	Provision Code(s)
PROFESSIONAL SECONDARY		7-12 02/04/2010	SOCIAL STUDIES (03/30/1987)	02/02/2016	
PROFESSIONAL SPECIAL		K-12 02/04/2010	SCHOOL ADMINISTRATOR (09/27/2007), COUNSELOR	02/07/2016	
PROFESSIONAL SPECIAL	K-12	K-12 02/04/2010	SUBSTITUTE (03/30/1987)	02/07/2016	

Keith W. Phowlt

State Superintendent of Public Instruction



RICARDO JASSO



PROFILE

Las Vegas native with a background and active interest in the Las Vegas hispanic community. A real estate professional for over 8 years with experience in commercial, residential and REO real estate sectors. Active with organizations and local groups who aim to benefit the hispanic community such as the "Ya Es Hora Ciudania Campaign" and "Hispanics in Politics" among others.

Experience

COMMERCIAL AGENT / REMAX BENCHMARK COMMERCIAL PROPERTIES --- 08/13-PRESENT

Commercial Practitioner with responsibilities that include generating and cultivating a sales volume that meets or exceeds company target sales metrics and provide operations support for the growth and development of the commercial division initiative for REMAX Benchmark Properties.

REAL ESTATE LICENSEE / PROMINENT REALTY GROUP -- 2010-2013

Commercial and residential agent whose clients included fortune 500 companies and ;luxury property clients. Clients also included homeowners who were "under water" and needed assistance with "Short Selling" their properties.

PRINCIPLE / NEVADA REO GROUP - 2007-2011

Principle - The Nevada REO Group partnered with Premier Asset Services to provide ground level support in the management and liquidation of REO assets for companies and institutions including Bank of New York, Wells Fargo Home Mortgage and US Bank among others.

REMAX BENCHMARK PROPERTIES — 2006-2010

Residential sales executive who consistently received annual sales awards and accolades.

EDUCATION

Rancho High School - Diploma - 1997

SKILLS

Bi-lingual (English/Spanish), problem solving skills, leadership and speaking experience, Microsoft Office, Wordpress (downtown-vegas.com)

REFERRALS

Available upon request

SHEILA MOULTON

OBJECTIVE

Enhance education opportunities for students

EXPERIENCE

1/1/2012 TO PRESENT

Brigham Young University-Idaho

Rexburg, Idaho

AREA COORDINATOR

- Coordinate and train Student Teacher Supervisors
- Coordinate activities and assignments for Student Teacher Candidates

9/1/2011 TO PRESENT

Las Vegas Clark County Library District

Las Vegas, Nv.

BOARD MEMBER

- Oversee and review policy
- Develop Mission and budget for Library operations

1/1/1999 TO 12/1/2010

Clark County School District Board of

Las Vegas, Nv

99 10 12/1/2010 Trustees

BOARD MEMBER

- Provide Policy Making decisions for the Superintendent
- Supervise and Evaluate Superintendent
- Community Involvement

1994 TO 1998

Clark County School District

Las Vegas, Nv.

SUBSTITUTE TEACHER

- Daily classroom management and instruction
- Instruction flexibility in grade level
- Instruction included library, music, art and special education in Elementary Schools

EDUCATION

1968-1970

Ricks College

Rexburg, Idaho

ASSOCIATES DEGREE

1970-1972

Brigham Young University

Provo, Utah

BACHELOR OF ARTS

Political Science Major

1992-1993

University of Nevada Las Vegas

Las Vegas, Nv.

Education Classes

REFERENCES

References are available on request.

(Exhibit C) Mater Original Charter Application Adalberto Ronguillo

Profile: Has served as a secondary special education teacher since 1998 working with students who are socioeconomically at-risk as well as English Language Learners. Is currently serving as the Focus Coordinator for Sunrise Mountain High School, and has taught special education students techniques to manage their behavior resulting in a reduction of suspensions. In addition, Adalberto has been a dedicated volleyball and basketball coach.

Professional Experience

Sunrise Mountain High School, Las Vegas, NV- (2009-present)

Focus Coordinator (2012- present)
Special Education Facilitator (2011-2012)
Special Education Teacher (2009-2011)

Extra-Curricular Duties

- Head Girls Volleyball Coach (2009- present)
- Head Boys Volleyball Coach (2013-present)
- Head Boys Basketball Coach (2009-2013)

Del Sol High School, Las Vegas, NV- (2005-2009)

Special Education Teacher

Extra-Curricular Duties

- Head Girls Volleyball Coach (2005-2009)
- Head Boys Basketball Coach (2005-2007)

Del Norte High School, Albuquerque, NM (2001-2005)

Special Education Teacher

Extra-Curricular Duties

- Head Girls Volleyball Coach (2002-2005)
- Head Girls Basketball Coach (2003-2005)

Education

Bachelor of Science in Administration of Justice - Western New Mexico University

Master of Arts in Teaching in Special Education-Western New Mexico University

Certifications

State of Nevada Teaching License for K-12 Special Education

License for Educational Personne State of Nevada License No. 0000066964

nd that the Superintendent of Public Instruction has complied with the prescribed rules and re has granted this license which authorizes the

Kind of License Type of License

PROFESSIONAL SPECIAL PROFESSIONAL SPECIAL

K-12 K-12 SUB

9/28/2014

et N. De

State Superintendent of Public Instruction

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining and renewing his/her license [NAC 391.025(1)].

(Exhibit C) Mater Original Charter Application Maricela Solis

Brief Biography:

I am Maricela Solis a mother of two kids. I grew up in the Las Vegas area and graduated from Rancho High School in 1996 with a diploma. I want my kids to go to good schools and have the best educational opportunities that can be provided to them. Most of my work experience has been providing cleaning services to residential homes and commercial buildings. In 2004, I decided to start my own housekeeping company.

Education

Rancho High School-1996

Work Experience

My Housekeeping Services LLC, Las Vegas

Self Employed, 2004- Present

- Recruited and serve over 20 residential clients.
- Create and organize a schedule that meets the needs of all clients.
- Delivery of housekeeping services.
- Financial management of company.
- Strong communication skills.
- Proven track record of reliability.

A Personal Touch Lifestyle Maintenance

Housekeeper, 2004

Sanitors, Las Vegas

Cleaning Services, 2004

Americana Housekeeping

Housekeeper, 2001-2002

References can be provided upon request.

Attachment 27 Attachment B.2.2

Please see the pages that follow for the individual Committee member responses to the Request for Information from Prospective Charter School Board Members and Members of Committee to Form the Charter School (CFS). This attachment also includes the Affidavit For Service As A Member Of The Governing Body Of A Charter School.

Robert Anderson August 21, 2013

> Request for Information from Prospective Charter School Board Members and Members of Committee to Form the Charter School (CFS)

Governing a public charter school requires a commitment and responsibility. The governing board will be ultimately responsible for the sound education of all the children in the school and the use of public funds that the school receives. Your desire to serve on a charter school board or CFS indicates belief in and commitment to the quality public schools for all children.

One of the components of the charter school application is to provide the sponsor a sense of the board's capacity to govern. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

Background

- 1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. Affirmative
- 2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? I was contacted by Allison Salmon who I know from activities such as Cub Scouts and Boy Scouts.
- 3. Explain why you would like to serve on the board. I would love the opportunity to give back to the community. I feel that serving on the board of directors presents this type of opportunity.
- 4. Have your previously served on a board of a school district or a non-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity. I have served on committees for several troops within the Boy Scouts of America including currently serving on the committee for Troop 370.
- 5. What is your understanding of the appropriate role of a public charter school board member? I feel that the principal role of a board member for a public charter school is that of oversight. This means that the board should be involved in making sure that the school keeps its commitments to the community and the students enrolled in its schools.
- 6. What relevant knowledge and experience will you bring to the board? I have over 10 years experience in Accounting, including Audit and Financial Reporting, as well as a post-graduate degree in Accounting from UNLV.
- 7. Assuming the school is successful, what is your image of how the school will look toward the end of its first year? What will it be like after four years? I think the success of the school can be measured in several key areas. The first of these would be academic success as measured by the percentile of students who have been able to place at or above accepted levels in Common Core and Nevada State Standards. The second of these would be financial success as measured by the existence of a budget surplus. After four years, I would expect the school to have a higher enrollment rate as well as a continued budget surplus.

Robert Anderson August 21, 2013

Educational Philosophy

- 8. What is your understanding of the school's mission and/or philosophy? We have discussed having the school's philosophy anchored in the "super skills" of collaboration, communication, creativity and critical thinking.
- 9. Are you familiar with the school's proposed educational program? How would you describe it? Mater Academy has proposed an educational program that seeks to help students be ready for a global environment by stressing an international curriculum which helps students prepare for future studies at the collegiate level as well as prepare students to enter the work force.
- 10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure the school is successful? A few characteristics of a successful school would include financial success as measured by a budget surplus as well as academic success as measured by the percentile of students who have been able to place at or above accepted levels in Common Core and Nevada State Standards. I think that the board will need to meet regularly in order to review the progress of the school in these and other key areas.

Renee Fairless Request for Information

Ouestions

- 1. Yes, I will be over the age of eighteen. Birth date: February 7, 1960.
- 2. I became aware of the proposed charter through a former supervisor in the Clark County School District. He was interviewing for a principal's position at another charter school and provided information about the proposed charter for the Mater Academy of Nevada.
- 3. I was interested in serving on the board because I am invested in seeing educational changes in Clark County. I have been an educator for twenty-nine years. Twenty-six of them in the Clark County School District. I recognize the need for innovation in education. Once I heard this charter would specifically be designed to attract primarily English as a Second Language (ESL) and English Language Learners (ELL) as students, I felt this was an area I had some expertise. I have worked in at-risk populations throughout my career and worked in schools with large Hispanic populations. I also served as an administrator at Sunrise Mountain High School with a 78% percent Hispanic population.
- 4. I have served on Empowerment Committees for CCSD, Curriculum Development Committees, and a variety of educational task force committees. I believe my experience is an asset in developing goals to help students achieve and be successful learners.
- 5. My understanding of the role of a public charter school board member is that as a board we will be responsible for setting policies and providing governance. The

Renee Fairless Request for Information

board is expected to provide support for the school administration and to help the school administration set clear goals each year and to reach those goals.

- 6. As an educator for twenty-nine years I have extensive knowledge of educational programs. I have a strong background in teaching at–risk, ELL, and Special Education populations. I have served as a teacher, counselor, and administrator during my career. I taught middle school students for six years, high school for fifteen, served as an elementary counselor for four years and have been a school administrator for four. My experience is with diverse populations and I believe I can help develop a successful model based on closing the achievement gap.
- 7. At the end of the first year, I would expect to see a thriving educational environment in which students, parents, teachers, and administrators have developed a sense of community. Furthermore, the community has embraced the school and recognizes the school has the center of its community. Four years from now, I expect the students to be successful and showing competency in the 21st century skills of communication, collaboration, and critical thinking. I expect to see students thriving and showing growth each year on state assessments. I also expect to see many of the challenges the students entered the school with have been erased through interventions and family support.
- 8. I fully support and understand the mission is to prepare students for the future and to ensure they are ready for the challenges ahead to be competitive in our global society.
- 9. Yes, I am familiar with the schools educational program. The school is focused on teaching to the Common Core Standards established by the State of Nevada.

Renee Fairless Request for Information

However, the school programming will provide an emphasis on addressing the needs of ELL and ESL students.

10. A successful school is a safe school in which students are able to achieve grade level goals and prepare for the future. A successful school is able to be fiscally responsible and yet, meet the necessary needs of the students and staff. Lastly, a successful school is a school in which state assessment goals consistently show growth for every child and all populations are being served.

Request for Information Ricardo Jasso

- 1. I affirm I will be at least eighteen years old by January 1st of the year in which the proposed charter school would open.
- 2. I became aware of the proposed charter school and the opportunity to serve as a member of its board through Renae Fairless and her husband Roger Fairless.
- 3. I would like to serve on this board because I feel this charter school is a great opportunity for the kids and families of the community this school targets. I have a direct connection to this community and I believe that the school will enhance the development of the kids who attend and in turn prove beneficial not only to the community itself but to the city and state of Nevada as a whole. I would be honored to serve on this board and I believe that I can help bring this charter school to a community that really needs it.
- 4. I have not previously served on a board of a school district, a non-profit corporation or an independent private school. Although I have not had any previous service I wish to serve in this capacity because I believe this charter school will be a positive and effective educational resource for the kids and families in the community and if I can personally help bring this to fruition I will.
- 5. I understand that the role of a board member includes commitment and responsibility. The board members are responsible for providing a quality education to the kids but also to make sound and responsible decisions with the public funds that the school receives.
- 6. I will bring to the board experience in real estate which will help when locating and negotiating fair lease terms for the charter school. I bring sales experience which will benefit the board when promoting the school to prospective students and their families. I speak Spanish which allows me to communicate directly with the members of the community. I also bring leadership and team experience that will help maintain a healthy and effective board.
- 7. The vision I have for the school toward the end of the first year is to have satisfied students/families and have a solid foundation to build on for future growth. After four years the school will have a good reputation within the community, will be at full capacity and have educational results that meet or exceed the goals.
- 8. I have a good understanding of the schools mission because I involved in the process when it was collectively put together.
- 9. Yes I am familiar with the schools educational program. I would describe it as ambitious yet not unattainable.

Request for Information Ricardo Jasso

10. I believe that the characteristics of a successful school is one with a stellar reputation amongst the community it serves, a school that produces the intended educational results and a school that is fiscally balanced. I think the board will need to take a hands-on, grass roots approach to ensure that the schools is successful. The board will need to be involved not only in the planning and decision making process but the board will also need to be an active presence in the community itself.

Response from Sheila Moulton
Acting Committee Chair for Charter School-Mater Academy of Nevada
Las Vegas August 18, 2013

BACKGROUND

- 1. Well over 18 years of age
- 2. I met with Robert Howell with Academica Nevada to discuss the possibility of a charter school that serves at risk and English Language Learner students on the East Side of Las Vegas where I have lived since July 1978.
- 3-4. My lifetime focus has been on the education of my 6 children. As my oldest child entered Kindergarten at Wengert Elementary School; a wise and great principal, William K. Moore, taught me that I must not just advocate for my own children, but for ALL children. Since 1978 I have tried to do that. I began with the local PTA, Area Council PTA, and Nevada State PTA. In 1998, I was elected to the CCSD Board of Trustees where I advocated for 12 years for all students to gain the knowledge, and life skills to be a successful member of our community. During my 12 years on the Board I promoted charter schools when they were brought to the board so that students and their families might have a choice in their education.
- 5. A charter school board member will work with other board members to set a vision, mission statement and policies that would govern the administration of the school. The educational philosophy of the Mater Academy of Nevada will be monitored and adhered to by the board. Finances and leadership of the school will be monitored and audited as regulated by state law. Above all the Mater Academy of Nevada will ensure a successful education for the students and their families
- 6. As a 12 year board member of CCSD I bring experience in policy development and monitoring, budget creation and monitoring, audits, personnel and a knowledge of the Las Vegas community; especially my 35 years on the east side of Las Vegas. As a parent of 6 and grandparent of 19, former substitute teacher and a current Area Coordinator for BYU Idaho student teachers in Clark County, I have devoted my life to providing a quality education for students and I will continue to do so.
- 7. Mater Academy of Nevada will be successful. In the first year we will see growth in academics, family engagement in their children's education, a staff that has content knowledge and the ability to deliver that knowledge to students with different learning needs. The first year may have bumps but those challenges will have the board and staff all unite to produce an environment focused on our students. After four years that same unity will expand. Mater

Academy of Nevada will be a magnet for quality educators and students and families that want to succeed. We will be financially sound and a quality campus site will be opening.

EDUCATIONAL PHILOSOPHY

- 8. Mater Academy of Nevada has a mission to ensure that students will meet a challenging "multi-cultural curriculum" that will prepare them for further education, employment and to be good citizens of our community. Collaboration, communication, creativity and critical thinking will be our focus as we prepare students for the 21st Century. Students and their families will be prepared to assimilate into our diverse and ever changing community.
- 9. Mater Academy of Nevada is patterned after a Mater Academy in Florida however; it is aligned with student needs in our own East Side Community. The program will require students to become self-disciplined and to have the support of their families. Educators will be firm, knowledgeable, and caring toward each individual student. Smaller class sizes will allow individual instruction and attention to each student. The school will strive to communicate with students and their families and staff to ensure all expectations are known, understood and achieved. Student imagination and creativity will be nourished and enriched through research, inquiry and support from teachers. I have worked the past three months to solidify the vision and philosophy of Mater Academy of Nevada to ensure student success.
- 10. A successful school has enough organization and over-site to allow teachers to do what they do best, teach and nurture. Education will be conducted without politics but focused on the individual needs of all students. Students and their families are happy, well mannered, show concern for themselves and others. Families seek opportunities to support their children and their teachers. Community members know about the school and want to be supporters of the Mater Academy of Nevada school community. Board Members work diligently to support the school but do not get involved in the management, but will monitor the policies and student out-comes that align with policies. Our Board will need to learn our role and become trained in Board Member work. We will need to speak with one voice after discussion and debate and not work as individuals. Work as a TEAM. Board Members will need to study audits and oversee financial expenditures as they are aligned to the vision and mission of Mater Academy of Nevada. Following these steps will produce a successful school.

Request for Information Adalberto Ronquillo

- 1. I confirm that I am over 18 years of age.
- 2. Renee Fairless introduced me to the opportunity to serve on the Committee to Form Mater Academy of Nevada.
- 3. I would like to serve on the Board because it's a great opportunity to oversee a school that will serve at-risk and English Language Learner students.
- 4. I have not previously served on a board, but I have contributed to the school's I worked at serving on various committees from the Northwest Accreditation Committee to the Discipline Committees. I have always worked at schools that serve at-risk and English Language Learners. I have observed that these students could use a different choice in type of school they attend. This is why I would like to serve as a board member to help build a school that will offer at-risk students a better option.
- 5. The role of a public charter school board member is to ensure that the charter's mission, vision, and specific goals are being worked towards and met.
- 6. I served as special education teacher for fifteen years, and have served as a special education facilitator. I have become very familiar with the constant changes of special education policies and procedures. I also have knowledge in best practices in educating students of special populations.
- 7. At the end of the first year, through the collection of data we will see individual student growth for the students at Mater Academy as well as an environment that feels like a community for families, students, and faculty. After four years, the Board would see that seventy-five percent of the students who have attended for 3 years are showing that they are meeting annual yearly progress as set in Goal 1.
- 8. My understanding of the mission is that individual students will be given an education that will give them a competitive edge.

Request for Information Adalberto Ronquillo

- 9. Through differentiated instruction, the school will meet the learning needs of all students.
- 10. If anyone in the community visits the school they would feel welcome. Students will feel safe and comfortable in school, and students will want to go to school. The Board will guarantee this environment by making sure that the principal hires highly qualified teachers who genuinely care about the student population at Mater. The Board will make sure that facilities and resources are readily available for all faculty and students.

- 1. Yes, I am 35 years old. My birthdate is 3/16/78.
- 2. Ricardo Jasso approached me about being part of the committee. He knows that I have two kids the oldest is in school.
- 3. I would like to be involved in my child's education. By serving on the committee of Mater, it was a good opportunity.
- 4. No, I have not previously served on a board. I am mother of two kids. I grew up in the Las Vegas area and graduated from Rancho High School in 1996 with a diploma. I want my kids to go to good schools and have the best educational opportunities that can be provided to them. I'd like to see better schools in the area I live in.
- 5. As a parent that is on the board, you set goals for the school that make sure all kids are getting a good education.
- 6. Since I'm self-employed, I am good at scheduling, organizing, and communicating. I also have knowledge of the Northeast Las Vegas community, and know many other families that want their kids to go to good schools.
- 7. That many of the goals have been achieved. Parents are happy with the success of the school. After four years, you will see students are enjoying going to school and in a safe environment.
- 8. The school will teach toward the needs of children that are growing up in the Northeast community whose families are low income, and to help the students learn, keep them out of trouble, and keeping them interested in school.
- 9. Yes, excellent just what as a parent we are looking for the help we and our kids need.

10. A successful school has a good foundation with goals that will benefit both students and parents.

Keeping both parents and students interested and involved with the school program will help student achieve. The board will need to make sure the school is doing all that it can to fulfill the mission of the school.

STATE OF NEVADA)
County of Claude) ss.
COMES NOW Robert Qualification, being first duly sworn, duly states under penalty of perjury as follows:
1. I am currently residing at
2. I intend to serve on the governing body of Mader Aranlmy of anda, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."
tall of Nevada Signature: Solo Port Anderson
this 19 day of august, 2013.
S. GIBSON Notary Public Notary Public APPT. NO. 12-9677-1 My App. Expires October 29, 2016

AFFIDAVIT FOR SERVICE AS A MEMBER OF THE GOVERNING BODY OF A CHARTER SCHOOL

STATE OF NEVADA)					
County of Clark) ss.					
COMES NOW Renee Y. Fair less, being first duly sworn, duly states under penalty of perjury as follows:					
2. I intend to serve on the governing body of Mater Academy of Na public charter school in Nevada.					
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.					
4. There are not any such charges pending to the best of my knowledge.					
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.					
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.					
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."					
DATED this 19 day of August, 2013. Signature: Rue 4. Faula					
Signature: Race y. Faula					
SUBSCRIBED and sworn to before me by. Kense V Fairless					
this 19th day, of August ,2013.					
this 19th day of August ,2013. Mary Kay Weishan, Notary Public					

Notary Public, State of Nevada Appointment No. 06-108100-1 My Appt. Expires Aug 21, 2014 STATE OF NEVADA

AFFIDAVIT FOR SERVICE AS A MEMBER OF THE GOVERNING BODY OF A CHARTER SCHOOL

) ss.

County of Clay L					
COMES NOW					
2. I intend to serve on the governing body of MANY ACAMMY OF NUMBER a public charter school in Nevada.					
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.					
4. There are not any such charges pending to the best of my knowledge.					
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.					
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.					

7. I have read and understand the attached three page "Matters of Concern to Nevada Charter

, Notary Public

School Governing Body Members, Revised July 26, 2007."

DATED this 20 day of Augus

County of Clark
SUBSCRIBED and sworn to before me by:

this May of august

State of Merada

S. GIBSON Notary Public-State of Nevada

APPT. NO. 12-9577-1 My App. Expires October 29, 2016

STATE OF NEVADA)
County of Clark)
COMES NOW Shella R. Moulton, being first duly sworn, duly states under penalty of perjury as follows:
1. I am currently residing at
2. I intend to serve on the governing body of Mater Academy of Wevade, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."
DATED this 21 day of August , 2013. Signature: Sheela R. Monton
SUBSCRIBED and sworn to before me by:
this 21 day of Engrat, 2013.
, Notary Public KRISTIE FLEISHER Notary Public-State of Nevada APPT. NO. 12-9580-1 My App. Expires October 29, 2016
Notary Public-State of Nevada



Page 1 of 2

STATE OF NEVADA

	County of Clark)
	comes now Adalberto Rong will, being first duly sworn, duly states under penalty of perjury as follows:
	2. I intend to serve on the governing body of Mater Academy of Newada, a public charter school in Nevada.
	3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
	4. There are not any such charges pending to the best of my knowledge.
1	5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
	6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
1	7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."
] H	DATED this 22 nd day of August 2013. The Control Signature:
Di	SUBSCRIBED and sworn to before me by: addberto Roquello
	this 22 day of August , 2013.
	S. GIBSON Notary Public Notary Public-State of Nevada APPT, NO. 12-9577-1 My App. Expires October 29, 2016

STATE OF NEVADA)					
County of Clark					
COMES NOW MUYICLU SOUS , being first duly sworn, duly					
states under penalty of perjury as follows:					
2. I intend to serve on the governing body of Track Academy, a public charter school in Nevada.					
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.					
4. There are not any such charges pending to the best of my knowledge.					
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.					
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.					
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."					
DATED this 19 day of AUGUST, 2013. Signature: Will Dolis					
SUBSCRIBED and sworm to before me by: KRISTIE Fleisher sugned by Werickla Solis					
this 19 day of August, 2013. Maricela Solis					
, Notary Public					
KRISTIE FLEISHER Notary Public-State of Nevada					

Attachment 28 Attachment B.2.4

Statement of Assurances

Revised December, 2012

1. The charter school herein named, Mater Academy of Mela da (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.

(Exhibit C) Mater Original Charter Application 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.

Sheeled Multo Signature of Certifying Charter School Official

Sheila R. Moulton

Name Printed

Acting Committee Chair
Title

8-21-2013

Date

Subscribed and sworn to before me

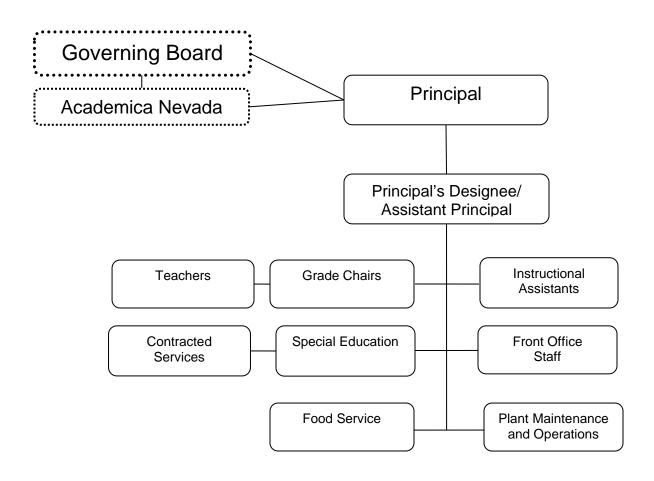
KRISTIE FLEISHER otary Public-State of Nevada APPT. NO. 12-9580-1 App. Expires October 29, 2016

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Attachment 29 Attachment B.3.3



Mater Academy of Nevada Organizational Chart



Attachment 30 Attachment B.3.7

As long as our school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school "shall enroll pupils...in the order in which applications are received." "...[I]f more pupils...apply for enrollment...than the number of spaces which are available..." the school shall use a lottery to determine who will be enrolled.

We will adopt the following lottery exemptions:

- Sibling of a pupil who is currently enrolled in the school;
- A child who was enrolled, on the basis of a lottery system, in a free of charge
 prekindergarten or other early childhood educational program at the charter school
 (should this program be developed and approved by the School's Sponsor in the future);
- o A child of a person who is:
 - employed by the school; or
 - a member of the committee to form the school or the governing body.
- A child who resides within the school district and within 2 miles of the school;
- Pursuant to NRS 386.580(8)(c), a child who is in a particular category of being 'at risk' as defined in NRS 386.500. Specifically, Mater Academy will provide priority enrollment to members of economically disadvantaged families and pupils who are limited English proficient. Determination of 'at risk' status will be determined in the student's enrollment application by obtaining information regarding the student's qualifications for "free and reduced lunch" under the National School Lunch Program, the student's qualification for English Language Learner status in a public school, or (for students who have not previously been enrolled in a Public School which tests for English Language proficiency) the completion of a home language survey.

As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353.

As stated in the Cover Sheet for our charter school application and elaborated upon in B.3 (Required Element 9) of the application, we will not limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to NAC 386.353.

For the situations identified below, only, our school will establish and advertise an enrollment window from February 1 to February 15 during which it will accept applications.

- Approaching our first year of operation;
- When adding a new grade; and
- For annual enrollment in our school's lowest grade.

We will announce and advertise these opening and closing dates of the window to the community in which we plan to operate. The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

- If the number of applications received during an enrollment window does not exceed
 the number of spaces available, including by grade, all pupils who applied shall be
 enrolled in our school.
- 2. If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.
- Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list in the order determined by the lottery.

- 4. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.
- 5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
- 6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
- 7. As space becomes available, pupils from the waiting list will be enrolled in the school.
- 8. The waiting list enrollment order will be determined by lottery.
- 9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
- 10. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.
- 11. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications.
 Applications received after an enrollment window closes are placed on an enrollment

- waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.
- 12. The Committee to Form our Charter School includes a person who <u>intends</u> to enroll their child in the school; the same applies to our school's first governing body (board) which will be formed before the school's first enrollment will be determined.

If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

Attachment 31 (Exhibit C) Mater Original Charter Application

Attachment B.3.1.1

SCHOOL NAMES	Somerset Academy of Las Vegas	Pinecrest Academy of Nevada	Doral Academy of Nevada
Year Opened	2011	2012	2013
City	Las Vegas	Henderson	Las Vegas
State	NV	NV	NV
Grades Served	K-9	K-8	K-8
Total Enrollment	1784	764	TBD
% African American	7.5	3.9	TBD
% Hispanic	9.9	5.1	TBD
% White	74	81.2	TBD
% Other Race/ Ethnicity	8.3	8.8	TBD
% FRPL	1.7	NA	TBD
% SPED	2.9	7.5	TBD
% ELL	1.1	NA	TBD
Contact Name	Crystal Thiriot	Candace Friedman	Joani Williams
Contact Title	Board Chair	Board Chair	Board Chair
Contact Email			

Attachment 32
Attachment B.3.1.1

Attachment 33 Attachment B.3.1.2

i. Information regarding selection of the EMO

1. Name of the EMO

Academica Nevada, LLC

Mater Academy, Inc.

2. Contact person for the EMO with telephone number and address



ii. The decision to contract with an EMO

The Committee to form Mater Academy of Nevada believed that it would be in the best interest of the Committee to hire an experienced and successful management company to assist in the planning and creation of a new charter school. The Committee chose Academica because they have managed the creation of several successful Charter School models, including replication models already operating here in Nevada. In addition, the Committee feels that Academica's services in assisting the Board with financial management, financial oversight, board meeting management and statutory compliance will complete tasks that otherwise require the Board to hire additional staff.

The Board has also elected to affiliate with Mater Academy, Inc. Mater Academy, Inc. is a system of schools that serve student populations with economically disadvantaged and limited English proficient learners. By replicating their best practices and procedures, the school expects to attain improved educational results for these student populations. Additional information on Mater

Academy can be found in A.2.4 and attachment 2.

iii. Selection of the EMO Model

The committee to form Mater Academy of Nevada learned of Academica Nevada by speaking to other members of the charter school community in Nevada. Specifically, Renee Fairless formerly worked as a school administrator under the direction of John Barlow, who is now a principal at Somerset Academy of Las Vegas. Somerset Academy of Las Vegas currently contracts with Academica Nevada for management services and Mr. Barlow was well acquainted with the personnel and service provided by Academica Nevada. At approximately the same time, Sheila Moulton was investigating the opportunity of opening a charter school for at-risk students and met with Bob Howell of Academica Nevada to discuss the process.

The committee to form then learned of the Mater Academy family of schools through Academica Nevada representatives. Upon learning of the Committee's goal to serve an at risk student population, Academica Nevada recommended a partnership with Mater Academy to enable the new proposed school draw from Mater Academy's experience and knowledge in serving student populations with high percentage of English language learners. The Committee then independently examined the Mater Academy student populations, academic performance, programs, and success and elected to partner with Mater Academy, Inc.

iv. Management Contract Terminations, Non-renewals, Revocations

Academica Nevada has not had any contract terminations, charter revocations, non-renewals or non-openings among the client schools it works with.

Attachment 34 Attachment B.3.1.3

Academic Performance Serving Similar Student Populations

The success of Academica Nevada and Mater Academy, Inc. in serving various student populations, including populations similar to the target population of Mater Academy of Nevada, is set forth in Attachment 2, Attachment 30, and Attachment 31.

Reference Checks

Sheila Moulton the acting Chair of the Committee to Form Mater Academy of Nevada was able to speak with several references in the process of examining Academica Nevada.

Mrs. Moulton visited with Crystal Thiriot, who has been with Somerset Academy of Las Vegas for three years and is currently serving as the Board Chair. Mrs. Thiriot expressed appreciation for the work that Academica has done particularity in the area of the budget. Academica has ensured that the school has a strong fund reserve. In addition, Mrs. Thiriot has observed that Academica has managed the budget of Somerset so well that the Board can spend more time focusing on the school and academics of the students. Another area of strength that Crystal mentioned was in the area of human resources. Academica has shown that it works well with board members and the community.

Additionally, Mrs. Moulton spoke with Joani Williams who is the chair of Doral Academy of Nevada. Mrs. Williams was on the Committee to Form Doral Academy, and she worked with Academica through the charter process. She is currently the Chairman of the Board for Doral Academy and her children will be attending the school. Mrs. Williams mentioned that Ryan Reeves' background as an attorney has been helpful to the legal issues that the Board faces in board meetings. Mrs. Williams said that Bob Howell and Ryan Reeves are accessible to answer questions as needed.

Finally, Mrs. Moulton met with Judy Marty. Mrs. Marty is the principal of Mater High School-Hialeah Gardens in Florida. She is a dynamite educator who shared the success that has taken place in

the Mater School Network in Florida. Mrs. Marty spoke of the work that Academica Florida has done in supporting the operations of the Mater schools. Mrs. Marty stated that she loved that through the support of Academica she, as a principal, could focus on the students and helping them gain success.

Mrs. Marty also spoke about the success of Mater Academy schools in Florida. Mrs. Marty discussed the importance of assessing every students individual needs, and the importance of developing a staff to meet the needs of those students. Mrs Marty stressed the importance of developing a culture of being a life- long learner, both among the staff as well as among the students. Mrs. Marty expressed that her school community is always trying to learn more and do better. Mrs. Moulton believes this will be true of Mater Academy of Nevada as well.

Attachment 35 Attachment B.3.1.4

SOMERSET ACADEMY OF LAS VEGAS

FINANCIAL STATEMENTS

JUNE 30, 2012

(With Report of Independent Certified Public Accountants Thereon)

(Exhibit C) Mater Original Charter Application SOMERSET ACADEMY OF LAS VEGAS

SOMERSET ACADEMY OF LAS VEGAS TABLE OF CONTENTS JUNE 30, 2012

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Directors Somerset Academy of Las Vegas Las Vegas, Nevada

We have audited the accompanying general-purpose financial statements of the governmental activities, and the aggregate remaining fund information of the Somerset Academy of Las Vegas (the "School"), as of and for the year ended June 30, 2012, listed in the foregoing table of contents. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2012, and the results of its activities for the year then ended in conformity with accounting principles generally accepted in the United States of America

In accordance with *Government Auditing Standards*, we have also issued our report October 29, 2012, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

Management's Discussion and Analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. The Budget Comparison is also not a basic financial statement required. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required and not required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the basic financial statements of the School. The introductory information, as well as the accompanying schedule of expenditures of federal awards are presented for purposes of additional analysis and are not a required part of the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the financial statements taken as a whole. The introductory information and the statistical tables have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on them.

L.L. Bradford & Company, LLC

L.L. Beadford & Company, LCC

October 29, 2012 Las Vegas, Nevada

Management's Discussion and Analysis

Somerset Academy of Las Vegas June 30, 2012

The Board of Directors of Somerset Academy of Las Vegas, submit this narrative overview and analysis of the school's financial activities for the fiscal year ended June 30, 2012.

Financial Highlights

- 1. The assets of the Charter School exceeded its liabilities at June 20, 2012 by \$250,895.00.
- 2. At year-end, the School had current assets on hand of \$1,092,540.00.
- 3. The School's current assets less current liabilities of \$623,352.00 resulted in a working capital balance of \$469,188.00.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2012 are presented in according with GASB Codifications Section 2200. The financial statements have three components, as defined and explained below.

Government-Wide Financial Statements

The *government-wide financial statements* are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *Statement of Net Assets* presents information on all of the School's assets and liabilities. The difference between the two is reports as *net assets*. Over time increases or decreases in net assets may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net assets changed during the fiscal year. All changes in net assets are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 8-9 of the attached Financial Statements.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, project or objectives. The School, like other state and local governments, uses fund accounting to ensure and report compliance with finance- related legal requirements.

All of the funds of the School are government funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statement. Governmental Fund financial statements, however, focus on near-term inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statement can be found on page 11 of the attached Financial Statements.

Notes to Financial Statements

The notes to the financial statement provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 12-17 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net assets may serve over time as a useful indicator of a charter school's financial position. In the case of the School, assets exceeded liabilities by \$250,895.00 at the close of the fiscal year. A summary of the School's net assets as of June 30, 2012 is found on page 8 of the attached financial statements.

At the end of the fiscal year, the School is able to report positive balances in total net assets. A summary and analysis of the School's revenues and expenses for the years ended June 30, 2012 is found on page 9 of the attached financial statements.

State Funding Levels

Somerset Academy's State appropriated revenues are based on a per student funding amount of \$6,179.00 per student for the 2011-2012 school year. Additional funding for students receiving Special Education services was not realized in this year, as those funds are issued one year in arrears and this was Somerset Academy's first year of operations. However, Special Education funding will be a part of revenues for all future years of operation.

School Location and Lease of Facilities

Somerset Academy leases two facilities for school operations. The North Las Vegas Campus is located at 385 West Centennial Boulevard in North Las Vegas, Nevada. The Emerson Campus is located at 2525 Emerson Avenue in Las Vegas, Nevada.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

Accomplishments

In 2011-2012, Somerset Academy of Las Vegas opened its first year of operations with a total enrollment of more than 1,000 students. Somerset Academy achieved an average of 85% of students with passing scores on the Nevada Criterion Reference Tests (CRT's), including more than a dozen students with perfect scores. As a result, Somerset Academy achieved a designation of meeting Adequate Yearly Progress (AYP) under the *No Child Left Behind Act*.

This past year Somerset Academy participated in various community service projects, benefiting charities such as the American Cancer Society, the KLUC Toy Drive, St. Jude's Children's Hospital, and various local food banks. In addition, the School community organized numerous school fundraisers including the Fall Festival, Daddy-Daughter Dance, Mother-Son Field Day, Valentine-gram sales, and Scholastic Book Fairs.

Somerset Academy students participated in various clubs and activities, including Art Club, Performance Club, Sport Club, DARE, Cooking Club, Reading Club, Elementary and Middle School Choirs, Yearbook Club, Recycling Club, and After School Peer Tutoring. Through these activities, Somerset Academy students participated in various performances and competitions, including a city wide Crypto Tournament, Holiday Choir Performance, Student-Written Play performance, and Spring Choir and Guitar Performance.

Somerset Students also established Student Government Councils and participated in a Peer Mediation program.

FINANCIAL ANALYSIS OF THE GOVERNMENT FUND

As noted earlier, the School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

The focus of the School's *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing the School's financing requirements. In particular, the unassigned fund balance may serve as a useful measure of a government's net resources available for spending at the end of the fiscal year.

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the Nevada Department of Education through the Distributive School Account (DSA), which uses formulas to distribute state funds and an amount of local property taxes as established by the Nevada Legislature.

At the end of the fiscal year, the School's governmental general fund reported an ending fund balance of \$250,895.00. The School's working capital balance of \$469,188 is available for use at the School's discretion. These funds will be available for the School's future ongoing operations.

Capital Assets

Pursuant to the Nevada Department of Education, the capitalization threshold for assets purchased by the School is established at a value of \$5,000.00. At this time, the School maintains no capital assets, as all facilities, materials, furniture, fixtures and equipment were obtained through lease agreements and/or do not exceed the \$5,000.00 capitalization threshold.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the School adopted an annual budget. A budgetary comparison statement has been provided for the governmental funds to demonstrate compliance with the School's budget.

		Governmental		Funds	
		Final Budget		Actual	
REVENUES					
State DSA Revenues		\$	6,014,634.00	\$ 6,039,949.00	
Tuition-Full Day					
Kindergarten			172,575.00	167,762.00	
Federal Sources			-	-	
Lunch Program			-	-	
Other Revenue			-	<u>-</u>	
	Total				
	Revenues	\$	6,187,209.00	\$ 6,207,711.00	
CURRENT EXPENDITURE	ES				
Instruction		\$	2,776,033.83	\$ 2,428,921.90	
Student Support Services			127,607.01	117,533.88	
Instruction Support Services			180,678.00	186,009.88	
General Administration			311,335.88	303,341.69	
Educational Administration			337,326.04	285,437.69	
Operation and Maintenance			1,311,899.00	1,114,626.74	
Other Support Services			593,389.92	570,004.86	
Food Service Operations			35,000.00	-	
Special Education Services			201,760.04	215,213.10	
	Total				
	Expenditures	\$	5,875,029.72	\$ 5,221,089.74	

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Mr. Ryan Reeves at Academica Nevada, LLC, 8235 South Eastern Ave., Henderson, Nevada 89123.

SOMERSET ACADEMY OF LAS VEGAS STATEMENT OF NET ASSETS GOVERNMENT ACTIVITIES - GENERAL JUNE 30, 2012

ASSETS

Current assets		
Cash	\$	1,054,878
Accounts receivable	Ψ	2,007
Refundable deposits		35,655
Total current assets		1,092,540
		, ,
Non-current assets		
Capital leases (net of accumulated amortization of \$215,747)		4,099,196
Total assets	\$	5,191,736
LIABILITIES AND NET ASSETS		
T : 170.2		
Liabilities		
Current liabilities	Ф	10 144
Accounts payable	\$	18,144
Accrued payroll and benefits		560,701
Note payable - current portion		35,504
Capital lease - current portion		9,003
Total current liabilities		623,352
Long-term liabilities		
Note payable		19,329
Capital lease		4,298,160
Total long-term liabilities		4,317,489
		,,
Total liabilities		4,940,841
Commitments and contingencies		
Net assets		
Unrestricted		250,895
Total net assets		250,895
The 111 11111	Φ.	E 101 E2 :
Total liabilities and net assets	\$	5,191,736

SOMERSET ACADEMY OF LAS VEGAS STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2012

Functions		Expenses	Grai	erating nts and ibutions	R Ch	et (Expense) evenues and langes in Net Assets Total overnmental Activities
Governmental activities						
Program instruction	\$	3,595,207	\$	-	\$	(3,595,207)
Support services		2,477,987				(2,477,987)
Total Governmental Activities	\$	6,073,194	\$	-	\$	(6,073,194)
		ral revenues				
		aid not restricted		=		6,039,949
		l aid not restricte	d to specific	purposes		167,762
	Stude	ent activities				116,378
		Total general re	venues			6,324,089
	Net as					250,895
		eginning of year			_	-
	En	d of year			\$	250,895

SOMERSET ACADEMY OF LAS VEGAS BALANCE SHEET

GOVERNMENTAL FUND - GENERAL JUNE 30, 2012

ASSETS

Current assets		
Cash	\$	1,054,878
Accounts receivable		2,007
Refundable deposits		35,655
Total current assets		1,092,540
Non-current assets		
Capital leases (net of accumulated amortization of \$215,747)		4,099,196
Total assets	¢	5 101 72 <i>6</i>
Total assets	\$	5,191,736
LIABILITIES AND FUND BALANCES		
Liabilities		
Current liabilities		
Accounts payable	\$	18,144
Accrued payroll and benefits		560,701
Notes payable - current portion		35,504
Capital lease - current portion		9,003
Total current liabilities		623,352
T A liskilidis-		
Long-term liabilities Notes payable		19,329
Capital lease		4,298,160
Total long-term liabilities		4,317,489
Total long-term habilities		т,517,то
Total liabilities		4,940,841
Fund balance		
Unassigned		250,895
Total fund balance		250,895
Total liabilities and fund balance	\$	5,191,736

SOMERSET ACADEMY OF LAS VEGAS
STATEMENT OF REVENUE, EXPENDITURES AND CHANGES IN
FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2012

	<u>General</u>	Special Education	Total Governmental Funds	Student Activities	Total Funds
REVENUE					
Local sources	\$ 167,762	\$ -	\$ 167,762	\$ 116,378	\$ 284,140
State sources	6,039,949		6,039,949		6,039,949
Total Revenue	6,207,711	-	6,207,711	116,378	6,324,089
EXPENDITURES					
Programs instruction					
Salaries	2,521,925	120,663	2,642,588	-	2,642,588
Benefits	635,284	-	635,284	-	635,284
Purchased services	-	-	-	-	-
Supplies	70,780	-	70,780	-	70,780
Other program expenses	143,954		143,954	102,601	246,555
Total program expenditures	3,371,943	120,663	3,492,606	102,601	3,595,207
Support services					
Staff support	202,848	-	202,848	-	202,848
Administration support	207,838	-	207,838	-	207,838
Staff benefits	10,891	-	10,891	-	10,891
Administration benefits	30,033	-	30,033	-	30,033
Purchased services	481,942	-	481,942	-	481,942
Supplies	11,630	-	11,630	-	11,630
Operations and maintenance	1,532,805		1,532,805		1,532,805
Total support services	2,477,987		2,477,987		2,477,987
Total expenditures	5,849,930	120,663	5,970,593	102,601	6,073,194
Excess of expenditures over revenue	357,781	(120,663)	237,118	13,777	250,895
FUND BALANCES, beginning of year					
FUND BALANCES, end of year	\$ 357,781	\$ (120,663)	\$ 237,118	\$ 13,777	\$ 250,895

SOMERSET ACADEMY CHARTER SCHOOL NOTES TO FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2012

1. <u>Summary of significant accounting policies</u>

The financial statements of the Somerset Academy of Las Vegas (the "School") have been prepared in conformity with accounting principles generally accepted in the United States (GAAP) applicable to government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

Reporting entity – Somerset Academy of Las Vegas is a "charter school", established in 2011 under Nevada Revised Statute 386.500. The School had two campus' during the year ended June 30, 2012, North Las Vegas and Emerson. The School's major operation is to offer an educational environment where learning is maximized through individual instruction, interdisciplinary projects and access to a full spectrum of technological resources for kindergarten through eighth grade in Southern Nevada.

The School receives funding from state and government sources and must comply with the requirements of these funding sources. However, the School is not included in any other governmental "reporting entity," as defined in GASB pronouncements, since its Governing Body has decision-making authority, the power to designate management, the ability to significantly influence operations and primary accountability for fiscal matters.

<u>Government-wide</u> and <u>fund financial statements</u> – the government-wide financial statements (i.e., the statement of net assets and the statement of activities) report information on all the nonfiduciary activities of the School. For the most part, the effect of interfund activity has been removed from these statements.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segments are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function.

The major individual governmental funds are reported as separate columns in the fund financial statements.

Measurement focus and basis of accounting – The term, "basis of accounting," refers to the method used for revenues and expenditure recognition in the accounts and reporting in the financial statements and relates to the timing of the measurements made, regardless of the measurement focus applied. Under GAAP, all governmental funds are accounted using a modified accrual basis of accounting under which revenues are recognized when they become measurable and available as net current assets. Expenditures are recognized generally under the modified accrual basis of accounting in use when the related fund liability is incurred.

Government-wide Financial Statements. The government-wide financial statements are reported using the economic resources measurement focus. The government-wide financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the School gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants and donations. Revenue from grants and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements. Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The School considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. These could include federal, State, and county grants, and some charges for services. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

SOMERSET ACADEMY OF LAS VEGAS NOTES TO FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2012

1. Summary of significant accounting policies

Measurement focus and basis of accounting (continued)

The School has the following fund categories (further divided by fund type) and account groups:

<u>General Fund</u> – The General Fund is the general operating fund for the School. It is used to account for all financial resources not accounted in other funds.

<u>Special Education Fund</u> – The special education fund is used to account for revenues received and expenditures made to fund special education program. Financing is provided through the Clark County School District funded by the U.S. Department of Education.

Student Activities Fund - The Student Activities Fund is used to account for student fundraising activities.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, then unrestricted resources as they are needed.

Under the terms of grant agreements, the School funds certain programs by a combination of specific cost-reimbursement grants and general revenues. Thus, when program expenses are incurred, there are both restricted and unrestricted net assets available to finance the program. It is the School's policy to first apply cost-reimbursement grant resources to such programs, and then general revenues.

All governmental and business-type activities and enterprise funds of the School follow FASB Statements and Interpretations issued on or before November 30, 1989, Accounting Principles Board Opinions, and Accounting Research Bulletins, unless those pronouncements conflict with GASB pronouncements.

<u>Cash</u> -- The School considers cash equivalents to be those securities with an original maturity of three months or less.

<u>Capital assets</u> – The School's capital assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated assets are listed at their estimated fair value at the date of donation. The total of these estimates is not considered large enough that any errors would be material when capital assets are considered as a whole.

It is the policy of the School to capitalize all capital assets costing more than \$5,000 with an estimated useful life of three or more years. This policy is also in line with the Nevada Department of Education mandated threshold for capitalization. Improvements are capitalized and depreciated over the remaining useful lives of the related capital assets. All depreciable assets are depreciated using the straight-line method of depreciation over the assets' useful lives. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

SOMERSET ACADEMY OF LAS VEGAS NOTES TO FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2012

1. <u>Summary of significant accounting policies (continued)</u>

<u>Receivables and payables</u> – Activity between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as either "due to/from other funds" (i.e., the non-current portion of interfund loans). All other outstanding balances between funds are reported as "due to/from other funds."

<u>Compensated Absences</u> – It is the School's policy to permit employees to accumulate an unlimited number of sick days; however, accumulated sick days do not vest under the School's policy, therefore, a liability for unused sick days is not recorded in the financial statements.

<u>Use of Estimates</u> – The School has made a number of estimates and assumptions relating to the reporting of assets and liabilities and the disclosure of contingent assets and liabilities to prepare these financial statements in conformity with accounting principles generally accepted in the United States of America. Actual results could differ from those estimates.

Net assets/ Fund balances – In March 2009, the GASB issued Statement No. 54, Fund Balance Reporting and Governmental Fund-type definitions. The objective of this statement is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying the existing governmental fund-type definitions. This statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed on the use of the resources reported in governmental funds. Under this standard, the fund balance classifications of reserved, designated, and unreserved/undesignated were replaced with five new classifications - nonspendable, restricted, committed, assigned, and unassigned.

- Nonspendable fund balance represents amounts that are not in a spendable form. The nonspendable fund balance represents inventories and prepaid items.
- Restricted fund balance represents amounts that are legally restricted by outside parties for a specific purpose (such as debt covenants, grant requirements, donor requirements, or other governments) or are restricted by law (constitutionally or by enabling legislation).
- Committed fund balance represents funds formally set aside by the governing body for a particular purpose. The use of committed funds would be approved by resolution.
- Assigned fund balance represents amounts that are constrained by the expressed intent to use resources for specific purposes that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the governing body or by an official to whom that authority has been given by the governing body.
- Unassigned fund balance is the residual classification of the General Fund. Only the General Fund may report a positive unassigned fund balance. Other governmental funds would report any negative residual fund balance as unassigned.

The School has no restricted fund balances at year ended June 30, 2012.

SOMERSET ACADEMY OF LAS VEGAS NOTES TO FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2012

2. <u>Stewardship, compliance and accountability</u>

<u>Budgetary information</u> – The School is required by the State of Nevada Department of Education (Department) to adopt a final budget no later than June 8 of each year under NAC 386.370.

3. Cash

The Company maintains cash balances at a financial institution with accounts insured by the Federal Deposit Insurance Corporation up to \$250,000. As of June 30, 2012, the Company's uninsured cash balance totaled \$840,046.

4. <u>Capital lease</u>

In August 2011, the School entered into a capital lease for the use of the buildings and related property with School Development Centennial (the "SDC"), to lease space for the North Las Vegas campus for a period of 20 years, expiring in July 31, 2031. Monthly payments were \$50,000 for the year ended June 30, 2012, which was net of a monthly discount \$8,333. Monthly payments increase to \$54,167 for the year ended June 30, 2013, which is net of a discount of \$4,167. The payment increases to \$58,333 for the year ended June 30, 2014 and increasing by the Consumer Price Index thereafter and potentially higher as negotiated and determined by the lease. The balance as of June 30, 2012 totaled \$4,307,163.

Future minimum lease payments are as follows:

Years Ending June 30,	Amount
2013	\$ 650,000
2014	700,000
2015	721,000
2016	721,000
2017	721,000
Thereafter	10,396,132
Total minimum lease payments	13,909,132
Less: amount representing interest	(9,601,969)
Present value of minimum lease payments	4,307,163

SOMERSET ACADEMY OF LAS VEGAS NOTES TO FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2012

5. Operating leases

The School entered into a lease agreement with Paradise Church in June 2011, to lease classroom and office space for the school for a two year term, expiring on August 1, 2013. Monthly payments were \$20,955 for the elementary school and the total rent expense for the year ended June 30, 2012 was \$209,590.

In December 2011, the School entered into a lease agreement with a financial institution for the use of furniture, equipment, textbooks, software and computers. The lease is payable in 47 monthly payments of \$15,997 and in December 2015 a balloon payment of \$52,974.

The School entered into an agreement with Revco Leasing in August 2011 to lease office equipment for a period of 5 years, with monthly payments of \$1,425.

Future minimum lease payments are as follows:

Years Ending June 30,	A	Amount
2013	\$	460,524
2014		209,064
2015		209,064
2016		150,059
2017		1,425
	Φ.	1 020 126
	<u> </u>	1,030,136

6. Management agreement

Academica Nevada, LLC ("Academica"), a professional charter school management company, provides management and administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting. The agreement between the School and Academica Corporation calls for a fee of \$450 per full time equivalent (FTE) student per year. The agreement is with Somerset Academy of Las Vegas for a period of two years, through July 1, 2013, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. The agreement with Academica Corporation was assigned to Academica Nevada, LLC. During the year ended June 30, 2012, the School incurred \$431,258 in management fees.

SOMERSET ACADEMY OF LAS VEGAS NOTES TO FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2012

7. <u>Defined benefit pension plan</u>

The School is a public employer participating in the Public Employees Retirement System of the State of Nevada (PERS), a defined benefit cost-sharing multiple-employer program, and all full-time teachers are covered under the system. The School has no liability for unfunded obligations of the system as provided by NRS 286.110.

Benefits, as required by statute, are determined by the number of years of accredited service at the time of retirement and the member's highest average compensation in any 36 consecutive months. Benefit payments to which participants may be entitled under the plan include pension benefits, disability benefits, and death benefits.

Monthly benefit allowances for regular members are computed at 2.5% for each year of service earned before July 1, 2001 and 2.67% for each year of service earned after July 1, 2001 of average compensation (36 consecutive months of highest compensation) with a ceiling of not more than 75% of the average compensation. PERS offers several alternatives to the unmodified service retirement allowance which, in general, allows the retired employee to accept a reduced service retirement allowance payable monthly during the employee's life and various optional monthly payments to a named beneficiary after the employee's death. Regular members are eligible for retirement benefits at age 65 with 5 years of service, at age 60 with 10 years of service, or at any age with 30 years of service. A member who retires on or after July 1, 1977, or is an active member whose effective date of membership is before July 1, 1977, or is an active member whose effective date of membership is before July 1, 1985, and who has 36 years of service is entitled to a benefit of up to 90% of his/her average compensation. When members are eligible for the earlier retirement due to the increased services years, the ceiling limitation on monthly benefit allowances increases from the normal 75% to a maximum of 90% of average compensation. Regular members become fully vested as to benefits upon completion of 5 years of service. Benefits are established by state statute and provisions may only be amended through legislation.

Member contribution rates, which are actuarially determined, are established by NRS 286.421 for public employees enrolled in the contribution plan. Two contribution plans are offered to eligible employees, the employee/employer contribution plan and the employer-pay contribution plan. The employee/employer plan increases the employee's salary by 10.7216%. A contribution of 11.25% is deducted from the employee and a matching contribution of 11.25% is paid by the employer. The employer-pay contribution plan requires an employer paid contribution rate of 21.5% on a lower salary schedule. The School's contributions to the plan for the year ended June 30, 2012 was \$371,284.

PERS issues a publicly available financial report that includes financial statements and required supplementary information. The report may be obtained by calling 775-687-4200.

8. <u>Compliance with Nevada revised statutes and Nevada Administrative code</u>

The School conformed to all significant statutory constraints on the financial administration during the fiscal year.



INDEPENDENT AUDITORS' REPORT ON COMPLIANCE AND ON INTERNAL CONTROL OVER FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Governing Body Somerset Academy of Las Vegas Las Vegas, Nevada

We have audited the financial statements of the governmental activities and each major fund of Somerset Academy of Las Vegas (the "School"), as of and for the year ended June 30, 2012, and have issued our report thereon dated October 29, 2012. We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

In planning and performing our audit, we considered the School's internal control over financial reporting in order to determine our auditing procedures to express our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving internal control over financial reporting and its operation that we consider to be a material weakness.

This report is intended for the information of management and state and federal awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

L.L. Bradford & Company, LLC

L.L. Bradford à Company, LCC

October 29, 2012 Las Vegas, Nevada

Attachment 36 Attachment B.3.1.4

Mater Academy, Inc.

Special-Purpose Financial Statements And Independent Auditors' Report

June 30, 2012

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INDEPENDENT AUDITORS' REPORT

Board of Directors Mater Academy, Inc. Miami, Florida

We have audited the accompanying special-purpose statement of financial position of Mater Academy, Inc. (the "Organization") as of June 30, 2012, and the related special-purpose statements of activities, and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The accompanying special-purpose financial statements were prepared for the purpose of complying with section 31 of the Organization's facility lease agreements, as discussed in Note 2.

In our opinion, based on our audit and the reports of the other auditors, the special-purpose financial statements referred to above present fairly, in all material respects the financial position of Mater Academy, Inc., as of June 30, 2012 and the changes in its net assets and eash flows for the year then ended, on the basis of accounting indicated in Note 2.

This report is intended solely for the information and use of the boards of directors and management of the Organization and the Organization's Landlords and affiliates and is not intended to be and should not be used by anyone other than these specified parties.

Our audit was made for the purpose of forming an opinion on the special-purpose financial statements of Mater Academy, Inc. taken as a whole. The accompanying special-purpose statement of financial position by charter school or college and special-purpose statement of activities by charter school or college on pages 17 and 20 is presented for purposes of additional analysis and is not a required part of the special-purpose financial statements. Such information is the responsibility of the Organization's management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the special-purpose financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the special-purpose financial statements as a whole.

Alb Gravier, UP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida November 28, 2012

Mater Academy, Inc.

Special-Purpose Statement of Financial Position June 30, 2012 Assets Current assets: Cash and equivalents 29,956,810 Cash held on behalf of students and clubs 481,472 Due from governmental agencies 884,641 Prepaid expenses 1,181,189 Total Current Assets 32,504,112 Deposits 290,523 Property and equipment, net 11,755,348 Due from affiliates 43,600 Total Assets \$ 44,593,583 **Liabilities and Net Assets** Current Liabilities: Accounts payable and accrued expenses 3,152,500 Due to students and clubs 481,472 Deferred revenue 47,007 Current portion of leasehold improvement payable 335,000 **Total Current Liabilities** 4,015,979 Leasehold improvement payable Total Liabilities 4,728,930 Net Assets: Unrestricted (designated per lease agreement) 1,397,826 Unrestricted 38,466,827 Total Net Assets 39,864,653

Total Liabilities and Net Assets

\$ 44,593,583

The accompanying notes are an integral part of this financial statement.

Mater Academy, Inc. Special-Purpose Statement of Activities For the year ended June 30, 2012

	Unrestricted
Support and Revenue:	
FTE non-specific revenues	\$ 47,327,799
Capital outlay funding	4,129,007
Federal grant	4,483,392
Fees from pre-school, after school and lunch program	1,688,583
Fundraising and other revenue	778,820_
Total Support and Revenue	58,407,601
Operating Expenses:	
Instruction	27,197,237
Instructional staff training services	91,734
Board	646,689
School administration	7,432,837
Fiscal services	1,292,051
Food services	2,822,976
Central services	1,114,687
Community services	685,184
Total Operating Expenses	41,283,395
Excess Support and Revenue Over	
Operating Expenses and Before	
Facility Expenses	17,124,206
Facility Expenses:	
Facilities acquisition and construction	523,371
Operation of plant	11,588,873
Plant improvement and maintenance	1,562,385
Total Facility Expenses	13,674,629
Change in Net Assets	3,449,577
Net assets at beginning of year	36,415,076
Net assets at end of year	\$ 39,864,653

The accompanying notes are an integral part of this financial statement.

Mater Academy, Inc. Special-Purpose Statement of Cash Flows For the year ended June 30, 2012

Cash Flows from Operating Activities	
Change in net assets	\$ 3,449,577
Adjustments to Reconcile Change in Net Assets to Net	
Cash Provided by Operating Activities:	
Depreciation	2,595,926
Decrease in accounts receivable	82,434
Decrease in due from agencies	91,379
Increase in prepaid expenses	(695,128)
Increase in other assets	(80,000)
Increase in accounts payable and accrued expenses	430,381
Increase in due to students and clubs	111,938
Decrease in deferred revenue	 (2,536)
Total adjustments	2,534,394
Net Cash Provided by Operating Activities	5,983,971
Cash Flows from Investing Activities	
Acquisition of property and equipment	(2,213,112)
Increase in due from affliate	24,734
Net Cash Used in Investing Activities	 (2,188,378)
Cash Flows from Financing Activities	
Decrease in leasehold improvement payable	(332,266)
Net Cash Used in Financing Activities	(332,266)
Net increase in cash	3,463,327
Cash at beginning of year	 26,974,955
Cash at end of year	 30,438,282
Cash	\$ 29,956,810
Restricted cash held on behalf of students and clubs	 481,472
Cash at the end of the year	\$ 30,438,282

The accompanying notes are an integral part of this financial statement.

Mater Academy, Inc. Notes to Special-Purpose Financial Statements June 30, 2012

Note 1 – Organization and Operations

Mater Academy, Inc. (the "Organization"), is a not-for-profit corporation organized in the State of Florida, which as of June 30, 2012 held the charter of the following nineteen charter schools: Mater Academy, Mater Academy Middle School, Mater Academy High School, Mater Performing Arts & Entertainment Academy, Mater Academy East Charter School, Mater Academy East Charter Middle School, Mater Academy East Charter High School, Mater Gardens Academy, Mater Gardens Academy Middle School, Mater Academy Lakes Middle School, Mater Academy Lakes High School, Mater Academy of International Studies, Mater Academy Middle School of International Studies, Mater Academy High School of International Studies, Mater Academy (Miami Beach), Mater Brickell Preparatory Elementary, Mater Brickell Preparatory High School, Mater Grove Academy, Mater Mt. Sinai, Mater Virtual Academy and Mater Academy (Supplemental Educational Services) (the "Schools"). The Schools operate under charters granted by the sponsoring district, the District School Board of Miami-Dade County (the "District"). The charter contracts expire between June 30, 2013 and June 30, 2027 and are renewable for an additional term pursuant to law and/or by a mutual written agreement between the School and the District. These financial statements are for the year ended June 30, 2012 when the Schools' enrollment amounted to approximately 8,618 students.

Note 2 - Summary of Significant Accounting Policies

Basis of Accounting and Presentation

The individual charter schools under the Organization are required to report as component units of the Miami-Dade County District School Board under the requirements of the Governmental Accounting Standards Board and have done so in separately issued financial statements. These special-purpose financial statements, however, are prepared in accordance with accounting principles generally accepted in the United States of America for non-governmental, not-for-profit organizations, as required by the Organization's various facility lease agreements (section 31). The Organization's financial statements have been prepared combining the financial condition and operations of the Schools under the same corporation. Inter-charter school transactions have been eliminated in these financial statements.

For purposes of these special-purpose financial statements, the Organization has adopted Financial Accounting Standards Board Accounting Standards Codification ASC 958-205, "Not-for-Profit Entities". ASC No. 958 establishes external financial reporting for not-for-profit organizations which includes three basic financial statements and the classification of resources into three separate classes of net assets, Unrestricted, Temporarily Restricted and Permanently Restricted.

Mater Academy, Inc. Notes to Special-Purpose Financial Statements June 30, 2012

Note 2 – Summary of Significant Accounting Policies (continued)

The net assets categories as reflected in the accompanying special-purpose financial statements are as follows:

Unrestricted

Net assets which are free of donor-imposed restrictions and include all revenues, expenses, gains, and losses that are not changes in permanently or temporarily restricted net assets.

Temporarily Restricted

Net assets whose use by the Organization are limited by donor-imposed stipulations that either expire by passage of time or that can be fulfilled or removed by actions of the Organization pursuant to those stipulations. There were no temporarily restricted assets at June 30, 2012.

Permanently Restricted Fund

Net assets whose use by the Organization is limited by donor-imposed stipulations that neither expire with the passage of time nor can be fulfilled or otherwise removed by actions of the Organization. There were no permanently restricted funds at June 30, 2012.

Cash and equivalents

Cash and cash equivalents include all highly liquid investments with a maturity of three months or less.

Due from Governmental Agencies

Amounts due to the Organization by governmental agencies are for grants or programs under which the services have been provided by the Organization.

Capital Assets

The Organization's property, plant and equipment with useful lives of more than one year are stated at historical cost. Donated capital assets are recorded at their estimated fair market value on the date donated. The Organization generally capitalizes assets with a cost of \$500 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Building and Improvements	10-20 Years
Furniture, Equipment, and Textbooks	3-5 Years
Computer Equipment	3-5 Years
Audio Visual Equipment	3-5 Years

Mater Academy, Inc. Notes to Special-Purpose Financial Statements June 30, 2012

Note 2 – Summary of Significant Accounting Policies (continued)

Revenue Sources

Revenues for operations will be received primarily from the District pursuant to the funding provisions included in the various School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the Schools will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the Schools is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the Schools during the designated full-time equivalent students survey periods.

After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made. In addition, the schools receive an annual allocation of charter school capital outlay funds for leasing of school facilities.

Finally, the Organization also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Compensated Absences

The Organization grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days; however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days. Accordingly, these financial statements do not include an accrual for sick days available to be used in future benefits years.

Mater Academy, Inc. Notes to Special-Purpose Financial Statements June 30, 2012

Note 2 – Summary of Significant Accounting Policies (continued)

The Organization also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Fair Value of Financial Instruments

Cash and cash equivalents, receivables, and prepaid expenses, as well as account payable and accrued expenses as reflected in the Special Purpose Statement of Financial Position approximate fair value because of their generally short-term maturities.

Income Taxes

Mater Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

The Organization adopted FASB ASC 740, Accounting for Uncertainties in Income Taxes, which provides guidance for financial statement recognition and measurement of uncertain tax positions taken or expected to be taken in a tax return for open tax years (generally a period of three years from the later of each return's due date or the date filed) that remain subject to examination. Adoption had no effect on the Organization's financial statements.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

Subsequent Events

In accordance with ASC No. 855, the Schools have evaluated subsequent events and transactions for potential recognition or disclosure through November 28, 2012, which is the date the financial statements were available to be issued.

Mater Academy, Inc. Notes to Special-Purpose Financial Statements June 30, 2012

Note 3 - Capital Assets

The following schedule provides a summary of capital assets.

	Balance
Capital Assets:	6/30/2012
Land	\$ 5,450
Building and improvements	11,571,802
Computer Equipment	2,836,818
Furniture, equipment and textbooks	9,354,012
Audio visual equipment	391,063
Total Capital Assets	24,159,145
Less Accumulated Depreciation:	
Building and improvements	(3,837,169)
Computer Equipment	(1,072,944)
Furniture, equipment and textbooks	(7,303,962)
Audio visual equipment	(189,722)
Total Accumulated Depreciation	(12,403,797)
Capital Assets, net	\$ 11,755,348

For the fiscal year ended June 30, 2012, depreciation expense is allocated in the Statement of Activities by function as follows:

\$ 1,293,477
74,660
21,086
526,910
28,849
316,921
334,023
\$ 2,595,926

Mater Academy, Inc. Notes to Special-Purpose Financial Statements June 30, 2012

Note 4 - Management Agreement

Academica Dade, LLC, a professional charter school management company, provides management and administrative services to the Schools including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting. The agreement between the Schools and the management company calls for a fee of \$450 per full time equivalent (FTE) student per year. The agreement is for a period of five years, through 2016, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. During 2012, the Organization incurred approximately \$3,875,000 in management fees of which approximately \$283,000 was included in accounts payable at year end.

Academica Dade, LLC is located at 6340 Sunset Drive, Miami, Florida 33143 and its officers are:

Fernando Zulueta, President Ignacio Zulueta, Vice President Magdalena Fresen, Vice President and Treasurer Collette Papa, Secretary

Note 5 - Related Party Transactions

The Organization made long-term, non-interest bearing advances to Mater Academy Foundation, Inc. and other affiliates for working capital purposes. The balance outstanding as of June 30, 2012 was \$43,600.

Note 6 – Deposits Policy and Credit Risk

It is the Organization's policy to maintain its cash and cash equivalents in major banks and in high grade investments. Under the Dodd-Frank Act, non-interest bearing deposits at FDIC-insured institutions are fully insured through December 31, 2012. Substantially all accounts held by the Organization are non-interest bearing and therefore fully insured by the FDIC as of June 30, 2012.

Mater Academy, Inc.
Notes to Special-Purpose Financial Statements
June 30, 2012

Note 7 – Commitments, Contingencies and Concentrations

The Organization entered into a lease and security agreement with School Development HG II, LLC and Duke School Properties, LLC for its 122,500 and 33,600 square feet buildings, respectively (Hialeah Middle and High campus). Initial fixed annual payments under these agreements (based on \$19.50 and \$23.75 per square foot, respectively) are approximately \$3,186,750 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. These agreements continue through August 15, 2024 and August 1, 2026, respectively, with an option to renew for an additional five-year term.

The Organization also entered into a lease agreement with Duke School Properties, LLC, as landlord, for an additional 33,600 square feet building where the School is located. Initial fixed annual payments under this agreement (based on \$23.75 per square foot) are approximately \$798,000 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through August 2026 with an option to renew for an additional five-year term.

The Organization entered into a lease and security agreement with School Development East, LLC for its 17,500 square feet facility (East Elementary Campus). Initial fixed annual payments under this agreement (based on \$24.00 per square foot) are approximately \$420,000 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through August 1, 2024 with an option to renew for an additional five-year term.

The Organization entered into a lease and security agreement with 990 Building, LLC for its 31,621 square feet (East Middle and High Campus). Initial fixed annual payments under this agreement (based on \$26.50 per square foot) are approximately \$837,956 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through July 31, 2027 with an option to renew for an additional five-year term.

The Organization entered into a lease and security agreement with Northwestern Grant, LLC for its 51,246 square feet facility (Miami Gardens Campus) including all ancillary facilities, outdoor areas and other improvements. Initial fixed annual payments under this agreement (based on \$23.75 per square foot) are approximately \$1,211,300 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through August 1, 2026 with an option to renew for an additional five-year term.

Mater Academy, Inc. Notes to Special-Purpose Financial Statements June 30, 2012

Note 7 – Commitments, Contingencies and Concentrations (continued)

On October 9, 2009, the Organization entered into a lease and security agreement with Galloway Lake, LLC (Miami Lakes Campus) with rent payments to commence once the 55,731 square feet facility was delivered. The landlord delivered approximately 70% of the facility to the School on August 1, 2010 and rent commenced on this date at a prorated discounted rate based on 39,975 square feet. The remaining facility was delivered to the School in August 2011 and rent expense based on the original terms of the agreement went into effect on September 1, 2011. Initial fixed annual payments under this agreement (based on \$23.75 per square foot) are approximately \$1,323,611 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. During the year ended June 30, 2012, the School received an enrollment period discount of \$53,333 per month. The agreement continues through July 31, 2030 with an option to renew for an additional five-year term. Presently, members of the landlord are also stockholders of the entity which is the sole owner of Academica Dade, LLC, the School's management company (see Note 4).

During the year, the Organization, under a one year lease agreement, also paid rent to the landlord for the land at the Miami Lakes Campus where modular portables are located. Rent for this land was \$20,000 per month beginning on July 1, 2011. The landlord granted a \$20,000 discount per month under the Galloway Lake Lease, as long as the land lease is in effect. The Organization also has an operating lease for modular portable equipment for approximately \$9,035 per month. The lease expired in June 2012. It is renewable with a five percent increase for two additional one year renewal periods and was subsequently renewed.

Presently, members of each of the above described landlords are also stockholders of the entity which is the sole owner of Academica Dade, LLC, the Schools' management company (see Note 4). Under the above described facility lease agreements, the Organization must meet certain requirements and covenants including maintaining a "Lease Payment Coverage Ratio" of not less than 1.10 to 1.00. In addition, the Organization is required under the terms of certain lease agreements to maintain a reserve for property expenses such as repairs, maintenance, taxes and insurance equal to 5% of their gross revenues for the fiscal year. As of June 30, 2012, the required reserve was \$1,397,826 and reflected as restricted net assets and fund balance. The reserve for the Miami Gardens location was waived for 2012. Finally, under certain agreements the School has granted a first lien on its pledged revenues, which include all revenues collected by the school from the Florida Department of Education, the District, and all other sources.

The Organization entered into a lease agreement with Palmetto Park, Inc., for its 29,550 square feet facility (Hialeah Elementary Campus). Annual payments under this agreement are approximately \$365,000 adjusted annually based on the Consumer Price Index (CPI) plus additional property costs including repairs, maintenance and insurance. The agreement continues through January 1, 2014 with an option to renew for an additional period of seven years.

Mater Academy, Inc. Notes to Special-Purpose Financial Statements June 30, 2012

Note 7 – Commitments, Contingencies and Concentrations (continued)

The Organization entered into two educational facilities licensing agreements with the Archdiocese of Miami, Inc. for its facilities (International Studies Campus and Miami Beach Campus). Fixed initial annual payments under these agreements are \$\$391,765 and \$250,000, respectively adjusted annually based on the Consumer Price Index (CPI) plus \$700 per student, per year for every student in excess of an enrollment of 499 and 300 students, respectively, at its International Studies and Miami Beach facilities. Additional property costs will include repairs, maintenance and insurance.

The agreements continue through June 15, 2015, and August 30, 2015, respectively and will automatically renew for one additional term of two years unless otherwise terminated.

The Organization entered into an educational facilities sublease agreement with the Boys and Girls Clubs of Miami-Dade, Inc. for its shared facility. Annual base rent under this agreement is \$700 per student adjusted annually based on the Consumer Price Index (CPI), with a minimum annual rent for 200 students or \$140,000, payable in ten equal monthly installments. Additional property costs will include repairs, utilities, maintenance and insurance. The agreement continues through the last day that school ends in the 2016 school-year, with an option to renew for an additional term of five years.

For 2012, rent expense totaled approximately \$9,200,000. Future minimum payments under these leases are as follows:

<u>Year</u>	
2013	\$8,633,568
2014	\$8,446,568
2015	\$8,306,568
2016	\$7,921,805
2017	\$7,781,805
Thereafter	\$70,524,168

Contingencies

The Organization receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the Schools participate in a number of federal, state and local grants which are subject to financial and compliance audits. It is the opinion of management that the amount of revenue, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the Schools.

Mater Academy, Inc. Notes to Special-Purpose Financial Statements June 30, 2012

Note 8 -Leasehold Improvement Payable

As part of the executed lease and security agreement for the Miami Lakes Campus, the Organization has agreed to reimburse the landlord for certain leasehold improvements made to the facility for purposes specific to the operations of the School. Total capitalized amounts to be reimbursed by the School to the landlord for such improvements totaled \$1,675,000 and will be paid to the landlord over a term of sixty months in addition to the fixed rent.

The following schedule provides a summary of changes in leasehold improvements payable for the year ended June 30, 2012:

	Balance 07/01/11	Additio	ons	I	Deletions	Balance 06/30/12
Leasehold Improvements Payable Total Leasehold improvements payable	\$ 1,367,917 \$ 1,367,917	<u>\$</u> \$		<u>\$</u> \$	(319,966) (319,966)	\$ 1,047,951 \$ 1,047,951

Future minimum maturities on leasehold improvements payable based on the lease and security agreement are as follows:

Year	 Total
2013	\$ 335,000
2014	335,000
2015	377,951
	\$ 1,047,951

Note 9 – Risk Management

The Organization is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the Organization carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 10 - Defined Contribution Retirement Plan

The Organization's personnel, whom are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the Organization provides a match of 50% of the employee's contribution up to 4% of the employee's compensation. The Organization contributed to the Plan approximately \$203,000 for the year ended June 30, 2012. The Organization does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by MassMutual Financial Group.

Mater Academy, Inc. Notes to Special-Purpose Financial Statements June 30, 2012

Note 11 – Subsequent Events

On July 18, 2012, the School Board of Miami-Dade County approved the charter of Mater Academy at Mount Sinai (the "School"). The Organization entered into an educational facilities agreement with Mount Sinai Medical Center of Florida, Inc. for the School's use of its shared facility. Annual base rent under this agreement is \$1 per annum plus additional property costs which include repairs, utilities, maintenance and insurance. This agreement continues through June 30, 2017, with an option to renew.

SUPPLEMENTARY INFORMATION

Mater Academy, Inc. Special-Purpose Statement of Financial Position by Charter School June 30, 2012

				Mater		Mater	Mater	Mater		Mater	Mater	Mater
	Mater Academy	Mater Academy Middle School	Mater Academy High School	Performing Arts and Entertainment	Mater Gardens Academy	Gardens Academy Academy Lakes Middle School	Academy Lakes Viddle School	Academy Lakes High School	Mater Academy Fast Charter	Academy East Charter Middle School	Academy East Charter High School	Academy of International Studies
Assets Current assets: Cash and equivalents Cash held on behalf of students and clubs	\$ 7,943,459	\$ 7,943,459 \$ 5,391,804 44,938	\$ 5,146,843	\$ 2,410,580	9 10	\$ 207,594	\$ 797,140	\$ 2,033,535		\$ 822,253	\$ 349,811	\$ 656,356
Due from governmental agencies Due from related parties Prepaid expenses and other current assets	41,728	55,984 267,817	267,631	- 650	116,546	53,013	333,705 44,216 27,280	548,536 - 69,128	91,774	16,183 56,227	- - 66,796	45,356
lotal Current Assets Deposits Property and equipment, net Due from affiliates, long-term	8,030,125 10,200 834,476 903,920	5,715,605 23,908 2,341,085	5,772,386 30,438 3,253,709	2,411,230 145,053	546,747 26,077 464,982	260,607 2,530 185,839	1,202,341	2,681,256 38,622 2,167,337	2,323,646 9,404 348,062	903,396 8,308 86,422	416,607 2,438 120,432	780,725 32,654 386,943
Total Assets	\$ 9,778,721	\$ 8,080,598	\$ 9,056,533	\$ 2,556,283	\$ 1,037,806	\$ 448,976	\$ 1,577,747	\$ 4.887,215	\$ 2.681,112	\$ 998,126	\$ 539,477	\$ 1.200,322
Liabilities and Net assets Current Liabilities: Accounts payable and accrued expenses	\$ 243,409 \$	\$ 457,458	\$ 498,467	\$ 47,064	\$ 315,216	\$ 138,974		\$ 225,254	\$ 213,691	\$ 88,790		\$ 239,709
Due to student and clubs	44,938	1 1	357,912		9,165	130,000	11,446	32,770 30,057	1 1	8,733	16,183	6,844
Deterred revenue Current portion of leasehold improvement payabl Total Current Liabilities	288,347	457,458	912,363	47,064	324,381	268,974	148,409	335,000 623,081	213,691	97,523	132,778	246,553
Leasehold improvement payable Total Liabilities	288,347	457,458	912,363	47,064	324,381	268,974	148,409	712,951	213,691	97,523	132,778	246,553
Net Assers: Urrestricted (designated per lease agreement) Urrestricted	9,490,374	463,716 7,159,424	515,304 7,628,866	2,509,219	713,425	180,002	1,429,338	3,551,183	201,976 2,265,445	106,456 794,147	110,374 296,325	953,769
Total Net Assets	9,490,374	7,623,140	8,144,170	2,509,219	713,425	180,002	1,429,338	3,551,183	2,467,421	900,603	406,699	953,769
Total Liabilities and Nets Assets	\$ 9 778 771	\$ 9 778 771 S 8 080 598	\$ 9056533	\$ 2 556 283 \$ 1 037 805	\$ 1.037.806	\$ 448 976	747 777 1 \$ 1 448 976	\$ 4887715	\$ 2 681 112	\$ 000 13K	C 520 A77	1 200 323

Mater Academy, Inc.
Special-Purpose Statement of Financial Position by Charter School

nme 30, 2012												
	Mater Academy	Mater Academy		(Corporate Account)		Mater	Mater Brickell					
	Middle School of International	Middle School High School of International	Mater Academy	Mater Academy	F (_ 🕏	Preperatory Academy	Mater	Mater Virtual	Mater		
	Studies	Studies	(Miami Beach)	, Inc.	Mater SES	Асадешу	High School	Grove	Academy	Mt. Sinai	Eliminations	Total
Assets												
Cash and equivalents	\$ 205,855	\$ 299,529	\$ 454,855	\$ 172,923	\$ 122,741	\$ 68,940	\$ 29,726 \$	148,773	\$ 685	\$ 40,500	69	29,956.810
Cash held on behalf of students and clubs	ı	1	23,823	, 1	. '	. '					•	
Due from governmental agencies	į		ı	•		•	•	2,400	1	•	•	884,641
Due from related parties	İ	1		130,000		•	•	•	ı	•	(291,739)	,
Prepaid expenses and other current assets	11,362	650	35,043		1,425	959	650	650		•		1,181,189
Total Current Assets	217,217	300,179	513,721	302,923	124,166	69,590	30,376	151,823	685	40,500	(291,739)	32,504,112
Deposits		• 0	25,944	30,000	• 60	• 0	1 .	20,000		i d	Ŀ	290,523
riopery and equipment, net Due from affihates, long-term	161,687	1/4,/04	260,882	875,0	7,980	1,/48	5,44/	295,105		39,721	(860,320)	11,755,348 43,600
Total Assets	\$ 378,904	\$ 474,883	\$ 900,547	\$ 338,251	\$ 127,146	\$ 71,338	\$ 33,823 \$	496.928	\$ 685	\$ 80.221	\$ (1,152,059)	44 593,583
Liabilities and Net assets Current Liabilities												
Accounts payable and accrued expenses	\$ 48,458	\$ 2,952	\$ 222,267	\$ 9,661	S 277		69	100,122	· •	\$ 36,141	÷ ÷	3,152,500
Due to related parties	45,356	•	1 -	286,756	90,000	13,781	ŧ	392,718	32,985	44,080	(1,152,059)	
Due to student and clubs	1	•	23,823	4		1	1	•	r	1	ı	481,472
Deferred revenue	1	ı				22,030	24,977		1	ı		47,007
Current portion of leasehold improvement payable	00 014	- 0200	246 000	- 200	- 00	46.042	10000	- 000	- 60	100.00		335,000
Loral Current Liabilities	73,814	70,77	246,090	776,41/	1/7,0%	40,843	116,47	492,840	32,985	80,221	(1,152,059)	4,015,979
Leasehold improvement payable	'	ı.	١	-	-	-	-	•	•	•	-	712,951
Total Liabilities	93,814	2,952	246,090	296,417	90,277	46,843	24,977	492,840	32,985	80,221	(1,152,059)	4,728,930
Net Assets:												70
Ourestricted (designated per rease agreement) Unrestricted	285,090	471,931	654,457	41,834	36,869	24,495	8,846	4,088	(32,300)		•	38,466,827
Total Net Assets	285,090	471,931	654,457	41,834	36,869	24,495	8,846	4,088	(32,300)	'	1	39,864,653
Total Liabilities and Nets Assets	\$ 378,904	\$ 474.883	\$ 900,547	\$ 338,251	\$ 127.146	\$ 71.338	\$ 33.823 \$	496,928	\$ 685	\$ 80,221	\$ (1.152,059) \$	44,593,583

Mater Academy, Inc. Special-Purpose Statement of Activities by Charter School For the year ended June 30, 2012

		,	,	Mater	:	Mater	Mater	Mater	;	Mater	Mater	Mater
	Mater Academy	Mater Academy Middle School	Mater Academy High School	Performing Arts and Entertainment	Mater Gardens Academy	Gardens Academy Academy Lakes Middle School Middle School	Academy Lakes Middle School	Academy Lakes High School	Mater Academy East Charter	Academy East Charter Middle School	Academy East Charter High School	Academy of International Studies
Support and Revenue: FTF non-energific revenues	4 4 383 511	6 7 783 162	4 7 858 698	ı	\$ 3218 918	\$ 1347576	5 2 936 085	\$ 4 706 543	\$ 3.252.720	\$ 1719.252	\$ 1 577 664	2 2 695 682
Capital outlay funding	279,745	568,286			221,269			647,751		151,382	100,703	
Federal grants	479,946	764,564	717,334	101,965	223,832	85,027	221,362	327,715	393,959	243,899	169,797	345,108
Fees from pre-school, after school and	104 260	142 270	017 452	5 240	NT9 0C3	25 000	20.041	000 17	153 651	21.460	250 272	157 504
Fundraising and other revenue	710	15.025	46,682	6+C,C	3,224	t05,07	30,041	4,700	11.515	21,400	626,866	34.077
Total Support and Revenue	5,248,281	9,274,316	10,306,079	1,292,841	4,197,117	1,558,312	3,444,306	5,729,297	4,039,523	2,129,119	2,207,487	3,444,040
Operating Expenses:												
Instruction	2,688,858	4,0	5,421,228	464,153	1,853,553	739,233	1,374,784	2,535,180	1,890,522	847,587	1,140,399	1,608,879
instructional statt training services	35,650	5,737	27,344	12,124	28.115	10,533	2,5/3	10,577	24,200	4,834	77.458	4,554
School administration	547.237	13	1.119.321	236,132	433.822	215.101	537,477	569.703	448.158	335.625	305.790	500,309
Fiscal services	112,500	218.850	214,727	29,851	82,125	38.250	86,100	137,174	81.825	49.600	43,724	68.700
Food services	251,628		375,544	57,236	224,487	101,720	174,775	278,426	222,245	82,731	65,398	213,787
Central services	115,750	224,500	218,245	29,852	84,773	38,231	129,261	221,847	83,575	51,050	43,724	70,600
Pupil transportation services	•	1	•					,		•	1	1
Community services	•	85,682	1		232,870	•	459	1	101,822	23,464	•	110,018
Grant Expense							-	:	_		t	
Total Operating Expenses	3,757,299	6,412,372	7,441,531	830,374	2,945,186	1,154,722	2,328,471	3,764,089	2,854,841	1,414,569	1,625,954	2,600,420
Excess Support and Revenue Over Operating Expenses and Before Facility Eveneses	1 490 982	2 861 944	2 864 548	462 467	1 251 931	403 590	1 115 835	1 965 208	1.184.682	714 550	581 533	843 620
· ·	1076775		21.201	, A. I-A.	1271	2/24/22	2000111	00-600/61	TOO LOTH	OCCULT!	000000	070,51
Facility Expenses: Facilities acmisition and construction	149 214	86 270	138 201		3 150	•	6 198	113 224	6 663	,	•	3.063
Operation of plant	600,377	2,125,068	2,514,121	291,889	1,125,579	488,630	764,385	943,631	754,300	539,764	591,317	465,182
Plant improvement and maintenance	214,134	199,577	184,660	601	96,043	37,244	42,211	80,766	165,035	66,973	73,468	172,435
Total Facility Expenses	963,725	2,410,915	2,836,982	292,490	1,224,772	525,874	812,794	1,137,621	925,998	606,737	664,785	640,680
Change in Net Assets	527,257	451,029	27,566	169,977	27,159	(122,284)	303,041	827,587	258,684	107,813	(83,252)	202,940
Net assets at beginning of year	8,963,117	7,172,111	8,116,604	2,339,242	686,266	302,286	1,126,297	2,723,596	2,208,737	792,790	489,951	750,829
Net assets at end of year	\$ 9,490.374	\$ 9,490,374 \$ 7.623,140	\$ 8,144,170	\$ 2,509,219	\$ 713,425	€9	180.002 \$ 1.429.338 \$ 3,551,183	\$ 3,551,183	\$ 2.467,421	\$ 900,603	\$ 406.699	\$ 953,769

Mater Academy, Inc. Special-Purpose Statement of Activities by Charter School For the year ended June 30, 2012

651,599 \$ 48,302 94,663 76,253 870,817 1,302	529,605 \$ 51,161 53,522 847 635,135	\$ 2,643,359 231,084 233,489 482,548 2,542 3,593,022	· ·		Academy	High School	Grove	Academy]	Mt. Sinai	Mt Sinai Eliminations	Total
5,253 - 0,817 3,751	847	482,548 2,542 3,593,022	1	1 I I		1	\$ 740,303 42,856 37,797		 69	į.	\$ 47,327,799 4,129,007 4,483,392
3,751 1.302		1 668 841	633,923 633,923	378,346 378,346	45,000	744	121,757 90,650 1,033,363	1 1		(1,384,063) (483,000) (1,867,063)	1,688,583 778,820 58,407,601
	223,164	3,782	3,393 3,987	183,723	57,669	49,849	448,865	059	1 1	(532,269)	27,197,237 91,734
12,118 95,834 18,600 52,278	9,516 88,410 14,775 23,015	22,036 411,288 71,025 205,423	169,977 50,649 -	72,288 116,607 -	441 7,402 2,625	417 16,273 2,625 6,678	14,990 192,614 18,975 61,701		1 1 1 1	(93,680)	646,689 7,432,837 1,292,051 2.822,976
3,600	18,620	73,631	- - 135,000		10,366	2,996	27,066		1 1 1 1	(348,000) - (135,000)	1,114,687 - 685,184
637,483 233,334	377,854 257,281	2,586,895	363,006	372,618 5,728	78,503 92,832	78,838	766,669	650)		(1,108,949)	41,283,395
- 135,309 42,593 177,902	- 153,923 - 153,923	559,060 136,094 695,154	5,992	, 66	32,335 5,222 37,557	24,264 223 24,487	17,388 200,112 45,106 262,606	31,650	1 1 1	(758,114)	523,371 11,588,873 1,562,385 13,674,629
55,432	103,358	310,973	264,925	5,629	55,275	(15,320)	4,088	(32,300)	ı	ı	3,449,577
229,658 285.090 \$	368;573 471,931 \$		41,834			24,166 8,846	\$ 4,088	\$ (32,300)	1 59		36,415,076 \$ 39,864,653
12,118 18,600 18,600 18,600 18,600 19,600 10,600 10,600 10,600 10,600 10,600 10		9,516 88,410 14,775 23,015 18,620 - - - - 377,854 153,923 153,923 103,358 103,358 88,573 \$	9,516 22,036 88,410 411,288 14,775 71,025 23,015 205,423 18,620 73,631 - 130,869 - 137,854 2,586,895 257,281 1,006,127 257,281 1,006,127 153,923 559,060 153,923 559,060 153,923 559,060 153,923 559,060 153,923 559,060 153,923 559,060 257,281 1,006,127 257,281 1,006,127 257,281 1,006,127 257,281 1,006,127 257,281 1,006,127 257,281 1,006,127 257,281 1,006,127 257,281 1,006,127 257,281 1,006,127 257,281 1,006,127	9,516 22,036 169,977 88,410 411,288 50,649 14,775 71,025 23,015 206,423 - 130,869 - 130,869 - 133,000 - 130,869 - 135,000 - 136,000 153,923 559,060 5,992 153,923 559,060 5,992 103,358 310,973 264,925 368,573 343,484 (223,091) \$ 471,931 \$ 654,457 \$ 41,834	9,516 22,036 16,977 72,288 88,410 411,288 50,649 116,607 14,775 71,025 23,015 205,423 - 130,869 - 130,869 - 137,854 2,586,895 363,006 153,923 559,060 5,992 99 153,923 559,060 5,992 99 153,923 695,154 5,992 99 103,358 310,973 264,925 5,629 \$685,73 343,484 (223,091) 31,240	9,516 22,036 169,977 72,288 441 88,410 411,288 50,649 116,607 7,402 14,775 71,025 - 2,625 23,015 205,423 10,366 - 136,200 10,366 377,854 2,586,895 363,006 372,618 78,503 257,281 1,006,127 270,917 5,728 92,832 153,923 559,660 5,992 99 32,335 153,923 695,154 5,992 99 37,557 103,358 310,973 264,925 5,629 55,275 368,573 343,484 (222,3091) 31,240 (30,780)	9,516 22,036 169,977 72,288 441 417 88,410 411,288 50,649 116,607 7,402 16,273 14,775 71,002 - 6,678 123,015 205,423 - 6,678 130,869 - 135,000 - 136,000 - 135,000 - 1	9,516 22,036 169,977 72,288 441 417 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	9,516 22,036 169,977 72,288 441 417 14,990 - 88,410 411,288 50,649 116,607 7,402 16,273 192,614 - 14,775 71,025 - 23,015 205,423 - 130,869 - 135,000 - 135,000 - 135,000 - 155,025 18,975 - 10,366 2,996 27,066 - 135,000 - 135,000 3,992 99 32,335 24,564 200,112 31,650 163,523 153,500 - 136,094 - 13	9,516 22,036 169,977 72,288 441 417 14,990 - 1 14,775 71,025 2,625 2,625 18,975 - 2,625 6,7701 2,5014 1,14,790 1,005,125 2,054,23	9,516 22,036 169,977 72,288 441 417 14,990 (93,680) 14,775 71,028 50,649 116,607 7,402 16,273 192,614 (93,680) 14,775 71,025 10,265 16,777 1

Attachment 37 Attachment B.3.1.5

i. Evidence of Committee to Form's Independence

The Committee to Form Mater Academy of Nevada understands that it must be independent and self-governing. The Committee has contacted independent legal counsel for review of the proposed contracts with the EMOs. The letter from counsel is attached hereto.

ii. Supervisory Responsibilities of the EMO

Neither Academica Nevada nor Mater Academy, Inc. will have direct supervisory or hiring authority of school administration and staff. The role of Academica Nevada (with operational staff) and Mater Academy, Inc. (with regard to instructional staff) will be to assist in the identification of quality staff and then advising, training and supporting that staff in maintaining quality school operations. The Charter Board will oversee the EMOs in these matters by maintaining independent decision making authority on all matters, utilizing the EMOs for advice and support, and by performing regular reviews (at least annually) of the EMOs' performance.

iii. Facility or Financing Relationship with EMO

The Committee to Form Mater Academy of Nevada does not intend to enter into a lease, lease purchase agreement or any other facility or financing relationship with any EMO. The Committee may rely on an EMO to assist in locating a facility which may be leased for a fair and reasonable amount. However, it is anticipated that the owner/landlord of such a facility would not be the EMO. In any event, no facility or financing agreement will be incorporated into the school management contract.

It may be necessary for the school to enter into a promissory note with an EMO in order to complete the Pre-Opening Requirements requisite to receiving state funding. Any promissory note related to completing pre-opening requirements will be for a short-term (no more than two years) and will not be incorporated into the management contract.

JEFFREY S. BLANCK

Attorney at Law

485 West Fifth Street

(775) 324-6640 (office)

Reno, NV 89503

(775) 323-5944 (fax)

jblanck@jeffreyblancklaw.com

August 21, 2013

Sheila Moulton, Committee Chair Mater Academy of Nevada 6519 American Beauty Avenue Las Vegas, Nevada 89142

Re: Charter School Application for Mater Academy of Nevada

Dear Ms. Moulton:

I have reviewed the charter school services and support agreement between Mater Academy of Nevada and Academica Nevada, LLC as well as the trademark license and affiliation agreement between Mater Academy, Inc. and Mater Academy of Nevada. The contracts are similar to other contracts with Academica Nevada's charter schools, which I have previously reviewed and found to be in compliance and beneficial to the charter schools. At this time, I see no issues with entering into these agreements for the operation of Mater Academy of Nevada.

Again, I reiterate that I do not see any legal issues that would preclude the entering into of these agreements, nor any other issues that I feel could impede the successful operation of Mater Academy of Nevada if it is their desire to contract with Academica Nevada and Mater Academy, Inc. for the services described therein. If you require further information, please let me know.

Sincerely,

JÉFFREY S. BLANCK, ESQ.

JSB:hh

Attachment 38

Attachment B.3.1.6

i. Roles and Responsibilities of the EMO

The role of Academica Nevada and Mater Academy, Inc., is to serve at the will and guidance of the Board. We expect Academica Nevada and Mater Academy, Inc., to carry out the defined responsibilities found in their respective contracts and set forth in the "Scope of Services" below in a manner that is consistent and assists the board meet its vision.

ii. Scope of Services

The School will hire Academica Nevada to provide specific business support services thereby freeing up the school administrator to focus on the educational goals set by the governing board. Support services that Academica Nevada will provide include, but are not limited to, the following:

- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Monitor and assure Compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company; and
- Provide human resources related services such as dispute resolution and contract preparation and review.
- Assist the Board in renewing the School's charter.

As part of the commitment and relationship between Mater Academy of Nevada and Academica Nevada, it is understood and agreed that Academica Nevada will NOT do the following:

- Employ the School Administrator or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the school's board and principal;
- Use fees paid by Mater Academy of Nevada to benefit or subsidize schools located outside of Nevada.
- Permit the school's lease and management contract to be conditioned one upon the other.

Academica Nevada will assist Mater Academy in furthering the school's mission and purpose by enabling the School to obtain better facilities, lower pricing on furniture and equipment, more accurate budget projections, better insurance rates, better benefits packages for employees of the school and better financing rates than would otherwise be possible. These services will help Mater Academy serve more students and maintain financial surpluses without compromising the educational goals of the school.

The school will affiliate with Mater Academy, Inc. to provide the following services:

- On site principal training and professional development;
- On site teacher training and professional development;
- Classroom critique and assessment;
- Technology training; and
- Help attain accreditation.

None of the services provided by Mater Academy, Inc. will overlap those provided by Academica Nevada.

iii. Oversight and Evaluation of the EMO

The board expects Academica Nevada to perform each of the specific duties of the contract. Academica Nevada is expected to work in such a manner that school's annual financial audits do not have any material deficiencies. The board further expects Academica Nevada to guide the school to a surplus of not less than 5% of revenues. All state reports must be responded to in a timely manner and to the expectations of the specific state agencies. They should work in a manner that is supportive and allows the principals to focus on educational goals. The principals should be able to discuss and get immediate advice on day to day operational issues.

The board expects Mater Academy, Inc. to provide regular and effective professional development resources which result in improved instruction and academic performance, as measured by the administrator's teacher evaluations and the student assessments set forth in Part A of this application. We expect Mater Academy, Inc. to successfully assist in completing the accreditation process. We expect Mater Academy, Inc. to work closely with the principal and instructors in developing open and ongoing communication which includes assistance in problem solving, successful planning strategies, and shared technology programs and training.

iv. Compensation Structure and Payment Schedule

The fee that Academica Nevada charges is per pupil based. As the number of students enrolled increases, Academica's services necessarily increase as well. For example, a larger student body requires a larger facility and a consequential increase in facilities management services. A larger student body requires more staff and an increase in Human Resources related services. A larger student body requires more equipment and fixtures which creates an increase in procurement, budget management and bookkeeping services. As a result, basing a fee on a fixed per pupil charge is "attributable to the actual services provided" and compliant with State law. Furthermore, since the fee is not a percentage of income, the fee does not increase with any increase in school funding

which may be passed by the state legislature. Finally, the Academica contract contains a provision that allows the fee to be adjusted if the school is facing financial hardship.

Mater Academy, Inc., charges a fee 1% of annual revenues in exchange for the support services detailed above and the use of the Mater Academy name and logo. The Mater Academy fees will support the staff travel and materials necessary to provide the professional development services and accreditation support provided for in the services agreement.

v. Financial Responsibilities of Governing Board and EMO

It is the responsibility of Academica Nevada to provide accurate financial projections, qualified and experienced financial staff to maintain school books and records, work with the school administrator to propose school budgets, and assist the board in the completion of the annual financial audit. It is also the responsibility of Academica Nevada to report to the Board at every Board Meeting regarding the financial status of the school and any financial matters that might require immediate attention.

It will be the responsibility of the Board of Directors of Mater Academy of Nevada to review proposed budgets, make any prudent revisions or changes, and have ultimate decision making authority on the approval of the budgets. The Board of Directors will be responsible for selecting a firm to complete the required independent financial audit. The Board of Directors will also periodically review the accuracy and reliability of Academica Nevada's financial services by using tools such as monthly Profit-Loss reports, Balance Sheets, and the independent financial audit.

vi. Term of EMO Contract and Conditions for Renewal and Termination

The Term of the EMO contract is for the term of the Charter agreement which is granted by the school's sponsor, which is expected to be for a term of six years. During the term of the contract, the Board can terminate the agreement "for cause" if at any time Academica Nevada fails to immediately remedy any breach the terms of the agreement. Furthermore, Mater Academy has the option of

terminating the contract without cause at the end of the Charter contract. If the contract is not terminated, then it may automatically renew with the renewal of the charter agreement.

vii. The Plan for Operation in the Event of Termination of the Management Agreement

In the event of termination of the Management Agreement between Academica Nevada and Mater Academy of Nevada, the Services Agreement provides that the parties shall work cooperatively to ensure that the School's operations continue without interruption. The Contract further requires Academica Nevada to immediately deliver any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. The board expects that, should the contract with Academica Nevada ever be terminated, the board will need to hire additional business management personnel to both manage the transition period during Academica Nevada's exit as well as provide the bookkeeping, reporting and other services currently handled by Academica Nevada.

viii. Contracts between EMO and "Key Personnel"

Neither Academica Nevada nor Mater Academy, Inc. will directly employ any "key personnel" of the school.

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT BETWEEN

THE BOARD OF DIRECTORS FOR

MATER ACADEMY OF NEVADA, A NEVADA PUBLIC CHARTER SCHOOL

AND

ACADEMICA NEVADA, LLC

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CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

This is an Agreement to provide services and support to a Charter School by and between the Mater Academy of Nevada Board of Directors ("Board") and Academica Nevada LLC ("Service Provider")

WHEREAS, Mater Academy of Nevada may have a contract ("the Charter") with the State Public Charter School Authority (the "State") to operate a charter school, known as Mater Academy of Nevada (the "School");

WHEREAS, the School is governed by the Board of Directors of Mater Academy of Nevada (the "Board");

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, <u>Mater Academy of Nevada</u> desires to ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider has been established to provide professional services and support to public charter schools;

WHEREAS, it is Service Provider's mission to ensure that the vision of the School's Board of Directors is faithfully and effectively implemented;

WHEREAS, Service Provider's officials are familiar with the governmental agencies and

requirements needed to establish and operate a public charter school as well as the requirements of the

Charter, all State and Federal authorities, and the local municipal and or county government which may be

applicable to the operation of the School or its facilities;

WHEREAS, Service Provider's officials are familiar with the various local, state and federal

funding sources for charter school programs and have successfully obtained grants, other forms of revenue

and financing for other charter school programs;

WHEREAS, Service Provider's officials have attended and will continue to attend local, state,

and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Service Provider provides services and support a network of charter schools and

believes that there are benefits to having combined purchasing power and a wide variety of employment

opportunities and options available to the employees of public charter schools serviced by Service

Provider;

WHEREAS, it is Service Provider's duty to implement the vision of the Board of Directors,

ensuring the autonomy and governing authority of the Board of Directors of Mater Academy of Nevada,

and the Board of Director's duty to make all decisions and direct Service Provider to act accordingly on the

Board's behalf.

WHEREAS, Mater Academy of Nevada and Service Provider desire to enter into this agreement

for the purpose of having Service Provider provide services and support to the School at the direction and

to the extent instructed by the Board of Directors;

NOW THEREFORE, the parties to this Agreement agree as follows:

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DUTIES OF SERVICE PROVIDER:

1. Recitals

The forgoing recitals are true, correct and incorporated herein.

2. Engagement

<u>Mater Academy of Nevada</u> engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. Duties

At the direction of the Board, Service Provider will coordinate the services required to support the School. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. If instructed by the Board, Service Provider's services may include, but not be limited to: identification, design and procurement of facilities; staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the Schools as well as bookkeeping, budgeting and financial forecasting. The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

4. <u>Board of Directors Meetings</u>

Service Provider will attend the meetings of the Board and the staff of the School. Unless otherwise instructed by the Board, Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of NRS. 386.550 regarding such meetings and record keeping.

5. Record Keeping

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with NAC 392.36 and NAC 386.360 requirements for record keeping. In addition, Service Provider will ensure that designated on site staff receives proper training by the **State's** appropriate departments for student school record keeping through its designated programs.

6. Bookkeeping

Service Provider will coordinate with the accounting firms selected by the Board "the accounting firm", and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Charter and State law.

7. Staff Administration

If instructed by the Board, Service Provider may identify and propose for employment by or on behalf of Mater Academy of Nevada qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by NRS 386. Mater Academy of Nevada may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner as defined in Nevada Education Code sections 386 and 391. If the Board so chooses, Service Provider may coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be Mater Academy of Nevada employees or employees leased to Mater Academy of Nevada, and will not be employees of Service Provider. At the Boards direction, Service Provider may prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. At the request of the Board, Service Provider may propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider Service Provider will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider.

All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the Nevada School Accounting Manual and Standardized Account Code Structure at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. Mater Academy of Nevada will provide the State with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than September 15th of each year.

9. Designated Contact Person

The designated contact person of Service Provider shall be the CEO of Academica Nevada LLC Robert B. Howell.

10. Grant Solicitation

At the request of the Board, Service Provider may solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

If directed by the Board, Service Provider may coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

At the request of the Board, Service Provider may coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Service Provider will coordinate the preparation of the Annual Report for the School.

The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the-State and Charter School legislation for the Annual Report.

14. Student Assessment

If instructed by the Board, Service Provider may coordinate a student assessment methodology and retain on behalf of <u>Mater Academy of Nevada</u>, professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

The Board President will serve as primary liaison with the State Board of Education and its officials on behalf of the School. If instructed by the Board, Service Provider may also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

16. Governmental Compliance

If requested by the Board, Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider may also advise the Board on compliance with the School's Charter with the State. The School's Charter with the State is incorporated herein by reference.

17. Charter Renewal Coordination

At the direction of the Board, Service Provider may assist the Board with renewal of the School's Charter on a timely basis. If instructed by the Board, may negotiate the terms of the renewal Charter with the State on behalf of the Board and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the State.

18. Curriculum Development

If requested by the Board, Service Provider may identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All proposed curricula shall be approved by the Board prior to use.

19. Facilities Identification Expansion, Design and Development

At the direction of the Board, Service Provider may coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

20. Systems Development

If requested by the Board, Service Provider may identify and develop a Nevada based and state compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

21. Term

The term of the Agreement shall commence on August 1, 2013 and continue through the duration of the Charter Agreement granted by the State, or other sponsor should the School's sponsor change.

22. Renewal

This Agreement shall automatically renew with the renewal of the Charter Agreement by the School's sponsor in 2014, which renewal of this Agreement shall be effective for the full term of the renewed Charter Agreement (which is expected to be for a 6-year term). Thereafter, this Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement by the School's sponsor unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that this Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

23. Termination

- (a) Either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, **Mater Academy of Nevada** may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, **Mater Academy of Nevada** shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.
- (c) <u>Duties upon termination</u>. In the event this Agreement is terminated, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to **Mater Academy of Nevada** any and all books, documents,

electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

COMPENSATION

24. Base Compensation

Mater Academy of Nevada shall pay Service Provider a services and support fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that Mater Academy of Nevada receives such funds. The fee shall be payable in equal monthly installments, provided that Mater Academy of Nevada shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada, such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. The fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. In the event that funding is decreased in future years to an amount less than the 2013-2014 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider will consider lowering the fee should the school experience severe financial distress.

25. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of **Mater Academy of Nevada**, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

26. Reimbursement of Costs

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

27. <u>Incurred Expenses</u>

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS

28. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees, principals or agents and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

29. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect Mater Academy of Nevada the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

30. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all if this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2)

This Agreement shall constitute the full, entire and complete agreement between the

parties hereto. All prior representations, understandings and agreements are superseded and replaced by

this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through

the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed

by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall

constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or

invalid, that determination shall not affect any other provision or any part of any other provision of this

Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Nevada and shall be interpreted

according to and governed by the laws of that state. Any action arising from this Agreement, shall be

brought in a court in Clark County, Nevada.

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be

awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this

Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States

mail, directed to the other party at its address hereinafter provided or at such other address as either party

may designate by notice from time to time in accordance herewith:

If to Service Provider: Academica Nevada, LLC

8235 S. Eastern Ave., Suite 150

Las Vegas, NV 89123

Attention: Robert Howell

If to **Board**:

Mater Academy of Nevada

6519 American Beauty Ave.

Las Vegas, NV 89142

Attention: Board Chair

Attachment 40
Attachment B.3.1.7

TRADEMARK LICENSE AND AFFILIATION AGREEMENT

MATER ACADEMY, INC. and MATER ACADEMY OF NEVADA

THIS TRADEMARK LICENSE AND AF	FILIATION AGREEMENT ("Agreement") is made
and entered into effective as of	(the "Effective Date") by and between Mater
Academy, Inc. ("Licensor"), and the School	ol, Mater Academy of Nevada ("Licensee").

WHEREAS, Licensor has adopted, and is using the trademark, Mater Academy ("Trademark")throughout the United States in connection with educational excellence, Southern Association of Colleges and Schools (SACS) accreditation, pedagogical successful methods, and related educational activities; and

WHEREAS, Licensee desires to use the Trademark, in connection with the development of the School, including but not limited to, the start-up phase of the School. Licensee desires to promote the fact that the School will affiliate with Mater Academy and replicate its successful educational best practices and methods to ensure the School's academic and operational success.

WHEREAS, Mater Academy, Inc. personnel will provide on-site services to the school, and will also conduct ongoing teacher training sessions in Math, Language Arts and other subject areas; provide 'best practices' instructional materials; and host retreats for Boards of Directors and School Leaders.

WHEREAS, Licensor, subject to the terms and conditions set forth in this Agreement, is willing to permit Licensee to use the Trademark in connection with the educational practices, including but not limited to the development and establishment of the school of Mater Academy of Nevada, for the mutual benefit of Licensor and Licensee.

NOW, THEREFORE, in consideration of the above premises, the mutual covenants set forth below, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

Section 1 LICENSE

1.1 Scope of License. Subject to the terms and conditions set forth in this Agreement, Licensor grants to Licensee a non-exclusive, non-transferable, royalty-free license to use the Trademark in

connection with the development and establishment of the school of Mater Academy of Nevada in the State of Nevada, United States. Licensee shall make no other use of the Trademark.

1.2 Non-Assignment. Licensee acknowledges and agrees that the rights granted to Licensee by and obtained by Licensee as a result of or in connection with this Agreement are license rights only, and nothing contained in this Agreement constitutes or shall be construed to be an assignment of any or all of Licensor's rights in the Trademark.

Section 2 LICENSOR'S CONTROL

In order to protect and preserve Licensor's rights in the Trademark, Licensee understands, acknowledges, and agrees that (i) prior to the first date of Licensee's use of the Trademark in connection with Mater Academy of Nevada, Licensee shall obtain Licensor's approval of all aspects of such use; and (ii) once Licensee's use of the Trademark in connection with the Mater Academy of Nevada is initially approved by Licensor, any subsequent alteration, modification, or change in such use must be reviewed and approved by Licensor prior to implementation of such alteration, modification, or change.

Section 3 USE OF THE TRADEMARK

- 3.1 Trademark Format. Licensor retains the right to specify, from time to time, the format in which Licensee shall use and display the Trademark, and Licensee shall only use or display the Trademark in a format approved by Licensor.
- 3.2 Proper Notice and Acknowledgment. Every use of the Trademark by Licensee shall incorporate in an appropriate manner the correct and proper spelling of the name and any and all information connected therewith the name and Trademark.
- 3.3 Annual Fee. Licensee, Mater Academy of Nevada, herein enters into a trademark license agreement with Mater Academy, Inc. to use, reproduce and display the trademarks of Mater Academy, Inc. in connection with its educational activities. The annual fee associated with this License is not to exceed 1% of the guaranteed basic support payment per pupil funding that the School receives. There will be no other additional fees or costs associated with this Agreement.
- 3.4 Impairment of Licensor's Rights. Licensee shall not at any, time, whether during or after the term of this Agreement, do or cause, to be done any act or thing challenging, contesting, impairing, invalidating, or tending to impair or invalidate any of Licensor's, rights in the Trademark or any registrations, accreditations or recognitions of the like, derived from such rights. The Southern Association of Colleges and Schools (SACS) accreditation specifically shall not be affected in any way due to the misuse or violation of requirements and guidelines set forth

by the Southern Association of Colleges and Schools (SACS), Mater Academy, Inc. or this Agreement.

3.5 Licensor's Rights and Remedies. Licensee acknowledges and agrees that Licensor has, shall retain, and may exercise, both during the term of this Agreement and thereafter, all rights and remedies available to Licensor, whether derived from this Agreement, from statute, or otherwise, as a result of or in connection with Licensee's breach of this Agreement, misuse of the Trademark, or any other use of the Trademark by Licensee which is not expressly permitted by this Agreement.

Section 4 AFFILIATION SERVICES

To ensure the School's academic and operational success, Licensor, Mater Academy, Inc., shall monitor the conduct and performance of the School and provide the School with assistance in the following areas:

- (a) on site principal training;
- (b) on site teacher training;
- (c) classroom management critique and assessment;
- (d) technology training;
- (e) help attain accreditation;
- (f) other areas identified by the Licensor.

Licensor will make available to the School certain model books, curriculum modules, or other documents or compilations of data that are identified with Mater Academy, Inc. Licensor authorizes the School to use such materials and best practices, subject to the terms and limitations of this Agreement, for activities that further the goals of the School.

Section 5 TERM AND TERMINATION

- 5.1 Term. The term of this Agreement shall be for two (2) years from the Effective Date; provided, however, that either party may terminate this Agreement, with or without cause, by delivering written notice of termination to the other party, and, unless a later date is specified in such notice, termination shall be effective sixty (60) days after the date such notice is given.
- 5.2 Termination for Cause. Notwithstanding the provisions of Section 4.1 of this Agreement, this Agreement and all rights granted hereby, including but not limited to Licensee's right to use the Trademark, shall automatically terminate without notice from Licensor if (i) Licensee attempts to assign, sub-license, transfer or otherwise convey, without first obtaining Licensor's written consent, any of the rights granted to Licensee by or in connection with this Agreement; (ii) Licensee fails to obtain Licensor's approval of Licensee's use of the Trademark in accordance

with Section 2 of this Agreement; (iii) Licensee uses the Trademark in a manner in violation of, or otherwise inconsistent with, the restrictions imposed by or in connection with Section 3 of this Agreement; or (iv) Licensee uses the Trademark in a manner not expressly permitted by this Agreement.

5.3 Effect of Termination. All rights granted by this Agreement, including, without limitation, Licensee's right to use the Trademark, shall expire upon termination of this Agreement, and upon termination Licensee shall immediately cease and desist from all further use of the Trademark.

Section 6 MISCELLANEOUS

- 6.1 Assignment. Licensee shall not assign, sublicense, transfer, or otherwise convey Licensee's rights or obligations under this Agreement without Licensor's prior written consent. Licensee shall indemnify and hold harmless Licensor against all liability, costs, and expenses, including but not limited to a reasonable attorneys' fee, arising out of or in connection with claims relating to an attempted assignment, sublicense, transfer, or other conveyance of Licensee's rights and obligations.
- 6.2 Applicable Law. This Agreement shall be interpreted, construed, and enforced pursuant to, and in accordance with, the laws of the State of Florida.
- 6.3 Entire Agreement. This Agreement supersedes all previous agreements, understandings, and arrangements between the parties, whether oral or written, and constitutes the entire agreement between the parties.
- 6.4 Amendments. This Agreement may not be modified, amended, altered, or supplemented except by an agreement in writing executed by the parties hereto.
- 6.5 Waivers. The waiver by either party of a breach or other violation of any provision of this Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the same or other provision of this Agreement.
- 6.6 Notice. Unless otherwise provided herein, any notice, demand, or communication required, permitted, or desired to be given hereunder shall be in writing and shall be delivered by hand, or by registered or prepaid certified mail through the United States postal service, return receipt requested, addressed as follows:

If to Licensor: Mater Academy, Inc

c/o 6361 Sunset Drive Miami, FL 33143

Attn: President/Chairperson

If to Licensee: Mater Academy of Nevada

6519 American Beauty Ave.

Las Vegas, NV 89142 Attention: Board Chair

or to such other address, and to the attention of such other persons or officers as either party may designate by written notice. Any notice so addressed and mailed shall be deemed duly given three (3) days after deposit in the United States mail, and if delivered by hand, shall be deemed given when delivered, and if sent by facsimile, shall be deemed given on the first business day immediately following transmittal.

- 6.7 Counterparts. This Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement.
- 6.8 Articles and Other Headings. The articles and other headings contained in this Agreement are for reference purposes only, and shall not affect in any way the meaning or interpretation of the terms of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the date first set forth above.

LICENSOR:		
MATER ACADEMY, INC.		
By:	Date	
Mater Academy, Inc, President		
LICENSEE:		
MATER ACADEMY OF NEVADA		
By:	Date	
Committee Chairperson		

KEITH W RHEAULT uperintendent of Public Instruction

GLORIA P. DOPF

Deputy Superintendent
tructional, Research and Evaluative
Services

JAMES R. WELLS

Deputy Superintendent

Administrative and Fiscal Services

STATE OF NEVADA



MOODY STREET OFFICE 1749 Moody Street, Suite 40

Carson City, Nevada 89706-2543

SOUTHERN NEVADA OFFICE

1820 E. Sahara, Suite 205 Las Vegas, Nevada 89104-3746

(702-486-6455 Fax: (702)486-6450

DEPARTMENT OF EDUCATION 700 E. Fifth Street

Carson City, Nevada 89701-5096 (775) 687 - 9200 · Fax: (775) 687 - 9101

Charter School Budget

Mater Academy of Nev			ewith submits the (TENTATIVE)	(FINAL) budget for	the
scal year ending	June 30, 201	5 .	·	-	
		governmental fund types valued expenses of \$	with estimated expenditures of \$	1,866,506	an
er NAC 387.370:					
TENTATIVI		to the clerk or secretary of the NDE) by April 15 annually.	ne Charter School Governing Body	and Nevada Depa	rtment
FINAL bud	SUBMITTED b		nnually. Copies of the approved fir ning Body to NDE, Legislative Coul epartment of Education.		
ERTIFICATION			APPROVED BY THE GO	VERNING BOARD	
I,					
(Printe	d Name)				
	of this Local Go	(Title) nds and financial vernment are			
Signed					
Dated:					
CHEDULED PUBLIC	HEARING:				
ate and Time:			Publication Dat	e	
lace:					
					orm 1 /5/2013

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

		WEIGHTED ACTUAL YEAR ENDING 06/30/14		WEIGHTED ACTUAL YEAR ENDING 06/30/14		WEIGHTED ESTIMATED YEAR ENDING 06/30/15
1.	Pre-kindergarten (NRS 388.490) 0 x .6 =	0.0	<mark>0</mark> x .6	= 0.0	0 x .6	= 0.0
2.	Kindergarten x .6 =	0.0	<u>0</u> x .6	= 0.0	50 x .6	= 30.0
3.	Elementary	0		0		250
4.	Secondary					
5.	Ungraded					
6.	Subtotal	0.0		0.0		280.0
7.	Students transported into Nevada from out-of-state					
8.	Students transported to another state					
9.	Total WEIGHTED enrollment	0.0		0.0		280.0
10.	Hold Harmless					
11.	Basic support per pupil amount, Year Fill in information for each district: School District Carson City Churchill Clark Douglas Elko Esmeralda Eureka Humboldt	2014-2015 2014-2015 ate revised 3/31/10 \$ 5,957 \$ 5,821 \$ 5,036 \$ 5,151 \$ 6,485 \$ 18,063 \$ 2,226 \$ 6,089	WEIGHTED 2014-2015 Enrollment 0.0 0.0 280.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	5,036 Subtotal \$0 \$0 \$1,410,080 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0		erence amounts for #12 ate: "Outside Revenue" \$ 1,166 \$ 1,194 \$ 1,167 \$ 2,543 \$ 1,041 \$ 6,093 \$ 28,680 \$ 1,600
	Lander Lincoln Lyon Mineral Nye Pershing Storey Washoe White Pine	\$ 3,638 \$ 9,441 \$ 6,537 \$ 8,149 \$ 6,415 \$ 8,178 \$ 6,423 \$ 5,137 \$ 7,224	0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0		\$ 6,077 \$ 1,181 \$ 948 \$ 1,172 \$ 1,578 \$ 1,943 \$ 6,179 \$ 1,252 \$ 1,557
	Multidistict		280.0	\$1,410,080	5,036	
12.	Estimated "Outside Revenue" (Suppl This is the per pupil share of local tax			\$1,167		
13.	Total basic support for enrollee include	ling outside revenue			Total Weighted-#9 \$ 1,736,840.00	Hold Harmless-#10 \$ -
14.	Estimated number of special education	on program units	39,768 amo		aximum - see prior year a	allotment)
15.	TOTAL BASIC SUPPORT GUARAN	ΓΕΕ (Number 13 +14)			Total Weighted \$ 1,736,840.00	Hold Harmless

Fiscal Year 2014-2015 Charter School Mater Academy of Nevada

Form 2 Enrollment - DSA 8/5/2013

WEIGHTED

Form 3	Exhibit C) Mater Original Char	ter Aþþlicatio	n (2)	(3)	(4) ENDING 06/30/15
l			ESTIMATED	BUDGET YEAR	ENDING 06/30/15
Mater A	cademy of Nevada	ACTUAL PRIOR			
	REVENUE	YEAR ENDING		TENTATIVE	FINAL
		06/30/14	06/30/14	APPROVED	APPROVED
1000	LOCAL SOURCES				
1100	Taxes				
	Ad Valorem Taxes				
1111	Net Proceed of Mines				
1120	Sales & Use/School Support Taxes				
1140	Penalties & Interest on Tax				
1150	Residential Construction Tax				
1190	Other				
	Revenue from Local Govmt Units other				
1200	than School Districts				
1300	Tuition				
1310	Tuition from Individuals				
1320	Tuition-other Govt sources within State				
1330	Tuition-other Govt sources out of State				
1400	Transportation Fees				
1410	Trans Fees from Individuals				
1420	Trans Fees - other Govt within State				
1430	Trans Fees - other Govt out of State				
1440	Trans Fees - Other Private Sources				
1500	Investment Income				
1600	Food Services			94,500	
1610	Daily Sales - Reimbursable Program				
1620	Daily Sales - Non-Reimbursable Progrm				
1630	Special Functions				
1650	Daily Sales - Summer Food Program				
1700	Direct Activities				
1800	Community Service Activities				
1900	Other Revenues				
1910	Rent				
1920	Donations				
1930	Gains/Loss on Sales of Capital Assets				
1940	Textbook Sales & Rentals				
1950	Misc Revenues from Other Districts				
1960	Misc Revenues from Other Local Govt				
1970	Operating Revenues				
1980	Refund of Prior Year's Expenditures				
1990	Miscellaneous - local sources				
TOTAL	LOCAL SOURCES	0	0	94,500	0
3000	REVENUE FROM STATE SOURCES				
3100	Unrestricted Grants-in-Aid				
3110	Distributive School Account (DSA)			1,736,840	
3115	Special Ed portion of DSA			1,7 00,040	
3200	State Govt Restricted Funding				
3210	Special Transportation				
3220	Adult High School Diploma Program Fnd				
3230	Class Size Reduction				
3800	Revenue in Lieu of Taxes				
3900	Revenue for/on Behalf of School Dist				
		0	0	1 706 040	
IUIAL	STATE SOURCES	0	0	1,736,840	0

(Exhibit C) Mater Original Char	ter Aþþlicatio	n ⁽²⁾ ESTIMATED	(3)	(4) ENDING 06/30/15
			ESTIMATED	BUDGET TEAK	ENDING 00/30/13
		ACTUAL PRIOR	CURRENT		
	REVENUE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
	KEVENOE	06/30/14	06/30/14	APPROVED	APPROVED
4000	FEDERAL SOURCES	00/30/14	00/30/14	AFFROVED	AFFROVED
4000	Unrestricted Grants-in-Aid DIRECT from				
4100	Fed Govt				
4103	E-Rate Funds				
4103	Unrestricted Grants-in-Aid from Fed				
4200	Govt pass thru the State				
4300	Restricted Grants-in-Aid Direct - Fed				
4300	Restricted Grants-in-Aid Fed Govnt pass-				
4500	thru the State				
4300	Grants-in-Aid from Fed Govt Thru Other				
4700	Intermediate Agencies				
4800	Revenue in Lieu of Taxes				
4000	Neveride in Lieu of Taxes				
4900	Revenue for/on Behalf of School District				
TOTAL	FEDERAL SOURCES	0	0	0	0
		(1)	(2)	(3)	(4)
			ESTIMATED	BUDGET YEAR	ENDING 06/30/15
	OTHER RESOURCES AND				
	OTHER RESOURCES AND	ACTUAL PRIOR	CURRENT		
	FUND BALANCE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
		06/30/14	06/30/14	APPROVED	APPROVED
5000	OTHER FINANCING SOURCES				
5100	Issuance of Bonds				
5110	Bond Principal				
	Premium of Discount on the Issuance of				
5120	Bonds				
5200	Fund Transfers In				
	Proceeds from the Disposal of Real or				
5300	Personal Property				
5400	Loan Proceeds				
5500	Capital Lease Proceeds				
5600	Other Long-Term Debt Proceeds				
6000	Other Items				
6100	Capital Contributions				
	Amortization of Premium on Issuance of				
6200	Bonds				
6300	Special Items				
6400	Extraordinary Items				
TOTAL	OTHER SOURCES	0	0	0	0
8000 O	PENING FUND BALANCE				
Reser	ved Opening Balance		0		
	erved Opening Balance		0		0
	OPENING FUND BALANCE	0	0	0	0
Prior F	Period Adjustments		0		
	•				
	ALL RESOURCES	0	0	1,831,340	0
6000 6100 6200 6300 6400 TOTAL 8000 OI Reser Unres TOTAL Prior F	Other Items Capital Contributions Amortization of Premium on Issuance of Bonds Special Items Extraordinary Items OTHER SOURCES PENING FUND BALANCE ved Opening Balance erved Opening Balance OPENING FUND BALANCE Period Adjustments ual Equity Transfers	0	0 0 0	0	(

Mater Academy of Nevada	(1)	(2)	(3)	(4)
Form 4	(')	ESTIMATED	, ,	ENDING 06/30/15
1 01111 4	ACTUAL PRIOR	CURRENT	DODGET TEAK	LINDING 00/30/13
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
THOOK, WIT CHOTICIT OBSEST	06/30/14	06/30/14	APPROVED	APPROVED
	00/30/14	00/30/14	APPROVED	APPROVED
100 REGULAR PROGRAMS	<u> </u>			
1000 Instruction				
100 Salaries			694,500	0
200 Benefits			228,188	0
300/400/500 Purchased Services			468,300	0
600 Supplies			77,250	0
700 Property				0
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
100 TOTAL REGULAR PROGRAMS	0	0	1,468,238	0
140 Summer School for Reg Programs			,,	
1000 Instruction	1			
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits 300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
140 TOTAL Summer School - Reg Prog	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures Page 1 of 10 8/5/2013

Mater Academy of Nevada	(1)	(2)	(3)	(4)
Water readerly of Novada	('')	ESTIMATED	BUDGET YEAR ENDING 06/30/15	
	ACTUAL PRIOR	CURRENT	DODOLI ILIM	<u> </u>
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
THOSIUMIT SHOTISH OBSEST	06/30/14	06/30/14	APPROVED	APPROVED
200 SPECIAL PROGRAMS	00/00/14	00/00/14	ALTROVED	ATTROVED
1000 Instruction				
100 Salaries			56,250	
200 Benefits			21,812	
300/400/500 Purchased Services			21,012	
600 Supplies			5,000	
700 Property			0,000	
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries			30,000	
200 Benefits			33,000	
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services			7,800	
600 Supplies			,	
700 Property				
800 Other				
200 SPECIAL PROGRAMS	0	0	120,862	0
240 Summer School for Special Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
240 TOTAL Summer School - Spec Prog	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures Page 2 of 10 8/5/2013

	(1)	(2) ESTIMATED	(3) (4) BUDGET YEAR ENDING 06/30/15	
	ACTUAL PRIOR	CURRENT	BODGET TEAK	LINDING 00/30/13
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
PROGRAM FUNCTION OBJECT				
270 Gifted and Talented Programs	06/30/14	06/30/14	APPROVED	APPROVED
1000 Instruction	-			
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
270 TOTAL Gifted & Talented Programs	0	0	0	0
300 Vocational & Technical Programs				
1000 Instruction	•			
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				

Mater Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures Page 3 of 10 8/5/2013

	(1)	(2)	(3)	(4)
	(')	ESTIMATED	(3) (4) BUDGET YEAR ENDING 06/30/15	
	ACTUAL PRIOR	CURRENT	JODOLI ILAN	2.121110 00/00/10
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
	06/30/14	06/30/14	APPROVED	APPROVED
340 Summer School for Voc & Tech	00/00/14	00,00,14	/ III NOVED	/IIIIOVLD
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
340 Total Summer School for Voc & Tech	0	0	0	0
420 English for Speakers of Other Lang	-		-	
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
420 Total Speakers of Other Lang	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures Page 4 of 10 8/5/2013

	(1)	(2)	(3)	(4)
	, ,	ESTIMATED		ENDING 06/30/15
	ACTUAL PRIOR	CURRENT		
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
	06/30/14	06/30/14	APPROVED	APPROVED
440 Summer School for Other Inst Prog				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property 800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
440 Total English - Summer School for Other Ins	0	0	0	0
490 Other Instructional Programs	-		-	
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other		-		-
490 Total Other Instructional Programs	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures Page 5 of 10 8/5/2013

	(1)	(2)	(3)	(4)
		ESTIMATED		ENDING 06/30/15
	ACTUAL PRIOR	CURRENT		
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
	06/30/14	06/30/14	APPROVED	APPROVED
800 Community Services Programs	_			
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services 100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property 800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits 300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other	0	0	0	0
800 Total Community Services Programs 900 Co-curricular & Extra-Curricular	U	U	U	U
	-			
1000 Instruction				
100 Salaries				
200 Benefits 300/400/500 Purchased Services				
600 Supplies				
700 Property 800 Other				
800 Other 2100-2600, 2900 Other Support Services				
100 Salaries 200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
600 Supplies 700 Property				
600 Supplies	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures Page 6 of 10 8/5/2013

	(1)	(2) ESTIMATED	(3)	(4) ENDING 06/30/15
	ACTUAL PRIOR	CURRENT	BUDGET TEAK	ENDING 00/30/13
PROGRAM FUNCTION OBJECT			TCNT	FINIAL
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
AND LINDICTRIBUTED EVENINTURES	06/30/14	06/30/14	APPROVED	APPROVED
000 UNDISTRIBUTED EXPENDITURES 2100 Support Services-Students				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100 SUBTOTAL	0	0	0	0
	U	0	U	U
2200 Support Services-Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2200 SUBTOTAL	0	0	0	0
2300 Support Services-Gen Admin				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2300 SUBTOTAL	0	0	0	0
2400 Support Serv-School Admin				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2400 SUBTOTAL	0	0	0	0
2500 Central Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2500 SUBTOTAL	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures Page 7 of 10 8/5/2013

	(1)	(2)	(3)	(4)
		ESTIMATED	BUDGET YEAR	ENDING 06/30/15
	ACTUAL PRIOR	CURRENT		
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
	06/30/14	06/30/14	APPROVED	APPROVED
2600 Operating/Maintenance Plant				
Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2600 SUBTOTAL	0	0	0	0
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 SUBTOTAL	0	0	0	0
2900 Other Support (All Objects)				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2900 SUBTOTAL	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services			189,000	
600 Supplies				
700 Property				
800 Other				
3100 TOTAL FOOD SERVICES	0	0	189,000	0

Mater Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures Page 8 of 10 8/5/2013

	(1)	(2) ESTIMATED	(3)	(4) ENDING 06/30/15
	ACTUAL PRIOR	CURRENT	BUDGET YEAR	ENDING 06/30/15
DDOODAM FUNCTION OF ITOT			TENTATIVE	FINIAL
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
4400	06/30/14	06/30/14	APPROVED	APPROVED
4100 Land Acquisition				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4100 SUBTOTAL	0	0	0	0
4200 Land Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4200 SUBTOTAL	0	0	0	0
4300 Architecture/Engineering				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4300 SUBTOTAL	0	0	0	0
4400 Educational Specifications Dev				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4400 SUBTOTAL	0	0	0	0
4500 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4500 SUBTOTAL	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures Page 9 of 10 8/5/2013

PROGRAM FUNCTION OBJECT		(1)	(2) ESTIMATED	(3) BUDGET YEAR	(4) ENDING 06/30/15
PROGRAM FUNCTION OBJECT		ACTUAL PRIOR		20202112111	
A600 Site Improvement	PROGRAM FUNCTION OBJECT			TENTATIVE	FINAL
4600 Site Improvement 100 Salaries			_		
200 Benefits 300/400/500 Purchased Services 900 90	4600 Site Improvement	0 0, 0 0, 1 1			
300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 4600 SuBTOTAL 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	100 Salaries				
600 Supplies					
TOO Property					
800 Other	600 Supplies				
4600 SUBTOTAL					
### ### ##############################	800 Other				
100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 4700 SUBTOTAL 0 0 0 0 0 0 0 0 0	4600 SUBTOTAL	0	0	0	0
200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other A7700 SUBTOTAL 0 0 0 0 0 0 0 0 0	<u> </u>				
300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 700 Property 700					
600 Supplies 700 Property 800 Other 800 Other					
700 Property 800 Other					
800 Other 4700 SUBTOTAL					
4700 SUBTOTAL					
100 Salaries					
100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 800 SUBTOTAL 0 0 0 0 0 0 0 0 0	4700 SUBTOTAL	0	0	0	0
200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 900 SUBTOTAL 900 9	4900 Other (All Objects)				
300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 900 SUBTOTAL 900					
600 Supplies 700 Property 800 Other 900 SUBTOTAL 900 90 90 90 90 90 90	200 Benefits				
Too	300/400/500 Purchased Services				
800 Other 4900 SUBTOTAL 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	600 Supplies				
4900 SUBTOTAL 0 0 0 0 4000s TOTAL FACILITIES ACQUISITION AND 0 0 0 0 5000 Debt Service 0 0 189,000 0 7000 EXPENDITURES 0 0 1,778,100 0 6300 Contingency (not to exceed 3% of Total Expenditures) XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	700 Property				
4000s TOTAL FACILITIES ACQUISITION AND 0 0 0 5000 Debt Service 0 0 189,000 0 7000 EXPENDITURES 0 0 1,778,100 0 6300 Contingency (not to exceed 3% of Total Expenditures) XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	800 Other				
5000 Debt Service 0 189,000 0 TOTAL ALL EXPENDITURES 0 0 1,778,100 0 6300 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	4900 SUBTOTAL	0	0	0	0
000 EXPENDITURES 0 0 189,000 0 TOTAL ALL EXPENDITURES 0 0 1,778,100 0 6300 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	4000s TOTAL FACILITIES ACQUISITION AND	0	0	0	0
TOTAL ALL EXPENDITURES 0 0 1,778,100 0 6300 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX					
Contingency (not to exceed 3% of Total Expenditures) Reserved Ending Balance Unreserved Ending Balance TOTAL ENDING FUND BALANCE XXXXXXXXXXX XXXXXXXXXX XXXXXXXXXXX XXXX	000 EXPENDITURES	0	0	189,000	0
Contingency (not to exceed 3% of Total Expenditures) 8000 ENDING FUND BALANCE Reserved Ending Balance Unreserved Ending Balance TOTAL ENDING FUND BALANCE 0 0 0 0	TOTAL ALL EXPENDITURES	0	0	1,778,100	0
Total Expenditures) XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	6300	XXXXXXXXXXXX			
8000 ENDING FUND BALANCE Reserved Ending Balance Unreserved Ending Balance TOTAL ENDING FUND BALANCE 0 0 0 0	Contingency (not to exceed 3% of	XXXXXXXXXXXX			
Reserved Ending Balance Unreserved Ending Balance TOTAL ENDING FUND BALANCE 0 0 0 0	Total Expenditures)	XXXXXXXXXXX			
Unreserved Ending Balance TOTAL ENDING FUND BALANCE 0 0 0 0	8000 ENDING FUND BALANCE				
Unreserved Ending Balance TOTAL ENDING FUND BALANCE 0 0 0 0	Reserved Ending Balance				
TOTAL ENDING FUND BALANCE 0 0 0 0					
TOTAL APPLICATIONS 0 1 1 778 100 0		0	0	0	0
<u> </u>	TOTAL APPLICATIONS	0	0	1,778,100	0

CHECKS:	Contingency cannot exceed:	XXXXXXX	0	53,343	0
Calcula	ted Total Ending Fund Balance:	0	0	53.240	0

Mater Academy of Nevada Budget Fiscal Year 2014-2015

Form 4 Expenditures Page 10 of 10 8/5/2013

	EXHIBIT C) Mater Original ENTATIVE BUDGET 06/30/15			Oh: 200 000	
- 1	ENTATIVE BUDGET 06/30/15	•	Obj 200	Obj 300-900	<i>(E</i>)
		(2) SALARIES	(3)	(4) SERVICES	(5) SUB-TOTAL
	(1)	AND	(3) EMPLOYEE	SUPPLIES	REQUIRE-
	(1) PROGRAM OR FUNCTION	WAGES	BENEFITS	AND OTHER	MENTS
		WAGES	BENEFITS	AND OTTICK	IVILIVIS
	GRAM EXPENDITURES	004.500	000 400	5.45.550	4 400 000
100	Regular	694,500	228,188	545,550	1,468,238
200	Special	86,250	21,812	12,800	120,862
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500 600	Nonpublic School Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
	GRAM TOTALS	780,750	250,000	558,350	v
PRO	SKAWI TOTALS	760,750	250,000	556,350	1,589,100
000	Undistributed Expenditures]			
	Support Services	0	0	0	0
	Food Service	0	0	189,000	189,000
	Facility Acquisition and		-		100,000
	Construction			0	0
5000	Debt Service			0	0
	Contingency			0	0
	Ending Balance				0
	STRIBUTED TOTALS	0	0	189,000	190,000
		_			189,000
1017	AL ALL FUNDS <u>TENTATIVE</u>	780,750	250,000	747,350	1,778,100
	EINAL BUDGET 06/20/45	Obi 100	Obi 200	Obi 200 000	
	FINAL BUDGET 06/30/15	Obj 100	Obj 200	Obj 300-900	(5)
	FINAL BUDGET 06/30/15	(2)	•	(4)	(5)
		(2) SALARIES	(3)	(4) SERVICES	SUB-TOTAL
	(1)	(2) SALARIES AND	(3) EMPLOYEE	(4) SERVICES SUPPLIES	SUB-TOTAL REQUIRE-
PROG	(1) PROGRAM OR FUNCTION	(2) SALARIES	(3)	(4) SERVICES	SUB-TOTAL
	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	SUB-TOTAL REQUIRE- MENTS
100	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	SUB-TOTAL REQUIRE- MENTS
100 200	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS 0	(4) SERVICES SUPPLIES AND OTHER 0	SUB-TOTAL REQUIRE- MENTS 0
100 200 300	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational	(2) SALARIES AND WAGES 0 0	(3) EMPLOYEE BENEFITS 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0	SUB-TOTAL REQUIRE- MENTS 0 0 0
100 200 300 400	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS 0	(4) SERVICES SUPPLIES AND OTHER 0	SUB-TOTAL REQUIRE- MENTS 0 0 0
100 200 300 400 500	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School	(2) SALARIES AND WAGES 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 0 0 0 0
100 200 300 400 500 600	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education	(2) SALARIES AND WAGES 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0	SUB-TOTAL REQUIRE- MENTS 0 0 0 0 0 0
100 200 300 400 500	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services	(2) SALARIES AND WAGES 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education	(2) SALARIES AND WAGES 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular	(2) SALARIES AND WAGES 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PRO0	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular GRAM TOTALS Undistributed Expenditures	(2) SALARIES AND WAGES 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PRO0 2000	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular GRAM TOTALS Undistributed Expenditures Support Services	(2) SALARIES AND WAGES 0 0 0 0 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PRO0 2000 3100	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular GRAM TOTALS Undistributed Expenditures Support Services Food Service	(2) SALARIES AND WAGES 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PRO0 2000 3100	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular GRAM TOTALS Undistributed Expenditures Support Services Food Service Facility Acquisition and	(2) SALARIES AND WAGES 0 0 0 0 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PRO0 2000 3100 4000	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular GRAM TOTALS Undistributed Expenditures Support Services Food Service Facility Acquisition and Construction	(2) SALARIES AND WAGES 0 0 0 0 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PRO0 2000 3100 4000	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular GRAM TOTALS Undistributed Expenditures Support Services Food Service Facility Acquisition and Construction Debt Service	(2) SALARIES AND WAGES 0 0 0 0 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PRO0 2000 3100 4000	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular GRAM TOTALS Undistributed Expenditures Support Services Food Service Facility Acquisition and Construction	(2) SALARIES AND WAGES 0 0 0 0 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PRO0 2000 3100 4000 5000 6300	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular GRAM TOTALS Undistributed Expenditures Support Services Food Service Facility Acquisition and Construction Debt Service	(2) SALARIES AND WAGES 0 0 0 0 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PRO0 2000 3100 4000 5000 6300 8000 UNDI	(1) PROGRAM OR FUNCTION GRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular GRAM TOTALS Undistributed Expenditures Support Services Food Service Facility Acquisition and Construction Debt Service Contingency	(2) SALARIES AND WAGES 0 0 0 0 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Form 6

PROPRIETARY OR ENTERPRISE FUND

Mater Academy of Nevada

iviatei <i>i</i>	Academy of Nevada		1	T	
		(1)	(2)	(3)	(4)
Fund:			ESTIMATED	BUDGET YEAR	ENDING 06/30/15
		ACTUAL PRIOR			
	REVENUE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
		06/30/14	06/30/14	APPROVED	APPROVED
1000	LOCAL SOURCES				
1300	Tuition				
1400	Transportation Fees				
1500	Investment Income				
1600	Food Services				
1700	Direct Activities				
1800	Community Service Activities				
1900	Other Revenues				
TOTAL	LOCAL SOURCES	0	0	0	0
3000	REVENUE FROM STATE SOURCES				
3100	Unrestricted Grants-in-Aid				
3200	State Govt Restricted Funding				
TOTAL	STATE SOURCES	0	0	0	0
4000	FEDERAL SOURCES				
	Unrestricted Grants-in-Aid DIRECT from				
4100	Fed Govt				
	Unrestricted Grants-in-Aid from Fed				
4200	Govt pass thru the State				
4300	Restricted Grants-in-Aid Direct - Fed				
	Restricted Grants-in-Aid Fed Govnt pass-				
4500	thru the State				
	Grants-in-Aid from Fed Govt Thru Other				
4700	Intermediate Agencies				
TOTAL	FEDERAL SOURCES	0	0	0	0
5000	OTHER FINANCING SOURCES				
5200	Fund Transfers In				
	Proceeds from the Disposal of Real or				
5300	Personal Property				
5400	Loan Proceeds				
5500	Capital Lease Proceeds				
5600	Other Long-Term Debt Proceeds				
6000	Other Items		-	_	-
	OTHER SOURCES	0	0	0	0
	PENING FUND BALANCE				
	rved Opening Balance				
	served Opening Balance		-		-
	OPENING FUND BALANCE	0	0	0	0
TOTAL	ALL RESOURCES	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2014-2015

Form 6 Proprietary/Enterprise

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8/5/2013

Form 6 Proprietary/Enterprise	(1)	(2) ESTIMATED	(3) BUDGET YEAR	(4) ENDING 06/30/10
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/08	CURRENT YEAR ENDING 06/30/09	TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services		-	Ŭ	•
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service		0	0	0
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction		0	0	0
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service	0	U	U	0
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
	 	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0		0
TOTAL APPLICATIONS	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2014-2015

Form 6 Proprietary/Enterprise

Page 2 of 2

8/5/2013

Mater Academy of Nevada

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

6 - Medium-Term Financing - Lease Purchase

7 - Capital Leases

1 - General Obligation Bonds 2 - G. O. Revenue Supported Bonds

9 - Mortgages

3 - G. O. Special Assessment Bonds

4 - Revenue Bonds

5 - Medium-Term Financing

10 - Other (Specify Type)

11 - Proposed (Specify Type)

8 - Special Assessment Bonds

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		Number						REQUIREMENT	S FOR FISCAL	(9) + (10)
		of					BEGINNING	YEAR ENDI	NG 06/30/15	
		Months	ORIGINAL		FINAL		OUTSTANDING			
NAME OF LOAN	Туре		AMOUNT OF	ISSUE	PAYMENT	INTEREST	BALANCE	INTEREST	PRINCIPAL	6/30/2015
List and Subtotal By Fund	*	TERM	ISSUE	DATE	DATE	RATE	7/1/2014	PAYABLE	PAYABLE	TOTAL
FUND:										Φ0
										\$0
										\$0 \$0
										\$0 \$0
										ΦO
										\$0 \$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

Mater Academy of Nevada Budget Fiscal Year 2014-2015

Form 7 INDEBTEDNESS 8/5/2013

Mater Academy of Nevada

	FROM DISTRICTS WITHIN NEVADA			FROM DISTRICTS OUTSIDE NEVADA		
REPORT FOR ALL FUNDS	2014-2015	(1)	(2)	(3)	(4)	
		TUITION	TRANSPORTATION	TUITION	TRANSPORTATION	
	Revenue	1310 NV Individual	1410 NV Individual	1310 Out-of-state Ind	1410 Out-of-state Ind	
REVENUES	CODES	1321 NV School Dist	1421 NV School Dist	1331 Out-of-state SD	1431 Out-of-state SD	
Nevada Individuals	1310/1410					
Nevada School Districts	1321/1421					
Out-of-state Individuals	1310/1410					
Out-of-State School Districts	1331/1431					
		\$0	\$0	\$0	\$0	

			WITHIN NEVADA	TO DISTRICTS O	UTSIDE NEVADA
EXPENDITURES	Object Codes	561	511	562	512
100 - Regular Programs					
200 - Special Programs					
300 - Vocational Programs					
400 - Other PK-12 Programs					
500 - Nonpublic Programs					
600 - Adult Programs					
TOTALS		\$0	\$0	\$0	\$0

Mater Academy of Nevada

Budget Fiscal Year 2014-2015

FORM 8 - TUITION and TRANSPORTATION

8/5/2013

Mater Academy of Nevada

FUND TRANSFERS 2014-2015	TRANSFER	SIN	TRANSFERS	OUT
(1)	(2)	(3)	(4)	(5)
FUND TYPE	FROM FUND	AMOUNT	TO FUND	AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2014-2015

Form 10 LOBBY EXPENSE

LOBBY EXPENSES 2014-2015

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity:		
2. Funding Source:		
3. Transportation	\$	
4. Lodging and meals	\$	
5. Salaries and Wages	\$	
6. Compensation to lobbyists	\$	
7. Entertainment	\$	
8. Supplies, equipment & facilities; other personnel and services spent in Carson City	\$	
Total	\$	
Entity:		
Lobbying Expense Estimate,		
Mater Academy of Nevada	Budget Fiscal	Year 2014-2015

8/5/2013

Mater Academy of Nevada

CASH FLOW STATEMENT

2014-2015	PROJECTE	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED		Final Approved	
	July	August	September	October	November	December	January	February	March	April	May	June	Total Projected	Budget	Variance
REVENUES															
Type:															
Distributive School Acct		\$ 434,210.00			\$ 434,210.00			\$ 434,210.00			\$ 434,210.00		\$ 1,736,840.00	\$ 1,736,840.00	\$ -
Donations													\$ -		\$ -
Federal Grant A													\$ -		\$ -
Lunch Revenue		\$ 8,590.00	\$ 8,590.00	\$ 8,590.00	\$ 8,590.00	\$ 8,590.00	\$ 8,590.00	\$ 8,590.00	\$ 8,590.00	\$ 8,590.00	\$ 8,590.00	\$ 8,600.00	\$ 94,500.00	\$ 94,500.00	\$ -
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
Total Revenues	\$ -	Ψ 112,000.00		,	\$ 442,800.00	\$ 8,590.00		\$ 442,800.00	,	\$ 8,590.00	\$ 442,800.00	\$ 8,600.00	\$ 1,831,340.00	\$ 1,831,340.00	\$ -
Total Revenues Y-T-D	\$ -	\$ 442,800.00	\$ 451,390.00	\$ 459,980.00	\$ 902,780.00	\$ 911,370.00	\$ 919,960.00	\$ 1,362,760.00	\$ 1,371,350.00	\$ 1,379,940.00	\$ 1,822,740.00	\$ 1,831,340.00			
EXPENDITURES															
Salaries & Benefits					A		A		A	A				A ==0 ==0 00	•
Salaries		\$ 68,250.00			\$ 68,250.00				\$ 68,250.00			\$ 68,250.00			\$ -
Benefits	Φ.	\$ 22,730.00		\$ 22,730.00	\$ 22,730.00	\$ 22,730.00	\$ 22,730.00	\$ 22,730.00 \$ 90,980.00	\$ 22,730.00	\$ 22,730.00 \$ 90,980.00	\$ 22,730.00	\$ 22,700.00 \$ 90,950.00	\$ 250,000.00	\$ 250,000.00	\$ -
Total Salaries & Ben	5 -	\$ 90,980.00	\$ 90,980.00	\$ 90,980.00	\$ 90,980.00	\$ 90,980.00	\$ 90,980.00	\$ 90,980.00	\$ 90,980.00	\$ 90,980.00	\$ 90,980.00	\$ 90,950.00	\$ 1,000,750.00	\$ 1,000,750.00	\$ -
Operating															
Supplies		\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	l \$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 22,000.00	\$ 22,000.00	¢
Rent		\$ 16,363.00								\$ 16,363.00		\$ 16,370.00	\$ 180,000.00	\$ 180,000.00	φ - ¢ -
Utilities		\$ 1.818.00							\$ 1,818.00	\$ 1.818.00		\$ 1,820.00	\$ 20,000.00	\$ 20,000.00	\$ -
Contracts		Ψ 1,010.00	Ψ 1,010.00	Ψ 1,010.00	φ 1,010.00	Ψ 1,010.00	\$ 6,000.00		\$ 6,000.00	\$ 12,354.00	+ /	\$ 46,757.00	\$ 127,368.00	\$ 127,368.00	\$ -
Textbooks		\$ 3.000.00	\$ 3.000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00			\$ 3,000.00		\$ 3,000.00	\$ 33,000.00	\$ 33,000.00	\$ -
Utilities		Ψ 0,000.00	φ 0,000.00	φ 0,000.00	φ 0,000.00	Ψ 0,000.00	φ 0,000.00	Ψ 0,000.00	φ 0,000.00	φ 0,000.00	φ 0,000.00	φ 0,000.00	\$ -	φ σσ,σσσ.σσ	\$ -
Equipment		\$ 1,681.00	\$ 1,681.00	\$ 1,681.00	\$ 1,681.00	\$ 1,681.00	\$ 1,681.00	\$ 1,681.00	\$ 1,681.00	\$ 1,681.00	\$ 1,681.00	\$ 1,681.00	\$ 18,491.00	\$ 18,491.00	\$ -
Janitorial Suppl & Maint.		\$ 3,545.00				\$ 3,545.00	\$ 3,545.00		\$ 3,545.00	\$ 3,545.00		\$ 3,545.00	\$ 39,000.00	\$ 39,000.00	\$ -
Insurance for Building		\$ 727.00			\$ 727.00		\$ 727.00		\$ 727.00	\$ 727.00		\$ 730.00	\$ 8,000.00	\$ 8,000.00	\$ -
Phone and Communication		\$ 454.00		at the second se								\$ 460.00	\$ 5,000.00	\$ 5,000.00	\$ -
Educational Technology		\$ 1,304.00			\$ 1,304.00	•	· ·		\$ 1,304.00	\$ 1,304.00		\$ 1,304.00	\$ 14,344.00	\$ 14,344.00	\$ -
SAIN System		\$ 218.00	\$ 218.00	\$ 218.00	\$ 218.00	\$ 218.00	\$ 218.00	\$ 218.00	\$ 218.00	\$ 218.00	\$ 218.00	\$ 6,229.00	\$ 8,409.00	\$ 8,409.00	\$ -
State Fee		\$ 3,157.00	\$ 3,157.00	\$ 3,157.00	\$ 3,157.00	\$ 3,157.00	\$ 3,157.00	\$ 3,157.00	\$ 3,157.00	\$ 793.00	\$ -	\$ -	\$ 26,049.00	\$ 26,049.00	\$ -
Insurance for School		\$ 2,090.00	\$ 2,090.00	\$ 2,090.00	\$ 2,090.00	\$ 2,090.00	\$ 2,090.00	\$ 2,090.00	\$ 2,090.00	\$ 2,090.00	\$ 2,090.00	\$ 939.00	\$ 21,839.00	\$ 21,839.00	\$ -
Lunch Service	\$ -		\$ 18,900.00	\$ 18,900.00	\$ 18,900.00	\$ 18,900.00	\$ 18,900.00	\$ 18,900.00	\$ 18,900.00	\$ 18,900.00	\$ 18,900.00	\$ 18,900.00	\$ 189,000.00	\$ 189,000.00	\$ -
Special Ed Service	\$ -	\$ 3,231.00			\$ 3,231.00	\$ 3,231.00	\$ 3,231.00	\$ 3,231.00	\$ 3,231.00	\$ 3,231.00		\$ 3,240.00	\$ 35,550.00	\$ 35,550.00	\$ -
Misc. & Travel		\$ 591.00			T	\$ 591.00	\$ 591.00		\$ 591.00	\$ 591.00		\$ 590.00	\$ 6,500.00	\$ 6,500.00	\$ -
Addtl Prof. Svcs.		\$ 1,891.00	\$ 1,891.00	\$ 1,891.00	\$ 1,891.00	\$ 1,891.00	\$ 1,891.00	\$ 1,891.00	\$ 1,891.00	\$ 1,891.00	\$ 1,891.00	\$ 1,890.00	\$ 20,800.00	\$ 20,800.00	\$ -
Total Expenses	\$ -	\$ 133,050.00	, , , , , , , , , ,	, ,,,,,,,	\$ 151,950.00	\$ 151,950.00	\$ 157,950.00	. ,	\$ 157,950.00	\$ 161,940.00		\$ 200,405.00	\$ 1,776,100.00	\$ 1,776,100.00	
Total Expenses Y-T-D	\$ -	\$ 133,050.00		\$ 436,955.00	\$ 588,905.00	\$ 740,855.00		\$ 1,056,755.00	\$ 1,214,705.00	\$ 1,376,645.00	. , ,	\$ 1,776,100.00	\$ 1,776,100.00	\$ 1,776,100.00	\$ -
Percent of Budget	0.00	7.49%	16.05%	24.60%	33.16%	41.71%	50.61%	59.50%	68.39%	77.51%	88.72%	100.00%			

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ -	\$ 309,750.00	\$ (143,360.00)	\$ (143,365	.00) \$	290,850.00	\$ (143,360.00)	\$ ((149,360.00)	\$ 284,850.	00 \$	(149,360.00) \$	(153,35	0.00)	243,750.00	\$ (191,805.00)	\$ 55,240.00 \$	55,2	40.00 \$	-
Begin Cash Balance(F/B)	\$ -	\$ -	\$ 309,750.00	\$ 166,390	.00 \$	23,025.00	\$ 313,875.00	\$	170,515.00	\$ 21,155.	00 \$	306,005.00 \$	156,64	5.00	3,295.00	\$ 247,045.00			\$	-
End Cash Balance (F/B)	\$ -	\$ 309,750.00	\$ 166,390.00	\$ 23,025	.00 \$	313,875.00	\$ 170,515.00	\$	21,155.00	\$ 306,005.	0 \$	156,645.00 \$	3,29	5.00 \$	247,045.00	\$ 55,240.00	\$ 55,240.00 \$	55,2	40.00 \$	-

Mater Academy of Nevada

Budget Fiscal Year 2014-2015

FORM 11 CASH FLOW

KEITH W RHEAULT uperintendent of Public Instruction

GLORIA P. DOPF

Deputy Superintendent
tructional, Research and Evaluative
Services

JAMES R. WELLS

Deputy Superintendent

Administrative and Fiscal Services

STATE OF NEVADA



MOODY STREET OFFICE

1749 Moody Street, Suite 40

Carson City, Nevada 89706-2543

SOUTHERN NEVADA OFFICE

1820 E. Sahara, Suite 205 Las Vegas, Nevada 89104-3746

(702-486-6455 Fax: (702)486-6450

DEPARTMENT OF EDUCATION
700 E. Fifth Street

Carson City, Nevada 89701-5096 (775) 687 - 9200 · Fax: (775) 687 - 9101

Charter School Budget

Mater Academy of Nevada	herewith submits the (TENTATIVE) (FINAL) budget for the
iscal year ending June 30, 2016.	
This budget contains 1 governme 0 proprietary funds with estimated expense	ental fund types with estimated expenditures of \$\begin{array}{c} 2,357,140 \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
Per NAC 387.370:	
TENTATIVE budget is due to the clerk of Education (NDE) by Apr	or secretary of the Charter School Governing Body and Nevada Department il 15 annually.
SUBMITTED by the Charte	pefore June 8 Annually. Copies of the approved final budget are er School Governing Body to NDE, Legislative Council Bureau and the other than the Department of Education.
ERTIFICATION	APPROVED BY THE GOVERNING BOARD
I,	
(Printed Name)	
(Title) certify that all applicable funds and fina operations of this Local Government ar listed herein	
Signed	
Dated:	
CHEDULED PUBLIC HEARING:	
Date and Time:	Publication Date
Place:	
	Form 1 7/25/2012 422

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Hold Harmless

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION WEIGHTED WEIGHTED WEIGHTED **ESTIMATED** YEAR **ACTUAL YEAR ACTUAL YEAR** ENDING 06/30/15 ENDING 06/30/16 ENDING 06/30/16 Pre-kindergarten (NRS 388.490) 0 x .6 = 0.0 0.0 0.0 $0 \times .6 =$ 0 x .6 = 0 x .6 = 0.0 50 x .6 = 30.0 50 x .6 = 30.0 Kindergarten 0 250 350 Elementary Secondary Ungraded Subtotal 0.0 280.0 380.0 Students transported into Nevada from out-of-state Students transported to another state Total WEIGHTED enrollment 380.0 0.0 280.0

			WEIGHTED		Use rates below:		
Fill in information for each district	: 20	15-2016	2015-2016		Re	erence an	nounts for #12
School District	Rate rev	ised 3/31/10	<u>Enrollment</u>	<u>Subtotal</u>	Estim	ate: "Outs	side Revenue"
Carson City	\$	5,957	0.0	\$0		\$	1,166
Churchill	\$	5,821	0.0	\$0		\$	1,194
Clark	\$	5,036	380.0	\$1,913,680		\$	1,167
Douglas	\$	5,151	0.0	\$0		\$	2,543
Elko	\$	6,485	0.0	\$0		\$	1,041
Esmeralda	\$	18,063	0.0	\$0		\$	6,093
Eureka	\$	2,226	0.0	\$0		\$	28,680
Humboldt	\$	6,089	0.0	\$0		\$	1,600
Lander	\$	3,638	0.0	\$0		\$	6,077
Lincoln	\$	9,441	0.0	\$0		\$	1,181
Lyon	\$	6,537	0.0	\$0		\$	948
Mineral	\$	8,149	0.0	\$0		\$	1,172
Nye	\$	6,415	0.0	\$0		\$	1,578
Pershing	\$	8,178	0.0	\$0		\$	1,943
Storey	\$	6,423	0.0	\$0		\$	6,179
Washoe	\$	5,137	0.0	\$0		\$	1,252
White Pine	\$	7,224	0.0	\$0		\$	1,557
Multidistict			380.0	\$1,913,680	5,036		
Estimated "Outside Revenue" (So This is the per pupil share of loca				\$1,167			
Total basic support for enrollee in	•		ici.		Total Weighted-#9 \$ 2,357,140.00	Hold Ha \$	armless-#10 -

X 39,768 amount per unit \$0

Total Weighted \$2,357,140.00 \$ -

Fiscal Year 2015-2016 Charter School Mater Academy of Nevada

Estimated number of special education program units

(Should be 0 or 1 maximum - see prior year allotment)

Form 3	Exhibit C) Mater Original Char	ter Applicatio	n ⁽²⁾	(3)	(4)
			ESTIMATED	BUDGET YEAR	ENDING 06/30/16
Mater A	cademy of Nevada	ACTUAL PRIOR	CURRENT		
	REVENUE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
		06/30/15	06/30/16	APPROVED	APPROVED
1000	LOCAL SOURCES				
1100	Taxes				
1110	Ad Valorem Taxes				
1111	Net Proceed of Mines				
1120	Sales & Use/School Support Taxes				
1140	Penalties & Interest on Tax				
1150	Residential Construction Tax				
1190	Other				
1130	Revenue from Local Govmt Units other				
1200	than School Districts				
1300	Tuition				
1310	Tuition from Individuals				
1320	Tuition-other Govt sources within State				
1330	Tuition-other Govt sources out of State				
1400	Transportation Fees				
1410	Trans Fees from Individuals				
1420	Trans Fees - other Govt within State				
1430	Trans Fees - other Govt out of State				
1440	Trans Fees - Other Private Sources				
1500	Investment Income				
1600	Food Services	94,500		126,000	
1610	Daily Sales - Reimbursable Program	,		,	
1620	Daily Sales - Non-Reimbursable Progrm				
1630	Special Functions				
1650	Daily Sales - Summer Food Program				
1700	Direct Activities				
1800	Community Service Activities				
1900	Other Revenues				
1910	Rent				
1920	Donations				
1930	Gains/Loss on Sales of Capital Assets				
1940	Textbook Sales & Rentals				
1950	Misc Revenues from Other Districts				
1960	Misc Revenues from Other Local Govt				
1970	Operating Revenues				
1980	Refund of Prior Year's Expenditures				
1990					
TOTAL	LOCAL SOURCES	94,500	0	126,000	0
3000	REVENUE FROM STATE SOURCES				
3100	Unrestricted Grants-in-Aid				
3110	Distributive School Account (DSA)	1,736,840		2,357,140	
3115	Special Ed portion of DSA	1,730,040		2,337,140	
3200	State Govt Restricted Funding				
3210	Special Transportation				
3220	Adult High School Diploma Program Fnd				
3230	Class Size Reduction				
3800	Revenue in Lieu of Taxes				
3900	Revenue for/on Behalf of School Dist				
		4 =0 = = :=	-	0.0==	
TOTAL	STATE SOURCES	1,736,840	0	2,357,140	0

(Exhibit C) Mater Original Char	ter Aþþlicatio	n ⁽²⁾ ESTIMATED	(3)	(4) ENDING 06/30/16
			ESTIMATED	BUDGET TEAR	ENDING 06/30/16
		ACTUAL PRIOR	CURRENT		
	REVENUE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
	KEVENOE	06/30/15	06/30/16	APPROVED	APPROVED
4000	FEDERAL SOURCES	06/30/13	06/30/16	APPROVED	APPROVED
4000	Unrestricted Grants-in-Aid DIRECT from				
4100	Fed Govt				
4103	E-Rate Funds				
4103	Unrestricted Grants-in-Aid from Fed				
4200	Govt pass thru the State				
4300	Restricted Grants-in-Aid Direct - Fed				
4300	Restricted Grants-in-Aid Fied Govnt pass-				
4500	thru the State				
4300	Grants-in-Aid from Fed Govt Thru Other				
4700	Intermediate Agencies				
4800	Revenue in Lieu of Taxes				
4000	Nevenue in Lieu or Taxes				
4900	Revenue for/on Behalf of School District				
TOTAL	FEDERAL SOURCES	0	0	0	0
		(1)	(2)	(3)	(4)
			ESTIMATED	BUDGET YEAR	ENDING 06/30/16
	OTHER RESOURCES AND				
	OTTER RESOURCES AND	ACTUAL PRIOR	CURRENT		
	FUND BALANCE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
		06/30/15	06/30/16	APPROVED	APPROVED
5000	OTHER FINANCING SOURCES				
5100	Issuance of Bonds				
5110	Bond Principal				
	Premium of Discount on the Issuance of				
5120	Bonds				
5200	Fund Transfers In				
	Proceeds from the Disposal of Real or				
5300	Personal Property				
5400	Loan Proceeds				
5500	Capital Lease Proceeds				
5600	Other Long-Term Debt Proceeds				
6000	Other Items				
6100	Capital Contributions				
	Amortization of Premium on Issuance of				
6200	Bonds				
6300	Special Items				
6400	Extraordinary Items				
TOTAL	OTHER SOURCES	0	0	0	0
8000 O	PENING FUND BALANCE				
Reser	ved Opening Balance			0	
	erved Opening Balance		0	54,334	0
	OPENING FUND BALANCE	0	0	54,334	0
Prior F	Period Adjustments		0		
	ual Equity Transfers				
	ALL RESOURCES	1,831,340	0	2,537,474	0
Reser Unres TOTAL Prior F Resido	ved Opening Balance erved Opening Balance OPENING FUND BALANCE Period Adjustments ual Equity Transfers		0	54,334 54,334	0

Mater Academy of Nevada	(1)	(2)	(3)	(4)
Form 4	(.,	ESTIMATED		ENDING 06/30/16
	ACTUAL PRIOR	CURRENT		
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
	06/30/15	06/30/16	APPROVED	APPROVED
100 REGULAR PROGRAMS				
1000 Instruction	1			
100 Salaries	694,500		926,200	0
200 Benefits	228,188		386,280	0
300/400/500 Purchased Services	468,300		632,267	0
600 Supplies	77,250		104,000	0
700 Property				0
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
100 TOTAL REGULAR PROGRAMS	1,468,238	0	2,048,747	0
140 Summer School for Reg Programs				
1000 Instruction	1			
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
140 TOTAL Summer School - Reg Prog	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures Page 1 of 10 7/25/2012

PROGRAM FUNCTION OBJECT PROGRAM FUNCTION OBJECT PROGRAMS 1000 Instruction 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2700 Supplies 700 Property 800 Other 800 Supplies 700 Property 800 Other 800 Other 800 Other 800 Supplies 700 Property 800 Other 800	Mater Academy of Nevada	(1)	(2)	(3)	(4)
PROGRAM FUNCTION OBJECT PROGRAM FUNCTION OBJECT PROGRAMS 1000 Instruction 100 Salaries 56,250 200 Benefits 201,812 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2700 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2700 Selaries 800 Other 2700 Selaries 800 Other 80		()			
Description		ACTUAL PRIOR			
Description	PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
1000 Instruction 1000 Instruction 1000 Salaries 56,250 74,800 200 Benefits 21,812 34,920 300/400/500 Purchased Services 5,000 7,000 7,000 700 Property 0 0 0 0 0 0 0 0 0					APPROVED
100 Salaries 56,250 74,800 200 Benefits 21,812 34,920 34,	200 SPECIAL PROGRAMS				
100 Salaries 56,250 74,800 200 Benefits 21,812 34,920 34,	1000 Instruction				
300/400/500 Purchased Services 5,000 7,000 7,000 7	100 Salaries	56,250		74,800	
600 Supplies 5,000 7,000 700	200 Benefits	21,812		34,920	
700 Property	300/400/500 Purchased Services				
800 Other 0 2100-2600, 2900 Other Support Services 100 Salaries 30,000 35,000 200 Benefits 30,000 35,000 200 Benefits 300/400/500 Purchased Services 600 Supplies	600 Supplies	5,000		7,000	
2100-2600, 2900 Other Support Services 100 Salaries 30,000 35,000 35,000 200 Benefits	700 Property	0		0	
100 Salaries 30,000 35,000	800 Other			0	
200 Benefits 300/400/500 Purchased Services 600 Supplies 600 Supplies 600 Supplies 600 Supplies 600	2100-2600, 2900 Other Support Services				
300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2700 Student Transportation 100 Salaries 200 Benefits 300/400/500 Purchased Services 7,800 11,400 600 Supplies 700 Property 800 Other 200 SPECIAL PROGRAMS 120,862 0 163,120 240 Summer School for Special Programs 1000 Instruction 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 200 SPECIAL PROGRAMS 120,862 0 163,120 16	100 Salaries	30,000		35,000	
600 Supplies 700 Property 800 Other 2700 Student Transportation 100 Salaries 200 Benefits 300/400/500 Purchased Services 7,800 11,400 600 Supplies 7700 Property 800 Other 200 SPECIAL PROGRAMS 120,862 0 163,120 240 Summer School for Special Programs 1000 Instruction 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2100-2600, 2900 Other 2100-2600, 2900 Other 200 Benefits 200 Benefits 200 Benefits 200 Benefits 200 Benefits 200 Supplies 700 Property 700 Property 700 Salaries 200 Benefits 20					
700 Property 800 Other 2700 Student Transportation 100 Salaries 200 Benefits 300/400/500 Purchased Services 7,800 11,400 600 Supplies 700 Property 800 Other 200 SPECIAL PROGRAMS 120,862 0 163,120 240 Summer School for Special Programs 1000 Instruction 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2100-2600, 2900 Other 2100-2600, 2900 Other Support Services 600 Supplies 200 Benefits 300/400/500 Purchased Services 100 Salaries 200 Benefits 300/400/500 Purchased Services 100 Salaries 200 Benefits 300/400/500 Purchased Services 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property	300/400/500 Purchased Services				
800 Other 2700 Student Transportation 100 Salaries	600 Supplies				
2700 Student Transportation 100 Salaries 200 Benefits 300/400/500 Purchased Services 7,800 11,400 600 Supplies 700 Property 800 Other 200 SPECIAL PROGRAMS 120,862 0 163,120 240 Summer School for Special Programs 1000 Instruction 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2100-2600, 2900 Other Support Services 100 Salaries 200 Benefits 300/400/500 Purchased Services 2100-2600, 2900 Other Support Services 200 Benefits 300/400/500 Purchased Services 200 Benefits 300/400/500 Purchased Services 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property					
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200 Benefits 300/400/500 Purchased Services 7,800 11,400 600 Supplies 100 1					
300/400/500 Purchased Services 7,800 11,400					
600 Supplies 700 Property 800 Other 200 SPECIAL PROGRAMS 120,862 0 163,120 240 Summer School for Special Programs 1000 Instruction 100 Salaries 100 100 Salaries 100 100 Salaries 100 100 Supplies 100 100 Supplies 100 100 Salaries 100 Salaries <td< td=""><td></td><td></td><td></td><td></td><td></td></td<>					
700 Property 800 Other 200 SPECIAL PROGRAMS 120,862 0 163,120 240 Summer School for Special Programs 1000 Instruction 100 Instru		7,800		11,400	
800 Other 200 SPECIAL PROGRAMS 120,862 0 163,120					
240 Summer School for Special Programs 120,862 0 163,120 240 Summer School for Special Programs 1000 Instruction 1000 Salaries					
240 Summer School for Special Programs 1000 Instruction 100 Salaries 200 Benefits 200 Benefits 300/400/500 Purchased Services 300/400/500 Purchased Services 600 Supplies 900 Other 2100-2600, 2900 Other Support Services 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property		100.000			
1000 Instruction 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2100-2600, 2900 Other Support Services 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property		120,862	0	163,120	0
100 Salaries 200 Benefits 300/400/500 Purchased Services 800 Supplies 700 Property 800 Other 2100-2600, 2900 Other Support Services 900 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property					
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800 Other 2100-2600, 2900 Other Support Services 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 700 Property					
2100-2600, 2900 Other Support Services 100 Salaries 100 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property					
100 Salaries					
200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property					
300/400/500 Purchased Services 600 Supplies 700 Property 900 Supplies					
600 Supplies 700 Property					
700 Property					
I KUU UTDOF	800 Other				
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other	. ,				
240 TOTAL Summer School - Spec Prog 0 0 0		Λ	n	n	0

Mater Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures Page 2 of 10 7/25/2012

	(1)	(2)	(3)	(4)
	(.,	ESTIMATED		ENDING 06/30/16
	ACTUAL PRIOR	CURRENT		
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
	06/30/15	06/30/16	APPROVED	APPROVED
270 Gifted and Talented Programs			-	
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
270 TOTAL Gifted & Talented Programs	0	0	0	0
300 Vocational & Technical Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
300 Total Vocational & Technical Prog	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures Page 3 of 10 7/25/2012

ACTUAL PRIOR CURRENT TENTATIVE FINAL APPROVED	(1)	(2) ESTIMATED	(3)	(4) ENDING 06/30/16	
PROGRAM FUNCTION OBJECT		ACTUAL DDIOD		BODGLI ILAK	LINDING 00/30/10
06/30/15	DDOCDAM ELINICTION OR JECT			TENITATI\/E	EINIAI
340 Summer School for Voc & Tech	PROGRAM FUNCTION OBJECT				
1000 Instruction 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2100-2600, 2900 Other Support Services 900 Supplies 900 Other Support Services 900 Salaries 900	340 Summer School for Voc & Tech	06/30/15	06/30/16	APPROVED	APPROVED
100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2100-2600, 2900 Other Support Services 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property Property 700 Property					
200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 800 Othe					
300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 8					
600 Supplies 700 Property 800 Other Support Services 9					
Top Property					
800 Other 2100-2600, 2900 Other Support Services 100 Salaries					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits 300/400/500 Purchased Services 600 Supplies 600 Supplies 600 Supplies 600 600 Supplies 600					
300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2700 Student Transportation 100 Salaries 800 Other 800					
600 Supplies 700 Property 800 Other					
700 Property					
800 Other 2700 Student Transportation 2700 Student Transportation 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 600					
2700 Student Transportation 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 340 Total Summer School for Voc & Tech 0 0 0 0 0 0 0 0 0					
100 Salaries 200 Benefits 300/400/500 Purchased Services 500 Supplies 500					
200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 340 Total Summer School for Voc & Tech 0 0 0 0 0 0 0 0 0					
300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 9					
600 Supplies 700 Property 800 Other 340 Total Summer School for Voc & Tech 0 0 0 0 0 0 0 0 0					
Total Summer School for Voc & Tech					
800 Other 340 Total Summer School for Voc & Tech 0 0 0 0 0 0 0 0 0					
340 Total Summer School for Voc & Tech 0 0 0 420 English for Speakers of Other Lang 1000 Instruction 100 Salaries 0 0 0 100 Salaries 0					
420 English for Speakers of Other Lang 1000 Instruction 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2100-2600, 2900 Other Support Services 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2700 Student Transportation 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other		0	0	0	0
1000 Instruction 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2100-2600, 2900 Other Support Services 100 Salaries 200 Benefits 800/400/500 Purchased Services 600 Supplies 700 Property 800 Other 700 Property 800 Other 800 O		<u> </u>			
100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2100-2600, 2900 Other Support Services 900 Salaries 900 Salaries 900 Supplies 900 Supplies 900 Supplies 900 Other 900 Supplies 900 Supplies 900 Salaries 900 Supplies 900 Salaries					
200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2100-2600, 2900 Other Support Services 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2700 Student Transportation 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other					
300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2100-2600, 2900 Other Support Services 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2700 Student Transportation 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 700 Property 700 Student Transportation 700 Salaries 700 Property 700 Supplies 700 Property 700 Supplies 700 Property 700 Pr					
600 Supplies 700 Property 800 Other 2100-2600, 2900 Other Support Services 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 900 Other 2700 Student Transportation 2700 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 600 Supplies 700 Property 900 Other 800 Other 900 Other					
700 Property 800 Other 2100-2600, 2900 Other Support Services 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 2700 Student Transportation 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other					
800 Other 2100-2600, 2900 Other Support Services 100 Salaries					
2100-2600, 2900 Other Support Services 100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 000 Property 800 Other 000 Student Transportation 100 Salaries 000 Benefits 300/400/500 Purchased Services 000 Supplies 700 Property 000 Other					
100 Salaries 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 900 Other 2700 Student Transportation 900 Other 100 Salaries 900 Benefits 300/400/500 Purchased Services 900 Other 600 Supplies 900 Other 700 Property 900 Other					
200 Benefits 300/400/500 Purchased Services 600 Supplies 900 Property 800 Other 900 Student Transportation 100 Salaries 900 Purchased Services 200 Benefits 900 Supplies 700 Property 900 Other					
300/400/500 Purchased Services 600 Supplies 700 Property 900 Other 2700 Student Transportation 900 Salaries 200 Benefits 900/400/500 Purchased Services 600 Supplies 900 Other 700 Property 900 Other					
600 Supplies 700 Property 800 Other 9 2700 Student Transportation 9 100 Salaries 9 200 Benefits 9 300/400/500 Purchased Services 9 600 Supplies 9 700 Property 9 800 Other 9					
700 Property 800 Other 2700 Student Transportation 9 100 Salaries 9 200 Benefits 9 300/400/500 Purchased Services 9 600 Supplies 9 700 Property 9 800 Other 9					
800 Other 2700 Student Transportation 100 Salaries 300 Benefits 200 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 800 Other					
2700 Student Transportation 100 Salaries 100 Benefits 300/400/500 Purchased Services 600 Supplies 700 Property 800 Other 900 Other					
100 Salaries 200 Benefits 300/400/500 Purchased Services 500 Supplies 700 Property 500 Other					
200 Benefits 300/400/500 Purchased Services 600 Supplies 500 Property 800 Other 800 Other	·				
300/400/500 Purchased Services 600 Supplies 700 Property 800 Other					
600 Supplies 700 Property 800 Other					
700 Property 800 Other					
800 Other					
420 Total Speakers of Other Lang 0 0 0	420 Total Speakers of Other Lang	O	n	n	0

Mater Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures Page 4 of 10 7/25/2012

	(1)	(2)	(3)	(4)
	(1)	(2) ESTIMATED		ENDING 06/30/16
	ACTUAL PRIOR	CURRENT	BUDGET TEAK	ENDING 00/30/10
DDOOD AM FUNCTION OF ITOT			TENTATIVE	FINIAL
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
	06/30/15	06/30/16	APPROVED	APPROVED
440 Summer School for Other Inst Prog				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
440 Total English - Summer School for Other Ins	0	0	0	0
490 Other Instructional Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
490 Total Other Instructional Programs	0	0	0	0
Total Other manachonal riograms	0	0	0	

Mater Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures Page 5 of 10 7/25/2012

	(1)	(2)	(3)	(4)
		ESTIMATED		ENDING 06/30/16
	ACTUAL PRIOR	CURRENT		
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
	06/30/15	06/30/16	APPROVED	APPROVED
800 Community Services Programs	_			
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property 800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
800 Total Community Services Programs	0	0	0	0
900 Co-curricular & Extra-Curricular				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other 900 Co-curricular & Extra-Curricular	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures Page 6 of 10 7/25/2012

	(1)	(2) ESTIMATED	(3)	(4) ENDING 06/30/16
	ACTUAL PRIOR	CURRENT	BUDGET TEAK	ENDING 00/30/10
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	エにトιエムエ!\/ に	FINAL
PROGRAM FUNCTION OBJECT			TENTATIVE	
AND LINDICTRIBUTED EVENINTURES	06/30/15	06/30/16	APPROVED	APPROVED
000 UNDISTRIBUTED EXPENDITURES 2100 Support Services-Students				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100 SUBTOTAL	0	0	0	0
	U	0	U	0
2200 Support Services-Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other		_		
2200 SUBTOTAL	0	0	0	0
2300 Support Services-Gen Admin				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2300 SUBTOTAL	0	0	0	0
2400 Support Serv-School Admin				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2400 SUBTOTAL	0	0	0	0
2500 Central Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2500 SUBTOTAL	0	0	0	0
2000 OUDIVIAL	U	U	U	U

Mater Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures Page 7 of 10 7/25/2012

	(1)	(2)	(3)	(4) ENDING 00/00/40
	ACTUAL PRIOR	ESTIMATED CURRENT	BUDGET YEAR	ENDING 06/30/16
			TENITATI\/E	FINIAL
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
0000 On anoting /Maintenance Plant	06/30/15	06/30/16	APPROVED	APPROVED
2600 Operating/Maintenance Plant Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2600 SUBTOTAL	0	0	0	0
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 SUBTOTAL	0	0	0	0
2900 Other Support (All Objects)				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2900 SUBTOTAL	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services	189,000		252,000	
600 Supplies				
700 Property				
800 Other				
3100 TOTAL FOOD SERVICES	189,000	0	252,000	0

Mater Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures Page 8 of 10 7/25/2012

	(1)	(2) ESTIMATED	(3)	(4) ENDING 06/30/16
	ACTUAL PRIOR	CURRENT	BUDGET TEAK	ENDING 00/30/10
PROGRAM FUNCTION OBJECT			TENTATI\/E	FINAL
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	
4400 Land Association	06/30/15	06/30/16	APPROVED	APPROVED
4100 Land Acquisition 100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
700 Property 800 Other				
4100 SUBTOTAL	0	0	0	0
	0	0	0	0
4200 Land Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other		-	_	_
4200 SUBTOTAL	0	0	0	0
4300 Architecture/Engineering				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4300 SUBTOTAL	0	0	0	0
4400 Educational Specifications Dev				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4400 SUBTOTAL	0	0	0	0
4500 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4500 SUBTOTAL	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2015-2016

Form 4 Expenditures Page 9 of 10 7/25/2012

	(1)	(2) ESTIMATED	(3) BUDGET YEAR	(4) ENDING 06/30/16
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING	CURRENT YEAR ENDING	TENTATIVE	FINAL
	06/30/15	06/30/16	APPROVED	APPROVED
4600 Site Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4600 SUBTOTAL	0	0	0	0
4700 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4700 SUBTOTAL	0	0	0	0
4900 Other (All Objects)				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4900 SUBTOTAL	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	0	0	0	0
5000 Debt Service				
000 EXPENDITURES	189,000	0	252,000	0
TOTAL ALL EXPENDITURES	1,778,100	0	2,463,867	0
6300	XXXXXXXXXXXX			
Contingency (not to exceed 3% of	XXXXXXXXXXXX			
Total Expenditures)	XXXXXXXXXXXX			
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	1,778,100	0	2,463,867	0
	, -,		,,	

CHECKS:	Contingency cannot exceed:	XXXXXXX	0	73,916	0
Calcula	ated Total Ending Fund Balance:	53.240	0	73,607	0

Mater Academy of Nevada Budget Fiscal Year 2015-2016

Form 4 Expenditures Page 10 of 10 7/25/2012

(Exhibit C) Mater Original		r			
TENTATIVE BUDGET 06/30/16	•	Obj 200	Obj 300-900	(5)	
	(2)	(2)	(4)	(5)	
	SALARIES	(3)	SERVICES	SUB-TOTAL	
(1)	AND	EMPLOYEE	SUPPLIES	REQUIRE-	
PROGRAM OR FUNCTION	WAGES	BENEFITS	AND OTHER	MENTS	
PROGRAM EXPENDITURES					
100 Regular	926,200	386,280	736,267	2,048,747	
200 Special	109,800	34,920	18,400	163,120	
300 Vocational	0	0	0	0	
400 Other PK-12	0	0	0	0	
500 Nonpublic School				0	
600 Adult Education				0	
800 Community Services	0	0	0	0	
900 Co-Curricular/Extra Curricular	0	0	0	0	
PROGRAM TOTALS	1,036,000	421,200	754,667	2,211,867	
	1				
000 Undistributed Expenditures		0			
2000 Support Services	0	0	0	0	
3100 Food Service	0	0	252,000	252,000	
4000 Facility Acquisition and			0		
Construction			0	0	
5000 Debt Service			0	0	
6300 Contingency			0	0	
8000 Ending Balance				0	
UNDISTRIBUTED TOTALS	0	0	252,000	252,000	
TOTAL ALL FUNDS TENTATIVE	1,036,000	421,200	1,006,667	2,463,867	
	.,000,000	,			
FINAL BUDGET 06/30/16	Obj 100	Obj 200	Obj 300-900		
FINAL BUDGET 06/30/16	Obj 100 (2)	Obj 200	Obj 300-900 (4)	(5)	
FINAL BUDGET 06/30/16	Obj 100 (2) SALARIES	•	Obj 300-900 (4) SERVICES	(5) SUB-TOTAL	
	(2) SALARIES	(3)	(4)	SUB-TOTAL	
(1)	(2)	•	(4) SERVICES		
(1) PROGRAM OR FUNCTION	(2) SALARIES AND	(3) EMPLOYEE	(4) SERVICES SUPPLIES	SUB-TOTAL REQUIRE-	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	SUB-TOTAL REQUIRE- MENTS	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	SUB-TOTAL REQUIRE- MENTS	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS 0	(4) SERVICES SUPPLIES AND OTHER 0	SUB-TOTAL REQUIRE- MENTS 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational	(2) SALARIES AND WAGES 0 0	(3) EMPLOYEE BENEFITS 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0	SUB-TOTAL REQUIRE- MENTS 0 0 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0	SUB-TOTAL REQUIRE- MENTS 0 0 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School	(2) SALARIES AND WAGES 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0	SUB-TOTAL REQUIRE- MENTS 0 0 0 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School 600 Adult Education	(2) SALARIES AND WAGES 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 0 0 0 0 0 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School 600 Adult Education 800 Community Services	(2) SALARIES AND WAGES 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School 600 Adult Education	(2) SALARIES AND WAGES 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 0 0 0 0 0 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School 600 Adult Education 800 Community Services 900 Co-Curricular/Extra Curricular	(2) SALARIES AND WAGES 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School 600 Adult Education 800 Community Services 900 Co-Curricular/Extra Curricular	(2) SALARIES AND WAGES 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School 600 Adult Education 800 Community Services 900 Co-Curricular/Extra Curricular PROGRAM TOTALS	(2) SALARIES AND WAGES 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School 600 Adult Education 800 Community Services 900 Co-Curricular/Extra Curricular PROGRAM TOTALS 000 Undistributed Expenditures	(2) SALARIES AND WAGES 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School 600 Adult Education 800 Community Services 900 Co-Curricular/Extra Curricular PROGRAM TOTALS 000 Undistributed Expenditures 2000 Support Services	(2) SALARIES AND WAGES 0 0 0 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School 600 Adult Education 800 Community Services 900 Co-Curricular/Extra Curricular PROGRAM TOTALS 000 Undistributed Expenditures 2000 Support Services 3100 Food Service	(2) SALARIES AND WAGES 0 0 0 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School 600 Adult Education 800 Community Services 900 Co-Curricular/Extra Curricular PROGRAM TOTALS 000 Undistributed Expenditures 2000 Support Services 3100 Food Service 4000 Facility Acquisition and Construction	(2) SALARIES AND WAGES 0 0 0 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School 600 Adult Education 800 Community Services 900 Co-Curricular/Extra Curricular PROGRAM TOTALS 000 Undistributed Expenditures 2000 Support Services 3100 Food Service 4000 Facility Acquisition and Construction 5000 Debt Service	(2) SALARIES AND WAGES 0 0 0 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 00 00 00 00 00 00 00 00 00 00 00 00 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School 600 Adult Education 800 Community Services 900 Co-Curricular/Extra Curricular PROGRAM TOTALS 000 Undistributed Expenditures 2000 Support Services 3100 Food Service 4000 Facility Acquisition and Construction 5000 Debt Service 6300 Contingency	(2) SALARIES AND WAGES 0 0 0 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School 600 Adult Education 800 Community Services 900 Co-Curricular/Extra Curricular PROGRAM TOTALS 000 Undistributed Expenditures 2000 Support Services 3100 Food Service 4000 Facility Acquisition and Construction 5000 Debt Service 6300 Contingency 8000 Ending Balance	(2) SALARIES AND WAGES 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
(1) PROGRAM OR FUNCTION PROGRAM EXPENDITURES 100 Regular 200 Special 300 Vocational 400 Other PK-12 500 Nonpublic School 600 Adult Education 800 Community Services 900 Co-Curricular/Extra Curricular PROGRAM TOTALS 000 Undistributed Expenditures 2000 Support Services 3100 Food Service 4000 Facility Acquisition and Construction 5000 Debt Service 6300 Contingency	(2) SALARIES AND WAGES 0 0 0 0 0 0 0 0 0 0	(3) EMPLOYEE BENEFITS 0 0 0 0 0 0 0 0 0	(4) SERVICES SUPPLIES AND OTHER 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE-MENTS 0 0 0 0 0 0 0 0 0 0 0 0 0	

Form 6

PROPRIETARY OR ENTERPRISE FUND

Mater Academy of Nevada

iviatei <i>i</i>	Academy of Nevada		1	T	
		(1)	(2)	(3)	(4)
Fund:			ESTIMATED	BUDGET YEAR	ENDING 06/30/16
		ACTUAL PRIOR			
	REVENUE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
		06/30/15	06/30/16	APPROVED	APPROVED
1000	LOCAL SOURCES				
1300	Tuition				
1400	Transportation Fees				
1500	Investment Income				
1600	Food Services				
1700	Direct Activities				
1800	Community Service Activities				
1900	Other Revenues				
TOTAL	LOCAL SOURCES	0	0	0	0
3000	REVENUE FROM STATE SOURCES				
3100	Unrestricted Grants-in-Aid				
3200	State Govt Restricted Funding				
TOTAL	STATE SOURCES	0	0	0	0
4000	FEDERAL SOURCES				
	Unrestricted Grants-in-Aid DIRECT from				
4100	Fed Govt				
	Unrestricted Grants-in-Aid from Fed				
4200	Govt pass thru the State				
4300	Restricted Grants-in-Aid Direct - Fed				
	Restricted Grants-in-Aid Fed Govnt pass-				
4500	thru the State				
	Grants-in-Aid from Fed Govt Thru Other				
4700	Intermediate Agencies				
TOTAL	FEDERAL SOURCES	0	0	0	0
5000	OTHER FINANCING SOURCES				
5200	Fund Transfers In				
	Proceeds from the Disposal of Real or				
5300	Personal Property				
5400	Loan Proceeds				
5500	Capital Lease Proceeds				
5600	Other Long-Term Debt Proceeds				
6000	Other Items		-	_	-
	OTHER SOURCES	0	0	0	0
	PENING FUND BALANCE				
	rved Opening Balance				
	served Opening Balance		-		-
	OPENING FUND BALANCE	0	0	0	0
TOTAL	ALL RESOURCES	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2015-2016

Form 6 Proprietary/Enterprise

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7/25/2012

Form 6 Proprietary/Enterprise	(1)	(2) ESTIMATED	(3) BUDGET YEAR	(4) ENDING 06/30/10
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/08	CURRENT YEAR ENDING 06/30/09	TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services		-	Ŭ	•
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service		0	0	0
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction		0	0	0
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service	0	U	U	0
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
	 	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0		0
TOTAL APPLICATIONS	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2015-2016

Form 6 Proprietary/Enterprise

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7/25/2012

Mater Academy of Nevada

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

1 - General Obligation Bonds

2 - G. O. Revenue Supported Bonds

3 - G. O. Special Assessment Bonds

4 - Revenue Bonds

5 - Medium-Term Financing

6 - Medium-Term Financing - Lease Purchase

7 - Capital Leases

8 - Special Assessment Bonds

9 - Mortgages

10 - Other (Specify Type)

11 - Proposed (Specify Type)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		Number						REQUIREMENT	S FOR FISCAL	(9) + (10)
		of					BEGINNING	YEAR ENDI	NG 06/30/16	
		Months	ORIGINAL		FINAL		OUTSTANDING			
NAME OF LOAN	Туре	of	AMOUNT OF	ISSUE	PAYMENT	INTEREST	BALANCE	INTEREST	PRINCIPAL	6/30/2016
List and Subtotal By Fund	*	TERM	ISSUE	DATE	DATE	RATE	7/1/2015	PAYABLE	PAYABLE	TOTAL
FUND:										
										\$0
										\$0
										\$0
										\$0
										\$0 \$0
										\$0 \$0
										\$0 \$0
										\$0 \$0
										\$0 \$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

Mater Academy of Nevada Budget Fiscal Year 2015-2016

Form 7 INDEBTEDNESS 7/25/2012

Mater Academy of Nevada

		FROM DISTRICTS	S WITHIN NEVADA	FROM DISTRICTS OUTSIDE NEVADA					
REPORT FOR ALL FUNDS	2015-2016	(1)	(2)	(3)	(4)				
		TUITION	TRANSPORTATION	TUITION	TRANSPORTATION				
	Revenue	1310 NV Individual	1410 NV Individual	1310 Out-of-state Ind	1410 Out-of-state Ind				
REVENUES	CODES	1321 NV School Dist	1421 NV School Dist	1331 Out-of-state SD	1431 Out-of-state SD				
Nevada Individuals	1310/1410								
Nevada School Districts	1321/1421								
Out-of-state Individuals	1310/1410								
Out-of-State School Districts	1331/1431								
		\$0	\$0	\$0	\$0				

		TO DISTRICTS V	WITHIN NEVADA	TO DISTRICTS OUTSIDE NEVADA					
EXPENDITURES	Object Codes	561	511	562	512				
100 - Regular Programs									
200 - Special Programs									
300 - Vocational Programs									
400 - Other PK-12 Programs									
500 - Nonpublic Programs									
600 - Adult Programs									
TOTALS		\$0	\$0	\$0	\$0				

Mater Academy of Nevada

Budget Fiscal Year 2015-2016

FORM 8 - TUITION and TRANSPORTATION

7/25/2012

Mater Academy of Nevada

FUND TRANSFERS 2015-2016	TRANSFER	SIN	TRANSFERS	OUT
(1) FUND TYPE	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

Mater Academy of Nevada

Budget Fiscal Year 2015-2016

Form 10 LOBBY EXPENSE

LOBBY EXPENSES 2015-2016

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity:				
2. Funding Source:				
3. Transportation	\$			
4. Lodging and meals	\$			
5. Salaries and Wages	\$			
6. Compensation to lobbyists	\$			
7. Entertainment	\$			
8. Supplies, equipment & facilities; other personnel and services spent in Carson City	\$			
Total	\$			
Entity:				
Lobbying Expense Estimate,				
Mater Academy of Nevada	Budget Fiscal Year 2015-20			

7/25/2012

Mater Academy of Nevada

CASH FLOW STATEMENT

2015-2016	PROJ	ECTED	PROJECTE)	PROJECTED	PROJECTED	P	PROJECTED		PROJECTED PROJECTED		JECTED	PROJECTED		PROJECTED PROJECTED		ROJECTED	PROJECTED		PROJECTED				Final Approved				
	J	uly	August		September	October		November	Dec	ember	Ja	anuary		February	ı	March		April		May		June	To	tal Projected		Budget	Varia	ance
REVENUES																												
Type:																												
Distributive School Acct			\$ 589,285.0	00			\$	589,285.00					\$	589,285.00					\$	589,285.00			\$	2,357,140.00	\$	2,357,140.00	\$	-
Donations																							\$	-			\$	-
Federal Grant A																							\$	-			\$	-
Lunch Revenue				\$	14,000.00	\$ 14,000.00	\$	14,000.00	\$ 1	14,000.00	\$	14,000.00	\$	14,000.00	\$	14,000.00	\$	14,000.00	\$	14,000.00			\$	126,000.00	\$	126,000.00	\$	-
																							\$	-			\$	-
																							\$	-			\$	-
																							\$	-			\$	-
	•		A =00.00=			A 11000 00		202 225 22			•	4 4 9 9 9 9 9	•			1100000	•	1100000	•	202 225 22			\$	-	_	0.400.440.00	\$	-
Total Revenues	\$	-	\$ 589,285.0		14,000.00	\$ 14,000.00		603,285.00		14,000.00	-	14,000.00	_	603,285.00		14,000.00	\$	14,000.00	_	603,285.00		-	\$	2,483,140.00	\$	2,483,140.00	\$	-
Total Revenues Y-T-D	\$	-	\$ 589,285.0)U \$	603,285.00	\$ 617,285.00	\$	1,220,570.00	\$ 1,23	34,570.00	\$ 1,2	48,570.00	\$ 1	1,851,855.00	\$ 1,8	865,855.00	\$ 1	,879,855.00	\$ 2	2,483,140.00	\$ 2	2,483,140.00						
EVDENDITUDES																												
EXPENDITURES Salaries & Benefits																												
Salaries & Benefits Salaries			\$ 83,836.0	00 \$	83,836.00	\$ 83,836.00	\$	83,836.00	\$ 8	33,836.00	¢.	83,836.00	Ф	83,836.00		83836	¢	83,836.00	c	83,836.00	Ф	83,836.00	Ф	922,196.00	\$	922,196.00	¢	
Benefits			\$ 35.636.0		35.636.00	\$ 35.636.00	\$	35.636.00		35.636.00		35.636.00	Ф	35.636.00	•	35.636.00	Φ	35.636.00	Φ	35.636.00	Ф	54.640.00	Φ	411.000.00	Ф	411.000.00	Φ Φ	-
Total Salaries & Ben	\$	_	\$ 119,472.0		119,472.00	\$ 119,472.00	_ +	119,472.00		19,472.00	_	19,472.00	\$	119,472.00		119,472.00	\$	119,472.00	\$,	\$	138,476.00	\$	1,333,196.00	\$	1,333,196.00	<u>φ</u> \$	
Total Galaries & Berr	Ψ		Ψ 115,472.0	<i>γ</i> Ο Ψ	115,472.00	Ψ 113,472.00	Ψ	113,472.00	Ψ	10,472.00	Ψ	15,472.00	Ψ	113,472.00	Ψ	113,472.00	Ψ	113,472.00	Ψ	113,472.00	Ψ	100,470.00	Ψ	1,000,100.00	Ψ	1,000,100.00	Ψ	
Operating																												
Supplies			\$ 2,727.0	00 \$	2,727.00	\$ 2,727.00	\$	2,727.00	\$	2,727.00	\$	2,727.00	\$	2,727.00	\$	2,727.00	\$	2,727.00	\$	2,727.00	\$	2,730.00	\$	30,000.00	\$	30,000.00	\$	-
Rent			\$ 21,818.0	00 \$	21,818.00	\$ 21,818.00	\$	21,818.00	\$ 2	21,818.00	\$	21,818.00	\$	21,818.00	\$	21,818.00	\$	21,818.00	\$	21,818.00	\$	6,000.00	\$	224,180.00	\$	224,180.00	\$	-
Utilities			\$ 2,727.0	00 \$	2,727.00	\$ 2,727.00	\$	2,727.00	\$	2,727.00	\$	2,727.00	\$	2,727.00	\$	2,727.00	\$	2,727.00	\$	2,727.00	\$	2,730.00	\$	30,000.00	\$	30,000.00	\$	-
Contracts			\$ 6,000.0	00 \$	6,000.00	\$ 6,000.00	\$	6,000.00	\$	6,000.00	\$	6,000.00	\$	6,000.00	\$	6,000.00	\$	20,500.00	\$	64,546.00	\$	49,337.00	\$	182,383.00	\$	182,383.00	\$	-
Textbooks			\$ 4,000.0	00 \$	4,000.00	\$ 4,000.00	\$	4,000.00	\$	4,000.00	\$	4,000.00	\$	4,000.00	\$	4,000.00	\$	4,000.00	\$	4,000.00	\$	4,000.00	\$	44,000.00	\$	44,000.00	\$	-
Utilities																							\$	-			\$	-
Equipment			\$ 2,273.0		2,273.00	\$ 2,273.00	\$	2,273.00		2,273.00	\$	2,273.00		2,273.00	\$	2,273.00	\$	2,273.00	\$	2,273.00		7,770.00	\$	30,500.00	\$	30,500.00	\$	-
Janitorial Suppl & Maint.			\$ 4,136.0		4,136.00			4,136.00		4,136.00	\$	4,136.00		4,136.00	\$	4,136.00	\$	4,136.00		4,136.00		.,	\$	45,500.00	\$	45,500.00	\$	-
Insurance for Building			\$ 909.0		909.00	•		909.00	\$	909.00	\$	909.00			\$		\$	909.00		909.00		0.0.00	\$,	\$	10,000.00	\$	-
Phone and Communication			\$ 591.0		591.00			591.00		591.00	\$	591.00		591.00	\$	591.00	\$	591.00		591.00		000.00	\$	6,500.00	\$	6,500.00	\$	-
Educational Technology			\$ 1,454.0		1,454.00			1,454.00		1,454.00	\$	1,454.00		1,454.00	\$	1,454.00	\$	1,454.00		1,454.00		.,	\$. 0,000.00	\$	16,000.00	\$	-
SAIN System			\$ 291.0		291.00	\$ 291.00		291.00		291.00	\$	291.00		291.00	\$	291.00	\$	291.00	\$	291.00	\$	_00.00	\$	3,200.00	\$	3,200.00	\$	-
State Fee			\$ 3,012.0		3,012.00	\$ 3,012.00		3,012.00		3,012.00	\$	3,012.00		3,012.00	\$	3,012.00	\$	3,012.00	\$	3,012.00	\$	3,019.00	\$	33,139.00	\$	33,139.00	\$	-
Insurance for School	œ.		\$ 2,090.0	10 \$	2,090.00			2,090.00		2,090.00	\$	2,090.00	\$	2,090.00	\$	2,090.00	\$	2,090.00	φ	2,090.00	\$	939.00	\$,000.00	\$	21,839.00	Φ	-
Lunch Service	\$	-	\$ 10.345.0	5	28,000.00	\$ 28,000.00		28,000.00		28,000.00		28,000.00	Φ	28,000.00	Φ	28,000.00	\$	28,000.00 10,345.00	Ф	28,000.00	Ф	10 246 00	Φ	252,000.00	Φ	252,000.00 113,796.00	Φ	-
Special Ed Service Misc. & Travel	Ф	-	\$ 10,345.0 \$ 727.0		10,345.00 727.00	\$ 10,345.00 \$ 727.00		10,345.00 727.00	\$	10,345.00 727.00	ф	10,345.00 727.00		10,345.00 727.00	\$	10,345.00 727.00	\$	727.00	Φ Φ	10,345.00 727.00	\$	10,346.00 730.00	\$	113,796.00 8,000.00	\$	8,000.00	Φ Φ	-
Addtl Prof. Svcs.			\$ 727.0					2.300.00	-	2,300.00	Ф	2,300.00			\$		\$	2.300.00	D		\$		\$			25,300.00	Φ Φ	-
Addit FIOI. SVCS.			φ 2,300.0)U 3	2,300.00	φ 2,300.00	Ф	2,300.00	φ	2,300.00	Φ	2,300.00	Φ	2,300.00	Ф	2,300.00	Ф	2,300.00	Φ	2,300.00	Ф	2,300.00	Φ	25,300.00	Φ	25,300.00	φ	-
Total Expenses	\$	-	\$ 184,872.0	00 \$	212,872.00	\$ 212,872.00	\$	212,872.00	\$ 21	12,872.00	\$ 2	12,872.00	\$	212,872.00	\$ 2	212,872.00	\$	227,372.00	\$	271,418.00	\$	235,767.00	\$	2,409,533.00	\$	2,409,533.00	\$	-
Total Expenses Y-T-D	\$	_	\$ 184,872.0		,	\$ 610,616.00	_	823,488.00		36,360.00					•				_	,		2,409,533.00	\$		\$	2,409,533.00	•	_
Percent of Budget	*	0.00%	7.67		16.51%	25.34%	Ι Ψ	34.18%	Ψ 1,00	43.01%	Ψ 1,2	51.85%	Ψ	60.68%	Ψ ,,	69.51%	Ψ	78.95%	ΨΖ	90.22%	ΨΖ	100.00%	Ψ	2, 100,000.00	Ψ	2, 100,000.00	Ψ	
i crosiii oi buugei		0.0070	7.07	/0	10.31/0	20.04/0	1	J T . 10 /0	l .	1 0.01/0	L	31.00/0		00.0076		03.01/0		10.33/0		30.22/0		100.00 /0						

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ -	\$ 404	1,413.00	\$ (198,872.00)	\$ (198,872.00)	\$ 390,413.00	\$ (198,872.00)	\$ (198,872.00)	\$ 390,413.00	\$ (198,872.00)	(213,372.00)	\$ 331,867.00	\$ (235,767.00)	\$ 73,607.00 \$	73,607.00 \$	-
Begin Cash Balance(F/B)	\$ 53,240.00	\$ 53	3,240.00	\$ 457,653.00	\$ 258,781.00	\$ 59,909.00	\$ 450,322.00	\$ 251,450.00	\$ 52,578.00	\$ 442,991.00	244,119.00	\$ 30,747.00	\$ 362,614.00		\$	-
End Cash Balance (F/B)	\$ 53,240.00	\$ 457	7,653.00	\$ 258,781.00	\$ 59,909.00	\$ 450,322.00	\$ 251,450.00	\$ 52,578.00	\$ 442,991.00	\$ 244,119.00 \$	30,747.00	\$ 362,614.00	\$ 126,847.00	\$ 73,607.00 \$	3,607.00 \$	

Mater Academy of Nevada

Budget Fiscal Year 2015-2016

FORM 11 CASH FLOW

Attachment 43 Attachment C.1.2

CHARTER SCHOOL NAME:	_Mater Academy of Nevada		
PROGRAM OR FUNCTION: K-8	<u> </u>	2014-2015	

Α	В	C	D	E	F
Object	Title of Position or	FTE	Quantity	Unit Amount /	
Code	Description of Item			Calculations	Total Amount
100	PERSONNEL				\$0.00
	Principal				\$70,000.00
	Administrative Staff				\$36,000.00
	Teachers				\$558,750.0
	Teachers Assistants			_	\$72,000.0
	Sub. Teachers			<u> </u>	\$14,000.00
	Special Education Related				400 000 0
	Services			_	\$30,000.0
					\$0.0
200	The school of 300 students will recregistrar/ secretary and 14.5 teach special ed teachers). The average includes an extended year for one months during the summer to \$15 assumes 3 Teachers Assistants at sequivalent of 10 teacher days. Ot provide speech, occupational, phy psychological services. This assums students for a total of \$30,000. BENEFITS 37.5 % of salaries	ners (one an teacher sal and one ha ,000. This i \$24,000 a y her contrac sical therag	nd one half wary is \$37,500 alf special ed sto cover salear. Substituted special ed y, a register	thich are full time 0. This also I teachers for two aries for ESY. This tes are figured at d services will ed nurse and	\$780,750.00 \$0.00 \$250,000.00 \$0.00
					\$0.0
					\$0.0
					\$0.0
					\$0.0
					\$0.0
	NARRATIVE The benefits cover everyone excepspecial education related services, for. It covers PERS, Medicare, Wofigured at 40% X salaries of \$720,0	since such rkers Comp	related servi and Medical	ces are contracted, etc. This is	
				TOTAL	\$250,000.00
300	PURCHASED PROFESSIONAL				\$0.0
	AND TECHNICAL SERVICES				\$0.0
		1			
	EMO				\$106,000.0

CHART	ER SCHOOL NAME:Mater Acade	my of Nevada		
PROGR	AM OR FUNCTION: <u>K-8</u>		2014-2015	
	Payroll Services			\$7,800.00
	Legal			\$5,000.00
	Dues and Fees			\$3,000.00
	Transportation for Special Ed			\$7,800.00
	NARRATIVE The contract allows for lower fer increased insurance premium the students. The contract with the charged if revenues should drops staff development. There will be as State and National Conference addition to those provided by Dofigured per the quote. The quote Leasing Company and was based Transportation will reimburse 13 for 180 days for a total of \$7800. school assumed this would address the cost will be adjusted according	e fee will be \$353 EMO will provide The school will a additional staff d es. These training ral Academy, Inc. e was provided by upon a miniumur families 20 cents Based upon others ess all who would	per student X 300 for adjustments in the fee lso set aside \$5000 for levelopment training such sessions will be in The payroll services were PayPros Employee n of 25 employees. per mile for 3000 miles er schools experiences the	

	1 OR FUNCTION: <u>K-8</u>			2014-2015	
				TOTAL	\$134,600.00
400	PURCHASED PROPERTY				\$0.00
	SERVICES				\$0.00
	Rent				\$180,000.00
	Janitorial				\$20,000.00
	Utilities				\$20,000.00
	Buiding Maintenance				\$15,000.00
	Insurance for Building				\$8,000.00
	Furniture and Equipment				\$18,500.00
	NARRATIVE				
	Rent is figured at 15,000 square ft	at an annua	al charge of	\$12.00 sq ft triple	
	net. Janitorial was figured at one	person at \$	10.00 per ho	ur for 2000 hours.	
	Utilities were figured at \$1,666 pe	r month. Bı	uilding Main	tenance was based	
	upon similar experiences of other	Charter sch	ools. Insura	nce for the	
	building was quoted by a commer	cial broker l	based upon a	a 15,000 sq ft	
	buiding valued at \$100 per sq ft fo	r a value of	\$1.5mm. Fu	urniture and	
	Equipment with total cost of \$50,0	000 financed	d for three y	ears at 12% for an	
	annual payment of \$18,500.				
				TOTAL	\$261 500 00
500	OTHER PURCHASED SERVICES	I		TOTAL	\$261,500.00 \$0.00
500	SAIN Services				\$2,400.00
	Insurance for School				\$23,000.00
	Food Service (Lunch)				\$189,000.00
	State's Fee *				\$189,000.00
	Travel Reimbursement			<u> </u>	\$2,500.00
	Affiliation Fee *				
	Allillation Fee				\$17,368.00
	NARRATIVE				
		_			
		tc at \$8 NN d	lallars a stud	lent This school	
	The SAIN fee assumes 300 student	-			
	insurance covers all types of liabili	ty for the g	overning boa	ard and the school	
	insurance covers all types of liabili coverage required under Nevada s	ty for the go state law (So	overning boa ee attached	ard and the school quote). The	
	insurance covers all types of liabili coverage required under Nevada s insurance premium was increased	ty for the go state law (So due to the	overning boo ee attached o addition of v	ard and the school quote). The workers	
	insurance covers all types of liabili coverage required under Nevada sinsurance premium was increased compensation. Lunch for FRL stud	ty for the go state law (So due to the lents will be	overning boa ee attached o addition of v subsidized	ard and the school quote). The workers based upon \$3.50	
	insurance covers all types of liabili coverage required under Nevada s insurance premium was increased compensation. Lunch for FRL stud x 150 students for 180 days. The	ty for the go state law (So due to the lents will be school does	overning boase attached of addition of versibles subsidized or not intend	ard and the school quote). The workers based upon \$3.50 to participate in	
	insurance covers all types of liabilicoverage required under Nevada sinsurance premium was increased compensation. Lunch for FRL studix 150 students for 180 days. The the state lunch program. State fee	ty for the go state law (Se due to the lents will be school does e is based u	overning boase attached of addition of versions subsidized on the subsidized on the subsidized of responsible to the subsidized of responsible to the subsidized on the subsid	ard and the school quote). The workers based upon \$3.50 to participate in	
	insurance covers all types of liabili coverage required under Nevada s insurance premium was increased compensation. Lunch for FRL stud x 150 students for 180 days. The	ty for the go state law (Se due to the lents will be school does e is based u	overning boase attached of addition of versions subsidized on the subsidized on the subsidized of responsible to the subsidized of responsible to the subsidized on the subsid	ard and the school quote). The workers based upon \$3.50 to participate in evenues of	\$269,000.00
600	insurance covers all types of liabili coverage required under Nevada s insurance premium was increased compensation. Lunch for FRL stud x 150 students for 180 days. The the state lunch program. State fee \$1,736,840 Affiliation fee is based	ty for the go state law (Se due to the lents will be school does e is based u	overning boase attached of addition of versions subsidized on the subsidized on the subsidized of responsible to the subsidized of responsible to the subsidized on the subsid	ard and the school quote). The workers based upon \$3.50 to participate in	
600	insurance covers all types of liabilicoverage required under Nevada sinsurance premium was increased compensation. Lunch for FRL studix 150 students for 180 days. The the state lunch program. State fee \$1,736,840 Affiliation fee is based SUPPLIES	ty for the go state law (Se due to the lents will be school does e is based u	overning boase attached of addition of versions subsidized on the subsidized on the subsidized of responsible to the subsidized of responsible to the subsidized on the subsid	ard and the school quote). The workers based upon \$3.50 to participate in evenues of	\$0.00
600	insurance covers all types of liabilicoverage required under Nevada sinsurance premium was increased compensation. Lunch for FRL studix 150 students for 180 days. The the state lunch program. State feet \$1,736,840 Affiliation fee is based SUPPLIES Books	ty for the go state law (Se due to the lents will be school does e is based u	overning boase attached of addition of versions subsidized on the subsidized on the subsidized of responsible to the subsidized of responsible to the subsidized on the subsid	ard and the school quote). The workers based upon \$3.50 to participate in evenues of	\$0.00 \$30,750.00
600	insurance covers all types of liabilicoverage required under Nevada sinsurance premium was increased compensation. Lunch for FRL studix 150 students for 180 days. The the state lunch program. State fee \$1,736,840 Affiliation fee is based SUPPLIES Books Educational Technology	ty for the go state law (Se due to the lents will be school does e is based u	overning boase attached of addition of versions subsidized on the subsidized on the subsidized of responsible to the subsidized of responsible to the subsidized on the subsid	ard and the school quote). The workers based upon \$3.50 to participate in evenues of	\$0.00 <u>\$30,750.00</u> \$11,500.00
600	insurance covers all types of liabilicoverage required under Nevada sinsurance premium was increased compensation. Lunch for FRL studix 150 students for 180 days. The the state lunch program. State fee \$1,736,840 Affiliation fee is based SUPPLIES Books Educational Technology Phone and Communication	ty for the go state law (Se due to the lents will be school does e is based u I upon 1% o	overning boase attached of addition of versions subsidized on the subsidized on the subsidized of responsible to the subsidized of responsible to the subsidized on the subsid	ard and the school quote). The workers based upon \$3.50 to participate in evenues of	\$269,000.00 \$0.00 \$30,750.00 \$11,500.00 \$5,000.00
600	insurance covers all types of liabilicoverage required under Nevada sinsurance premium was increased compensation. Lunch for FRL studix 150 students for 180 days. The the state lunch program. State fee \$1,736,840 Affiliation fee is based SUPPLIES Books Educational Technology	ty for the go state law (Se due to the lents will be school does e is based u I upon 1% o	overning boase attached of addition of versions subsidized on the subsidized on the subsidized of responsible to the subsidized of responsible to the subsidized on the subsid	ard and the school quote). The workers based upon \$3.50 to participate in evenues of	\$0.00 <u>\$30,750.00</u> \$11,500.00

CHARTER SCH	HOOL NAME:Mater Academy	/ of Nevada		
PROGRAM O	R FUNCTION: K-8		2014-2015	
c	Custodial Supplies			\$4,000.00
				\$0.00
l N	IARRATIVE			
T	he books were based upon books	at \$280 per students,	300 students for a	
to	otal of \$84000. It was financed for	three years at 12% fo	r a payment of	
\$	30,250. The educational technolog	gy was based upon \$30	0,000 financed for 3	
y.	rs at 12% interest. This figure inclu	ided Alm's Web Asses	sment curriculum.	
	he financing will be provided by F			
	lational Bank of Salt Lake City, Uta			
	pased upon what other charter scho			
	o be \$1,833 a month. Books of spe		\$500 per student	
fc	or 25 students financed for 3 yrs at	t 12%.		

	SCHOOL NAME:Mater Aca	idemy of Nevada		
PROGRAM	OR FUNCTION: K-8		2014-2015	
			TOTAL	\$82,250.00
800	DEBT SERVICE AND			\$0.00
	MISCELLANEOUS			\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
	NARRATIVE			
			TOTAL	\$0.00
		Subtotal Ol	ojects 100-600 & 800	\$1,778,100.00
Approve	d Indirect Cost Rate:	0.00%	X Subtotal	\$0.00
700	EQUIPMENT			\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
			_	\$0.00
			<u> </u>	\$0.00
			<u> </u>	\$0.00
				\$0.00
	NARRATIVE			\$0.00
	IVANIVALIVE			60.00
			TOTAL	\$0.00

CHARTER SCHOOL NAME:	_Mater Academy of Nevada		
PROGRAM OR FUNCTION: K-8		2014-2015	
		GRAND TOTAL	\$1,778,100.00

Posted 8/26/2009

Attachment 44 Attachment C.1.2

CHARTER SCHOOL NAME:	_Mater Academy of Nevada	
PROGRAM OR FUNCTION: K-8		2015-2016

Α	В	С	D	E	F
Object	Title of Position or	FTE	Quantity	Unit Amount /	
Code	Description of Item			Calculations	Total Amount
100	PERSONNEL				\$0.00
	Principal				\$70,000.0
	Administrative Staff				\$60,000.0
	Teachers				\$768,000.0
	Teachers Assistants				\$84,000.0
	Sub. Teachers				\$19,000.0
	Special Education Related				
	Services			<u> </u>	\$35,000.00
	NARRATIVE				\$0.0
	NARRATIVE	•		Contact and a standard to a	
	The school of 400 students will re		•	=	
	personnel and 20 teachers (tow o		•		
	The average teacher salary is \$37,		_		
	teachers extended service for two		_		
	This is to cover salaries for ESY. Th				
	\$24,000 a year. Substitutes are fig	_	-	-	
	Other contracted special ed service	es will prov	ide speech, o	occupational,	
	physical therapy, a registered nurs	se and psyc	hological ser	vices. Is \$879.44	
	per student for 39 students for a t	otal of \$35,	.000.		
				TOTAL	\$1,036,000.0
200	BENEFITS				\$0.0
	40 % of salaries				\$411,200.0
					\$0.0
					\$0.0
					\$0.0
					\$0.0
					\$0.0
					\$0.0
	NARRATIVE				
	The benefits cover everyone exce	pt teacher a	assistants, sı	ubstitutes and	
	special education related services	, since such	related servi	ices are contracted	
	for. It covers PERS, Medicare, Wo	rkers Comp	and Medica	l, etc. This is	
	figured at 40% X salaries of \$1,028	3,000 for a t	otal benefit	cost of \$411,200.	
				TOTAL	\$411,200.0
300	PURCHASED PROFESSIONAL				\$0.0
	AND TECHNICAL SERVICES				\$0.0
	EMO				\$170,000.0
	Staff Development				\$7,500.0
	Payroll Services				\$7,800.0
	Legal				\$5,000.0
	ام.		I	1	73,000.0

CHARTER	SCHOOL NAME:Mater Acade	emy of Neva	aa			
PROGRAM	OR FUNCTION: <u>K-8</u>					2015-2016
	Dues and Fees					\$5,000.00
	Transportation for Special Ed					\$11,400.00
	NARRATIVE					
	The school assumes it will hire a for a total of \$180,000. The continecessary. To make up for increper student X 400 students. The adjustments in the fee charged set aside \$7500 for staff develop development training such as St training sessions will be in addit The payroll services were figure PayPros Employee Leasing Compemployees. Transportation will 3000 miles for 180 days for a tot experiences the school assumed service. If not, the cost will be a	tract allows for a sed insurar contract with the contract with the contract with the contract and Nation to those does not and was reimburse 1stal of \$11,40 bits would	for lower fees ace premium of the the EMO we should drop. The will be additional Confere provided by ote. The quotes as based upon 9 families 20 of address all we	s if financi the fee wi vill provide The schoo tional stat nces. The Doral Aca te was pro a minium cents per on other s	ally Il be \$425 e for I will also if se demy, Inc. ovided by num of 25 mile for chools	
					TOTAL	\$206,700.00

CHARTER SCHOOL NAME:	_Mater Academy of Nevada	
PROGRAM OR FUNCTION: <u>K-8</u>		2015-2016

400	PURCHASED PROPERTY				\$0.00
	SERVICES				\$0.00
	Rent				\$240,000.00
	Janitorial				\$20,000.00
	Utilities				\$30,000.00
	Buiding Maintenance				\$20,000.00
	Insurance for Building				\$10,000.00
	Furniture and Equipment				\$25,000.00
	NARRATIVE				
	Rent is figured at 20,000 square ft	at an annua	al charge of S	\$12.00 sq ft triple	
	net. Janitorial was figured at one	person at \$	10.00 per ho	ur for 2000 hours.	
	Utilities were figured at \$2,500 per	r month. Bı	uilding main	tenance was based	
	upon similar experiences of other	charter sch	ools. Insura	nce for the building	
	was quoted by a commercial broke	er based up	on a 20,000	sq ft buiding	
	valued at \$100 per sq ft for a value	of \$2.0mm	n. Furniture	and Equipment	
	with total cost of \$68,000 financed	l for three y	ears at 12%	for an annual	
	payment of \$25,000.				
				TOTAL	\$345,000.00
00	OTHER PURCHASED SERVICES				\$0.00
	SAIN Services				\$3,200.00
	Insurance for School				\$23,000.00
	Food Service (Lunch)				\$252,000.00
	State's Fee *				\$35,357.00
	Travel Reimbursement				\$2,500.00
	Affiliation Fee *				\$23,571.00
	NARRATIVE				• •
	The SAIN fee assumes 400 student	s at \$8.00 d	lollars a stud	ent. This school	
	insurance covers all types of liabili	-			
	coverage required under Nevada s	tate law (Se	ee attached	quote). Lunch is	
	based upon \$3.50 x 400 students f	or 180 days	, 200 FRL stu	dents will be fully	
	subsidized. The school does not in	-			
	program. State fee is based upon	-	-		
	l			-	
	Affiliation fee is based upon 1% of	revenues.			
	Affiliation fee is based upon 1% of	revenues.			
	Affiliation fee is based upon 1% of	revenues.		TOTAL	\$339,628.00
500	Affiliation fee is based upon 1% of SUPPLIES	revenues.		TOTAL	
500		revenues.		TOTAL	\$0.00
600	SUPPLIES	revenues.		TOTAL	\$0.00 \$40,500.00
500	SUPPLIES Books	revenues.		TOTAL	\$0.00 \$40,500.00 \$16,000.00
500	SUPPLIES Books Educational Technology			TOTAL	\$0.00 \$40,500.00 \$16,000.00 \$6,500.00
500	SUPPLIES Books Educational Technology Phone and Communication			TOTAL	\$0.00 \$40,500.00 \$16,000.00 \$6,500.00 \$5,500.00
500	SUPPLIES Books Educational Technology Phone and Communication Miscellaneous Equipment, rentals			TOTAL	\$0.00 \$40,500.00 \$16,000.00 \$6,500.00 \$5,500.00 \$30,000.00
500	SUPPLIES Books Educational Technology Phone and Communication Miscellaneous Equipment, rentals Supplies			TOTAL	\$339,628.00 \$0.00 \$40,500.00 \$16,000.00 \$6,500.00 \$5,500.00 \$30,000.00 \$7,000.00

CHARTER SCHOOL NAME:Mater Academy of Nevada	
PROGRAM OR FUNCTION: <u>K-8</u>	2015-2016
The books were based upon the price of \$280 per student,400 students for total of \$110,000. It was financed for three years at 12% for a payment of \$40,500. The educational technology was based upon \$45,000 financed for three years at 12% interest. The figure includes Aim's Web Assessment curriculum. The financing will be provided by First Continental Bank or Zio First National Bank of Salt Lake City, Utah. Phone and communications was based upon what other charter schools are paying. Supplies were assumed to be \$2,500 a month. Books for special ed assumed \$500 per student for students financed for 3 yrs at 12%.	ns s
тот	AL \$111,000.00

CHARTER	SCHOOL NAME:Mater Ad	cademy of Nevada		
PROGRAN	OR FUNCTION: <u>K-8</u>	_		2015-2016
800	DEBT SERVICE AND			\$0.00
	MISCELLANEOUS			\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
	NARRATIVE			
			TOTAL	\$0.00
		Subtotal Ol	ojects 100-600 & 800	\$2,449,528.00
Approve	d Indirect Cost Rate:	0.00%	X Subtotal	\$0.00
700	EQUIPMENT			\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
	NARRATIVE		•	
			TOTAL	\$0.00
			GRAND TOTAL	\$2,449,528.00

Attachment 45/ C.1.5

Mater A 2013-2014	Academy of Nevada			
			20	013-2014
REVENU:	 E	L_		
	Donations	\$		25,000.00
	Total Revenues:	\$		25,000.00
EXPENSI		1		•
Personnel				
	Principal (Part time) Secretary (Part time)	\$ \$		12,000.00 2,500.00
	, (,
		Total \$		14,500.00
School Op	erations	1000		11,500.00
	Rent	\$		2,000.00
	Marketing	\$		5,000.00
	Travel	\$		1,000.00
		Total \$		8,000.00

Facilities Operations

	Total	\$ _
Other	Totat	\$ 2,500.00
-	Total	\$ 2,500.00
Total Expenses		\$ 25,000.00
Surplus (Deficit)		\$ -

Academica Nevada will make a two year loan at 6% to Mater Academy of Nevada. If the charter is not approved Academica Nevada will write off the loan.

IMVATIER AGADIEMIY OF RIEWAIDA

INSURANCE PAGKACIETRICE/OS/AI

2018 - 2014

Attachment 46 Attachment C.3.2

PREMIUM SUMMARY

Coverage	Premium
General Liability	\$ 8,239
Educators Professional Liability	\$ 2,750
Employment Practices / Directors & Officers	\$ 1,750
Workers Compensation	\$ 4,550
Excess Liability	\$4,550
Total Annual Premium	\$ 21,839

This Proposal/Insurance satisfies all requirements as set forth in NAC 386.215 for Charter Schools



AFFIDAVIT FOR PROVISION OF INSURANCE COVERAGE FOR A PUBLIC CHARTER SCHOOL

STATE OF	`NEVADA)	
) 88.	
County of _	Clark	_)

COMES NOW Vance Jolley, a provider of insurance, Being first duly sworn states under penalty of perjury as follows:

- 1. I or the insurance provider I represent am/is authorized by the Nevada Division of Insurance to operate in Nevada.
- 2. The attached insurance proposal I have prepared for <u>Mater Academy of Nevada</u>, a public charter school, meets the stipulations of NRS 386.550(1)(1)

 And the requirements listed in NAC 386.215:

NAC 386.215 Provision and maintenance of insurance coverage. (NRS 386.540)

- 1. Except as otherwise provided in subsection 4 of <u>NAC 386.140</u>, a Committee to form a charter school shall obtain insurance form an authorized insurer as follows:
- (a) Industrial insurance coverage in accordance with the applicable provisions of the Nevada Industrial Insurance Act, chapter 616A to 616D, inclusive, of NRS.
- (b) General liability insurance with a minimum coverage of \$1,000,000. The general liability insurance policy must include coverage for sexual abuse, molestation, and have a broad form policy, with the named insureds as follows:
 - (1) The sponsor of the charter school;
 - (2) All employees of the charter school, including without limitation, former, present and future employees;
 - (3) Volunteers at the charter school; and
 - (4) Directors of the charter school, including, without limitation, executive directors.
- (c) Umbrella liability insurance with a minimum coverage of \$3,000,000.
- (d) Educators' legal liability insurance with a minimum coverage of \$1,000,000.
- (e) Employment practices liability insurance with a minimum coverage of \$1,000,000.
- (f) Employment benefits liability insurance with a minimum coverage of \$1,000,000.
- (g) Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of \$1,000,000.
- (h) If applicable, automobile, van and bus liability insurance with a minimum coverage of \$1,000,000.
- (i) If applicable, sports and athletic participation liability insurance with a minimum coverage of \$1,000,000.

In the state of Nevada Sance Selfa Insurer's Signature Statement Statement Statement Statement Statement Statement Statement Statement Statement Statement Statement Statement Statement Statement Statement Statement Statement Statement Statement Statement Statement St	d this 1674 day of Augu	ust 20 13 In the city of
Insurer's Signature Statement bscribed and sworn to before me at 104755, Dec 9448148 this 1044 day of August 20 13		
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this 16+4 day of August 20_13		E frame and an in
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A.J.	Coth day of	August 20 13 .
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Signature		
Commence and the commen		Signature
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		Signature Notary Public Seal
Hansan Shakhi Noony Public		
Notice 1 San Olivente		Notary Public Seal

Attachment 47 Attachment C.4.4

The school will comply with all state and local school district fire safety codes and regulations. Pursuant to NRS 392.450(3), the school facility will have all required emergency exits and signage will be placed throughout the building. Pursuant to NRS 392.450(1), evacuation drills will be conducted for students and school staff monthly, to instruct all staff and students of the appropriate and expected procedures in the case of a fire or other emergency. To comply with NRS 392.450(2), the local fire department will be requested to supervise the drills. In accordance with NRS 392.450(4), the principal shall be responsible for implementing the above.

The facility will be in compliance with all requirements of the Americans with Disabilities

Act, section 504, and all other applicable federal, state, and local laws.

The School will implement a Security Action Plan as articulated in its Crisis Response Plan (attachment 42) and in its' staff handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the Sponsor to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate Sponsor-approved emergency efforts in order to maintain a safe school environment.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Accordingly, faculty and staff will be trained on the administration of first aid and CPR (A.3.13). Staff will also be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans

will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

Attachment 48
Attachment C.4.5



Crisis Response Plan

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School Crisis Response Plan

Overview

In January 2001, the Nevada Legislature passed SB 289 with subsequent passing of NRS 392.600 which mandates all Nevada schools have a School Crisis Response Plan in place.

The principal will create a committee to develop the plan and update the plan yearly. This committee will be called the School Crisis Response Development Team. As mandated by NRS 392.616(2), the implementation team must include the following individuals:

- A governing board member
- The principal of the school
- One licensed teacher of the school
- One employee of the school who is not a licensed employee and who is not responsible for the administration of the school
- One school police officer, if the school has school police officers
- One representative of a local law enforcement agency in Clark County
- One parent or legal guardian of a pupil who is enrolled in the school

Membership in the development team may also include any other person whom the principal of the school deems appropriate, including, without limitation:

- A counselor of the school
- A psychologist of the school
- A licensed social worker of the school
- A pupil in grade 10 or higher from the school, if the school includes grades 10 or higher

In creating the School Crisis Response Plan, NRS 392.620 mandates that the following components are outlined within the plan:

- Procedure for assisting persons within the school to communicate with each other
- Procedure for assisting persons within the school to communicate with persons outside the schools.
- Procedure for immediate response to the crisis
- Procedure for response after the crisis
- Procedure for safely moving pupils and employees within and away from the school
- Procedure for enforcing discipline and obtaining and maintaining a safe and orderly environment within a school during a crisis

Prevention of crisis situations can be handled through:

- Encouraging positive / constructive staff and student relationships
- Proper monitoring and maintenance of school facilities
- Preparation for natural disasters
- Proper registration and monitoring of visitors in the school

Preparation: Planning Before a School Crisis Event Occurs

Taking steps to prepare for school crisis situations are essential. In addition to creating a team to implement and update the School Crisis Response Plan for the school, following is a list of actions the school administration will take at the start of each school year.

- A. Follow the School Crisis Response Plan and all mandates set in place
- B. Identify key staff members to serve as the actual School Crisis Response Team, and assign team members specific roles within the school crisis response plan. In addition to the principal, key staff members could include:
 - 1. Assistant principal(s)
 - 2. Dean(s)
 - 3. Counselor(s)
 - 4. Office manager, administrative secretary or other office staff
 - 5. Nurse / Safety Aide
 - 6. Custodian(s) Any other school staff member
 - 7. Any other school staff member
- C. Develop, review and revise internal school procedures (i.e.: fire drill, shelter-in-place, earthquake, what to do if a crisis occurs just before or after school or during lunch, etc.)
- D. Inform staff members about the School Crisis Response Plan and introduce the School Crisis Response Team.
- E. Review with staff:
 - 1. The School Crisis Response Plan
 - 2. What would designate a school crisis situation
 - 3. The content and use of the School Crisis Response Plan kit
 - 4. How teachers, staff and students will be informed of a school crisis situation
 - 5. Expectations of staff during a school crisis situation
 - 6. Services available during and after a school crisis situation
 - 7. How parents will be informed of a school crisis situation
 - 8. How to work with the Communications Office to utilize and/or respond to the media
- F. The school will practice the lock down, shelter-in-place and evacuation procedures at least two times per year

School Crisis Response Team General Responsibilities of the School Crisis Response Team During an Emergency

- 1. When the School Crisis Response Administrator activates the School Crisis Response Team, all team members begin their roles within the School Crisis Response Plan
- 2. The School Crisis Response Administrator will determine whether to implement shelter-in-place or lock down procedures or evacuate the school (find the specific page in this plan that relates to situation)
- 3. School Crisis Response Team members take charge of the situation until assistance arrives. Follow the plan
- 4. School Crisis Response Administrator, or designee, to notify proper authority immediately:
 - a. Fire/Police: 911
 - b. Las Vegas Police Department: 702-828-3111 (non-emergency)
 - c. Las Vegas Fire Department: 702-229-6011 (non-emergency)
 - d. School Security: TBD
 - e. Board Of Directors: TBD
- 5. Maintain order and calm by modeling appropriate behavior. Student and staff safety are the first priority!
- 6. School Crisis Response Administrator will announce, over the intercom system, the appropriate school crisis response action and if there are any changes to the appropriate action plan
- 7. Remind teachers that they are responsible for their students at all times and must take their School Crisis Response Kits with them, if evacuating the building
- 8. Keep the School Crisis Response Team together, if possible
- 9. Work cooperatively with emergency personnel (fire, police)
- 10. Refer media questions to the school administration
- 11. Refer parents to the designated evacuation reunification area for picking up children, if necessary or to the appropriate spokesperson for information

2011 CRISIS RESPONSE TEAM QUICK REFERENCE PAGE

School Name Mater <u>Academy of Nevada</u> Location <u>Las Vegas</u>

Crisis Response Team (CRT) Member	Position at the Site	Crisis Response Team Role
TBD	Principal	CRT Administrator
TBD	TBD	CRT Assistant Administrator
TBD	TBD	Evacuation-Reunification Coordinator
TBD	TBD	Shelter-in-Place Coordinator
TBD	Office Manager	Incident Reporter
TBD	School Nurse / FASA	Nursing Services Coordinator
TBD	Office Manager	Communication Liaison
TBD	TBD	Safety Coordinator
TBD	TBD	Student Coordinator
TBD	Principal	Staff Coordinator
TBD	TBD	Parent Coordinator
TBD	TBD	Supply Coordinator
TBD	School Psychologist & Counselors	Psychological Services Coordinator

2013 School Crisis Response Team and Specific Duties

School Name Mater Academy of Nevada

Location Las Vegas

The School Crisis Response Team will perform the following duties during an emergency.

Please note: One person may perform multiple duties.

School Crisis Response Administrator (Principal) Responsibilities:

- Leads members of the School Crisis Response Team
- Directs members of the School Crisis Response Team
- Decides if the school should be evacuated or if shelter-in-place or lock down procedures should begin, depending on the type of situation
- Makes the announcement over the intercom system regarding the appropriate School Crisis Response Action and if there are any changes to the appropriate action or plan

School Crisis Response Assistant Administrator Responsibilities:

- In charge when the School Crisis Response Administrator is not available
- Other duties as assigned by the School Crisis Response Administrator

Evacuation Reunification Coordinator Responsibilities:

- Works with the School Crisis Response Administrator to create an evacuation plan
- As soon as the School Crisis Response Administrator announces that the school is being evacuated, the Evacuation Reunification Coordinator should head immediately to the evacuation reunification area
- Prior to a crisis, works with the School Crisis Response Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be transported during a school evacuation
- Other duties as assigned by the School Crisis Response Administrator

Shelter-in-Place Coordinator Responsibilities:

- Responsible for checking the classroom and School Crisis Response Kits to make sure the
 proper supplies are available and useable (tape is not dried out, enough plastic sheeting, etc.).
 Supplies should be checked annually.
- Prior to a crisis, works with the School Crisis Response Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be taken during a school shelter-in-place
- Other duties as assigned by the School Crisis Response Administrator

Incident Reporter Responsibilities:

- Stays with the School Crisis Response Administrator throughout the crisis
- Documents all aspects of the crisis and what action the school has taken during the crisis
- Responsible for making sure he/she has ample access to materials such as pens, pencils and notebooks during a crisis
- Provides updated online information if necessary
- Other duties as assigned by the School Crisis Response Administrator

Nursing Station Coordinator Responsibilities:

- Responsible for updating and executing the Health Services Emergency Response Plan for medically fragile students
- If food, water and/or ice are needed for medically fragile students, calls 911.
- Prior to a crisis, responsible for working with the School Crisis Response Administrator and Evacuation Reunification Coordinator to determine where medically fragile students will be transported when the school is evacuated
- Prior to an emergency, responsible for working with the School Crisis Response
 Administrator and Shelter-in-Place Coordinator to determine where medically fragile
 students can be taken during a school shelter-in-place
- Responsible for keeping the school's first aid kit stocked with fresh supplies; kit must be checked at least annually
- Other duties as assigned by the School Crisis Response Administrator

Communication Liaison Responsibilities:

- Main person to answer school phone during a crisis
- Contacts Principal if the media calls the school or comes to the school's campus during a crisis
- Other duties as assigned by the School Crisis Response Administrator

Safety Coordinator Responsibilities:

- In cooperation with the School Crisis Response Administrator, makes sure all students and staff have left the building during an evacuation/fire drill
- If needed, works with police and fire units to determine if all students have left the building during an evacuation of the school
- In cooperation with the School Crisis Response Administrator, makes sure all classroom and department doors are properly taped off during a shelter-in-place drill
- If needed, works with police and fire units to determine if all classroom and department doors are properly taped off during a shelter-in-place, and if necessary, ensures the HVAC system and exhaust fans have been shut down
- Other duties as assigned by the School Crisis Response Administrator

Student Coordinator Responsibilities:

- Assists teachers in ensuring students stay in the appropriate location during an evacuation of the school
- Assists teachers in providing answers to students' questions about the crisis
- Other duties as assigned by the School Crisis Response Administrator

Staff Coordinator Responsibilities:

- Point-of-contact for staff members; answers staff questions during the time of a crisis
- Assists staff members where necessary
- Other duties as assigned by the School Crisis Response Administrator

Parent Coordinator Responsibilities:

• Point-of-contact for parents at the evacuation reunification site

- Assists parents during a crisis situation when necessary
- Other duties as assigned by the School Crisis Response Administrator

Volunteer Coordinator (OPTIONAL) Responsibilities:

- Responsible for creating and maintaining a school volunteer database
- Responsible for calling volunteers into action during a crisis situation, must have approval from the School Crisis Response Administrator to call volunteers into action
- Other duties as assigned by the School Crisis Response Administrator

Supply Coordinator Responsibilities:

- Checks all school and department School Crisis Evacuation Kits to ensure they are up-to-date and have fresh supplies; kits must be checked at least annually
- Responsible for maintaining communication instruments (batteries for radios, bullhorn, etc.)
- Other duties as assigned by the School Crisis Response Administrator

Psychological Services Coordinator Responsibilities:

- Secures counselor visits to the school after a crisis situation
- Works with administrator in crisis response
- Other duties as assigned by the School Crisis Response Administrator

Emergency Actions

To become consistent, emergency actions have been created to alert administration and staff as to what type of crisis is currently taking place.

The following actions must be used by the School Crisis Response Administrator when announcing a crisis; actions will be announced over the school intercom and radio system as well as to the school staff through the use of Interact, when necessary:

Lock down: Mater Academy will now begin a school-wide lock down. Teachers and staff, follow lock down procedures and wait for further instructions."

Shelter-in-place: Mater Academy will now begin shelter-in-place procedures. Teachers and staff, begin shelter-in-place procedures and wait for further instructions."

Evacuations will not be announced via intercom, radio system or on Interact, but must be conveyed to school staff and students by bell or alarm:

Evacuation:

- A. Activate fire alarm
- B. Execute fire drill procedures
- C. School staff and students follow fire drill procedures
- D. School staff and students wait for further instructions

School Crisis Response Administrator must identify and develop procedures for lock down, shelter-in-place and evacuation for the locations within their school that are not accessible by school intercom, radio system or Interact (i.e., portables, or other remote locations).

For communication of student and staff safety and needs, in crisis situations, a color-coding system must be implemented:

RED: Missing Students, Injuries, Need Help

GREEN: All Students Accounted

Use of posters or signs for using this code system will be developed at the school site and integrated into the Crisis Plan.

Communication Procedures for Areas without Communication Access

The Crisis Response Team will develop a plan in case the school has lost communication capabilities (intercom, two-way radio system or e-mail) in certain areas of the building.

Please list your plan below:

Communication will be established by sending campus security monitors, or other members of the Response Team, to the classrooms of each department chairperson. Depending on the situation, the chairperson will deliver information to members of their department or members of their department will meet at the chairperson's room.

In large open settings, such as the multi-purpose room, cafeteria, parking lot, or playing field, a bullhorn is available for use.

2011 Radio Frequency List

School Name <u>Mater Academy of Nevada</u> Location <u>Las Vegas</u>

ALL RADIO FREQUENCY NUMBERS USED BY AMINISTRATORS FOR COMMUNICATION PURPOSES

Example: Frequency #464.5000

(If unsure of frequencies <u>and</u> your two-way radios were purchased from McIntosh Communications call 596-6838)

Make of Radio:
Freq #1
Freq #2
Freq #3
Make of Radio:
Freq #1
Freq #2
Freq #3
Location has no radios.

Evacuation Kits

Kit One-Main Office Evacuation Kit

The main office must have one of the following:

- Student information cards where available
- Master list of student information
- Electronic device with student information

Other items to be kept by the main office (Note: Some items are suggested)

- Cell phone (Do not use cell phones during a bomb threat.)
- Palm pilot (suggested)
- Credit card / purchase card (suggested)
- Extra set of keys to give to police or fire units, when necessary
- Student sign-out log or sign-out sheets and writing instruments
- Notebook / blank paper (suggested)
- Most recent yearbook
- Battery powered AM/FM radio (suggested)
- Two-way portable radios
- Bullhorn

Kit Two-Health Evacuation Kit

(see Appendices for Emergency Health Plan for Medically Fragile Students)

- Disability Notebook (with names and plans for students with medical issues)
- Emergency Medical Supplies
- Water, food and medications, as needed

Kit Three-Classroom Evacuation Kit*

Items to be kept by each teacher (Note: Some items are suggested)

- Gradebook
- Class roster, including student information (i.e.: parent names, phone numbers, etc.)
- Notebook / blank paper (suggested)
- Writing instruments
- Fire drill procedures / map with exits clearly marked
- * Substitute teachers must be able to easily locate these items within the classroom for which they are the substitute. A procedure to review evacuation and reunification must be in place for substitutes and volunteers. A documented process should be in place for a review of the site's Crisis Response Plan and daily checkout and check-in prior to their entry into the classroom.

Substitute/Volunteer Verification Crisis Plan Review

School/Site: Mater Academy of Nevada

I have reviewed the Crisis Response Plan as presented to me in the substitute/volunteer folder. I am aware of the procedures for emergencies and procedures for fire, shelter-in-place and lockdown. I have also reviewed the evacuation routes specific to the classroom and Parent-Student Reunification sites.

When evacuating the school, I know that I must have the Classroom Evacuation Kit and follow directions. In the event of an emergency, I must account for all students and follow these procedures to keep students safe.

(Your signature certifies that you have reviewed and understand the Crisis Response procedures specific to this school site.)

Tools to Use during a School Crisis Response Situation

Following is a list of possible internal and external communication tools, as well as other related items, that can be used during a school crisis situation.

- 1. Communication Internal
 - a. Bullhorn

Print Name

- b. Two-way portable radio
- c. Intercom
- d. Phone (designate one line for public and the rest for emergency units)
- e. Alarm system
- f. School bells
- g. Palm pilot

- h. Computer with internet
- i. Cell phone (**Do not use cell phones during a bomb threat.**)
- j. Intrusion-detection equipment
- k. Staff courier
- 1. Spare batteries
- 2. Communication External
 - a. Phone
 - b. Computer with internet
 - c. Palm pilot
 - d. Cell phone (Do not use cell phones during a bomb threat.)
 - e. Bullhorn
 - f. Flag pole
 - g. Alarm system
 - h. School bells
 - i. Intrusion-detection equipment
- 3. Lighting
 - a. Emergency lights
 - b. Battery operated room lights (room without windows)
 - c. Battery operated hand-held flashlights
- 4. Emergency Medical Treatment
 - a. First aid supplies
- 5. Transportation / Site Security / Field Couriers
 - a. School security monitors
 - b. Transportation supervisors
 - c. Hall monitors
- 6. Fire / Shelter
 - a. Fire extinguishers and hoses
 - b. Shelter-in-place masking tape and plastic sheeting

2011 Shut Down/Off Procedures for HVAC Systems & Locations

During a lock down or shelter-in-place, it may become necessary to shut down the HVAC, cooling systems, and/or exhaust fans of the school. To complete this section, the Safety Coordinator, or other school personnel (such as head custodian and/or building engineer) as assigned by the School Crisis Response Administrator, must create a one-page, easy-to-follow set of directions on how these systems can be shut down.

• The <u>Head Custodian</u> for <u>Mater Academy of Nevada</u> (school) is:
His/her phone number is:(cell)
 Basic HVAC system and exhaust fans shut-down procedures: Custodian, building engineer or other designated employee turn off air and exhaust fan switches at the electrical panel.
The chiller and boiler rooms are located The switch used to shut off the air handlers, labeled "Shelter-in-Place Switch," is located
Chiller Room Electrical Room Boiler Room Insert drawing/map of school and label it with the 4 boxes above. Emergency Generator Room
2011 HVAC AND SHUT-OFF DIRECTIONS
<u>Chillers</u> – Entering the room, the main panel is located The "OFF" switch will deactivate the entire unit and system.
The switch used to shut off only the air handlers, labeled "Shelter-in-Place Switch," is located
<u>Boilers</u> Entering the room, the gas shut-off is located Two big red valves on the gas pipes connected to the main unit are turned. To deactivate the circulating pumps, the power switches are located on each pump.

Guidelines for Shelter-in-Place

Administration:

- 1. Make the determination for Shelter-in-Place quickly when Evacuation is not practical.
- Make announcement over the intercom to activate the Shelter-in-Place protocol.
 Make sure all outside personnel move into the main building and lock exterior doors.
- 3. Activate the appropriate School Crisis Team members, if needed.
- 4. Contact 911
- 5. Ensure HVAC system is turned off.
- 6. Ensure students are collected from all remote areas (restrooms, storage areas, the stage, etc.) and any unlocked rooms.
- 7. If safe, canvas outside areas to make sure all staff members and students were able to get into the building safely (check outside play areas, outside restrooms, common areas and parking lot).
- 8. Ensure Staff and Student Accounting Protocol is completed.
- 9. Check to see that all staff members have sealed off windows and doors from outside airflow.
- 10. Monitor the situation through radio or television. Attempt to calm staff and students and keep staff updated about the situation as facts present themselves.

Teachers:

- 1. Follow the procedures as outlined and any verbal instructions from the School Crisis Response Team, law enforcement or other emergency personnel.
- 2. If you are outdoors or in an unprotected area, move indoors as quickly and efficiently making certain that all students in the area come with you.
- 3. Once inside, lock doors and windows and seal the seams of the doors and windows with the plastic and tape provided.
- 4. Follow Staff and Student Accounting protocol.
- 5. Place red card from Classroom Evacuation Kit in the window or on the outside of the door if you need assistance or have any missing or extra students. Place green card in the window or on the door if you need no assistance and have no missing or extra students.
- 6. Remain calm and assure students that they are safe.
- 7. Monitor student behavior enforcing the Student Code of Conduct.
- 8. Remain with students at all times
- 9. Do not use cell phones during an emergency situation.*
- 10. Do not dismiss students until the official word from administration has been given.
- 11. Disregard bells or normal time schedule until instructed differently.
- 12. Take notes, names and descriptions document any unusual events that occur.
- 13. Within the classroom, teaching should resume as normal.
- 14. Wait for instructions from Site Administrator on how to proceed.

*Cell sites must be left open for emergency personnel to use, and cell phone signals can detonate bombs, in the case of a bomb threat.

Guidelines for Lockdown

Administration:

- 1. Lock all exterior doors. Do not open these doors to anyone.
- 2. Alert on site security. Call 911 if situation warrants.
- 3. Ensure students are collected from all remote areas (restrooms, storage areas, the stage, etc.) and any unlocked rooms.
- 4. If safe, canvas outside areas to make sure all staff members and students were able to get into the building safely (check outside play areas, outside restrooms, common areas and parking lot).
- 5. Ensure Staff and Student Accounting Protocol is completed.
- 6. Within the classroom, teaching should resume as normal.
- 7. Site Administrator will brief staff via telephone, email, or intercom to explain the situation as facts present themselves. Lockdown procedures can be modified as knowledge of the situation is updated.
- 8. If the situation becomes unstable and/or has moved into the building, move to "Hard Lockdown" procedures.

Teachers:

- 1. Follow the procedures as outlined and any verbal instructions from the School Crisis Response Team, law enforcement or other emergency personnel.
- 2. If you are outdoors or in an unprotected area, move indoors as quickly and efficiently making certain that all students in the area come with you.
- 3. Follow Staff and Student Accounting Protocol.
- 4. Lock all exterior doors. Do not open these doors to anyone.
- 5. If you are not in a location with a lockable door, move students to an area where they can be secure with a locked door.
- 6. Continue instruction as usual. Notify the administration of any unusual or suspicious activity.
- 7. If situation calls for a "Hard Lockdown" (intruder is physically in the building) proceed with the following steps:
- 8. Students should be out of the line of view from the window, crouched with their hands protecting their heads (Duck and Cover).
- 9. Turn off the lights in the room.
- 10. Take evasive action (Duck and Cover or move behind bookcase, under desk, away from view, etc.)
- 11. Do not open the door for anyone.
- 12. Remain calm and encourage students to do so also.
- 13. Monitor student behavior enforcing the Student Code of Conduct.
- 14. Students must remain silent.
- 15. Remain in place if the fire alarm rings; Evacuation will be signaled only by intercom announcement.

Guidelines for Fire or Smoke

Administration:

- 1. The person discovering the fire must first act for safety. They or he/she must move students to safety, away from the fire, pull the nearest fire alarm and/or immediately alert the Site Administrator.
- 2. Initiate Evacuation protocol.
- 3. Call 911.
- 4. Notify other emergency services and supervisors immediately if they are required

Teachers:

- 1. If you discover a fire or see/smell smoke:
 - o Move students away from danger.
 - o Pull the nearest fire alarm or call the front office.
 - o Notify Site Administrator immediately.
- 2. Evacuate to the designated area, taking Classroom Evacuation Kit with you if possible.
- 3. Assist any students with special needs.
- 4. Follow Staff and Student Accounting Protocol.
- 5. Be prepared to follow administrative direction for Family Reunification protocol.

Guidelines during an Evacuation

Administration:

- 1. Make the announcement and activate the School-Based Crisis Team Members.
- 2. Call 911.
- 3. Ensure that the Evacuation Kits are taken from the facility and transported to the Staff-Student Staging Area.
- 4. Ensure sweeping of the school has been initiated.
- 5. Ensure Staff and Student Accounting Protocol is completed.
- 6. Report to the Staff-Student Staging Area and appraise the situation. Brief the staff and assure both staff and students that they are safe.
- 7. Instruct staff to record if students leave without permission, noting the time and describing the manner in which the students left and the person(s) with whom they left.
- 8. Decide if Family Reunification protocol is necessary at this time. If Reunification is necessary, please see the following step.
- 9. Begin moving students to the designated Family Reunification Site as practiced in your drills.
- 10. Prepare to implement the Family Reunification protocol.

Teachers:

- 1. Follow the procedures as outlined and any verbal instructions from the School Crisis Response Team, law enforcement or other emergency personnel
- 2. Once the alarm sounds, calmly instruct your students to line up in an orderly fashion and prepare to exit the building.

- 3. Take Classroom Evacuation Kit.
- 4. Before leaving the classroom, visually sweep the classroom making sure it is clear.
- 5. Lock the door to indicate room has been swept and is clear.
- 6. In an orderly fashion, make sure to direct the students to power walk safely and exit the facility with a sense of urgency. Follow fire drill procedures and wait for further instructions.
- 7. Ensure care for those students with special needs.
- 8. Follow Staff and Student Accounting Protocol.
- 9. Remain with the students at all times.
- 10. Monitor student behavior enforcing the Student Code of Conduct.
- 11. Remain with students at all times
- 12. Do not use cell phones during an emergency situation*
- 13. Do not dismiss students until the official word from administration has been given.
- 14. Disregard bells or normal time schedule until instructed differently.
- 15. Record the name and time if a student leaves.
- 16. Take notes, names and descriptions document any unusual events that occur.

*Cell sites must be left open for emergency personnel to use, and cell phone signals can detonate bombs, in the case of a bomb threat.

School Evacuation to Reunification Site Procedures

In the event of a school-wide evacuation to an established reunification site, the following procedures should be followed:

- 1. Activate the fire alarm, follow fire drill procedures
- 2. Once followed, the School Crisis Response Administrator will announce that the school is being evacuated to an established reunification site and/or if any changes to the plan have been made (i.e. buses in the front of the school, change in reunification site from XYZ school to ABC church, etc.)
- 3. Classroom teachers will gather their School Crisis Evacuation Kits, students and head to the designated reunification site
- 4. If the reunification site is within walking distance, students will proceed to the area under administration and teacher guidance and supervision. Students will not run or proceed in a disorderly fashion.
- 5. The classroom teacher is responsible for students in his/her class. Students are to stay with that teacher until a parent or guardian signs them out with the School Crisis Response Student Coordinator or the school is allowed back into the building.
- 6. The main office's School Crisis Response Kit will be taken by the School Crisis Response Administrator, or designee, to the reunification location.
- 7. The school's first aid kit will be taken by the School Crisis Response Nursing Station Coordinator.

IN THE EVENT THAT MATER ACADEMY IS EVACUATED, THE REUNIFICATION SITE IS:

T	ocation:	TBD	
L	ocanon.	עמו	

Address:

Contact Name / Phone Number:

ALTERNATE REUNIFICATION SITE IS:

Location: TBD

Address:

Contact Name / Phone Number:

EVACUATION MAP

Mater Academy of Nevada

Insert school map here.

PARENT-STUDENT REUNIFICATION MAP

From MATER ACADEMY OF NEVADA to

Insert location map here.

STAFF-STUDENT REUNIFICATION MAP

(Staff-student assembly location prior to movement to Parent-Student Reunification Site – IF NECESSARY.)

Insert location map here.

PARENT-STUDENT REUNIFICATION SITE

Evacuation Reunification Coordinator:

Responsibilities:

- Works with the School Crisis Response Administrator to create an evacuation plan
- As soon as the School Crisis Response Administrator announces that the school is being evacuated, the Evacuation Reunification Coordinator should head immediately to the evacuation reunification area
- Prior to a crisis, works with the School Crisis Response Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be transported during a school evacuation
- Other duties as assigned by the School Crisis Response Administrator

Procedures for Crises during Non-Classroom Situations

1. Before School Begins - On School Grounds/Playground

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

2. Recess and/or Students Outside of Classrooms during School Time

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- Staff will write names of students in their room not normally assigned.
- Names of displaced students will be called in to attendance clerk. Teachers missing students will also report names to attendance clerk.
- Students will not be dismissed until the ALL CLEAR is given.

3. Cafeteria-Lunch

- Students will be seated at a lunch table inside cafeteria and listen for announcements over the cafeteria sound system.
- Students will be released to teacher when he/she arrives carrying name placard or when the ALL CLEAR is given.

4. Assemblies

- Students will remain seated with teacher in multi-purpose room.
- If evacuation is necessary, teachers will lead their class out the same door they entered, then proceed to the Evacuation Area

5. Passing Periods - (Middle and High Schools)

• Students should expeditiously make effort to enter the class to which they were going.

- If student can't pass safely, he/she will enter the closest room where a staff member is present.
- Staff will send e-mail message to teachers of students of whom they belong.
- Teachers will report unaccounted for students to the attendance office.

6. Release at the End of the Day

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

7. After-school events (athletics, extracurricular, etc.)

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

Basic Procedures for Crisis Situations

- 1. Assess the situation
- 2. Call Fire/Police 911
- 3. Follow specific procedures outlined in Crisis Response Plan

The next pages will outline SPECIFIC PROCEDURES for the following crisis events:

- Aircraft Accident
- Bees on Campus
- Biological Chemical Threat
- Bomb Threat
- Chemical Spill/Toxic Emissions
- Earthquake
- Fire/Explosion
- Flood
- Hostage/Barricaded Subject
- Power Outage/Heat Stress
- Shelter-in-Place/Lockdown
- Shooting on Campus

Specific Procedure - Aircraft Accident

During the crisis:

1. School Crisis Response Administrator will determine if the School Crisis Response Team, should be activated, if so assignments begin

- 2. School Crisis Response Administrator, or designee, will notify proper authority immediately or call 911.
- 3. School Crisis Response Administrator will decide whether to evacuate the school or activate lock down procedures

After the crisis:

1. Facility must be inspected by fire/police and Inspection Services personnel before staff and students can return to the school

Specific Procedure – Bees on Campus

During the crisis:

- 1. If a beehive or swarm is observed on campus immediately:
 - a. Move students from the school yard and into classrooms in a quiet orderly fashion
 - b. Close all outside doors and windows
- 2. If an actual attack by bees occurs:
 - a. Instruct students on campus grounds to run to the nearest school building; cover their head with their shirt, jacket, etc., and do not swat at the bees
- 3. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated.
- 4. School Crisis Response Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures.
- 5. Provide first aid, as necessary

After the crisis:

1. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedure – Biological Chemical Threat

A suspicious letter or package can be identified by one or more of the following characteristics:

- Has no return address or has one that cannot be verified as legitimate
- Unusual weight, given the size of the letter/package, or oddly shaped
- Marked with restricted endorsements such as "personal" or "confidential"
- Addressed to position title only or incorrect title
- Excess postage
- Mailed from a foreign country
- Has strange odor, stains, leaks or fine powder on the outside of the letter/package
- Poorly typed or written with misspelled words
- Postmark that doesn't match the return address

- 1. School Crisis Response Administrator will determine if the School Crisis Response Team should be activated, if so assignments begin
- 2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
- 3. School Crisis Response Administrator will decide whether to evacuate the school or activate shelter-in-place procedures
- 4. Crisis Response Team to take control of situation until arrival of fire/police unit
 - a. Do not open the letter/package
 - b. If letter/package is open or torn do not touch, smell or taste the substance
 - c. Clear the room or office
 - d. All who came in contact with the letter/package must wash hands, arms and any exposed body parts with soap and warm water
 - e. Turn off HVAC system and any circulating fans (if appropriate)
 - f. Isolate and secure the area until police/fire units arrive

After the crisis:

- 1. School must be inspected by one or more of the following before students and staff can enter the building:
 - a. County Hazardous Material Department
 - b. County Health Department
 - c. District Environmental Services/Hazardous Material Section
- 2. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedures – Bomb Threat

- 1. If a threat is received by telephone, attempt to complete the bomb threat checklist below; pay close attention to exact wording, speech characteristics and background noises
- 2. If a written threat is received, turn the original over to the School Crisis Response Administrator; who will copy the contents and protect the original message (plastic or other covering) to preserve identifying marks or fingerprints
- 3. If a suspected item is found in the building, contact the School Crisis Response Administrator immediately
- 4. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
- 5. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
- 6. School Crisis Response Administrator will decide whether to evacuate the school or activate lock down procedures
 - a. If the school is evacuated, follow the evacuation plan
 - b. If the school is not evacuated take control of all school activities and wait for arrival of fire/police units. Follow instructions provided by fire/police units
 - c. If lock down is established, follow the shelter-in-place plan
 - d. School Crisis Response Administrator will decide whether to conduct a search, using school personnel or wait for fire/police units

DURING A BOMB THREAT SITUATION, IT IS VERY IMPORTANT THAT CELL PHONES AND RADIOS ARE NOT USED AS THEY CAN ACTIVATE OR DETONATE A BOMB.

After the crisis:

- 1. Facility must be inspected by fire/police personnel before staff and students can return to the school
- 2. School Crisis Response Team to discuss possible dismissal of students.

BOMB THREAT CHECKLIST

CALL RECEIVED E	3Y	TIME _		DATE	_
A. ASK THESE QU WHERE IS THE BO					_
WHEN WILL IT GC	OFF?				_
WHY ARE YOU DO	DING THIS?				_
B. EVALUATE THE MAN WOMAN CHILD	E VOICE OF THE CA INTOXICATED_ SPEECH IMPEI AGE (Approx.) _ CHARACTERISTICS	LLER AND CH	OTHER	APPROPRIATE	
MUSICCONVERSATION_	NY BACKGROUND N BABIES OR CHILD A	REN IRPLANE	_MACHINI	E NOISE	_

D. REMARKS: (Give exact wording or threat message)

Specific Procedure - Chemical Spill/Toxic Emissions

- 1. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
- 2. School Crisis Response Administrator will determine whether to evacuate or activate shelter-in-place procedures
- 3. School Crisis Response Administrator will determine whether the HVAC, power and or water should be shut down
- 4. Isolate the area (close doors, prevent entry) and contact the fire department

After the crisis:

- 1. Fire department and/or Safety and Environmental Services Hazmat section will determine when the school/surrounding area is safe for students and staff to return to the building
- 2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
- 3. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedure – Earthquake

During the crisis:

- 1. School Crisis Response Administrator to make a school-wide announcement to tell staff and students to take the following action:
 - a. Get under desks or tables if in a classroom, library or cafeteria
 - b. Drop and tuck if in the hall, stairway or open area
 - c. Move away from windows or out from under heavy suspended light fixtures or objects.
- 2. School Crisis Response Administrator will determine if the School Crisis Response Team, should be activated, if so assignments begin
- 3. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
- 4. School Crisis Response Administrator will decide whether to evacuate the school or activate shelter-in-place procedures

After the crisis:

- 1. Facility must be inspected by fire/police to check for structural damage
- 2. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedure – Fire/Explosion

During the crisis:

- 1. School Crisis Response Administrator will determine if the School Crisis Response Team, should be activated, if so assignments begin
- 2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911
- 3. Emergency Response Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures

After the crisis:

- 1. Facility must be inspected by fire/police to check for structural damage
- 2. School Crisis Response Team to discuss possible dismissal of students.

${\bf Specific\ Procedures-Flood}$

- 1. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
- 2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911
- 3. School Crisis Response Team will take control of situation until arrival of fire/police units.

After the crisis:

- 1. Facility must be inspected by fire/police to check for structural damage.
- 2. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedures – Hostage/Barricaded Subject

During the crisis:

- 1. School Crisis Response Administrator will determine if the School Crisis Response Team, should be activated, if so assignments begin
- 2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911
- 3. Emergency Response Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures
- 4. School Crisis Response Team will take control of situation until arrival of fire/police units
 - a. Attempt to confirm whether an actual hostage or barricaded subject event exists and what weapons, if any, are present
 - b. Attempt to identify hostage(s) or barricaded subject (s)

After the crisis:

- 1. Facility must be completely inspected by police before staff and students can return to the school
- 2. School Crisis Response Administrator will contact aid in counseling students and staff
- 3. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedures – Power Outage/Heat Stress

- 1. School Crisis Response Administrator to notify Nevada Power and find out when power will be restored
- 2. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
- 3. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911
- 4. School Crisis Response Administrator to decide whether it is necessary to evacuate the school
- 5. School Crisis Response Administrator will take control of situation until arrival of fire/police units:

- a. Ensure window blinds are closed and interior classroom and office doors are open
- b. Restrict physical education activities
- c. Ensure availability of water and utilize ice from school cafeteria, if needed
- d. If power is to be out more than one hour, the School Crisis Response Team to discuss possible dismissal of students.

Specific Procedure - Shelter-in-Place/Lock Down

There may be times when the School Crisis Response Administrator will need to call the school into a shelter-in-place or lock down. These procedures ensure that the school is secure and people inside the school cannot leave, and people (or a foreign substance) outside cannot get in the school. **Explanation:** A **shelter-in-place** will be called when foreign substances need to be kept outside a classroom or school, and requires that the building be secured with tape and plastic sheeting. A **lock down** will be called for various reasons, such as bomb threats, civil unrest or police activity outside of the school or in the vicinity of the school, missing student(s), and does not require that a school be secured with tape and plastic sheeting.

During the crisis:

- 1. School Crisis Response Administrator will determine if the situation warrants a shelter-in-place or a lock down
- 2. If a shelter-in-place is needed, the School Crisis Response Administrator will announce that the school will activate shelter-in-place procedures. Shelter-in-place procedures are the following:
 - a. Remove students and staff from outside locations
 - b. Direct students and staff to classrooms or offices
 - c. Shut down air handling systems at the main fire alarm panel or shut down system breaker
 - d. Lock and tape/seal exterior doors (using 2" masking tape)
 - e. Tape/seal classroom doors and windows (using 2" masking tape)
 - f. Seal air supply/exhaust registers (using 2" masking tape and plastic sheeting)
- 3. If a lock down is necessary, the School Crisis Response Administrator will announce that the school will begin lock down procedures. Lock down procedures are the following:
 - a. Remove students and staff from outside location
 - b. Direct students and staff to classrooms or office
 - c. Lock main door and classroom or office doors
- 4. The School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
- 5. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.

After the crisis:

- 1. Perimeter of school must be secured by fire/police units before shelter-in-place or lock down procedures can end
- 2. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedures – Shooting on Campus

During the crisis:

- 1. School Crisis Response Administrator will activate the School Crisis Response Team, assignments begin
- 2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
- 3. School Crisis Response Administrator to decide whether to evacuate the school or activate lock down procedures
- 4. School Crisis Response Team to take control of situation until arrival of fire/police units
 - a. If threat of shooting occurs:
 - Move students from schoolyard to classrooms in a quiet, orderly fashion
 - Lock outside corridor doors
 - Lock classroom doors and instruct students to sit on the classroom floor away from doors and windows
 - Do not release students for any reason unless authorized by on-site police or School Crisis Response Administrator
 - Do not open classroom doors to anyone requesting entry unless authorized by on-site police or School Crisis Response Administrator
 - b. If actual shooting occurs:
 - Immediately notify the School Crisis Response Administrator of the shooting and the location the shooting occurred
 - Instruct students to lie flat on the ground or floor, covering their heads with their arms
 - Instruct students not to bunch up in groups
 - Instruct students not to get up and run, but wait until police respond
 - Lock classroom doors and instruct students to keep away from doors and windows
 - Do not release students for any reason unless authorized by on-site police or School Crisis Response Administrator
 - Do not open classroom doors to anyone requesting entry unless authorized by on-site police or School Crisis Response Administrator
 - 5. Provide first aid, as necessary

After the crisis:

- 1. Facility must be completely inspected by police before staff and students can return to the school
- 2. School Crisis Response Administrator will contact aid in counseling students and staff
- 3. School Crisis Response Team to discuss possible dismissal of students.

Response and Follow-Up to a Traumatic Crisis

Each crisis in the life of a child offers learning opportunities that may never come again. Instead of viewing crisis intervention as an extra school duty, it can be viewed as a special opportunity for teaching.

Crisis situations, traumatic events and sudden death are but few of the situations that increasingly need to be dealt within our schools. As these traumatic losses and events become more frequent in our society, there is a need for a written plan and procedure to guide school personnel in responding immediately and effectively when these events occur. A traumatic event can overwhelm the resources of an individual school, yet an effective response demands the collective and coordinated services of both school personnel and community resources.

Response to Traumatic Event – Day One

Once a traumatic situation occurs there are certain steps that need to be taken. The following items are important to think about during crisis situations:

- 1. Determine if additional assistance is needed (i.e. community agencies); the Crisis Response Team will ask for assistance from outside agencies.
- 2. Decide what the school actions and audience messages will be.
- 3. Provide information to teachers and let them know what is expected of them.
- 4. If needed, determine the location of a crisis center at the school; inform staff of the location of the center and how to refer students to the center.
- 5. Determine how students will be informed about a crisis situation, if it does not immediately affect the whole school (i.e. by school-wide announcement, courier hand deliver to classrooms, etc.).
- 6. Identify students and staff considered to be high risk, due to the nature of the crisis (siblings, boy or girl friends, close friends, other recent at-risk students, team members, etc.). Ask staff to assist in monitoring students.
- 7. Ask staff to continue monitoring all students.
- 8. Determine need for a parent and community meeting.
- 9. If appropriate, assign a school liaison to the family.
- 10. Determine whether counselors or Crisis Response Team members need to meet with any particular classes or groups.
- 11. Continue with school classes as scheduled with class procedures as normal as possible.
- 12. Determine if there is a need for a letter to go home informing parents of the situation.
- 13. Determine whether any other school may be impacted and establish contact with that school (consider siblings, boy or girl friends, those who recently attended another school, etc.).

Response to Traumatic Event – Days Two through Five

- 1. School administration and district Crisis Response Team continues to meet and monitor staff and students.
- 2. Review status of day one and determine the need for follow-up.
- 3. Consider allowing only staff to answer the phone for at least days one through five

- 4. Remind staff to continue to help identify and monitor high-risk students and fellow staff members.
- 5. Determine whether staff or students need to be referred for professional assistance. Work with parents.
- 6. If step has not already been taken, re-evaluate need for evening meeting for parents and community.
- 7. Take requests for school assembly and/or memorials for lost students or staff members under consideration. Make no commitment.
- 8. Inquire about funeral arrangements or hospital visits and the family's desire for school/student involvement.
- 9. Inform staff that the Crisis Response Team members are available to provide consultation, direct assistance to class, and/or information and suggestions for working with students and class.
- 10. Continue follow-up and monitoring of student, school and community environment.

Response to Traumatic Event – One to Six Weeks after the Event

- 1. Have counselors and/or nurses continue to monitor and/or see high-risk students.
- 2. Continue to ask staff for assistance in monitoring students and staff who were affected by the crisis. Determine need for developing individual student plans.
- 3. Maintain contact with family. Work with any outside therapists, and/or assist with outside referral.
- 4. Determine need for support groups and conduct as needed.
- 5. Develop monitoring and/or intervention plans for siblings, staff, and/or friends reentering school.
- 6. Consult with Crisis Response Team Coordinator for follow-up plan to identify further needs and to evaluate effectiveness of response.
- 7. Remind staff that time frame for intervention and assistance could be from a few weeks through the end of the school year.

PARENT NOTIFICATION LETTER

School Logo

Dear Parent:

We at Mater Academy place a high priority on protecting the safety of our students and employees. In emergency situations, if everyone knows what to do, all involved can *Stay Calm and Stay Safe*. This letter will inform you of how you and your student can stay safe in an emergency.

The Mater Academy Emergency Action Plan includes the following elements.

- A detailed plan, coordinated with national, state and county emergency action plans, with detailed procedures for protecting the welfare of students during an emergency event
- School-based Crisis Team, integrated with community emergency response and mental health resources
- School Security, integrated with local police agencies
- Individual Crisis Plans, including regular drills for fire, lockdown, shelter-in-place for other potential disasters
- School-based Health Services, integrated with community health and medical resources
- A re-unification site to re-unite parents and students if off-school site evacuation is necessary. Community media outlets will communicate site of reunification immediately after confirmation of need for re-unification off-site

As the parent of a Mater Academy student, you are a vital part of our plans to protect your child. You can assist the various school personnel, police or fire personnel, or others engaged in the protection of your student and others by remaining calm and following the steps outlined below.

BEFORE A CRISIS

- Practice family crisis response at home: have a plan and supplies organized, and discuss remaining calm and asking for help when needed
- Make sure the school has updated information regarding your child, including contact names and numbers and your child's medical history
- Discuss with your child the school's rules during drills for fire and other emergencies; be sure your student understands correct procedures
- Teach your child to stay with school staff and follow their directions
- Tell your child NOT to try to contact you by cellular phone or land line until given the OK by school staff, thus allowing communication channels to remain open for emergency responders
- Tell your child that you will remain at work or home and watch for information from the school as to where and when you and your child can reunite

DURING A CRISIS

- Stay calm and do not come to the school so emergency responders can complete their mission
- Keep phone lines free so school personnel and community responders can communicate with each other
- Listen for information from the school over TV, radio or the Internet: this information will help you reunite with your child in an orderly and safe manner

WHEN YOU REUNITE WITH YOUR CHILD

- Be a model of <u>Calm</u>, <u>Control</u> and <u>Comfort</u>: let your child know you will protect them
- Listen to your child and watch for temporary changes in behavior like being clingy or angry, having trouble sleeping, acting younger or acting scared
- Seek assistance for negative behavior changes that persist after two weeks: you may need to contact your child's school, your family doctor, or community counselors/psychologists
- Keep in contact with your child's school and follow recommendations from the school and community experts

We at Mater Academy take pride in responding to the needs of our students and employees. Training and awareness activities continue in all areas of crisis management/response and school safety in an effort to stay current with national, state and county response plans. We appreciate your efforts in doing all you can to help us protect your child in an emergency.

Sincerely,		
Principal		

HEALTH SERVICES EMERGENCY RESPONSE PLAN FOR MEDICALLY FRAGILE STUDENTS

nitial Completion
eview dates (on or before):
September 15
February 15 June 15 (Year Round)
(Note actual date completed)
n emergency action plan is already established by the school to assist all personnel with an arganizational structure for management of resources. Each individual school should also have a sit assed emergency protocol. It is necessary for the School Nurse and/or FASA, to plan ahead for a otential emergency to assess specific needs for medically fragile students. Attached information is a be completed by the school nurse/FASA based on the needs of the school site. Assistance from the site administrator will be required in determining responsible personnel and designated locations has information should be completed in conjunction with the site administrator or designee and reaintained with the school emergency protocol and updated as students enroll and also at resignated review dates. Medically fragile students requiring special assistance should be listed in the designated area and information necessary for their management noted. A copy should be reaintained in the disability notebook, provided to the site administrator or designee, and maintained ith the emergency supplies.
n emergency CPR/AED plan is also recommended for the implementation and use of the AED for opropriate cardiac emergencies. If implemented, the school will have a site based emergency rotocol for the use of an AED. This plan should be updated as certified CPR/AED responders are red or transfer from the school campus, as well as on the designated review dates. A copy should emaintained in the health office and provided to the site administrator and school AED program coordinator(s).
ITE BASED SCHOOL EMERGENCY PROTOCOL: escribe plan or location of emergency protocol(s):
 /ATER SUPPLY: How many medically fragile students should be supplied with water? Where is the water stored?

MEDICATIONS:

Consider only medications that will be required during an emergency, e.g., insulin, Epi Pens, inhalers, seizure medications, small volume nebulizers and glucagon. (Students at the secondary level carrying their own medications should be allowed to take their backpacks with them during emergencies.)

(Each health office should maintain at least one gallon of water at all times.)

Who will transport stored water from the health office?_

(Exhibit C) Mater Original Charter Application
List below any students who will require medications to be available during an emergency outside of the school building:

STUDENT/ROOM #/TEACHER	MEDICATION
STUDENT/ROOM #/TEACHER	MEDICATION
Storage of the above medication should allow	for easy accessibility during an emergency.
FOOD: Identify any foods which will be available for diabecrackers, etc.:	etic students, e.g., hard candy, frosting, juice,
	g an emergency. Identify diabetic students on attached
SHADE LOCATIONS:	
Identify locations of shade (if any) where medical emergency:	y fragile students could be placed during an
Identify location where students would gather if resite administrator):	equired to leave the building (obtain information from
Maintain spray bottles with water and cold packs who display signs/symptoms of heat sensitivity.	as methods to cool off students or staff members
Note: Information regarding types of students moschool nurse handbook in the section addressing	
PERSONNEL (Obtain this information from the si programs, it will usually be the teacher and/or ass	· · · · · · · · · · · · · · · · · · ·
Who is responsible for monitoring and moving me present?	edically fragile students if the school nurse is not
Who is in charge of communication?	

(Exhibit C) Mater Original Charter Application How are communication lines established? Walkie Talkies ______ Cellular Phones _______ Fax Machine _______ Is it a designated line? Bull Horn AM/FM Radio available with batteries? Who is responsible for turning off natural gas lines? Who will notify Health Services if there is an emergency that requires the presence of a school nurse? Identify staff members who have current CPR and/or first aid certification who could assist as needed during an emergency. Please keep in mind this list should be obtained early in the school year and maintained in an accessible location LOCATION **STAFF MEMBER SUPPLIES:**

Refer to attached list of portable supplies needed in an emergency. Identify staff member(s) responsible for transporting the following emergency supplies and information:

- Water Medications ______

- Disability Notebook ______
- Portable Emergency Supplies

Note: Emergency supplies should be stored together for easy accessibility. Large bags, plastic bins, emergency kits or A/V carts could be utilized for transport. Practice taking supplies out during drills at least one time yearly.

(Exhibit C) Mater Original Charter Application RECOMMENDED DISASTER PREPAREDNESS SUPPLIES FOR PORTABLE EMERGENCY KIT

DESCRIPTION Alcohol Bactine Bandages	NUMBER NEEDED 1 bottle 1 bottle
4 x 4 (sterile) Triangle	10 1 each
Band-Aids Large Small	10 50/box
Batteries D Bottles – Spray	2 1
Cold packs CPR Mask	4 1
Cups – Paper Flashlight Gloves	1 tube 1
Medium Peroxide	100/box 1
Scissors – Bandage Splints Arm	1 2
Leg Tape	2 2
Bandage – ½ inch Thermometer	2 1 each
Digital Sheaths Water Wipes – Antiseptic	10 1 gallon 30

(Exhibit C) Mater Original Charterute prince and Quiring special assistance

INSTRUCTIONS: List name, health concern and room number of medically fragile students or any student requiring special assistance during an emergency. Complete the last three columns as appropriate.

STUDENT	HEALTH CONCERN	ROOM#	RESPONSIBLE ADULT ASSIGNED TO ASSIST DURING EVACUATION	SPECIAL SUPPLIES FOR THIS CHILD (INCLUDE FOOD FOR DIABETICS/LOCATION)	KNOWN HEAT SENSITIVITY YES/NO

Student Threat Evaluation and Crisis Response Increasing Protective Measures at School/Facility Locations

--For crisis response use only--Restricted Use

Be aware of.....

- Unusual or prolonged interest in security measures at school, entry points, and access controls or perimeter barriers such as fences of walls.
- Interest without reason in site plans for schools (any site plan requested by construction contractors/renovators must be authorized through Facilities Division).
- Unusual behavior such as staring at or quickly looking away from personnel or vehicles entering or leaving designated district-parking areas.
- Observation of in-house security procedures.
- Increase in anonymous telephone or e-mail threats. (May be done to observe how school responds and functions during crisis events).
- Foot surveillance involving two or three individuals working together.
- Mobile surveillance using bicycles, scooters, motorcycles, cars and/or limousines.
- Prolonged static surveillance using operatives disguised as panhandlers, shoe shiners, food vendors, etc.
- Discreet use of still cameras, video cameras or note taking in or around school locations.
- Questioning of facility personnel.
- Unexplained presence of unauthorized persons in places where they should not be.

In addition.....

At each school/site location, have two people (note taker and observer) walk around school grounds to establish a school/neighborhood visual baseline (point for future reference) of what is present and observable within the school grounds and surrounding neighborhood. Make note of any issues of concern as noted above while at the same time establishing a written record of your visual baseline so such notes can be used as a start point reference in identifying unusual activity around your school.

Strong consideration be given to **single access point of entry** when school is in session and **mandatory check-in** with **visitor badging.**

Increase staff vigilance at schools by:

- Walking by doorways and double-checking to ensure they are locked from the outside so no one can enter without permission.
- Being more aware of individuals who are on their campus. If they are not wearing a visitor's pass or district badge, report them immediately to the front office.
- Reinforcing the message to staff that "anything out of the ordinary" should be reported and that nothing should be overlooked.

Attachment 49

DAVID CALVO

DavidCalvo@aol.com 930 N. Palm Avenue, Unit 101 West Hollywood, CA 90069 305.772.4111 mobile



BRIEF BIOGRAPHY

David Calvo is a dedicated, student-focused educator with 18 years of serving the needs of diverse student populations. His commitment to public education began as a teacher's assistant. Calvo has since been the founding principal to three charter schools and has helped develop charter management companies Academica California and Academica Nevada. As a choice advocate, he has been involved in all aspects of charter school development and operations in Florida, California, and Nevada. He has also participated in varying capacities with local, state, and national education and choice agencies.

A believer of civic responsibility, he serves the people of the State of Florida through a senateconfirmed-gubernatorial appointment to a Florida Medical Quality Assurance board and is a member of the Miami-Dade Medical Reserve Corps and the Disaster Healthcare Volunteers of California. He has also served as: Chair of the Pinecrest Academy Orlando Charter Schools, Secretary of the Florida Parental School Choice Consortium, Member of the South Florida Regional Science and Engineering Fair Executive Board, and Union Steward Alternate for the United Teachers of Dade.

Calvo possesses educator licenses in California, Florida and Nevada and nursing licenses in California and Florida. He is also a Florida Notary Public and is English/Spanish bilingual and biliterate.

PROFESSIONAL EXPERIENCE

Academica Charter Schools

Principal, Los Angeles Academy of Arts and Enterprise, Los Angeles, CA
Principal, City of Palm Bay Charter Schools, Palm Bay, FL
Principal, Mater Academy East Middle/High, Miami, FL
Principal/Assistant Principal, Somerset Academy, Pembroke Pines, FL
Executive Director, Academica California, Los Angeles, CA
Principal on Special Assignment, Miami, FL
thools

ivilami-Dade County Public Schools

08/02 – 06/05	Teacher, José de Diego Middle School, Miami, FL
05/00 - 08/02	School Treasurer, José de Diego Middle School, Miami, FL
06/97 – 04/05	Administrative Support, School District Office, Miami, FL
12/95 – 06/97	Paraprofessional, Hialeah Senior High School, Hialeah, FL

EDUCATION

Master of Science in Education Nova Southeastern University

Bachelor of Public Administration (cum laude) Florida International University

(Exhibit C) Mater Original **股内atter** App**时ications** ALD

PROFILES

Solutions-focused, self-motivated professional with a comprehensive background in secondary education and public policy. Proven success developing and implementing curriculum designed to break down barriers amongst students and between students and their communities. Calm demeanor in the face of difficulties; ability to manage multiple projects simultaneously. Highly versatile; quickly masters new roles, responsibilities and technologies. Reputation for integrity, dedication and work ethic.

CORE COMPETENCIES

Educational Program Design • Strategic Planning • Written Collateral Development • Public Policy Process Improvement • Research & Analysis • Project Management Relationship Building • Creative Problem Solving • Attention to Detail

PROFESSIONAL EXPERIENCE

Academica Nevada - Las Vegas, NV (2013-Present)

Policy Director

Academica Nevada is an Educational Management Organization. Reasearch, analyze, develop, and write policies. Advise schools and boards in the creation of policy. Manage complex projects such as grants, charter applications, etc.

Peer Leadership Institute, Boston Public Health Commission. - Boston, MA (2011-Present)

Program Manager

The Peer Leadership Institute in the Youth Development and Health Promotions Division at the Boston Public Health Commission is a unique peer education program where the students get to learn, educate others, and earn a stipend. The teens are trained in Sexual Health, Substance Abuse Prevention, and Fitness/Nutrition and then educate their peers through workshops.

Achievement Highlights:

- Design program, including schedule, curriculum, materials management, and program implementation and oversight.
 - o Resulted in increase in peer lead workshops totaling 68 peer lead and 12 community partners.
- Provide guidance for full-time staff of up to 4 employees and 30 teens.
- Case management, including identification of goals and objectives for staff, professional development, and creation of progressive discipline plans.
- Display dynamic communication skills while managing day to day operations, human resources, and materials acquisition.
- Responsible for payroll and resource management to ensure maximum efficiency.

Odyssey Charter Schools - Las Vegas, NV (2007-2011)

Principles of Leadership Teacher - Grades 9-12

US History - Grade 11

Odyssey is a charter school based on a distance education hybrid model where students complete a portion of their coursework online and the remainder of the program is administered in the classroom. Developed and maintained an environment conducive to learning, identified and assessed students' educational needs, and provided differentiated instruction according to the student's learning style. Created and implemented webbased instruction and assessments. Managed 200 students per year.

PROFESSIONAL EXPERIENCE - Continued

Achievement Highlights:

- Created the Principles of Leadership curriculum in order to develop students' skills in problem solving, teamwork, public speaking, and interpersonal communication.
- Incorporated activities designed to break down social barriers between students and promote respect and acceptance of each other's differences,
- Identified and mentored at risk students; provided guidance for emotional, social, and academic support.
- Provided training for instructional aides in order to improve the classroom environment for our students.

Programs created to engage and empower students:

Student Council Advisor (2009- 2010)

- Recruited more than 20 student participants.
- Guided student meetings and coordinated school-wide activities such as movie nights, hallway decorating, etc.

Student Orientation Director (2008- 2008)

Odyssey conducted a school wide restructuring in order to improve the school's Adequate Yearly Progress and increase students' attendance rate. As part of the restructuring plan, recommended a Student Orientation Program.

- Designed and developed the Student Orientation structure and program curriculum.
- Managed the week-long Student Orientation for more than 500 students to improve school readiness.
- Created and proposed budget.

Western High School, Clark County School District - Las Vegas, NV (2004-2005)

United States Government Teacher - Grade 12

Western High School is a traditional inter-city school, serving an at risk student population. It is one of the oldest schools in Las Vegas. Designed and implemented curriculum in accordance to Nevada State Standards and Clark County School District Curriculum Benchmarks in Government. Designed and implemented assessments for student progress. Managed 180 students.

Achievement Highlights:

- Used innovative teaching strategies to prepare students for rigorous US Government Advanced Placement Test (simulations, group work, and other validated effective teaching practices).
- Facilitated classroom dialogue about relevant current events and policy issues in order further engage the students.
- Acted as Student Council Advisor supervising and managing 25 student leaders.
- Organized over a dozen events to raise school spirit, recognize teachers, and serve the community.

EDUCATION

Master in Public Policy - University of Chicago - McCormick Tribute Leadership Fellow and Student Ombudsman Elect

Bachelor of Science in Secondary Education in Political Science - University of Nevada at Reno

Experience

Academica Nevada, LLC. - CEO.

June 2009 - present, Las Vegas, NV

Established an EMO to help charter schools in Nevada.

Engaged by Somerset Academy of Las Vegas and helped them establish their campuses.

BellaVia LLC. - CEO

April 2007 - April 2009, Farmington, UT

Help interested groups set up and get charter schools started.

Help provide financing and development of charter school facilities nationally.

Helped groups set up charters in Texas, Florida, and California.

Involved in over \$150vmm of charter school financing and development.

Zions First National Bank, VP/Manager of Public Financial Services

June 1997 - April 2007, Salt Lake City, UT

Managed 8 investment bankers

Marketed and generated nationally tax exempt purchases for the bank's portfolio.

Generated more than \$1.0 billion.

First bank group to originate and lend to charter schools.

Developed charter school credit criteria and models that are still used by banks today.

Originated more than \$150mm of charter school financings.

JPMorgan Chase, SVP and Manager of Public Finance Group

January 1985 – January 1997, Houston, TX

Managed 6 investment bankers.

Originated bond deals in Texas and the Southeast for public entities.

Originated more than \$3.0 billion.

Education

American Graduate School of International Studies

1978 – 1981, Phoenix, AZ

Masters of Business Administration

California Western School of Law

1978 - 1981, San Diego, CA

Juris Doctorate

Weber State University

1972 - 1978, Ogden, UT

Bachelor of Arts - History

Cum Laude

Activities &

Speak Spanish

Affiliations Member of Utah Bar

RYAN J. REEVES

EDUCATION

University of Nevada, Las Vegas - William S. Boyd School of Law

Juris Doctorate, December 2008

CALI Awards for Academic Excellence- Mediation, Criminal Evidence

Roanoke College

Bachelor of Business Administration, May 2001

Dean's List-Fall 1999, Spring 2000

Academic Honorable Mention-Fall 1998, Spring 1999, Fall 2000

PROFESSIONAL EXPERIENCE

Academica Nevada, Las Vegas NV

Chief Operations Officer, February, 2011 - Present

Provide services and direction to public Charter Schools to assist in every aspect of establishment and operation of the school. Provided assistance through the application process, student recruitment, coordination of Board Meetings, and assistance with compliance in all applicable State laws governing administration, operations and reporting. Currently managing the operations of Somerset Academy of Las Vegas, Pinecrest Academy of Nevada, and Doral Academy of Nevada.

The Law Firm of Prince & Keating, Las Vegas, NV

Associate Attorney, April 2009 - February 2011

Practice focused on civil litigation in areas of insurance coverage, insurance bad faith defense, tort liability, contract disputes, medical malpractice, legal malpractice and business disputes.

Law Clerk, January 2008 - April 2009

Drafted pleadings, discovery, and legal briefs filed in state and federal courts.

Progressive Insurance Company, Roanoke, VA and Las Vegas, NV

Claims Specialist, Litigation, October 2006 - December 2007

Developed and implemented litigation strategies for complex files.

Team Leader, April 2005 - October 2006

Duties included resolving disputes with customers, body shops, and attorney offices. Responsible for granting settlement authority for resolution of both property damage and injury claims.

Claims Representative, December 2002 - April 2005

Responsible for all aspects of the claims handling process including resolving coverage issues, investigating liability, estimating property damages and negotiating injury settlements. Prepared written responses used in binding inter-company arbitration hearings in cases of disputed liability.

Zeus Juice, Inc., Salem, VA

Owner/Manager, February 2001 - November 2002

Created business, including developing business plan, designing store theme, and managing daily operations for two store locations.

AWARDS, ACTIVITIES AND AFFILIATIONS

Coach of numerous youth teams for Henderson United Youth Soccer Association and the Henderson Recreation

DepartmentMember of the American Bar Association

Served a two-year church mission in Chihuahua, Mexico, July 1996 - July 1998 (Fluent in Spanish)

Salem High School athlete of the year, 1995

BAR MEMBERSHIPS

Admitted to Nevada State Bar, April 2009.

Admitted to Virginia State Bar, December, 2010

ENGLISH LANGUAGE ARTS

- Pre-AP English I Honors: This yearlong course provides instruction in the English Language Arts: reading, writing, speaking and listening, and language skills. Texts take center stage in the Pre-AP English classroom, inspiring and preparing all students for close, critical reading and analytical writing. This course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the reader to appreciate authors' sometimes subtle choices, developing an awareness of how words produce effects and how the conventions of the English language are used for both precision and style. As writers, students will focus first on crafting complex sentences, building this foundational skill; they will then move on to producing well-organized paragraphs and, as the year progresses, more sophisticated, longer-form analyses. The appropriate use of technology and digital media is an integral part this year-long course. This course is designated as honors level by the accelerated instructional pacing and depth of content.
 - HS Credit Type: English
- Pre-AP English I: This yearlong course provides instruction in the English Language Arts: reading, writing, speaking and listening, and language skills. Texts take center stage in the Pre-AP English classroom, inspiring and preparing all students for close, critical reading and analytical writing. This course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the reader to appreciate authors' sometimes subtle choices, developing an awareness of how words produce effects and how the conventions of the English language are used for both precision and style. As writers, students will focus first on crafting complex sentences, building this foundational skill; they will then move on to producing well-organized paragraphs and, as the year progresses, more sophisticated, longer-form analyses. The appropriate use of technology and digital media is an integral part this year-long course.

HS Credit Type: English

MATHEMATICS

- <u>Pre-Algebra:</u> This yearlong course designed for freshman-level students provides the necessary knowledge and skills to successfully complete algebra and geometry coursework. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, geometry, and statistics. The use of technology, including calculators and computer software, is an integral part of this course. This course does not meet the core requirements for the NCAA or the Nevada System of Higher Education (NSHE) core requirements for university admission.
 - HS Credit Type: Mathematics
- Pre-AP Algebra I: The yearlong Pre-AP Algebra 1 course is designed to deepen students' understanding of three big ideas: how the structure of the real number system leads to the rules of algebraic manipulation, how to use functions as a tool for modeling the world, and what information the solution(s) to a mathematical model can and cannot tell you. The framework increases clarity and provides transparency to students about the most essential knowledge and skills they will need for active, confident participation in subsequent high school courses, including Advanced Placement, as well as college coursework and postsecondary careers. The use of technology, including calculators and computer software, is an integral part of this course. A TI-84 Plus Graphing Calculator is highly recommended.
 - HS Credit Type: Mathematics

- <u>Algebra I:</u> This yearlong course is the study of patterns and structure within the real number system. Topics include working with equations, graphing, and problem-solving strategies. Students become adept at solving problems that require the integration of a variety of mathematical concepts. The use of a calculator and computer software as instructional tools is an integral part of this course. A TI-84 Plus Graphing Calculator is highly recommended.
 - HS Credit Type: Mathematics
- Geometry Honors: This yearlong course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course is designated as honors level by the accelerated instructional pacing and depth of content. A TI-84 Plus Graphing Calculator is highly recommended.

HS Credit Type: Mathematics

PHYSICAL EDUCATION

- Physical Education I: This yearlong course provides students the opportunity to develop a health and skill-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.
 - HS Credit Type: Physical Education I
- Martial Arts: This one-year class is open to both new and experienced martial artists. Students will learn techniques of martial arts including self-defense skills, perseverance, and discipline. Students will have the opportunity to earn belts and participate in competitions. Through participation in physical activities, students execute motor skills, movement patterns, and safety within the course. Health and skill-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of 2019-2020. This course will fulfill a Physical Education credit or the one arts/humanities credit required for graduation.
 - HS Credit Type: Physical Education I or II, Arts & Humanities, or Elective

SCIENCE

<u>Pre-AP Biology Honors</u>: The Pre-AP Biology course emphasizes the integration of content with science practices- powerful reasoning tools that support students in analyzing the natural world around them. Pre-AP Biology helps students and teachers prioritize and focus deeply on four core areas: ecological systems, evolution, cellular systems, and genetics. Students make meaningful connections among the structures, processes, and interactions that exist across biological systems- from cells to ecological communities. Pre-AP Biology motivates students to be active participants in analyzing real-world phenomena and to collaborate productively with their peers in dialogue, investigations, and problem solving.

The appropriate use of technology is an integral part of this yearlong course. This course is designated as honors level by the accelerated instructional pacing and depth of content.

- HS Credit Type: Science
- Pre-AP Biology: The Pre-AP Biology course emphasizes the integration of content with science practices powerful reasoning tools that support students in analyzing the natural world around them. Pre-AP Biology helps students and teachers prioritize and focus deeply on four core areas: ecological systems, evolution, cellular systems, and genetics. Students make meaningful connections among the structures, processes, and interactions that exist across biological systems from cells to ecological communities. Pre-AP Biology motivates students to be active participants in analyzing real-world phenomena and to collaborate productively with their peers in dialogue, investigations, and problem solving. The appropriate use of technology is an integral part of this yearlong course.
 - o HS Credit Type: Science

SOCIAL STUDIES

- Pre-AP World History and Geography Honors: Pre-AP World History and Geography Honors focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The yearlong course builds students' essential skills and confidence and helps to prepare them for a range of AP history and social science coursework during high school. The learning model is that of a disciplinary apprenticeship, with students using the tools of the historian and geographer as sources, data, and analytical reading and writing take center stage in the classroom. In this course, students learn that historians and geographers are investigators intent on using the tools of their disciplines to uncover new evidence about the world and its inhabitants. The appropriate use of technology is an integral part of this year-long course. This course is designated as honors level by the accelerated instructional pacing and depth of content.
 - HS Credit Type: World History/Geography or Arts & Humanities
- Pre-AP World History and Geography: Focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The yearlong course builds students' essential skills and confidence and helps to prepare them for a range of AP history and social science coursework during high school, including AP Human Geography and AP World History. The learning model is that of a disciplinary apprenticeship, with students using the tools of the historian and geographer as sources, data, and analytical reading and writing take center stage in the classroom. In this course, students learn that historians and geographers are investigators intent on using the tools of their disciplines to uncover new evidence about the world and its inhabitants. The appropriate use of technology is an integral part of this year-long course. This course fulfills the World History/Geography and/or the Arts/Humanities credits required for high school graduation.
 - HS Credit Type: World History/Geography or Arts & Humanities
- <u>AP Psychology</u>: The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.
 - HS Credit Type: Arts and Humanities or Elective

ADDITIONAL ELECTIVES

- Broadcast News: This yearlong class offers students an opportunity to be part of a production for the middle school Cadence campus to watch on a weekly basis. In Broadcast News students will produce a weekly news program including information about events coming up, weather, sports and much more. There are plenty of positions for those that want to be in front of the camera and for those that want to be behind the camera. This is a student run production and students will have the opportunities to produce, direct, interview, anchor, edit, write, be the cameraperson, and much more. Students will also work on special features, commercials, and other public service announcements to help enhance the newscast.
- Student Council: This is a one-year elective course designed to prepare students for leadership opportunities in college and in the work environment. The course offers students with the opportunity to foster a variety of essential skills such as communication, organization, goal setting, collaboration, event planning, time management, public speaking and critical thinking. The purpose of student council is to plan and implement activities that not only serve but also enrich the student body, the staff, and the community. Students will have many responsibilities outside of the school day including, but not limited to, planning and running events, fundraising, and volunteering. Students must have a C average or better to remain in this course. This course is repeatable for credit.
- Yearbook: In this year-long course students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copywriting, editing and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills in this class. Participants gain useful, real world skills in time management, marketing, teamwork, and design principles. This course will fulfill one of the elective credits required for graduation.

CAREER & TECHNICAL EDUCATION (CTE) COURSES

CTE College Credit provides an opportunity for Nevada students who complete a Career and Technical Education (CTE) program of study to earn college credit while still in high school. The college credit awarded is designed to give students a head start on their pathway towards completing requirements within an industry certification, certificate of achievement or an associate degree. CTE College Credit gives students the ability to minimize the repetition of similar coursework in college and save money. Credits are based on statewide articulation agreements established by each college for the CTE pathway that best aligns with the courses offered.

Some of the CTE courses which Mater Academy of Nevada hopes to offer, but have not yet been fully finalized, include the following:

- Automotive Diagnostics & Technology
- Cyber Security
- Dental Assistant Program
- Medical Assistant
- Registered Nursing Assistant

As with the above core subjects and electives, MAN will ensure that any CTE courses are in compliance with Nevada statutes.

Mater 19-20	Mtn. Vista	Bonanza	HS	System
WFTE Gross	• • • • • • • • • • • • • • • • • • • •		PLANNING	\$ 6,950
Total Students	(FTEs) 1,000	966	-	1,966
k	Kinder 100	100	-	200
1st (Grade 10 ²	104	-	208
2nd	Grade 104	104	-	208
3rd (Grade 104	104	-	208
4th (Grade 108	108	-	216
5th (Grade 108	108	-	216
6th	Grade 124	124	-	248
7th (Grade 124	124	-	248
8th	Grade 124	90	-	214
9th (Grade -	-	-	-
	Grade -	-	-	-
	Grade -	-	-	-
	Grade -	-	-	-
Total Students		966	-	1,966
				_,,,,,
Prior Year Numbers	Mtn. Vista	Bonanza	HS	System
SPED SPED	88		-	169
ELL				
Gate				
FRL %				
THE 70				
TEACHING STAFF	Mtn. Vista	Bonanza	HS	System
Classroom Teachers	36	35	0	71
SPED Teachers	3	3	0	6
Art Teacher	1	1	0	2
Music	1	1	0	2
PE Teacher	1	1	0	2
Dance	0		0	0
Technology (STEM)	1	1	0	2
Additional Core	_	1		_
	1	1	0	2
Spanish / Language	1	1	0	2
Additional Elective Teachers	2.75	2	0	5
Total Teaching Staff	47.75	46.00	0.00	93.75
ADMIN & SUPPORT				
Executive Director & Assistant	0	0	0	0
	_	0	0	_
Principal	1	1	0	2
Assistant Principal	2	2	0	4
Lead Teacher(s)	0	0	0	0
Counselor/ Student Support Advocate	2	2	0	4
Curriculum Coach	1	1	0	2
Office Manager	1	1	0	2
Registrar	1		0	2
Clinic Aide/ FASA	1	1	0	2
Receptionist	1	1	0	2
Teacher Assistants (Including SPED)	3	3	0	6
Campus Monitor/Custodian	2	2	0	4
Cafeterial Manager	1	1	0	2
SPED Facilitator	0.5	0.5	0	1
Speech Pathologist	0	0	0	0
School Psychologist	0.5	0.5	0	1
School Nurse	0	0	0	0
Gate Teacher	0	0	0	0
Total Admin & Support	17.00	17.00	0.00	34.00
Total # Teachers	47.75	46.00	0.00	93.75
Total # Admin & Support	17.00	17.00	0.00	34.00
Total Staff	64.75	63.00	0.00	127.75
Total Salaries & Benefits as % of Expenses	64.55%	62.71%		63.66%
. Otal Salaries & Belleties as /0 of Expelises	07.55/0	02.71/0		03.00/0

Instruction Salaries as % of Total Salaries	68.17%	71.51%		69.75%
Admin & Support Salaries as % of Total Salaries	31.83%	28.49%		30.25%
Rent as % of Expenses	12.04%	12.06%		12.05%
REVENUE (@ 95%)	6 602 692	6 270 102		12.000.075
Budget Revenue NSLP	6,602,683	6,378,192	-	12,980,875
	75,500 83,600	75,500	-	151,000
Special Ed Funding (Part B)		76,950	-	160,550
SPED Discretionary Unit Other:	290,400	267,300	-	557,700
Total Revenues	7.052.192	6 707 042	-	12 050 125
Actual Revenue	7,052,183	6,797,942	-	13,850,125
NSLP	6,950,193	6,713,886	-	13,664,079
	75,500	75,500 76,050	-	151,000
Special Ed Funding (Part B)	83,600	76,950	-	160,550
SPED Discretionary Unit	290,400	267,300	-	557,700
Other:	7 200 602	7 122 626		14 522 220
Total Actual Revenues:	7,399,693	7,133,636	-	14,533,329
EXPENSES	DALL MALE		116	C
Personnel Costs	Mtn. Vista	Bonanza	HS	System
Principal	137,025	100,607	-	237,632
Assistant Principal(s)	163,230	143,080	-	306,310
Lead Teacher	-	-	-	-
Curriculum Coach	57,855	55,000	-	112,855
Counselor / Student Support Advocate/Dean	121,800	101,000	-	222,800
Teachers Salaries	1,928,725	1,806,000	-	3,734,725
SPED Teachers	133,500	126,000	-	259,500
Office Manager/ Registrar / Banker	149,205	107,103	-	256,308
Secretary & FASA	69,462	34,145	-	103,606
Teacher Assistants (including SPED)	52,920	51,840	-	104,760
Campus Monitors	72,065	37,839	-	109,904
Unrestricted Salaries	2,885,787	2,562,613	-	5,448,400
Restricted Salaries				
SPED Facilitator	35,525	35,525		71,050
Speech Pathologist	-	-		-
School Psychologist	30,450	30,450		60,900
School Nurse	-	-		-
Cafeteria Manager	30,000	30,000	-	60,000
NSLP Manager	22,500	22,500		45,000
On Campus Sub	20,700	20,700	-	41,400
Total Salaries and Wages	3,024,962	2,701,788	-	5,726,750
PERS - 29.5%	851,941	797,028	-	1,648,969
Insurances/Employment Taxes/Other Benefits - 17.10%	517,268	462,006	-	979,274
Incentives / Bonuses	·			· -
Tuition Reimbursements	5,000	5,000	_	10,000
Subst. Teachers (10 days/Teacher)	60,925	58,300	_	119,225
Total Payroll / Benefits and Related	4,460,096	4,024,122	-	8,484,218
Operations	Mtn. Vista	Bonanza	HS	System
Consumables	100,000	96,600	-	196,600
Zion's FFE Lease - payments	200,000	230,000	-	430,000
Office Supplies	13,000	12,558	-	25,558
Classroom Supplies	27,000	26,082	-	53,082
Copier Supplies	4,000	3,864	-	7,864
Nursing Supplies	3,000	2,898	-	5,898
SPED Supplies	10,560	9,720	-	20,280
Athletics	-	-	-	<i>,</i> -
Dues and Fees	3,500	3,500	-	7,000
Dues and rees		,		,
	- 1	-	-	-
Lunch Program	-	- 4.000	-	- 8.000
Lunch Program Travel Reimbursement	- 4,000	- 4,000 100,000	- - -	- 8,000 200,000
Lunch Program	-	- 4,000 100,000 7,630	- - - -	8,000 200,000 15,260

Payroll Services	17,540	17,120	-	34,660
Audit/Tax	27,500	27,500	-	55,000
Legal Fees	6,000	6,000	-	12,000
IT Services - Monthly	42,000	40,572	-	82,572
IT Set-up Fees	5,000	10,000	-	15,000
Website	3,000	3,000	-	6,000
Copier / Printing	48,500	45,000	-	93,500
Infinite Campus	2,000	2,000	-	4,000
State Administrative Fee (2%)	139,004	134,278	-	273,282
Affiliation Fee - Inc. (1/2 of 1%)	34,751	33,569	-	68,320
Affiliation Fee - Professional Development (1/2 of 1%)	34,751	33,569	-	68,320
Phone and Communications (with E-rate discount)	6,300	6,300	-	12,600
Postage	1,250	1,250	-	2,500
Background and Fingerprinting	600	600	-	1,200
Facility and School Insurances	30,000	30,000	-	60,000
Marketing	2,500	2,500	-	5,000
Other Purchases	2,250	2,250	-	4,500
Total	1,325,636	1,327,061	-	2,652,696
Facilities				
Public Utilities	135,000	135,000	-	270,000
Fire and Security alarms	7,500	7,500	-	15,000
Contracted Janitorial	69,210	74,910	-	144,120
Custodial Supplies	15,000	14,490	-	29,490
Facility Maintenance	40,500	35,000	-	75,500
Lawn Care	8,860	8,860	-	17,720
AC Maintenance & Repair	16,000	16,000	-	32,000
Total	292,070	291,760	-	583,830
Total Expenses	6,077,802	5,642,942	-	11,720,744
Scheduled Lease Payment	-	798,000	-	798,000
Scheduled Bond Payment	844,088		-	844,088
Rent Reimbursed by Pre-K	(12,000)	(24,000)	-	(36,000)
Surplus (Revenues-Total Expenses-Lease-Bond)	142,293	381,000	-	523,293
	2.0%	5.6%		3.8%

Mater 19-20 Mtn. Vista Bonanza HS System

Mater 20-21	Mtn. Vista	Bonanza	HS	System
WFTE Gross Value	7,041	\$ 7,041	\$ 7,041	\$ 7,041
Total Students (FTEs)	1,000	1,000	465	2,465
Kinder	100	100	-	200
1st Grade	104	104	-	208
2nd Grade	104	104	-	208
3rd Grade	104	104	-	208
4th Grade	108	108	-	216
5th Grade	108	108	-	216
6th Grade	124	124	155	403
7th Grade	124	124	93	341
8th Grade	124	124	62	310
9th Grade	-	-	155	155
10th Grade	-	-	-	-
11th Grade	-	-	-	-
12th Grade	-	-	-	-
Total Students (FTEs)	1,000	1,000	465	2,465
Prior Year Numbers	Mtn. Vista	Bonanza	HS	System
SPED	88	81	42	211
ELL				
Gate				
FRL %				
TEACHING STAFF	Mtn. Vista	Bonanza	HS	System
Classroom Teachers	36	36	15	87
SPED Teachers	4	4	2.5	11
Art Teacher	1	1	1	3
Music	1	1	1	3
PE Teacher	1	1	1	3
Dance	0	0	0	0
Technology (STEM)	1	1	0	2
Additional Core	1	1	0	2
Spanish / Language	1	1	0	2
Additional Elective Teachers	2	2	0	4
Total Teaching Staff	48.00	48.00	20.50	116.50
ADMIN & SUPPORT	Mtn. Vista	Bonanza	HS	System
Executive Director & Assistant	0	0	0	0
Principal	1	1	1	3
Assistant Principal	2	2	1	5
Lead Teacher(s)	0	0	0	0
Counselor/ Student Support Advocate	2	2	0	4
Curriculum Coach	1	1	0	2
Office Manager	1	1	1	3
Registrar	1	1	0	2
Clinic Aide/ FASA	1	1	0	2
Receptionist	1	1	1	3
Teacher Assistants (Including SPED)	3	3	3	9
Campus Monitor/Custodian	2	2	1	5
Cafeterial Manager	1	1	1	3
SPED Facilitator	0.5	0.5	0	1
Speech Pathologist	0	0	0	0
School Psychologist	0.5	0.5	0	1
School Nurse	0	0	0	0
Gate Teacher	0	0	0	0
Total Admin & Support	17.00	17.00	9.00	43.00
			2.00	.3.00
Total # Teachers	48.00	48.00	20.50	116.50
Total # Admin & Support	17.00	17.00	9.00	43.00
Total Staff	65.00	65.00	29.50	159.50
Total Salaries & Benefits as % of Expenses	64.85%	62.34%	56.99%	62.32%
tal talailes of - circlist as /s of Expeliates	01.03/0	02.J ⁴ /0	33.3370	02.32/0

Instruction Salaries as % of Total Salaries	69.11%	72.31%	70.04%	70.54%
Admin & Support Salaries as % of Total Salaries	30.89%	27.69%	29.96%	29.46%
Rent as % of Expenses	12.93%	12.98%	17.11%	13.77%
	12.3370	12.35%	17.11170	20.77,0
REVENUE (@ 100%)				
Budget Revenue	7,040,546	7,040,546	3,273,854	17,354,945
NSLP	75,500	75,500	25,000	176,000
Special Ed Funding (Part B)	83,600	76,950	31,500	192,050
SPED Discretionary Unit	290,400	267,300	31,300	557,700
Other:	230,400	207,300	_	337,700
Total Revenues	7 400 046	7 460 206	2 220 254	19 290 605
	7,490,046	7,460,296	3,330,354	18,280,695
Actual Revenue	7,040,546	7,040,546	3,273,854	17,354,945
NSLP	75,500	75,500	25,000	176,000
Special Ed Funding (Part B)	83,600	76,950	31,500	192,050
SPED Discretionary Unit	290,400	267,300	-	557,700
Other:				
Total Actual Revenues:	7,490,046	7,460,296	3,330,354	18,280,695
EXPENSES				
Personnel Costs	Mtn. Vista	Bonanza	HS	System
Principal	100,000	102,116	130,000	332,116
Assistant Principal(s)	165,678	145,226	70,000	380,905
Lead Teacher	-	-	-	-
Curriculum Coach	58,723	55,825	-	114,548
Counselor / Student Support Advocate/Dean	123,627	102,515	-	226,142
Teachers Salaries	1,918,400	1,870,000	783,000	4,571,400
SPED Teachers	180,000	170,000	108,750	458,750
Office Manager/ Registrar / Banker	151,443	108,709	45,000	305,152
Secretary & FASA	70,503	34,657	18,360	123,520
Teacher Assistants (including SPED)	54,000	52,920	54,000	160,920
Campus Monitors	73,146	38,407	25,440	136,993
Unrestricted Salaries	2,895,521	2,680,375	1,234,550	6,810,446
		, ,		, ,
Restricted Salaries				
SPED Facilitator	36,058	36,058		72,116
Speech Pathologist	-	-		-
School Psychologist	30,907	30,907		61,814
School Nurse	-	-		-
Cafeteria Manager	30,450	30,450	18,000	78,900
NSLP Manager	22,838	22,838	10,000	45,675
On Campus Sub	20,700	20,700	20,700	62,100
Total Salaries and Wages	3,036,473	2,821,327	1,273,250	7,131,050
PERS - 29.5%	866,260	832,292	375,609	2,074,160
Insurances/Employment Taxes/Other Benefits - 17.25%	523,792	486,679	219,636	1,230,106
Incentives / Bonuses	323,132	400,073	213,030	1,230,100
Tuition Reimbursements				45.000
	F 000	F 000	E 000	
stindark. Taardarus (40 danus /Taardarus)	5,000	5,000	5,000	15,000
Subst. Teachers (10 days/Teacher)	61,300	61,300	12,050	134,650
Total Payroll / Benefits and Related	61,300 4,492,824	61,300 4,206,598	12,050 1,885,544	134,650 10,584,966
Total Payroll / Benefits and Related Operations	61,300 4,492,824 Mtn. Vista	61,300 4,206,598 Bonanza	12,050 1,885,544 HS	134,650 10,584,966 System
Total Payroll / Benefits and Related Operations Consumables	61,300 4,492,824 Mtn. Vista 100,000	61,300 4,206,598 Bonanza 100,000	12,050 1,885,544 HS 7,000	134,650 10,584,966 System 207,000
Total Payroll / Benefits and Related Operations Consumables Zion's FFE Lease - payments	61,300 4,492,824 Mtn. Vista 100,000 125,000	61,300 4,206,598 Bonanza 100,000 250,000	12,050 1,885,544 HS 7,000 86,000	134,650 10,584,966 System 207,000 461,000
Total Payroll / Benefits and Related Operations Consumables Zion's FFE Lease - payments Office Supplies	61,300 4,492,824 Mtn. Vista 100,000 125,000 13,000	61,300 4,206,598 Bonanza 100,000 250,000 13,000	12,050 1,885,544 HS 7,000 86,000 6,045	134,650 10,584,966 System 207,000 461,000 32,045
Total Payroll / Benefits and Related Operations Consumables Zion's FFE Lease - payments Office Supplies Classroom Supplies	61,300 4,492,824 Mtn. Vista 100,000 125,000 13,000 27,000	61,300 4,206,598 Bonanza 100,000 250,000 13,000 27,000	12,050 1,885,544 HS 7,000 86,000 6,045 12,555	134,650 10,584,966 System 207,000 461,000 32,045 66,555
Total Payroll / Benefits and Related Operations Consumables Zion's FFE Lease - payments Office Supplies Classroom Supplies Copier Supplies	61,300 4,492,824 Mtn. Vista 100,000 125,000 13,000 27,000 4,000	61,300 4,206,598 Bonanza 100,000 250,000 13,000 27,000 4,000	12,050 1,885,544 HS 7,000 86,000 6,045 12,555 1,860	134,650 10,584,966 System 207,000 461,000 32,045 66,555 9,860
Total Payroll / Benefits and Related Operations Consumables Zion's FFE Lease - payments Office Supplies Classroom Supplies Copier Supplies Nursing Supplies	61,300 4,492,824 Mtn. Vista 100,000 125,000 13,000 27,000 4,000 3,000	61,300 4,206,598 Bonanza 100,000 250,000 13,000 27,000 4,000 3,000	12,050 1,885,544 HS 7,000 86,000 6,045 12,555 1,860 1,395	134,650 10,584,966 System 207,000 461,000 32,045 66,555 9,860 7,395
Total Payroll / Benefits and Related Operations Consumables Zion's FFE Lease - payments Office Supplies Classroom Supplies Copier Supplies Nursing Supplies SPED Supplies	61,300 4,492,824 Mtn. Vista 100,000 125,000 13,000 27,000 4,000	61,300 4,206,598 Bonanza 100,000 250,000 13,000 27,000 4,000	12,050 1,885,544 HS 7,000 86,000 6,045 12,555 1,860 1,395 5,040	134,650 10,584,966 System 207,000 461,000 32,045 66,555 9,860 7,395 25,320
Total Payroll / Benefits and Related Operations Consumables Zion's FFE Lease - payments Office Supplies Classroom Supplies Copier Supplies Nursing Supplies SPED Supplies Athletics	61,300 4,492,824 Mtn. Vista 100,000 125,000 13,000 27,000 4,000 3,000 10,560	61,300 4,206,598 Bonanza 100,000 250,000 13,000 27,000 4,000 3,000 9,720	12,050 1,885,544 HS 7,000 86,000 6,045 12,555 1,860 1,395 5,040 10,000	134,650 10,584,966 System 207,000 461,000 32,045 66,555 9,860 7,395 25,320 10,000
Total Payroll / Benefits and Related Operations Consumables Zion's FFE Lease - payments Office Supplies Classroom Supplies Copier Supplies Nursing Supplies SPED Supplies Athletics Dues and Fees	61,300 4,492,824 Mtn. Vista 100,000 125,000 13,000 27,000 4,000 3,000	61,300 4,206,598 Bonanza 100,000 250,000 13,000 27,000 4,000 3,000	12,050 1,885,544 HS 7,000 86,000 6,045 12,555 1,860 1,395 5,040	134,650 10,584,966 System 207,000 461,000 32,045 66,555 9,860 7,395 25,320
Total Payroll / Benefits and Related Operations Consumables Zion's FFE Lease - payments Office Supplies Classroom Supplies Copier Supplies Nursing Supplies SPED Supplies Athletics	61,300 4,492,824 Mtn. Vista 100,000 125,000 13,000 27,000 4,000 3,000 10,560	61,300 4,206,598 Bonanza 100,000 250,000 13,000 27,000 4,000 3,000 9,720	12,050 1,885,544 HS 7,000 86,000 6,045 12,555 1,860 1,395 5,040 10,000	134,650 10,584,966 System 207,000 461,000 32,045 66,555 9,860 7,395 25,320 10,000 12,210
Total Payroll / Benefits and Related Operations Consumables Zion's FFE Lease - payments Office Supplies Classroom Supplies Copier Supplies Nursing Supplies SPED Supplies Athletics Dues and Fees	61,300 4,492,824 Mtn. Vista 100,000 125,000 13,000 27,000 4,000 3,000 10,560	61,300 4,206,598 Bonanza 100,000 250,000 13,000 27,000 4,000 3,000 9,720	12,050 1,885,544 HS 7,000 86,000 6,045 12,555 1,860 1,395 5,040 10,000	134,650 10,584,966 System 207,000 461,000 32,045 66,555 9,860 7,395 25,320 10,000
Total Payroll / Benefits and Related Operations Consumables Zion's FFE Lease - payments Office Supplies Classroom Supplies Copier Supplies Nursing Supplies SPED Supplies Athletics Dues and Fees Lunch Program	61,300 4,492,824 Mtn. Vista 100,000 125,000 13,000 27,000 4,000 3,000 10,560 - 3,605	61,300 4,206,598 Bonanza 100,000 250,000 13,000 27,000 4,000 3,000 9,720 - 3,605	12,050 1,885,544 HS 7,000 86,000 6,045 12,555 1,860 1,395 5,040 10,000 5,000	134,650 10,584,966 System 207,000 461,000 32,045 66,555 9,860 7,395 25,320 10,000 12,210 - 11,500
Total Payroll / Benefits and Related Operations Consumables Zion's FFE Lease - payments Office Supplies Classroom Supplies Copier Supplies Nursing Supplies SPED Supplies Athletics Dues and Fees Lunch Program Travel Reimbursement	61,300 4,492,824 Mtn. Vista 100,000 125,000 13,000 27,000 4,000 3,000 10,560 - 3,605 - 4,500	61,300 4,206,598 Bonanza 100,000 250,000 13,000 27,000 4,000 3,000 9,720 - 3,605 - 4,500	12,050 1,885,544 HS 7,000 86,000 6,045 12,555 1,860 1,395 5,040 10,000 5,000 - 2,500	134,650 10,584,966 System 207,000 461,000 32,045 66,555 9,860 7,395 25,320 10,000 12,210

Legal Fees	Payroll Services	17,900	17,900	7,480	43,280
IT Services - Monthly 42,000 42,000 19,530 103,530 103,530 17 Set-up Fees 5,000 10,000 15,000 30,000 17 Setup Fees 5,000 10,000 3,000 11,000 Copier, Printing 49,955 46,350 40,000 7,000 7,000 State Administrative Fee (2%) 140,811 140,811 150,477 347,099 Affiliation Fee - Inc. (1/2 of 1%) 35,203 35,203 16,369 86,775 Phone and Communications (with E-rate discount) 6,300 6,300 6,500 19,100 Postage 1,250 1,250 750 3,250 8ackground and Fingerprinting 600 600 1,770 2,970 8ackground and Fingerprinting 600 600 1,770 2,970 Facility and School Insurances 30,000 30,000 27,000 6,000 Marketing 2,500 2,500 1,000 6,000 Marketing 2,500 2,500 1,000 6,500 1,700 5,500 1,000 6,000 Marketing 1,240,314 1,365,869 640,571 3,246,754 Facilities 137,700 137,000 375,400 1,000 5,500 1,000 6,000 Marketing 1,240,314 1,365,869 640,571 3,246,754 Facilities 137,700 137,000 100,000 375,400 1,000 6,000 1,	Audit/Tax	30,500	30,500	1,500	62,500
T Set-up Fees	Legal Fees	8,000	8,000	1,000	17,000
Website 4,000 4,000 3,000 11,000 Copier / Printing 49,955 46,350 40,000 136,305 Infinite Campus 2,500 2,500 2,000 7,000 State Administrative Fee (2%) 140,811 140,811 65,477 347,099 Affiliation Fee - Inc. (1/2 of 1%) - - - Affiliation Fee - Professional Development (1/2 of 1%) 35,203 16,369 86,775 Phone and Communications (with E-rate discount) 6,300 6,300 6,500 19,100 Postage 1,250 1,250 750 3,250 Background and Fingerprinting 6,600 600 1,770 2,970 Facility and School Insurances 30,000 30,000 27,000 87,000 Marketing 2,500 2,500 1,000 6,000 Other Purchases 2,250 2,250 1,000 5,500 Facilities 137,700 137,700 100,000 375,400 Fice alities 137,700 137,702	IT Services - Monthly	42,000	42,000	19,530	103,530
Copier / Printing 49,955 46,350 40,000 136,305 Infinite Campus 2,500 2,500 2,000 7,000 State Administrative Fee (2%) 140,811 140,811 66,477 347,099 Affiliation Fee - Inc. (1/2 of 1%) 35,203 35,203 16,369 86,775 Affiliation Fee - Professional Development (1/2 of 1%) 35,203 35,203 16,369 86,775 Phone and Communications (with E-rate discount) 6,300 6,300 6,500 19,100 Postage 1,250 1,250 750 3,250 Background and Fingerprinting 600 600 1,770 2,970 Background and Fingerprinting 600 600 27,000 87,000 Marketing 2,500 2,500 1,000 6,000 Marketing 2,500 2,500 1,000 6,000 Other Purchases 2,250 2,250 1,000 5,500 Elidities Mtn. Vista Bonanza HS System Public Utilities	IT Set-up Fees	5,000	10,000	15,000	30,000
Infinite Campus State Administrative Fee (2%) State Administrative Fee (2%) Affiliation Fee - Inc. (1/2 of 1%) Affiliation Fee - Professional Development (1/2 of 1%) Affiliation Fee - Professional Professional (1/2 of 1/2	Website	4,000	4,000	3,000	11,000
State Administrative Fee (2%) 140,811 140,811 65,477 347,099	Copier / Printing	49,955	46,350	40,000	136,305
Affiliation Fee - Inc. (1/2 of 1%) Affiliation Fee - Professional Development (1/2 of 1%) Affiliation Fee - Professional Development (1/2 of 1%) Affiliation Fee - Professional Development (1/2 of 1%) Phone and Communications (with E-rate discount) Postage 1,250 1,250 1,250 1,250 1,250 1,770 2,970 1,200 Background and Fingerprinting 600 600 1,770 2,970 Eacility and School insurances 30,000 30,000 27,000 87,000 Marketing 2,500 2,500 1,000 6,000 Other Purchases 2,250 2,250 1,000 5,500 Facilities Mtn. Vista Bonanza HS System Public Utilities 137,700 137,700 100,000 375,400 Contracted Janitorial 71,286 77,725 7,725 7,725 7,500 20,494 Custodial Supplies 15,000 15,000 6,975 36,975 Facility Maintenance 41,715 36,050 22,000 99,765 Lawn Care 9,126 13,500 15,000 4,940 Care 16,480 16,480 16,480 10,000 22,960 70tal Expenses 6,032,170 5,871,704 2,742,591 14,646,465 Scheduled Lease Payment 908,013 Rent Reimbursed by Pre-K (12,000) Surplus (Revenues-Total Expenses-Lease-Bond) 561,863 712,591 21,663 1,296,117	Infinite Campus	2,500	2,500	2,000	7,000
Affiliation Fee - Professional Development (1/2 of 1%) 35,203 35,203 16,369 86,775 Phone and Communications (with E-rate discount) 6,300 6,300 6,500 19,100 Postage 1,250 1,250 750 3,250 Background and Fingerprinting 600 600 1,770 2,970 Facility and School Insurances 30,000 30,000 27,000 87,000 Marketing 2,500 2,500 1,000 6,000 Other Purchases 2,250 2,250 1,000 5,500	State Administrative Fee (2%)	140,811	140,811	65,477	347,099
Phone and Communications (with E-rate discount) 6,300 6,300 6,500 19,100 Postage 1,250 1,250 750 3,250 Background and Fingerprinting 600 600 1,770 2,970 Facility and School Insurances 30,000 30,000 27,000 87,000 Marketing 2,500 2,500 1,000 6,000 Other Purchases 2,250 2,250 1,000 5,500 Total 1,240,314 1,365,869 640,571 3,246,754 Facilities Mtn. Vista Bonanza HS System Public Utilities 137,700 137,700 100,000 375,400 Eire and Security alarms 7,725 7,725 7,500 22,950 Contracted Janitorial 71,286 77,157 56,500 22,950 Contracted Janitorial 71,286 77,157 56,500 22,950 Contracted Janitorial 41,715 36,050 22,000 99,765 Lawn Care 9,126 91	Affiliation Fee - Inc. (1/2 of 1%)				-
Postage 1,250 1,250 750 3,250 Background and Fingerprinting 600 600 1,770 2,970 Facility and School Insurances 30,000 30,000 27,000 87,000 Marketing 2,500 2,500 1,000 6,000 Other Purchases 2,250 2,250 1,000 5,500 Total 1,240,314 1,365,869 640,571 3,246,754 Facilities Mtn. Vista Bonaza HS System Public Utilities 137,700 137,700 100,000 375,400 Fire and Security alarms 7,725 7,725 7,500 22,950 Contracted Janitorial 71,286 77,157 56,500 204,944 Custodial Supplies 15,000 15,000 6,975 36,975 Facility Maintenance 41,715 36,050 22,000 99,765 Lawn Care 9,126 9,126 13,500 31,752 AC Maintenance & Repair 16,480 16,480 10,00	Affiliation Fee - Professional Development (1/2 of 1%)	35,203	35,203	16,369	86,775
Background and Fingerprinting 600 600 1,770 2,970 Facility and School Insurances 30,000 30,000 27,000 87,000 Marketing 2,500 2,500 1,000 6,000 Other Purchases 2,250 2,250 1,000 5,500 Total 1,240,314 1,365,869 640,571 3,246,754 Facilities Mtn. Vista Bonanza HS System Public Utilities 137,700 137,700 100,000 375,400 Fire and Security alarms 7,725 7,725 7,500 22,950 Contracted Janitorial 71,286 77,157 56,500 204,944 Custodial Supplies 15,000 15,000 6,975 36,975 Facility Maintenance 41,715 36,050 22,000 99,765 Lawn Care 9,126 9,126 13,500 31,752 AC Maintenance & Repair 16,480 16,480 10,000 42,960 Total Expenses 6,0	Phone and Communications (with E-rate discount)	6,300	6,300	6,500	19,100
Facility and School Insurances 30,000 30,000 27,000 87,000 Marketing 2,500 2,500 1,000 6,000 Cher Purchases 2,250 2,250 1,000 5,500	Postage	1,250	1,250	750	3,250
Marketing Other Purchases 2,500 2,500 2,250 2,250 1,000 5,500 1,000 5,500 Commendation of Development Selection of Scheduled Lease Payment Scheduled Bond Payment Reimbursed by Pre-K 2,500 2,500 2,250 1,000 5,500 1,000 5,500 5,500 5,500 5,500 5,500 5,500 5,500 5,500 5,500 5,500 5,500 5,500 5,500 5,500 2,24,550 1,000 375,400 5,500 20,494 5,500 22,950 2,000 9,750 22,950 20,494 6,000 20,494 6,000 6,000 7,725 7,725 7,500 22,950 20,494 6,000 20,494 6,000 20,494 6,000 20,494 6,000 20,494 6,000 6,975 3	Background and Fingerprinting	600	600	1,770	2,970
Other Purchases 2,250 2,250 1,000 5,500 Facilities Mtn. Vista Bonanza HS System Public Utilities 137,700 137,700 100,000 375,400 Fire and Security alarms 7,725 7,725 7,500 22,950 Contracted Janitorial 71,286 77,157 56,500 204,944 Custodial Supplies 15,000 15,000 6,975 36,975 Facility Maintenance 41,715 36,050 22,000 99,765 Lawn Care 9,126 9,126 13,500 31,752 AC Maintenance & Repair 16,480 16,480 10,000 42,960 AC Maintenance & Repair 6,032,170 5,871,704 2,742,591 14,646,465 Total Expenses Scheduled Lease Payment - 900,000 566,100 1,466,100 Scheduled Bond Payment - 900,000 - - 908,013 Rent Reimbursed by Pre-K (12,000) (24,000)	Facility and School Insurances	30,000	30,000	27,000	87,000
Facilities Mtn. Vista Bonanza HS System Public Utilities 137,700 137,700 100,000 375,400 Fire and Security alarms 7,725 7,725 7,500 22,950 Contracted Janitorial 71,286 77,157 56,500 204,944 Custodial Supplies 15,000 15,000 6,975 36,975 Facility Maintenance 41,715 36,050 22,000 99,765 Lawn Care 9,126 9,126 13,500 31,752 AC Maintenance & Repair 16,480 16,480 10,000 42,960 Total Expenses 6,032,170 5,871,704 2,742,591 14,646,465 Scheduled Lease Payment - 900,000 566,100 1,466,100 Scheduled Bond Payment 900,000 24,000 - 908,013 Rent Reimbursed by Pre-K (12,000) (24,000) - (36,000 Surplus (Revenues-Total Expenses-Lease-Bond) 561,863 712,591 21,663 1,296,117	Marketing	2,500	2,500	1,000	6,000
Facilities Mtn. Vista Bonanza HS System Public Utilities 137,700 137,700 100,000 375,400 Fire and Security alarms 7,725 7,725 7,500 22,950 Contracted Janitorial 71,286 77,157 56,500 204,944 Custodial Supplies 15,000 15,000 6,975 36,975 Facility Maintenance 41,715 36,050 22,000 99,765 Lawn Care 9,126 9,126 13,500 31,752 AC Maintenance & Repair 16,480 16,480 10,000 42,960 AC Maintenance & Repair 299,032 299,238 216,475 814,745 Total Expenses 6,032,170 5,871,704 2,742,591 14,646,465 Scheduled Lease Payment - 900,000 566,100 1,466,100 Scheduled Bond Payment 908,013 - 908,013 Rent Reimbursed by Pre-K (12,000) (24,000) - (36,000					

Mtn. Vista Bonanza HS System

Mater 21-22	Mtn. Vista	Bonanza	HS	System
WFTE Gross Value \$	7,132	\$ 7,132	\$ 7,132	\$ 7,132
Total Students (FTEs)	1,000	1,000	775	2,775
Kinder	100	100	-	200
1st Grade	104	104	-	208
2nd Grade	104	104	-	208
3rd Grade	104	104	-	208
4th Grade	108	108	-	216
5th Grade	108	108	-	216
6th Grade	124	124	155	403
7th Grade	124	124	155	403
8th Grade	124	124	93	341
9th Grade	-	-	217	217
10th Grade	-	-	155	155
11th Grade	-	-	-	-
12th Grade	-	-	-	-
Total Students (FTEs)	1,000	1,000	775	2,775
Prior Year Numbers	Mtn. Vista	Bonanza	HS	System
SPED	88	81	50	219
ELL	-5			
Gate				
FRL %				
			110	2 :
TEACHING STAFF	Mtn. Vista	Bonanza	HS	System
Classroom Teachers	36	36	25	97
SPED Teachers	4	4	4	12
Art Teacher	1	1	1	3
Music	1	1	1	3
PE Teacher	1	1	1	3
Dance Tasks also at (CTEM)	0	0	0	0
Technology (STEM)	1	1	1	3
Additional Core	1	1	0	2
Spanish / Language	2	1	0	2
Additional Elective Teachers Total Teaching Staff	48.00	2 48.00	1 34.00	5 130.00
Total Teaching Stati	40.00	40.00	34.00	150.00
ADMIN & SUPPORT	Mtn. Vista	Bonanza	HS	System
Executive Director & Assistant	0	0	0	0
Principal	1	1	1	3
Assistant Principal	2	2	2	6
Lead Teacher(s)	0	0	0	0
Counselor/ Student Support Advocate	2	2	1	5
Curriculum Coach	1	1	0	2
Office Manager	1	1	1	3
Registrar	1	1	1	3
Clinic Aide/ FASA	1	1	1	3
Receptionist	1	1	1	3
Teacher Assistants (Including SPED)	3	3	4	10
Campus Monitor/Custodian	2	2	2	6
Cafeterial Manager	1	1	1	3
SPED Facilitator	0.5	0.5	0	1
Speech Pathologist	0	0	0	U
School Psychologist	0.5	0.5	0	1
School Nurse	0	0	0	0
Gate Teacher	0	0	0	0
Total Admin & Support	17.00	17.00	15.00	49.00
	10.05	10.55	2.1.2.2	126.25
Total # Teachers	48.00	48.00	34.00	130.00
Total # Admin & Support Total Staff	17.00 65.00	17.00 65.00	15.00 49.00	49.00 179.00
i otal otali	05.00	05.00	₩9.00	113.00

Instruction Salaries as % of Total Salaries	69.03%	72.24%	70.52%	70.56%
Admin & Support Salaries as % of Total Salaries	30.97%	27.76%	29.48%	29.44%
Rent as % of Expenses	13.39%	15.01%	17.08%	15.01%
·				
REVENUE (@ 100%)				
Budget Revenue	7,132,073	7,132,073	5,527,356	19,791,501
NSLP	75,500	75,500	30,000	181,000
Special Ed Funding (Part B)	83,600	76,950	47,500	208,050
SPED Discretionary Unit	290,400	267,300	165,000	722,700
Other:	-	-	-	-
Total Revenues	7,581,573	7,551,823	5,769,856	20,903,251
Actual Revenue	7,132,073	7,132,073	5,527,356	19,791,501
NSLP	75,500	75,500	30,000	181,000
Special Ed Funding (Part B)	83,600	76,950	47,500	208,050
SPED Discretionary Unit	290,400	267,300	165,000	722,700
Other:	230,400	207,300	103,000	722,700
Total Actual Revenues:	7,581,573	7,551,823	5,769,856	20,903,251
Total Actual nevertues.	7,381,373	7,331,823	3,703,830	20,903,231
EXPENSES Personnel Costs	Mtn. Vista	Bonanza	HS	System
Principal	101,500	103,648	131,950	337,098
Assistant Principal(s)	168,164	147,405	149,050	464,618
Lead Teacher	100,104	147,403	143,030	404,010
	-	-	-	116 266
Curriculum Coach	59,604	56,662	-	116,266
Counselor / Student Support Advocate/Dean	125,481	104,053	57,000	286,534
Teachers Salaries	1,940,400	1,892,000	1,320,000	5,152,400
SPED Teachers	182,000	172,000	176,000	530,000
Office Manager/ Registrar / Banker	153,715	110,340	85,675	349,730
Secretary & FASA	71,561	35,177	37,440	144,178
Teacher Assistants (including SPED)	55,080	54,000	73,440	182,520
Campus Monitors	74,243	38,983	51,840	165,066
Unrestricted Salaries	2,931,748	2,714,267	2,082,395	7,728,409
Restricted Salaries				
SPED Facilitator	36,599	36,599	_	73,197
Speech Pathologist	30,333	30,333		73,137
	21 270	21 270	-	- C2 741
School Psychologist	31,370	31,370	-	62,741
School Nurse	-	-	-	-
Cafeteria Manager	30,907	30,907	18,360	80,174
NSLP Manager	23,180	23,180	-	46,360
On Campus Sub	20,700	20,700	20,700	62,100
Total Salaries and Wages	3,074,503	2,857,023	2,121,455	8,052,981
PERS - 29.5%	877,036	842,822	625,829	2,345,687
Insurances/Employment Taxes/Other Benefits - 17.50%	538,038	499,979	371,255	1,409,272
Incentives / Bonuses				-
Tuition Reimbursements	5,000	5,000	5,000	15,000
Subst. Teachers (10 days/Teacher)	61,300	61,300	34,300	156,900
Total Payroll / Benefits and Related	4,555,878	4,266,123	3,157,839	11,979,840
Operations	Mtn. Vista	Bonanza	HS	System
Consumables	100,000	100,000	77,500	277,500
Zion's FFE Lease - payments	100,000	150,000	187,000	437,000
	100,000	· -		
Office Supplies	13,000	13,000	10,075	36,075
Office Supplies Classroom Supplies			10,075 20,925	
• •	13,000	13,000		74,925
Classroom Supplies Copier Supplies	13,000 27,000	13,000 27,000	20,925 3,100	74,925 11,100
Classroom Supplies Copier Supplies Nursing Supplies	13,000 27,000 4,000 3,000	13,000 27,000 4,000 3,000	20,925 3,100 2,325	74,925 11,100 8,325
Classroom Supplies Copier Supplies Nursing Supplies SPED Supplies	13,000 27,000 4,000	13,000 27,000 4,000	20,925 3,100 2,325 6,000	74,925 11,100 8,325 26,280
Classroom Supplies Copier Supplies Nursing Supplies SPED Supplies Athletics	13,000 27,000 4,000 3,000 10,560	13,000 27,000 4,000 3,000 9,720	20,925 3,100 2,325 6,000 17,500	74,925 11,100 8,325 26,280 17,500
Classroom Supplies Copier Supplies Nursing Supplies SPED Supplies Athletics Dues and Fees	13,000 27,000 4,000 3,000	13,000 27,000 4,000 3,000	20,925 3,100 2,325 6,000	74,925 11,100 8,325 26,280 17,500
Classroom Supplies Copier Supplies Nursing Supplies SPED Supplies Athletics Dues and Fees Lunch Program	13,000 27,000 4,000 3,000 10,560 - 3,713	13,000 27,000 4,000 3,000 9,720 - 3,713	20,925 3,100 2,325 6,000 17,500 5,150	74,925 11,100 8,325 26,280 17,500 12,576
Classroom Supplies Copier Supplies Nursing Supplies SPED Supplies Athletics Dues and Fees Lunch Program Travel Reimbursement	13,000 27,000 4,000 3,000 10,560 - 3,713 - 4,500	13,000 27,000 4,000 3,000 9,720 - 3,713 - 4,500	20,925 3,100 2,325 6,000 17,500 5,150 - 2,500	74,925 11,100 8,325 26,280 17,500 12,576 - 11,500
Classroom Supplies Copier Supplies Nursing Supplies SPED Supplies Athletics Dues and Fees Lunch Program Travel Reimbursement Special Education Contracted Services	13,000 27,000 4,000 3,000 10,560 - 3,713 - 4,500 115,000	13,000 27,000 4,000 3,000 9,720 - 3,713 - 4,500 115,000	20,925 3,100 2,325 6,000 17,500 5,150 - 2,500 131,750	74,925 11,100 8,325 26,280 17,500 12,576 - 11,500 361,750
Classroom Supplies Copier Supplies Nursing Supplies SPED Supplies Athletics Dues and Fees Lunch Program	13,000 27,000 4,000 3,000 10,560 - 3,713 - 4,500	13,000 27,000 4,000 3,000 9,720 - 3,713 - 4,500	20,925 3,100 2,325 6,000 17,500 5,150 - 2,500	36,075 74,925 11,100 8,325 26,280 17,500 12,576 - 11,500 361,750 28,078 1,248,750

Payroll Services	17,600	17,600	12,960	48,160
Audit/Tax	27,500	27,500	10,000	65,000
Legal Fees	8,000	8,000	2,000	18,000
IT Services - Monthly	42,000	42,000	32,550	116,550
IT Set-up Fees	5,000	10,000	8,500	23,500
Website	3,000	3,000	3,000	9,000
Copier / Printing	51,454	47,741	50,000	149,194
Infinite Campus	2,000	2,000	2,000	6,000
State Administrative Fee (2%)	142,641	142,641	110,547	395,830
Affiliation Fee - Inc. (1/2 of 1%)	35,660	35,660	27,637	98,958
Affiliation Fee - Professional Development (1/2 of 1%)	35,660	35,660	27,637	98,958
Phone and Communications (with E-rate discount)	6,489	6,489	6,695	19,673
Postage	1,288	1,288	1,100	3,675
Background and Fingerprinting	618	618	1,170	2,406
Facility and School Insurances	30,900	30,900	27,810	89,610
Marketing	2,575	2,575	1,200	6,350
Other Purchases	2,318	2,318	1,000	5,635
Total	1,256,682	1,307,129	1,144,046	3,707,857
Facilities	Mtn. Vista	Bonanza	HS	System
Public Utilities	141,831	141,831	130,000	413,662
Fire and Security alarms	7,957	7,957	7,725	23,639
Contracted Janitorial	73,425	79,472	67,500	220,397
Custodial Supplies	15,000	15,000	11,625	41,625
Facility Maintenance	42,966	37,132	31,000	111,098
Lawn Care	9,400	9,400	13,905	32,704
AC Maintenance & Repair	16,974	16,974	16,000	49,949
Total	307,553	307,765	277,755	893,073
Total Expenses	6,120,113	5,881,018	4,579,640	16,580,770
Scheduled Lease Payment	-	1,062,627	943,500	2,006,127
Scheduled Bond Payment	958,225		-	958,225
Rent Reimbursed by Pre-K	(12,000)	(24,000)	-	(36,000)
Surplus (Revenues-Total Expenses-Lease-Bond)	515,235	632,178	246,717	1,394,129
	6.8%	8.4%	4.3%	6.7%

Mtn. Vista Bonanza System

Mater 22-23	Mtn. Vista	Bonanza	HS	System
WFTE Gross Value		\$ 7,225	\$ 7,225	\$ 7,225
Total Students (FTEs)	1,000	1,000	1,054	3,054
Kinder	100	100	-	200
1st Grade 2nd Grade	104 104	104 104	-	208
3rd Grade	104	104	-	208
4th Grade	108	108	-	216
5th Grade	108	108	-	216
6th Grade	124	124	155	403
7th Grade	124	124	155	403
8th Grade	124	124	155	403
9th Grade 10th Grade	-	-	217 217	217 217
11th Grade	-	-	155	155
12th Grade	_	_	-	
Total Students (FTEs)	1,000	1,000	1,054	3,054
Prior Year Numbers	Mtn. Vista	Bonanza	HS	System
SPED ELL	88	81	85	254
Gate				
FRL %				
· · · - / ·				
TEACHING STAFF	Mtn. Vista	Bonanza	HS	System
Classroom Teachers	36	36	34	106
SPED Teachers	4	4	5.5	14
Art Teacher	1	1	1	3
Music	1	1	1	3
PE Teacher Dance	1 0	0	2 0	4 0
Dance Technology (STEM)	1	1	1	3
Additional Core	1	1	0	2
Spanish / Language	1	1	1	3
Additional Elective Teachers	2	2	1	5
Total Teaching Staff	48.00	48.00	46.50	142.50
ADMIN & SUPPORT	Mtn. Vista	Bonanza	HS	System
Executive Director & Assistant	0	0	0	0
Principal	1	1	1	3
Assistant Principal	2	2	3	7
Lead Teacher(s)	0	0	0	0
Counselor/ Student Support Advocate	2	2	2	6
Curriculum Coach	1	1	0	2
Office Manager Registrar	1	1	2 1	3
Clinic Aide/ FASA	1	1	1	3
Receptionist	1	1	1	3
Teacher Assistants (Including SPED)	3	3	6	12
Campus Monitor/Custodian	2	2	3	7
Cafeterial Manager	1	1	2	4
SPED Facilitator	0.5	0.5	0	1
Speech Pathologist School Psychologist	0 0.5	0 0.5	0 0	1
School Nurse	0.5	0.5	0	0
Gate Teacher	0	0	0	0
Total Admin & Support	17.00	17.00	22.00	56.00
Total # Teachers	48.00 17.00	48.00 17.00	46.50 22.00	142.50 56.00
Total # Admin & Support Total Staff	65.00	65.00	68.50	198.50
Total Stall	03.00	03.00	00.30	130.30
Total Salaries & Benefits as % of Expenses	64.31%	61.53%	57.66%	61.08%
Instruction Salaries as % of Total Salaries	68.96%	72.18%	69.68%	70.23%
Admin & Support Salaries as % of Total Salaries	31.04%	27.82%	30.32%	29.77%
Rent as % of Expenses	13.94%	15.96%	16.72%	15.56%
REVENUE (@ 100%)				
				22,064,507
Budget Revenue	7,224,790	7,224,790	7,614,928	
_	7,224,790 75,500	7,224,790 75,500	7,614,928 30,000	181,000
NSLP Special Ed Funding (Part B)	75,500 83,600	75,500 76,950	30,000 80,750	181,000 241,300
NSLP Special Ed Funding (Part B) SPED Discretionary Unit	75,500	75,500	30,000	181,000
NSLP Special Ed Funding (Part B) SPED Discretionary Unit Other:	75,500 83,600 290,400 -	75,500 76,950 267,300 -	30,000 80,750 280,500 -	181,000 241,300 838,200
NSLP Special Ed Funding (Part B) SPED Discretionary Unit Other: Total Revenues	75,500 83,600 290,400 - 7,674,290	75,500 76,950 267,300 - 7,644,540	30,000 80,750 280,500 - 8,006,178	181,000 241,300 838,200 - 23,325,007
NSLP Special Ed Funding (Part B) SPED Discretionary Unit Other: Total Revenues Actual Revenue	75,500 83,600 290,400 - 7,674,290 7,224,790	75,500 76,950 267,300 - 7,644,540 7,224,790	30,000 80,750 280,500 - 8,006,178 7,614,928	181,000 241,300 838,200 - 23,325,007 22,064,507
NSLP Special Ed Funding (Part B) SPED Discretionary Unit Other: Total Revenues Actual Revenue	75,500 83,600 290,400 - 7,674,290 7,224,790 75,500	75,500 76,950 267,300 - 7,644,540 7,224,790 75,500	30,000 80,750 280,500 - 8,006,178 7,614,928 30,000	181,000 241,300 838,200 - 23,325,007 22,064,507 181,000
NSLP Special Ed Funding (Part B) SPED Discretionary Unit Other: Total Revenues Actual Revenue NSLP Special Ed Funding (Part B)	75,500 83,600 290,400 - 7,674,290 7,224,790	75,500 76,950 267,300 - 7,644,540 7,224,790	30,000 80,750 280,500 - 8,006,178 7,614,928	181,000 241,300 838,200 - 23,325,007 22,064,507
NSLP Special Ed Funding (Part B) SPED Discretionary Unit	75,500 83,600 290,400 - 7,674,290 7,224,790 75,500 83,600	75,500 76,950 267,300 - 7,644,540 7,224,790 75,500 76,950	30,000 80,750 280,500 - 8,006,178 7,614,928 30,000 80,750	181,000 241,300 838,200 - 23,325,007 22,064,507 181,000 241,300
NSLP Special Ed Funding (Part B) SPED Discretionary Unit Other: Total Revenues Actual Revenue NSLP Special Ed Funding (Part B) SPED Discretionary Unit	75,500 83,600 290,400 - 7,674,290 7,224,790 75,500 83,600	75,500 76,950 267,300 - 7,644,540 7,224,790 75,500 76,950	30,000 80,750 280,500 - 8,006,178 7,614,928 30,000 80,750	181,000 241,300 838,200 - 23,325,007 22,064,507 181,000 241,300

Personnel Costs	Mtn. Vista	Bonanza	HS	System
				·
Principal	103,023	105,202	133,929	342,154
Assistant Principal(s)	170,686	149,616	231,786	552,087
Lead Teacher	-	-	-	-
Curriculum Coach	60,498	57,512	-	118,010
Counselor / Student Support Advocate/Dean	127,364	105,614	114,855	347,832
Teachers Salaries	1,962,400	1,914,000	1,824,500	5,700,900
SPED Teachers	184,000	174,000	244,750	602,750
Office Manager/ Registrar / Banker	156,020	111,995	131,960	399,976
Secretary & FASA	72,634	35,704	38,160	146,499
Teacher Assistants (including SPED)	56,160	55,080	112,320	223,560
Campus Monitors	75,357	39,568	79,200	194,124
Unrestricted Salaries			·	
Unrestricted Salaries	2,968,142	2,748,291	2,911,460	8,627,893
Restricted Salaries				
SPED Facilitator	37,148	37,148	-	74,295
Speech Pathologist	-	-	-	-
School Psychologist	31,841	31,841	-	63,682
School Nurse	-	-	-	-
Cafeteria Manager	31,370	31,370	37,440	100,181
NSLP Manager	23,528	23,528	-	47,056
On Campus Sub	20,700	20,700	20,700	62,100
·		•	•	
Total Salaries and Wages	3,112,728	2,892,878	2,969,600	8,975,206
PERS - 29.5%	887,863	853,399	876,032	2,617,294
Insurances/Employment Taxes/Other Benefits - 17.75%	552,509	513,486	527,104	1,593,099
Incentives / Bonuses				-
Tuition Reimbursements	5,000	5,000	5,000	15,000
Subst. Teachers (10 days/Teacher)	61,300	61,300	53,050	175,650
Total Payroll / Benefits and Related	4,619,401	4,326,062	4,430,786	13,376,249
Operations	Mtn. Vista	Bonanza	HS	System
Consumables	100,000	100,000	105,400	305,400
Zion's FFE Lease - payments	80,000	100,000	267,000	447,000
Office Supplies	13,000	13,000	13,702	39,702
Classroom Supplies	27,000	27,000	28,458	82,458
Copier Supplies	4,000	4,000	4,216	12,216
Nursing Supplies	3,000	3,000	3,162	9,162
SPED Supplies	10,560	9,720	10,200	30,480
Athletics	-	-	25,000	25,000
Dues and Fees	3,825	3,825	5,305	12,954
Lunch Program	, -	-	-	-
Travel Reimbursement	4,000	4,000	2,500	10,500
Special Education Contracted Services	120,000	120,000	179,180	419,180
1 '				
Contracted Data Services	11,543	11,543	5,835	28,920
Management Fee	450,000	450,000	474,300	1,374,300
Payroll Services	17,600	17,600	17,640	52,840
Audit/Tax	28,325	28,325	10,300	66,950
Legal Fees	6,000	6,000	6,000	18,000
IT Services - Monthly	42,000	42,000	44,268	128,268
IT Set-up Fees	5,000	10,000	13,000	28,000
Website	3,000	3,000	3,000	9,000
Copier / Printing	52,997	49,173	68,000	170,170
Infinite Campus	2,000	2,000	2,000	6,000
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State Administrative Fee (2%)	144,496	144,496	152,299	441,290
Affiliation Fee - Inc. (1/2 of 1%)	36,124	36,124	38,075	110,323
Affiliation Fee - Professional Development (1/2 of 1%)	36,124	36,124	38,075	110,323
Phone and Communications (with E-rate discount)	6,684	6,684	8,396	21,763
Postage	1,326	1,326	1,133	3,785
Background and Fingerprinting	637	637	1,170	2,443
Facility and School Insurances	31,827	31,827	35,000	98,654
Marketing	2,652	2,652	1,400	6,705
Other Purchases	2,387	2,387	2,000	6,774
Total	1,246,106	1,266,441	1,566,012	4,078,559
Facilities Dublic Halities	Mtn. Vista	Bonanza	HS 165,000	System
Public Utilities	146,086	146,086	165,000	457,172
Fire and Security alarms	8,195	8,195	7,957	24,348
Contracted Janitorial	75,628	81,856	126,900	284,384
Custodial Supplies	15,000	15,000	15,810	45,810
Facility Maintenance	44,255	38,245	50,000	132,501
Lawn Care	9,682	9,682	14,322	33,685
AC Maintenance & Repair	17,484	17,484	21,980	56,947
Total	316,330	316,548	401,969	1,034,847
Total	310,330	310,340	401,303	1,034,047
Total Synonese	C 404 000	F 000 050	C 200 7C	40 400 055
Total Expenses	6,181,836	5,909,052	6,398,767	18,489,655
Scheduled Lease Payment	-	1,146,094	1,285,000	2,431,094
Scheduled Bond Payment	1,013,150		-	1,013,150
Rent Reimbursed by Pre-K	(12,000)	(24,000)	-	(36,000)
				,
Surplus (Revenues-Total Expenses-Lease-Bond)	491,303	613,394	322,411	1,427,108
ישטון השיק בשנים באף בארווים באינים ב	451,303	015,594	322,411	1,427,108
	6.4%	8.0%	4.0%	6.1%

Mtn. Vista Bonanza System

Mater 23-24	Mtn. Vista	Bonanza	HS	System
WFTE Gross Value				
Total Students (FTEs)	1,000	1,000	1,333	3,333
Kinder	100	100		200
1st Grade 2nd Grade	104 104	104 104		208 208
3rd Grade	104	104		208
4th Grade	108	108		216
5th Grade	108	108		216
6th Grade	124	124	155	403
7th Grade	124	124	155	403
8th Grade	124	124	155	403
9th Grade	-	-	279	279
10th Grade	-	-	217	217
11th Grade	-	-	217	217
12th Grade Total Students (FTEs)	1,000	1,000	155 1,333	155 3,333
Total Students (FFES)	1,000	1,000	1,333	3,333
Prior Year Numbers	Mtn. Vista	Bonanza	HS	System
SPED .	88	81	118	287
ELL				
Gate				
FRL %				
		-		
Classroom Teachers	Mtn. Vista 36	Bonanza	HS 42	System
Classroom Teachers SPED Teachers	36 4	36 4	43 6.5	115 15
Art Teacher	1	1	1	3
Music	1	1	2	4
PE Teacher	1	1	2	4
Dance	0	0	0	0
Technology (STEM)	1	1	1	3
Additional Core	1	1	0	2
Spanish / Language	1	1	1	3
Additional Elective Teachers	2	2	1	5
Total Teaching Staff	48.00	48.00	57.50	153.50
ADMIN & SUPPORT	Mtn. Vista	Bonanza	HS	System
Executive Director & Assistant	0	0	0	0
Principal	1	1	1	3
Assistant Principal	2	2	4	8
Lead Teacher(s)	0	0	0	0
Counselor/ Student Support Advocate	2	2	2	6
Curriculum Coach	1	1	1	3
Office Manager	1	1	2	4
Registrar	1	1	2	4
Clinic Aide/ FASA	1	1	1	3
Receptionist	3	1	2	4
Teacher Assistants (Including SPED) Campus Monitor/Custodian	2	3	8 5	14 9
Cafeterial Manager	2	1	2	9
	1 I			Δ
-	1 0.5	_	0	4 1
SPED Facilitator	1 0.5 0	0.5 0		4 1 0
SPED Facilitator Speech Pathologist	0.5	0.5	0	4 1 0 1
SPED Facilitator Speech Pathologist School Psychologist	0.5 0	0.5 0	0 0	4 1 0 1 0
SPED Facilitator Speech Pathologist School Psychologist School Nurse	0.5 0 0.5	0.5 0 0.5	0 0 0	4 1 0 1 0
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher	0.5 0 0.5 0	0.5 0 0.5 0	0 0 0 0	
SPED Facilitator Speech Pathologist School Psychologist School Nurse	0.5 0 0.5 0	0.5 0 0.5 0	0 0 0 0	4 1 0 1 0 0
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support	0.5 0 0.5 0 0	0.5 0 0.5 0 0	0 0 0 0 0	64.00
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers	0.5 0 0.5 0 0 17.00	0.5 0 0.5 0 0 17.00	0 0 0 0 0 30.00	64.00 153.50
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support	0.5 0 0.5 0 0 17.00	0.5 0 0.5 0 0 17.00	0 0 0 0 0 30.00	64.00 153.50 64.00
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support	0.5 0 0.5 0 0 17.00	0.5 0 0.5 0 0 17.00	0 0 0 0 0 30.00	64.00 153.50
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff	0.5 0 0.5 0 0 17.00	0.5 0 0.5 0 0 17.00	0 0 0 0 0 30.00	64.00 153.50 64.00
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff Total Salaries & Benefits as % of Expenses	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00	0 0 0 0 0 30.00 57.50 30.00 87.50	64.00 153.50 64.00 217.50
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00	0 0 0 0 0 30.00 57.50 30.00 87.50	64.00 153.50 64.00 217.50 61.47%
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries Admin & Support Salaries as % of Total Salaries	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 64.45% 68.88%	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 61.68% 72.11%	0 0 0 0 0 30.00 57.50 30.00 87.50 59.06% 68.25%	64.00 153.50 64.00 217.50 61.47% 69.60%
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries Admin & Support Salaries as % of Total Salaries	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 64.45% 68.88% 31.12%	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 61.68% 72.11% 27.89%	0 0 0 0 0 30.00 57.50 30.00 87.50 59.06% 68.25% 31.75%	64.00 153.50 64.00 217.50 61.47% 69.60% 30.40%
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries Admin & Support Salaries as % of Total Salaries Rent as % of Expenses	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 64.45% 68.88% 31.12%	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 61.68% 72.11% 27.89%	0 0 0 0 0 30.00 57.50 30.00 87.50 59.06% 68.25% 31.75%	64.00 153.50 64.00 217.50 61.47% 69.60% 30.40%
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries Admin & Support Salaries as % of Total Salaries Rent as % of Expenses REVENUE (@ 100%)	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 64.45% 68.88% 31.12% 13.84%	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 61.68% 72.11% 27.89% 16.13%	0 0 0 0 0 30.00 57.50 30.00 87.50 59.06% 68.25% 31.75% 15.74%	64.00 153.50 64.00 217.50 61.47% 69.60% 30.40% 15.28%
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries Admin & Support Salaries as % of Total Salaries Rent as % of Expenses REVENUE (@ 100%) Budget Revenue	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 64.45% 68.88% 31.12% 13.84%	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 61.68% 72.11% 27.89% 16.13%	0 0 0 0 0 30.00 57.50 30.00 87.50 59.06% 68.25% 31.75% 15.74%	64.00 153.50 64.00 217.50 61.47% 69.60% 30.40% 15.28%
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries Admin & Support Salaries as % of Total Salaries Rent as % of Expenses REVENUE (@ 100%) Budget Revenue NSLP	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 64.45% 68.88% 31.12% 13.84%	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 61.68% 72.11% 27.89% 16.13%	0 0 0 0 0 30.00 57.50 30.00 87.50 59.06% 68.25% 31.75% 15.74%	64.00 153.50 64.00 217.50 61.47% 69.60% 30.40% 15.28% 24,393,266 201,000
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries Admin & Support Salaries as % of Total Salaries Rent as % of Expenses REVENUE (@ 100%) Budget Revenue NSLP Special Ed Funding (Part B)	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 64.45% 68.88% 31.12% 13.84%	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 61.68% 72.11% 27.89% 16.13%	0 0 0 0 0 30.00 57.50 30.00 87.50 59.06% 68.25% 31.75% 15.74%	64.00 153.50 64.00 217.50 61.47% 69.60% 30.40% 15.28% 24,393,266 201,000 272,650
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries Admin & Support Salaries as % of Total Salaries Rent as % of Expenses REVENUE (@ 100%) Budget Revenue NSLP Special Ed Funding (Part B) SPED Discretionary Unit	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 64.45% 68.88% 31.12% 13.84% 7,318,712 75,500 83,600	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 61.68% 72.11% 27.89% 16.13% 7,318,712 75,500 76,950	0 0 0 0 0 30.00 57.50 30.00 87.50 59.06% 68.25% 31.75% 15.74%	64.00 153.50 64.00 217.50 61.47% 69.60% 30.40% 15.28% 24,393,266 201,000 272,650
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries Admin & Support Salaries as % of Total Salaries Rent as % of Expenses REVENUE (@ 100%) Budget Revenue NSLP Special Ed Funding (Part B) SPED Discretionary Unit Other:	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 64.45% 68.88% 31.12% 13.84% 7,318,712 75,500 83,600	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 61.68% 72.11% 27.89% 16.13% 7,318,712 75,500 76,950	0 0 0 0 0 30.00 57.50 30.00 87.50 59.06% 68.25% 31.75% 15.74%	64.00 153.50 64.00 217.50 61.47% 69.60% 30.40% 15.28% 24,393,266 201,000 272,650 947,100
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries Admin & Support Salaries as % of Total Salaries Rent as % of Expenses REVENUE (@ 100%) Budget Revenue NSLP Special Ed Funding (Part B) SPED Discretionary Unit Other: Total Revenues	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 64.45% 68.88% 31.12% 13.84% 7,318,712 75,500 83,600 290,400	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 61.68% 72.11% 27.89% 16.13% 7,318,712 75,500 76,950 267,300	0 0 0 0 0 30.00 57.50 30.00 87.50 59.06% 68.25% 31.75% 15.74%	64.00 153.50 64.00 217.50 61.47% 69.60% 30.40% 15.28% 24,393,266 201,000 272,650 947,100 - 25,814,016
SPED Facilitator Speech Pathologist School Psychologist School Nurse Sate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries Admin & Support Salaries as % of Total Salaries Rent as % of Expenses REVENUE (@ 100%) Budget Revenue NSLP Special Ed Funding (Part B) SPED Discretionary Unit Other: Total Revenue NSLP Total Revenue NSLP	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 64.45% 68.88% 31.12% 13.84% 7,318,712 75,500 83,600 290,400 - 7,768,212 7,318,712 75,500	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 61.68% 72.11% 27.89% 16.13% 7,318,712 75,500 76,950 267,300 - 7,738,462	0 0 0 0 0 30.00 57.50 30.00 87.50 59.06% 68.25% 31.75% 15.74% 9,755,843 50,000 112,100 389,400 - 10,307,343	64.00 153.50 64.00 217.50 61.47% 69.60% 30.40% 15.28% 24,393,266 201,000 272,650 947,100 - 25,814,016 24,393,266 201,000
Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries Admin & Support Salaries as % of Total Salaries Rent as % of Expenses REVENUE (@ 100%) Budget Revenue NSLP Special Ed Funding (Part B) SPED Discretionary Unit Other: Total Revenue NSLP Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B)	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 64.45% 68.88% 31.12% 13.84% 7,318,712 75,500 83,600 290,400 - 7,768,212 7,318,712 75,500 83,600 83,600	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 61.68% 72.11% 27.89% 16.13% 7,318,712 75,500 76,950 267,300 - 7,738,462 7,318,712 75,500 76,950 76,950	0 0 0 0 0 30.00 57.50 30.00 87.50 59.06% 68.25% 31.75% 15.74% 9,755,843 50,000 112,100 389,400 - 10,307,343 9,755,843 50,000 112,100	64.00 153.50 64.00 217.50 61.47% 69.60% 30.40% 15.28% 24,393,266 201,000 272,650 947,100
Speech Pathologist School Psychologist School Nurse Gate Teacher Total Admin & Support Total # Teachers Total # Admin & Support Total Staff Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries Admin & Support Salaries as % of Total Salaries Rent as % of Expenses REVENUE (@ 100%) Budget Revenue NSLP Special Ed Funding (Part B) SPED Discretionary Unit Other: Total Revenue NSLP Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B) Special Ed Funding (Part B)	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 64.45% 68.88% 31.12% 13.84% 7,318,712 75,500 83,600 290,400 - 7,768,212 7,318,712 75,500	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 61.68% 72.11% 27.89% 16.13% 7,318,712 75,500 76,950 267,300 - 7,738,462 7,318,712 75,500	0 0 0 0 0 30.00 57.50 30.00 87.50 59.06% 68.25% 31.75% 15.74% 9,755,843 50,000 112,100 389,400 - 10,307,343 9,755,843 50,000	64.00 153.50 64.00 217.50 61.47% 69.60% 30.40% 15.28% 24,393,266 201,000 272,650 947,100
SPED Facilitator Speech Pathologist School Psychologist School Nurse Gate Teacher	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 64.45% 68.88% 31.12% 13.84% 7,318,712 75,500 83,600 290,400 - 7,768,212 7,318,712 75,500 83,600 83,600	0.5 0 0.5 0 0 17.00 48.00 17.00 65.00 61.68% 72.11% 27.89% 16.13% 7,318,712 75,500 76,950 267,300 - 7,738,462 7,318,712 75,500 76,950 76,950	0 0 0 0 0 30.00 57.50 30.00 87.50 59.06% 68.25% 31.75% 15.74% 9,755,843 50,000 112,100 389,400 - 10,307,343 9,755,843 50,000 112,100	64.00 153.50 64.00 217.50 61.47% 69.60% 30.40% 15.28% 24,393,266 201,000 272,650 947,100

Personnel Costs	Mtn. Vista	Bonanza	HS	System
Principal	104,568	106,780	135,938	347,286
Assistant Principal(s)	173,246	151,860	315,763	640,869
Lead Teacher		-	-	-
Curriculum Coach	61,405	58,375	57,000	176,780
	129,274		•	
Counselor / Student Support Advocate/Dean	*	107,198	116,578	353,050
Teachers Salaries	1,984,400	1,936,000	2,295,000	6,215,400
SPED Teachers	186,000	176,000	292,500	654,500
Office Manager/ Registrar / Banker	158,361	113,675	173,940	445,975
Secretary & FASA	73,724	36,240	58,320	168,284
Teacher Assistants (including SPED)	57,240	56,160	152,640	266,040
Campus Monitors	76,487	40,161	134,400	251,048
Unrestricted Salaries	3,004,705	2,782,449	3,732,078	9,519,232
	.,,	, , ,	·, · , · ·	- , ,-
Restricted Salaries				
SPED Facilitator	37,705	27 705		75,410
	37,705	37,705	-	75,410
Speech Pathologist	-	-	-	-
School Psychologist	32,319	32,319	-	64,637
School Nurse	-	-	-	-
Cafeteria Manager	31,841	31,841	38,160	101,842
NSLP Manager	23,881	23,881	-	47,761
On Campus Sub	20,700	20,700	20,700	62,100
Total Salaries and Wages	3,151,150	2,928,894	3,790,938	9,870,982
PERS - 29.5%	898,742	864,024	1,118,327	2,881,092
Insurances/Employment Taxes/Other Benefits - 18.00%	567,207	527,201	682,369	1,776,777
Incentives / Bonuses	307,207	321,201	002,309	1,//0,///
· · · · · · · · · · · · · · · · · · ·	F 000	F 202	F 222	45.000
Tuition Reimbursements	5,000	5,000	5,000	15,000
Subst. Teachers (10 days/Teacher)	61,300	61,300	75,550	198,150
Total Payroll / Benefits and Related	4,683,399	4,386,419	5,672,184	14,742,002
Operations	Mtn. Vista	Bonanza	HS	System
Consumables	100,000	100,000	133,300	333,300
Zion's FFE Lease - payments	80,000	80,000	343,000	503,000
Office Supplies	13,000	13,000	17,329	43,329
Classroom Supplies	27,000	27,000	35,991	89,991
Copier Supplies	4,000	4,000	5,332	13,332
Nursing Supplies	3,000	3,000	3,999	9,999
SPED Supplies	10,560	9,720	14,160	34,440
Athletics	-	-	30,000	30,000
Dues and Fees	3,939	3,939	5,464	13,342
Lunch Program	-	-	-	-
Travel Reimbursement	4,000	4,000	2,500	10,500
Special Education Contracted Services	125,000	125,000	226,610	476,610
Contracted Data Services	11,889	11,889	6,010	29,788
Management Fee	450,000	450,000	599,850	1,499,850
Payroll Services	17,600	17,600	22,200	57,400
Audit/Tax		23,000		69,000
	23,000		23,000	
Legal Fees	6,000	6,000	6,000	18,000
IT Services - Monthly	42,000	42,000	55,986	139,986
IT Set-up Fees	5,000	10,000	13,000	28,000
Website	3,000	3,000	3,000	9,000
Copier / Printing	54,587	50,648	82,040	187,275
Infinite Campus	2,000	2,000	2,000	6,000
State Administrative Fee (2%)	146,374	146,374	195,117	487,865
Affiliation Fee - Inc. (1/2 of 1%)	36,594	36,594	48,779	121,966
Affiliation Fee - Professional Development (1/2 of 1%)	36,594	36,594	48,779	121,966
Phone and Communications (with E-rate discount)	6,684	6,684	6,896	20,263
Postage	1,366	1,366	1,167	3,899
Background and Fingerprinting	656	656	1,140	2,451
Facility and School Insurances	32,782	32,782	36,050	101,614
Marketing	2,732	2,732	1,600	7,064
Other Purchases	2,459	2,459	2,000	6,917
Total	1,251,814	1,252,035	1,972,299	4,476,148
Facilities	Mtn. Vista	Bonanza	HS	System
Public Utilities	150,469	150,469	200,000	500,937
Fire and Security alarms	8,441	8,441	8,195	25,078
Contracted Janitorial	77,896	84,312	130,707	292,915
Custodial Supplies	15,000	15,000	19,995	49,995
1	*			
Facility Maintenance	45,583	39,393	51,500	136,476
Lawn Care	9,972	9,972	14,752	34,696
AC Maintenance & Repair	18,008	18,008	22,639	58,656
Total	325,370	325,595	447,789	1,098,753
Total Expenses	6,260,583	5,964,048	8,092,271	20,316,902
				<u> </u>
Scheduled Lease Payment	_	1,171,308	1,512,000	2,683,308
Scheduled Bond Payment	1,017,994	_,_, _,500	_,512,666	1,017,994
•		(24.000)	-	
Rent Reimbursed by Pre-K	(12,000)	(24,000)	-	(36,000)
Surplus (Revenues-Total Expenses-Lease-Bond)	501,635	627,106	703,072	1,831,812
				<u></u>
	6.5%	8.1%	6.8%	7.1%
	Mtn. Vista	Bonanza		System

6.5% 8.1% 6.8% 7.1% Mtn. Vista Bonanza System

Mater 24-25	Mtn. Vista	Bonanza	HS	System
WFTE Gross Value	\$ 7,414	\$ 7,414	\$ 7,414	\$ 7,414
Total Students (FTEs)	1,000	1,000	1,457	3,457
Kinder	100	100		200
1st Grade 2nd Grade	104	104 104		208 208
3rd Grade	104	104		208
4th Grade	108	108		216
5th Grade	108	108		216
6th Grade	124	124	155	403
7th Grade	124	124	155	403
8th Grade	124	124	155	403
9th Grade		-	279	279
10th Grade 11th Grade		-	279 217	279 217
12th Grade	-	-	217	217
Total Students (FTEs)	1,000	1,000	1,457	3,457
,	·	·	,	·
Prior Year Numbers	Mtn. Vista	Bonanza	HS	System
SPED	88	81	145	314
ELL				
Gate				
FRL %				
TEACHING STAFF	Mtn. Vista	Bonanza	HS	System
Classroom Teachers	36	36	47	119
SPED Teachers	4	4	7.5	16
Art Teacher	1	1	2	4
Music	1	1	2	4
PE Teacher	1	1	2	4
Dance	0	0	0	0
Technology (STEM)	1	1	1	3
Additional Core	1	1	0	2
Spanish / Language Additional Elective Teachers	2	2	1 1	3 5
Total Teaching Staff	48.00	48.00	63.50	159.50
	10.00	10100	33.30	
ADMIN & SUPPORT	Mtn. Vista	Bonanza	HS	System
Executive Director & Assistant	0	0	0	0
Principal	1	1	1	3
Assistant Principal	2	2	4	8
Lead Teacher(s)	0	0	0	0
Counselor/ Student Support Advocate Curriculum Coach	2	2	3	7
Office Manager	1	1	1 2	3
Registrar	1	1	2	4
Clinic Aide/ FASA	1	1	1	3
Receptionist	1	1	2	4
Teacher Assistants (Including SPED)	3	3	9	15
Campus Monitor/Custodian	2	2	5	9
Cafeterial Manager	1	1	2	4
SPED Facilitator	0.5	0.5	0	1
Speech Pathologist	0	0	0	0
School Psychologist	0.5	0.5	0	1
School Nurse Gate Teacher	0	0	0 0	0
Oate reacher	O	U	· ·	U
Total Admin & Support	17.00	17.00	32.00	66.00
••			- 1	-
Total # Teachers	48.00	48.00	63.50	159.50
Total # Admin & Support	17.00	17.00	32.00	66.00
Total Staff	65.00	65.00	95.50	225.50
	<u>.</u>			
Total Salaries & Benefits as % of Expenses	64.63%	61.65%	56.86%	60.44%
Instruction Salaries as % of Total Salaries	68.79%	72.04%	68.99%	69.80%
Admin & Support Salaries as % of Total Salaries Rent as % of Expenses	31.21% 13.69%	27.96% 16.26%	31.01% 19.62%	30.20% 16.97%
nent as /0 of Expenses	13.03/0	10.20/0	13.0270	10.3/70
REVENUE (@ 100%)				
Budget Revenue	7,413,855	7,413,855	10,801,987	25,629,697
NSLP	75,500	75,500	50,000	201,000
Special Ed Funding (Part B)	83,600	76,950	137,750	298,300
SPED Discretionary Unit	290,400	267,300	478,500	1,036,200
Other:	7.002.255	7 022 005	11 460 227	77 165 107
Total Payanuas	, ,	7,833,605	11,468,237 10,801,987	27,165,197 25,629,697
	7,863,355 7,413,855	7 //12 055	10.001.90/	23,023,037
Actual Revenue	7,413,855	7,413,855 75.500		201 000
Actual Revenue NSLP	7,413,855 75,500	75,500	50,000	
Actual Revenue NSLP Special Ed Funding (Part B)	7,413,855 75,500 83,600	75,500 76,950	50,000 137,750	298,300
Total Revenues Actual Revenue NSLP Special Ed Funding (Part B) SPED Discretionary Unit Other:	7,413,855 75,500	75,500	50,000	201,000 298,300 1,036,200 -
Actual Revenue NSLP Special Ed Funding (Part B) SPED Discretionary Unit	7,413,855 75,500 83,600	75,500 76,950	50,000 137,750	298,300

Personnel Costs	Mtn. Vista	Bonanza	HS	System
Principal	106,136	108,382	137,977	352,496
Assistant Principal(s)	175,845	154,138	320,499	650,482
Lead Teacher	-	-	-	-
Curriculum Coach	62,326	59,251	57,855	179,432
				· ·
Counselor / Student Support Advocate/Dean	131,213	108,806	175,326	415,345
Teachers Salaries	2,006,400	1,958,000	2,548,000	6,512,400
SPED Teachers	188,000	178,000	341,250	707,250
Office Manager/ Registrar / Banker	160,736	115,380	176,549	452,665
Secretary & FASA	74,830	36,783	59,400	171,013
Teacher Assistants (including SPED)	58,320	57,240	174,960	290,520
Campus Monitors	77,634	40,764	136,800	255,198
Unrestricted Salaries	3,041,441	2,816,743	4,128,616	9,986,801
	3,0 12,112		3,223,525	3,000,000
Restricted Salaries				
	20 274	20.274		70 541
SPED Facilitator	38,271	38,271	-	76,541
Speech Pathologist	-	-	-	-
School Psychologist	32,803	32,803	-	65,607
School Nurse	-	-	-	-
Cafeteria Manager	32,319	32,319	38,880	103,517
NSLP Manager	24,239	24,239	-	48,478
On Campus Sub	20,700	20,700	20,700	62,100
Total Salaries and Wages	3,189,773	2,965,075	4,188,196	10,343,043
PERS - 29.5%	909,673	874,697	1,235,518	3,019,888
Insurances/Employment Taxes/Other Benefits - 18.25%	582,133	541,126	764,346	1,887,605
Incentives / Bonuses				-
Tuition Reimbursements	5,000	5,000	5,000	15,000
Subst. Teachers (10 days/Teacher)	61,300	61,300	79,550	202,150
Total Payroll / Benefits and Related	4,747,879	4,447,198	6,272,610	15,467,686
Operations	Mtn. Vista	Bonanza	HS	System
Consumables	100,000	100,000	145,700	345,700
Zion's FFE Lease - payments	80,000	80,000	306,000	466,000
Office Supplies	13,000	13,000	18,941	44,941
l · · ·	27,000		39,339	93,339
Classroom Supplies		27,000		
Copier Supplies	4,000	4,000	5,828	13,828
Nursing Supplies	3,000	3,000	4,371	10,371
SPED Supplies	10,560	9,720	17,400	37,680
Athletics	-	-	30,000	30,000
Dues and Fees	4,057	4,057	5,628	13,742
Lunch Program	-	-	-	-
Travel Reimbursement	4,000	4,000	2,500	10,500
Special Education Contracted Services	125,000	125,000	247,690	497,690
Contracted Data Services	12,246	12,246	6,190	30,681
	*			
Management Fee	450,000	450,000	655,650	1,555,650
Payroll Services	17,600	17,600	24,120	59,320
Audit/Tax	23,690	23,690	23,690	71,070
Legal Fees	6,000	6,000	6,000	18,000
IT Services - Monthly	42,000	42,000	61,194	145,194
IT Set-up Fees	5,000	10,000	13,000	28,000
Website	3,000	3,000	3,000	9,000
Copier / Printing	56,225	52,167	84,501	192,893
Infinite Campus	2,000	2,000	2,000	6,000
State Administrative Fee (2%)	148,277	148,277	216,040	512,594
l · · · · · · · · · · · · · · · · · · ·				
Affiliation Fee - Inc. (1/2 of 1%)	37,069	37,069	54,010 54,010	128,148
Affiliation Fee - Professional Development (1/2 of 1%)	37,069	37,069	54,010	128,148
Phone and Communications (with E-rate discount)	6,684	6,684	6,896	20,263
Postage	1,407	1,407	1,202	4,016
Background and Fingerprinting	675	675	480	1,831
Facility and School Insurances	33,765	33,765	37,132	104,662
Marketing	2,814	2,814	1,800	7,428
Other Purchases	2,532	2,532	1,500	6,565
Total	1,258,671	1,258,773	2,075,811	4,593,255
Facilities	Mtn. Vista	Bonanza	HS	System
Public Utilities	154,983	154,983	230,000	539,965
Fire and Security alarms	8,695	8,695	8,441	25,830
Contracted Janitorial	80,233	86,841	166,500	333,575
Custodial Supplies	15,000	15,000	21,855	51,855
Facility Maintenance	46,951	40,575	53,045	140,570
Lawn Care	10,271	10,271	15,194	35,737
AC Maintenance & Repair	18,548	18,548	23,319	60,415
Total	334,681	334,912	518,354	1,187,947
	32 1,002	,	2 - 3,00	-,,
Total Expenses	6,341,230	6,040,883	8,866,775	21,248,889
. Star Experises	0,341,230	0,040,003	0,000,773	21,240,003
			<u> </u>	÷
Scheduled Lease Payment	-	1,197,077	2,164,000	3,361,077
Scheduled Bond Payment	1,017,550		-	1,017,550
Rent Reimbursed by Pre-K	(12,000)	(24,000)		(36,000
Surplus (Revenues-Total Expenses-Lease-Bond)	516,575	619,645	437,461	1,573,681
	310,373	013,043	737,701	1,373,001
	6.6%	7.9%	3.8%	5.8%

Mtn. Vista Bonanza System

Mater System	19-20	20-21	21-22	22-23	23-24	24-25
WFTE Gross Value \$	6,950					
Total Students (FTEs)	1,966	2,465	2,775	3,054	3,333	3,457
Kinder	200	200	200	200	200	200
1st Grade	208	208	208	208	208	208
2nd Grade 3rd Grade	208 208	208 208	208 208	208 208	208 208	208 208
4th Grade	216	216	216	216	216	216
5th Grade	216	216	216	216	216	216
6th Grade	248	403	403	403	403	403
7th Grade	248	341	403	403	403	403
8th Grade 9th Grade	214	310 155	341 217	403	403 279	403 279
10th Grade	-	-	155	217	217	279
11th Grade	-	-	-	155	217	217
12th Grade	-	-	•	-	155	217
Total Students (FTEs)	1,966	2,465	2,775	3,054	3,333	3,457
Prior Year Numbers	19-20	20-21	21-22	22-23	23-24	24-25
SPED	169	20-21	21-22	254	287	314
ELL	-	-	-	-	-	-
Gate	-	-	-	-	-	-
FRL %	-	-	-	-	-	-
TEACHING STAFF	19-20	20-21	21-22	22-23	23-24	24-25
Classroom Teachers	71	87	97	106	115	119
SPED Teachers	6	11	12	14	14.5	16
Art Teacher	2	3	3	3	3	4
Music	2	3	3	3	4	4
PE Teacher	2	3	3	4	4	4
Dance Technology (STEM)	υ 2	U 2	U ว	U ว	U 3	υ 3
Additional Core	2	2	2	2	2	2
Spanish / Language	2	2	2	3	3	3
Additional Elective Teachers	4.75	4	5	5	5	5
Total Teaching Staff	93.75	116.50	130.00	142.50	153.50	159.50
ADMIN & SUPPORT	19-20	20-21	21-22	22-23	23-24	24-25
Executive Director & Assistant	0	0	0	0	0	0
Principal	2	3	3	3	3	3
Assistant Principal	4	5	6	7	8	8
Lead Teacher(s)	0	0	0	0	0	0
Counselor/ Student Support Advocate Curriculum Coach	2	2	5 2	2	3	3
Office Manager	2	3	3	4	4	4
Registrar	2	2	3	3	4	4
Clinic Aide/ FASA	2	2	3	3	3	3
Receptionist Teacher Assistants (Including SRED)	2	3	3	3	4	4
Teacher Assistants (Including SPED) Campus Monitor/Custodian	δ Δ	5	10 6	12 7	14 9	15 9
Cafeterial Manager	2	3	3	4	4	4
SPED Facilitator	1	1	1	1	1	1
Speech Pathologist	0	0	0	0	0	0
School Psychologist	1	1	1	1	1	1
School Nurse Gate Teacher	0	0	0	0	0	0
dute reacher	Ü	O .	O	Ü	Ü	O
Total Admin & Support	34.00	43.00	49.00	56.00	64.00	66.00
Total # Teachers	93.75	116.50	130.00	142.50	153.50	159.50
Total # Admin & Support Total Staff	34.00 127.75	43.00 159.50	49.00 179.00	56.00 198.50	64.00 217.50	66.00 225.50
Total Stall	127.75	133.30	173.00	138.30	217.30	223.30
Total Salaries & Benefits as % of Expenses	63.66%	62.32%	61.41%	61.08%	61.47%	60.44%
Instruction Salaries as % of Total Salaries	69.75%	70.54%	70.56%	70.23%	69.60%	69.80%
Admin & Support Salaries as % of Total Salaries	30.25%	29.46%	29.44%	29.77%	30.40%	30.20%
Rent as % of Expenses	12.05%	13.77%	15.01%	15.56%	15.28%	16.97%
REVENUE (@ 100%)						
Budget Revenue	12,980,875	17,354,945	19,791,501	22,064,507	24,393,266	25,629,697
NSLP	151,000	176,000	181,000	181,000	201,000	201,000
Special Ed Funding (Part B) SPED Discretionary Unit	160,550 557,700	192,050 557,700	208,050 722,700	241,300 838,200	272,650 947,100	298,300 1,036,200
Other:	-	-	-	-	-	
Total Revenues	13,850,125	18,280,695	20,903,251	23,325,007	25,814,016	27,165,197
Actual Revenue	13,664,079	17,354,945	19,791,501	22,064,507	24,393,266	25,629,697
NSLP	151,000	176,000	181,000	181,000	201,000	201,000
Special Ed Funding (Part B) SPED Discretionary Unit	160,550 557,700	192,050 557,700	208,050	241,300 838 200	272,650 947 100	298,300
SPED Discretionary Unit Other:	557,700 -	557,700 -	722,700 -	838,200 -	947,100 -	1,036,200
Total Actual Revenues:	14,533,329	18,280,695	20,903,251	23,325,007	25,814,016	27,165,197
			•	, ,		•
EXPENSES						

Personnel Costs	19-20	20-21	21-22	22-23	23-24	24-25
Principal	237,632	332,116	337,098	342,154	347,286	352,496
Assistant Principal(s)	306,310	380,905	464,618	552,087	640,869	650,482
Lead Teacher	-	-	-	-	-	-
Curriculum Coach	112,855	114,548	116,266	118,010	176,780	179,432
Counselor / Student Support Advocate/Dean	222,800	226,142	286,534	347,832	353,050	415,345
• •						
Teachers Salaries	3,734,725	4,571,400	5,152,400	5,700,900	6,215,400	6,512,400
SPED Teachers	259,500	458,750	530,000	602,750	654,500	707,250
Office Manager/ Registrar / Banker	256,308	305,152	349,730	399,976	445,975	452,665
Secretary & FASA	103,606	123,520	144,178	146,499	168,284	171,013
Teacher Assistants (including SPED)	104,760	160,920	182,520	223,560	266,040	290,520
Campus Monitors	109,904	136,993	165,066	194,124	251,048	255,198
Unrestricted Salaries	5,448,400	6,810,446	7,728,409	8,627,893	9,519,232	9,986,801
Restricted Salaries						
SPED Facilitator	71,050	72,116	73,197	74,295	75,410	76,541
Speech Pathologist	-	-	-	-	-	-
School Psychologist	60,900	61,814	62,741	63,682	64,637	65,607
School Nurse	_	-	-	-	-	_
Cafeteria Manager	60,000	78,900	80,174	100,181	101,842	103,517
NSLP Manager	45,000	45,675	46,360	47,056	47,761	48,478
On Campus Sub	41,400	62,100	62,100	62,100	62,100	62,100
Total Salaries and Wages	5,726,750	7,131,050	8,052,981	8,975,206	9,870,982	10,343,043
PERS - 29.5%	1,648,969	2,074,160	2,345,687	2,617,294	2,881,092	3,019,888
Insurances/Employment Taxes/Other Benefits	979,274	1,230,106	1,409,272	1,593,099	1,776,777	1,887,605
Incentives / Bonuses	-	-	-	-	-	-
Tuition Reimbursements	10,000	15,000	15,000	15,000	15,000	15,000
Subst. Teachers (10 days/Teacher)	119,225	134,650	156,900	175,650	198,150	202,150
Total Payroll / Benefits and Related	8,484,218	10,584,966	11,979,840	13,376,249	14,742,002	15,467,686
Operations	19-20	20-21	21-22	22-23	23-24	24-25
Consumables	196,600	207,000	277,500	305,400	333,300	345,700
Zion's FFE Lease - payments	430,000	461,000	437,000	447,000	503,000	466,000
Office Supplies	25,558	32,045	36,075	39,702	43,329	44,941
Classroom Supplies	53,082	66,555	74,925	82,458	89,991	93,339
Copier Supplies	7,864	9,860	11,100	12,216	13,332	13,828
		·				
Nursing Supplies	5,898	7,395	8,325	9,162	9,999	10,371
SPED Supplies	20,280	25,320	26,280	30,480	34,440	37,680
Athletics	-	10,000	17,500	25,000	30,000	30,000
Dues and Fees	7,000	12,210	12,576	12,954	13,342	13,742
Lunch Program	-	-	-	-	-	-
Travel Reimbursement	8,000	11,500	11,500	10,500	10,500	10,500
Special Education Contracted Services	200,000	299,050	361,750	419,180	476,610	497,690
Contracted Data Services	15,260	27,260	28,078	28,920	29,788	30,681
Management Fee	884,700	1,109,250	1,248,750	1,374,300	1,499,850	1,555,650
Payroll Services	34,660	43,280	48,160	52,840	57,400	59,320
Audit/Tax	55,000	62,500	65,000	66,950	69,000	71,070
Legal Fees	12,000	17,000	18,000	18,000	18,000	18,000
IT Services - Monthly	82,572	103,530	116,550	128,268	139,986	145,194
· · · · · · · · · · · · · · · · · · ·					28,000	
IT Set-up Fees	15,000	30,000	23,500	28,000	· ·	28,000
Website	6,000	11,000	9,000	9,000	9,000	9,000
Copier / Printing	93,500	136,305	149,194	170,170	187,275	192,893
Infinite Campus	4,000	7,000	6,000	6,000	6,000	6,000
State Administrative Fee (2%)	273,282	347,099	395,830	441,290	487,865	512,594
Affiliation Fee - Inc. (1/2 of 1%)	68,320	-	98,958	110,323	121,966	128,148
Affiliation Fee - Professional Development (1/2 of 1%)	68,320	86,775	98,958	110,323	121,966	128,148
Phone and Communications (with E-rate discount)	12,600	19,100	19,673	21,763	20,263	20,263
Postage	2,500	3,250	3,675	3,785	3,899	4,016
Background and Fingerprinting	1,200	2,970	2,406	2,443	2,451	1,831
Facility and School Insurances	60,000	87,000	89,610	98,654	101,614	104,662
Marketing	5,000	6,000	6,350	6,705	7,064	7,428
Other Purchases	4,500	5,500	5,635	6,774	6,917	6,565
Total	2,652,696	3,246,754	3,707,857	4,078,559	4,476,148	4,593,255
Facilities 10tal	2,652,696 19-20	3,246,734 20-21	3,707,857 21-22	22-23	23-24	4,593,255 24-25
Public Utilities	270,000	375,400	413,662	457,172	500,937	539,965
Fire and Security alarms	15,000	22,950	23,639	24,348	25,078	25,830
Contracted Janitorial	144,120	204,944	220,397	284,384	292,915	333,575
Custodial Supplies	29,490	36,975	41,625	45,810	49,995	51,855
Facility Maintenance	75,500	99,765	111,098	132,501	136,476	140,570
Lawn Care	17,720	31,752	32,704	33,685	34,696	35,737
AC Maintenance & Repair	32,000	42,960	49,949	56,947	58,656	60,415
Total	583,830	814,745	893,073	1,034,847	1,098,753	1,187,947
Total Expenses	11,720,744	14,646,465	16,580,770	18,489,655	20,316,902	21,248,889
Scheduled Lease Payment	798,000	1,466,100	2,006,127	2,431,094	2,683,308	3,361,077
Scheduled Bond Payment	844,088	908,013	958,225	1,013,150	1,017,994	1,017,550
Rent Reimbursed by Pre-K	(36,000)	(36,000)	(36,000)	(36,000)	(36,000)	(36,000)
Surplus (Revenues-Total Expenses-Lease-Bond)	523,293	1,296,117	1,394,129	1,427,108	1,831,812	1,573,681
	3.8%			6.1%	7.1%	
Mater System	19-20	20-21	21-22	22-23	23-24	24-25

Mater MHS	19-20	20-21	21-22	22-23	23-24	24-25
WFTE Gross Value	PLANNING	\$ 7,041		· ·		
Total Students (FTEs)	-	465	775	1,054	1,333	1,457
Kinder 1st Grade	-	-	-	-	-	-
2nd Grade	-	-	-	-	-	-
3rd Grade	-	-	-	-	-	-
4th Grade	-	-	-	-	-	-
5th Grade	-	-	-	-	-	-
6th Grade	-	155	155	155	155	155
7th Grade 8th Grade	-	93	155 93	155 155	155 155	155 155
9th Grade	-	155	217	217	279	279
10th Grade	-	-	155	217	217	279
11th Grade	-	-	-	155	217	217
12th Grade	-	-	-	-	155	217
Total Students (FTEs)	-	465	775	1,054	1,333	1,457
Prior Year Numbers	19-20	20-21	21-22	22-23	23-24	24-25
SPED	-	42	50	85	118	145
ELL	-	-	-	-	-	-
Gate	-	-	-	-	-	-
FRL %	-	-	-	-	-	-
TEACHING STAFF	19-20	20-21	21-22	22-23	23-24	24-25
Classroom Teachers	0	15	25	34	43	47
SPED Teachers	0	2.5	4	5.5	6.5	7.5
Art Teacher	0	1	1	1	1	2
Music	0	1	1	1	2	2
PE Teacher	0	1	1	2	2	2
Dance Technology (STEM)	0	0	U 1	U 1	U 1	0 1
Additional Core	0	0	0	0	0	0
Spanish / Language	0	0	0	1	1	1
Additional Elective Teachers	0	0	1	1	1	1
Total Teaching Staff	0.00	20.50	34.00	46.50	57.50	63.50
ADMIN & SUPPORT	19-20	20-21	21-22	22-23	23-24	24-25
Executive Director & Assistant	0	0	0	0	0	0
Principal	0	1	1	1	1	1
Assistant Principal	0	1	2	3	4	4
Lead Teacher(s)	0	0	0	0	0	0
Counselor/ Student Support Advocate	0	0	1	2	2	3
Curriculum Coach Office Manager	0	0	0	0	1	1
Registrar	0	0	1	1	2	2
Clinic Aide/ FASA	0	0	1	1	1	1
Receptionist	0	1	1	1	2	2
Teacher Assistants (Including SPED)	0	3	4	6	8	9
Campus Monitor/Custodian	0	1	2	3	5	5
Cafeterial Manager SPED Facilitator	0	1 0	0	0	0	0
Speech Pathologist	0	0	0	0	0	0
School Psychologist	0	0	0	0	0	0
School Nurse	0	0	0	0	0	0
Gate Teacher	0	0	0	0	0	0
Total Admin & Sunnart	0.00	9.00	15.00	22.00	30.00	32.00
Total Admin & Support	0.00	9.00	13.00	22.00	30.00	32.00
Total # Teachers	0.00	20.50	34.00	46.50	57.50	63.50
Total # Admin & Support	0.00	9.00	15.00	22.00	30.00	32.00
Total Staff	0.00	29.50	49.00	68.50	87.50	95.50
Total Salarios & Ponofite as % of European		56.99%	E7 170/	57.66%	E0 06%	EC 0C0/
Total Salaries & Benefits as % of Expenses Instruction Salaries as % of Total Salaries		56.99% 70.04%	57.17% 70.52%	57.66% 69.68%	59.06% 68.25%	56.86% 68.99%
Admin & Support Salaries as % of Total Salaries		29.96%	29.48%	30.32%	31.75%	31.01%
Rent as % of Expenses		17.11%	17.08%	16.72%	15.74%	19.62%
DEVENUE (@ 100%)						
REVENUE (@ 100%) Budget Revenue	-	3,273,854	5,527,356	7,614,928	9,755,843	10,801,987
NSLP	-	25,000	30,000	30,000	50,000	50,000
Special Ed Funding (Part B)	-	31,500	47,500	80,750	112,100	137,750
SPED Discretionary Unit	-	-	165,000	280,500	389,400	478,500
Other:		-	-	-	-	<u>-</u>
Total Revenues	-	3,330,354	5,769,856 5,537,356	8,006,178	10,307,343	11,468,237
Actual Revenue NSLP	-	3,273,854 25,000	5,527,356 30,000	7,614,928 30,000	9,755,843 50,000	10,801,987 50,000
Special Ed Funding (Part B)	-	31,500	47,500	80,750	112,100	137,750
SPED Discretionary Unit	-	-	165,000	280,500	389,400	478,500
Other:	-	-	-	-	-	-
Total Actual Revenues:	-	3,330,354	5,769,856	8,006,178	10,307,343	11,468,237
FYDENCES						
EXPENSES		ı l	ı		l	

Personnel Costs	19-20	20-21	21-22	22-23	23-24	24-25
Principal Principal		130,000	131,950	133,929	135,938	137,977
Assistant Principal(s)	-	70,000	149,050	231,786	315,763	320,499
Lead Teacher	-	-	-	-	-	-
Curriculum Coach	-	-	-	-	57,000	57,855
Counselor / Student Support Advocate/Dean	-	-	57,000	114,855	116,578	175,326
Teachers Salaries	-	783,000	1,320,000	1,824,500	2,295,000	2,548,000
SPED Teachers	-	108,750	176,000	244,750	292,500	341,250
Office Manager/ Registrar / Banker	-	45,000	85,675	131,960	173,940	176,549
Secretary & FASA	-	18,360	37,440	38,160	58,320	59,400
Teacher Assistants (including SPED)	-	54,000	73,440	112,320	152,640	174,960
Campus Monitors	-	25,440	51,840	79,200	134,400	136,800
Unrestricted Salaries	-	1,234,550	2,082,395	2,911,460	3,732,078	4,128,616
Restricted Salaries						
SPED Facilitator	-	-	-	-	-	-
Speech Pathologist	-	-	-	-	-	-
School Psychologist	-	-	-	-	-	-
School Nurse	-		-	-	-	-
Cafeteria Manager	-	18,000	18,360	37,440	38,160	38,880
NSLP Manager	-	-	-	-	-	-
On Campus Sub	-	20,700	20,700	20,700	20,700	20,700
Total Salaries and Wages	-	1,273,250	2,121,455	2,969,600	3,790,938	4,188,196
PERS - 29.5%	-	375,609	625,829	876,032	1,118,327	1,235,518
Insurances/Employment Taxes/Other Benefits Incentives / Bonuses	-	219,636	371,255	527,104	682,369	764,346
· · · · · · · · · · · · · · · · · · ·	-		- - 000	-	- - 000	- -
Tuition Reimbursements Subst. Teachers (10 days/Teacher)	-	5,000 12,050	5,000 34,300	5,000 53,050	5,000 75,550	5,000 79,550
Total Payroll / Benefits and Related		1,885,544	3,157,839	4,430,786	5,672,184	6,272,610
Operations	19-20	20-21	21-22	22-23	23-24	24-25
Consumables	-	7,000	77,500		133,300	145,700
Zion's FFE Lease - payments	-	86,000	187,000	267,000	343,000	306,000
Office Supplies	-	6,045	10,075	13,702	17,329	18,941
Classroom Supplies	-	12,555	20,925	28,458	35,991	39,339
Copier Supplies	-	1,860	3,100	4,216	5,332	5,828
Nursing Supplies	-	1,395	2,325	3,162	3,999	4,371
SPED Supplies	-	5,040	6,000	10,200	14,160	17,400
Athletics	-	10,000	17,500	25,000	30,000	30,000
Dues and Fees	-	5,000	5,150	5,305	5,464	5,628
Lunch Program	-	-	-	-	-	-
Travel Reimbursement	-	2,500	2,500	2,500	2,500	2,500
Special Education Contracted Services	-	79,050	131,750	179,180	226,610	247,690
Contracted Data Services	-	5,500	5,665	5,835	6,010	6,190
Management Fee	-	209,250	348,750	474,300	599,850	655,650
Payroll Services	-	7,480	12,960	17,640	22,200	24,120
Audit/Tax	-	1,500	10,000	10,300	23,000	23,690
Legal Fees	-	1,000	2,000	6,000	6,000	6,000
IT Services - Monthly	-	19,530	32,550	44,268	55,986	61,194
IT Set-up Fees	-	15,000	8,500	13,000	13,000	13,000
Website	-	3,000	3,000	3,000	3,000	3,000
Copier / Printing	-	40,000	50,000	68,000	82,040	84,501
Infinite Campus	-	2,000	2,000	2,000	2,000	2,000
State Administrative Fee (2%)	-	65,477	110,547	152,299	195,117	216,040
Affiliation Fee - Inc. (1/2 of 1%)	-	-	27,637	38,075	48,779	54,010
Affiliation Fee - Professional Development (1/2 of 1%)	-	16,369	27,637	38,075	48,779	54,010
Phone and Communications (with E-rate discount)	-	6,500	6,695	8,396	6,896	6,896
Postage	-	750	1,100	1,133	1,167	1,202
Background and Fingerprinting	-	1,770	1,170	1,170	1,140	480
Facility and School Insurances	-	27,000	27,810	35,000	36,050	37,132
Marketing Other Bushases	-	1,000	1,200	1,400	1,600	1,800
Other Purchases	-	1,000	1,000	2,000	2,000	1,500
Total Facilities	19-20	640,571 20-21	1,144,046 21-22	1,566,012 22-23	1,972,299 23-24	2,075,811 24-25
Public Utilities	13-20	100,000	130,000	165,000	200,000	230,000
Fire and Security alarms	-	7,500	7,725	7,957	8,195	250,000 8,441
Contracted Janitorial	-	56,500	67,500	126,900	130,707	166,500
Custodial Supplies	-	6,975	11,625	15,810	19,995	21,855
Facility Maintenance	-	22,000	31,000	50,000	51,500	53,045
Lawn Care	-	13,500	13,905	14,322	14,752	15,194
AC Maintenance & Repair	-	10,000	16,000	21,980	22,639	23,319
Total	-	216,475	277,755	401,969	447,789	518,354
		.,	,	- ,555	,. 55	-,
Total Expenses	-	2,742,591	4,579,640	6,398,767	8,092,271	8,866,775
		, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	, , ,	, , -	, ,, -
Scheduled Lease Payment	-	566,100	943,500	1,285,000	1,512,000	2,164,000
Scheduled Bond Payment	-	-	-	-	-	-
Rent Reimbursed by Pre-K	-	-	-	-	-	-
Surplus (Revenues-Total Expenses-Lease-Bond)	-	21,663	246,717	322,411	703,072	437,461
			·			·
	-	0.7%	4.3%	4.0%		3.8%
Mater MHS	19-20	20-21	21-22	22-23	23-24	24-25

	LOAN 5.014 \$ 365,00			008 2.863% 187,978 \$	3.000% 150,000 <i>\$</i>	5.000% 838 838,000 \$	5.000% 246 246,000 \$	5.000% 586 586,000 \$	5.000% 248 248,000 \$	5.000% 93 93,000		
18-19 19-20 20-21	\$ 100,895.6 \$ 33,631.8	8 \$ 40,332.	50 \$ 198,112.92 \$ 50 \$ 198,112.92 \$ 20 \$ 198,112.92 \$	49,792.92 \$ 49,792.92 \$	39,841.80 <i>\$</i>	85,668.96					\$ 372,536.44 18-19 \$ 348,431.52 19-20 \$ 386,860.80 20-21	430,000 OK 461,000 OK
21-22 22-23			\$ 66,037.64 \$ \$	49,792.92 \$ 16,597.64 \$		128,503.44 \$ 128,503.44 \$	57,112.64 85,668.96 \$	51,401.36			\$ 341,288.44 21-22 \$ 322,013.20 22-23	437,000 OK 447,000 OK
23-24				\$	13,280.60 \$		85,668.96 \$	•		22.045.04	\$ 355,956.40 23-24	503,000 OK
24-25					\$		85,668.96 \$ 28,556.32 \$ \$	77,102.04 \$ 25,700.68 \$	77,102.04 \$ 2 77,102.04 \$ 3 77,102.04 \$ 3 25,700.68 \$ 3 \$ 2	34,267.56 34,267.56	\$ 305,552.56 24-25 \$ 217,027.96 25-26 \$ 137,070.28 \$ 59,968.24 \$ 11,422.52 \$ -	466,000 OK

	19-20	20-21	21-22	22-23	23-24
Mt. Vista	\$ 117,014.96	\$ 63,134.98	\$ 36,483.25	\$ 23,240.43	\$ 6,640.30
Bonanza	\$ 231,416.56	\$ 238,056.86	\$ 119,189.11	\$ 33,199.01	\$ 6,640.30
Hollywood		\$ 85,668.96	\$ 185,616.08	\$ 265,573.76	\$ 342,675.80

	20-21	21-22	22-23	23-24	24-25
Interest %:	5.000%	5.000%	5.000%	5.000%	5.000%
Enrollment growth:	465	310	279	279	124
Equipment Cost:	\$ 465,000	\$ 310,000	\$ 279,000	\$ 279,000	\$ 124,000

Year	20-21	21-22	22-23	23-24	24-25	Total
2020-2021	\$ 85,668.96					\$ 85,668.96
2021-2022	\$ 128,503.44	\$ 57,112.64				\$ 185,616.08
2022-2023	\$ 128,503.44	\$ 85,668.96	\$ 51,401.36			\$ 265,573.76
2023-2024	\$ 128,503.44	\$ 85,668.96	\$ 77,102.04	\$ 51,401.36		\$ 342,675.80
2024-2025	\$ 42,834.48	\$ 85,668.96	\$ 77,102.04	\$ 77,102.04	\$ 22,845.04	\$ 305,552.56
2025-2026		\$ 28,556.32	\$ 77,102.04	\$ 77,102.04	\$ 34,267.56	\$ 217,027.96
2026-2027			\$ 25,700.68	\$ 77,102.04	\$ 34,267.56	\$ 137,070.28
2027-2028				\$ 25,700.68	\$ 34,267.56	\$ 59,968.24
2028-2029					\$ 11,422.52	\$ 11,422.52

\$ 86,000	ОК
\$ 187,000	OK
\$ 267,000	OK
\$ 343,000	OK
\$ 306,000	ОК

	20-21	21-22	22-23	23-24	24-25
Anticipated Enrollment:	465	775	1,054	1,333	1,457

Position	Starting Salary	20-21	21-22	22-23	23-24	24-25
Principal	130,000/year	1	1	1	1	1
Assistant Principal	70,000/year	1	2	3	4	4
Classroom Teachers (Core)	43,500/year	15	25	34	43	47
Classroom Teachers (Special)	43,500/year	3	5	7	8	9
Special Education Teachers	43,500/year	2.5	4	5.5	6.5	7.5
Counselor/ Student Support Advocate	57,000/year	0	1	2	2	3
Curriculum Coach	57,000/year	0	0	0	1	1
Office Manager	45,000/year	1	1	2	2	2
Registrar	40,000/year	0	1	1	2	2
Clinic Aide / FASA	12.75/hour	0	1	1	1	1
Receptionist	12.75/hour	1	1	1	2	2
Teacher Assistants (Including SPED)	12.50/hour	3	4	6	8	9
Campus Monitor/Custodian	13.25/hour	1	2	3	5	5
Cafeterial Manager	12.50/hour	1	1	2	2	2
	Total Staff:	29.5	49	68.5	87.5	95.5
	Total Staff Costs:	\$ 1,273,250	\$ 2,121,455	\$ 2,969,600	\$ 3,790,938	\$ 4,188,196

All salaries are anticipated to increase by 1.50% each year.

Additional staff positions will be added in the following years based on the school's growth

	20-21	21-22	22-23	23-24	24-25
Total Salaries and Wages:	\$ 1,273,250	\$ 2,121,455	\$ 2,969,600	\$ 3,790,938	\$ 4,188,196
Benefits % of Salaries:	46.75%	47.00%	47.25%	47.50%	47.75%
Total Cost of Benefits:	\$ 595,244	\$ 997,084	\$ 1,403,136	\$ 1,800,696	\$ 1,999,864

TRUE TRUE TRUE TRUE TRUE

Clark County / Building / Inspection Services / Occupancy



Building Inspection Services



BUILDING INSPECTIONS

Authorization To Occupy / Use

Occupancy

No building or structure for which a Certificate of Occupancy is required under Clark County Title 30 shall be used or occupied, and no change in the existing occupancy classification of a building or structure or portion thereof shall be made until the Building Official has issued a Certificate of Occupancy.

Stocking goods, training employees or installing furnishings may be considered a form of occupancy. Specific questions concerning occupancy authorization should be directed to the assigned building inspector and fire inspector.

Certificate of Completion

A Certificate of Completion is a document issued upon completion of work on a structure not intended for occupancy, such as a water tank, or a structure that requires further permitted interior work to occupy, such as a shell building. A Certificate of Completion does not authorize occupancy of the structure.

Tenant build outs within a shell structure (permitted as interior remodels) may not receive a final building inspection or receive any type of occupancy authorization, including a Temporary Certificate of Occupancy, until the shell building has received approval of the final building inspection and has been granted a Certificate of Completion.

Certificate of Occupancy (CO)

A Certificate of Occupancy is a document issued upon completion of a structure designed and permitted for immediate occupancy after completion and approval of all permitted work. This certificate will be issued within 3 working days of the final building inspection approval.

Temporary Certificate of Occupancy (TCO)

A Temporary Certificate of Occupancy (TCO) may be granted for all or a portion of the building or structure when it has been determined that no substantial hazard exists and all required inspections and clearances are partially or fully approved. Results of required inspections and clearances may be reviewed by checking your permit online.

A TCO may only be issued for a commercial or multi-tenant residential project. Single-family residential units are not eligible to be granted a TCO.

To apply for a TCO, the owner, owner's representative or general contractor shall submit a Temporary Certificate of Occupancy Application Form and pay an application fee of \$125.00. After all sub-trade permits are approved for final inspection or partial final inspection, all required clearances from other departments and agencies are approved, the permit holder may request a Partial Final Building Inspection. Upon approval of this inspection, the temporary occupancy may be granted, subject to the conditions listed on the TCO Conditions Letter.

<u>Click here to obtain a TCO application form online</u>, or you may obtain a copy at our offices at 4701 W. Russell Road. To review this department's policy addressing the issuance of a TCO, click here: (<u>P&P</u> 9.00.12)

Copies of Existing Certificates

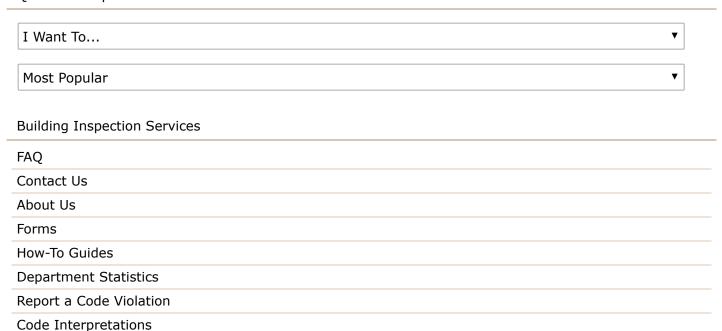
Copies of all Certificate types can be obtained by accessing our <u>Document Image Search</u> program, available on this website. When searching for an occupancy certificate, use Building Applications as your

Department/Agency Phone List

The following departments and agencies may have required clearances prior to the issuance of a TCO or CO:

- Sanitation District (Sewer) (702) 434-6627
- Health District (Septic) (702) 759-1000
- Civil (Off-site Improvements) (702) 455-4610
- Water District (702) 870-2011
- Fire Department (702) 455-7316

Outal Look	
Quick Look-	111)





Jobs | Contact Us | Title II/Title VI | Privacy Policy | © Copyright 2015 Clark County, NV | 500 S. Grand Central Pkwy., Las Vegas, NV 89155 (702) 455-0000

(Facility Attachment & Cartificate of Octoberand Crunty Presention

4701 West Russell Road, Las Vegas, NV 89118 ~ (702) 455-3000

Checklist for Commercial Submittals

Jerome A. Stueve, P.E., Director

Samuel D. Palmer, P.E., Assistant Director · Girard W. Page, Fire Marshall

Date:	Assess	sor's Parcel #:		Application #:	
Project Na	ame:			Number of	of Units:
Address:			City:		Zip:
Owner:			Contractor:		
Scope of	Work:		Commission	on Approval:	
Phased:	FOUNDATION	STRUCTURAL	ARCHITECTURAL	MECHANICAL/PLU	UMBING/ELECTRICAL
		CITIZEN ACCES	S CONTACT INFORMATION		
Name	e:		Company Name:		
	-				
		State/Zip:			
Emai	l: Project Representa	ations Ciamantonas		<u> </u>	
CUDMITT	AL: ARCH/STRUC (IB				
(3) (3) (1)	Grading Plans Wet Sta Geotechnical Reports CD Electronic Submitta	amped by a Nevada Professional Civil Eng Wet Stamped (one for ESGI) (3 al of Geotechnical Information (ESGI) ed/Signed by a Nevada Architect – to include: Plan (details) \$ (2) (IECC) 2) (IECC)	WATER: LV SANITATION: CC DUST: Yes Mitigation Fee (\$550	TEMS PRIOR TO ISSUE: VWD	Other Other
1 2 3 4 5 6 7 8 9	BLDG# / NAME	# OF UNITS BLDG TY	PE APPLICATION#	VALUATION	PLANS EXAM FEE

Submittal will expire if permit is not issued within 180 days of approval or if applicant fails to respond to plan review comment within six (6) weeks of notification.

BPC-001

8/7/2017

(Facility Attachment 8) Certificate of Occupancy and County Docs. Clark County Department of Building & Fire Prevention 4701 West Russell Road, Las Vegas, NV 89118 ~ (702) 455-3000

Finished Floor Elevation Certificate

Jerome A. Stueve, P.E., Director Samuel D. Palmer P.E., Assistant Director • Girard W. Page, Fire Marshal

PERMIT#:	DATE:			
ADDRESS:				
SUBDIVISION:				
This form must be completed by a Nevada registered land surveyo	or after the slab inspections and prior to requesting framing inspections.			
Yes No Located in 100-year flood plain. (It is mandatory that this item be completed).				
NOTE: When "Yes" is selected, a copy will be forwarde	d to Civil Engineering Division for record keeping purposes.			
Flood Insurance Rate Map Community Panel Number: _				
I hereby acknowledge that I have reviewed the approved plans and certify the following (select one):				
The lowest habitable finished floor elevation is in compliance with the approved plans.				
The construction forms at time of concrete placement for the lowest habitable finished floor were in compliance with the approved plans.				
The lowest habitable finished floor elevation exceeds what is indicated on the approved plans by 0.3 feet or more.				
Indicate the actual elevation here:				
The lowest habitable finished floor elevation is less	than what is indicated on the approved plans.			
Indicate the actual elevation here:				
Indicate the design finished floor elevation here:				
	Affix seal, sign and date.			
Firm Name:				
Phone#:				
Email:				
Return this completed certificate to Building Field Servic 4701 West Russell Road ~ Las Vegas, NV 89118 ~ (702) 4				



Clark County Department of Building & Fire Prevention

4701 West Russell Road, Las Vegas, NV 89118 ~ (702) 455-3000

Commercial, Industrial & Multi-Family Development Building Permit Guide

Jerome A. Stueve, P.E., Director Samuel D. Palmer P.E., Assistant Director • Girard Page, Fire Marshal

Part I. General Information

This guide outlines the requirements for obtaining the necessary building permits for commercial, industrial, and multi-family developments. This guide is not intended for Complex Facilities such as Highrise Buildings, Atria, Hospitals, Covered Malls, Casinos, Convention Facilities, Amusement Building and similar Structures.

Part II. Prerequisites

You must obtain land use approval from the Clark County Planning Commission and/or board of County Commissioners. All land use applications are made through the Comprehensive Planning Department (702) 455-4314.

Land use approvals are typically subject to conditions imposed by Comprehensive Planning, Public Works Development Review, and other departments and agencies. Once granted, land use approval is consent for the project in concept only and does not constitute approval of any earthwork or construction activities. On-site development plan submittals (discussed in the next paragraph) are reviewed by Comprehensive Planning Zoning Plans Check, Public Works Development Review and Building Plans Examination to verify compliance with applicable codes and ordinances. Plans are also reviewed for consistency with the approved land use and compliance with the imposed conditions. Permits will not be issued until all requirements are met.

While you are waiting for the land use application to be processed by the Comprehensive Planning, you may want to submit your on-site plans to the Department of Building. You are also advised to submit your off-site applications and technical studies to the Public Works Development Review as early as possible after commission approval or when you know your off-site requirements. These actions should help to reduce processing time.

NOTE: For large, complex, or unique projects, you may request a pre-development meeting at which representatives of various departments and agencies are present to discuss various aspects of the proposed project before you submit your plans. Contact Building Plans Examination at (702) 455-3000 to schedule a pre-development meeting.

Part III. Applicant's Responsibility

NOTE: An applicant may propose a phased design and construction approach with the approval of the Department of Building. In order to utilize this option a pre-submittal meeting must be scheduled by contacting the Building Plans Examination office at (702) 455-3000. For more information and the appropriate guidelines, please refer to the "Phased Design Building Guide."

PERMIT APPLICATION(S)

Permits for commercial, industrial, and multi-family developments will only be issued to appropriate Nevada licensed contractors with a Clark County business license.

- Completed Building Permit Application(s)
 - Must include assessor's parcel number (APN and associated land use application numbers received from Comprehensive Planning.
 - Applicants must specify the work to be covered by the permit. Separate buildings and associated fences, walls, trash enclosures, carports, shade structures, signs, etc. require separate permit applications but may be included in the same plan submittal package.
- Completed Sub-permit Applications(s), as appropriate.
 - Sub-permit applications may be included with your building permit package and appropriate plans, or they may be submitted after the building permit is approved.
 - **♦** Electrical
- ♦ Plumbing
- ♦ Mechanical
- Additional Permit Application(s) and appropriate plans, when required.
 - ❖ May be included with the initial building permit plan submittal or as a separate submittal at a later time, if appropriate.
 - ♦ Fence/Block Wall
- ♦ Pool/Spa
- ◆ Amusement/Transportation Rides
- Grading (may be done as a separate permit, refer to Part IV, Submittal Package, Grading).
 Temporary structures (i.e., canopies or fences) used for the protection of the public also require a separate permit.

OWNERSHIP/LEGAL DESCRIPTION)

• One (1) copy of recorded deed, deed of trust, or escrow instructions (to show ownership and legal description of the property).

Part IV. Applicable Codes

Currently adopted:

- ➤ International Building Code
- Uniform Mechanical Code
- Uniform Plumbing Code
- > International Energy Conservation Code
- National Electrical Code
- ➤ ICC/ANS A117.1
- ➤ Southern Nevada Building Code Amendments
- Clark County Building Administrative Code
- ➤ Title 30, Unified Development Code

Part V. Construction Documents

Construction design plans and supporting documents must be prepared, signed and stamped by a Nevadaregistered architect or professional engineer (as applicable for the discipline involved). Each sheet of plans must be stamped, signed, and dated by the design professional. The cover sheets of each discipline must

be wet-stamped with an original signature of the design professional. All sheets must be sized the same and 24" x 36" sized plan sheets are preferred.

A contractor licensed under the provisions of the Nevada Revised Statutes (NRS 624) may prepare and submit his own plans provided that the plans are signed by the contractor and meet the conditions specified in the Nevada Revised Statutes (623.330).

PLANS AND SUPPORTING DOCUMENTATION:

Upon submittal of a plan package, the applicant is required to pay a plan review fee based upon the valuation of the structure (per building) or the estimated contract price (per building). Apartment and condominium projects are assessed a plan review fee for each building type based upon valuation per sq. ft. as determined by Clark County.

- Grading plan three (3) copies prepared by a Nevada registered professional civil engineer and showing structure, finished floor elevations, corresponding street elevations, land contours and elevations, lot drainage and any storm-water mitigating features, scale, benchmark, legal description, and north arrow. For more information regarding grading plan requirements refer to the "Grading" handout.
- Three (3) sets of building plans, drawn to scale in ink or reproduction including, architectural, structural, electrical, mechanical and plumbing. All sheets must be sized the same and 24" x 36" plan sheets are preferred and must include the following:

ARCHITECTURAL PLANS:

Architectural plans must be prepared by appropriately licensed Nevada Architect or Contractor. At a minimum, the plans must include the following:

Design Summary/ Code Analysis, including:

- Proposed building uses/occupancies.
- Mixed-Use design analysis (separated versus non-separated uses)
- The type(s) of construction.
- Allowable building height(s) and area(s) analysis, itemized by each proposed use.
- Occupant loads of each building(s), itemized by each proposed use.
- Fire protection design, including all passive and active elements and design criteria.
- Minimum plumbing facilities analysis
- Accessibility Analysis, including accessible parking
- Energy Compliance Report/Analysis
- Site plan, indicating all property lines (real and assumed) and separation distances and accessible routes.

- Floor plans which indicate the use of each space and all wall types.
- Exterior and interior Elevations.
- Fire protection plans, indicating all fire walls, fire barriers, shaft enclosures, fire partitions, smoke barriers, smoke partitions, horizontal assemblies, penetrations, fire-resistant joint systems, opening protective's, exit enclosures and all construction details and fire-stopping methods.
- Interior and exterior wall plans and cross-sections, including all wall framing details, material details, fire-resistance-ratings/details, minimum energy conservation requirements and connection to structure details.
- Exterior wall cladding systems and materials, including EFIS, curtain walls, store fronts, etc. and all edge of slab protection details, if applicable.
- Roof and reflective ceiling plans.
- Dropped ceiling construction framing details, connection to structure details and materials.
- Furniture/fixture plans per floor.
- Fixed seating plans for all possible event configurations, if applicable.
- Building cross-sections, indicating all minimum energy conservation requirements and sound transmission requirements.
- Door & window schedules including, fire-resistance ratings, and minimum energy fenestration ratings (U-values and SHGC). For site-built windows, simulation report reference numbers provided by an NFRC accredited simulation laboratory, for each type of product to be used in the project.
- All other necessary Architectural details.
- Stairs, handrails and guards and associated cross-sections and details.
- Interior and exterior floor, wall and ceiling finishes, schedules and details.

STRUCTURAL PLANS:

Structural plans and calculations must be prepared by an appropriately licensed Nevada professional engineer. A Nevada licensed structural engineer must analyze and design buildings over three stories, or more than 45 feet, measured from the bottom of the foundation to the peak of the roof. At a minimum, the structural plans must include:

- Two (2) Sets of the Geotechnical Report
- Two (2) Sets of structural calculations
- General structural notes, including specific special inspection requirements

- Foundation plan(s)
- Floor framing plan(s)
- Roof framing plan(s)
- Pre-fabricated floor and roof truss calculations/plans
- Column and beam schedules
- Shear wall schedules
- All structural connection details
- Seismic restraint design and details of all required mechanical, plumbing and electrical elements, if applicable.
- Complete exterior wall cladding designs, including all structural connection details and edge of slab protection details, if applicable.
- Steel fireproofing plans and schedules, if applicable, which must include: Structural framing backgrounds with hourly fire-resistance ratings.
- Fireproofing schedules.
- A handout can be obtained from our website in our How-To Guides titled: "<u>Fireproofing for Steel Construction Building Permit Guide</u>". Guide number BPG-053.
- Additional submittal requirements for Structural Steel Fireproofing Plans can be obtained from our website in our Plan Review Division, Standard Designs titled: "F-101 Requirements For Structural Steel Fireproofing Plan".

MECHANICAL/PLUMBING PLANS:

Mechanical and Plumbing plans must be prepared by appropriately licensed Nevada Mechanical Engineer or Contractor. At a minimum, the plumbing and mechanical plans must include the following:

- Two (2) Sets of mechanical energy conservation compliance calculations, based on the IECC.
- Site Utility Plan, indicating cooling towers, fire pumps, private and public sewer lines, manholes, cleanouts, materials, sizing, slopes.
- Mechanical & plumbing floor plans, with architectural backgrounds, indicating all fire-resistance rated walls and horizontal assemblies and the required duct and air transfer opening protection.
- All equipment and fixture schedules, for both plumbing and mechanical, including water heating devices.

- Seismic restraint design and details of all required mechanical and plumbing elements, if applicable.
- Provide calculations for minimum outside air ventilation requirements. All refrigeration systems, refrigerant classifications, machinery rooms, and piping.
- Duct and register materials, sizes and support methods for supply, return, outside air, environmental air, product conveying systems, commercial hoods and kitchen ventilation.
- Vertical riser diagrams for all multi-story structures, for DWV, water, gas and mechanical ventilation systems.
- Locations and functions of all smoke/fire detectors and duct detectors.
- Locations of all smoke/fire/ceiling dampers.
- Waste & vent materials, sizing and isometric layouts.
- Water supply & distribution materials, sizing, calculations and isometric layouts.
- Indirect waste, materials, sizing, cleanouts.
- Fuel gas piping, design pressures, regulator locations, and shut-off valves. Southwest Gas Approval is required for Medium or High pressure gas.
- Combustion air openings and details.
- All gas venting sizing, terminations & details.
- Cross-connection control devises.
- Roof drainage piping for both primary and overflow plans and calculations.
- Sand & oil and grease interceptors, with calculations.

ELECTRICAL PLANS:

Electrical plans must be prepared by appropriately licensed Nevada Electrical Engineer or Contractor. At a minimum, the electrical plans must include the following:

- Energy compliance calculations for lighting based on the IECC and local amendments.
- Electrical site plan identifying all site lighting, utility transformer(s), service location(s), emergency generator location(s) and fire pump(s).
- Electrical floor plans, with architectural backgrounds, for lighting, power, communications and all special systems with all circuits clearly identified.

- Provide $\frac{1}{4}$ " = 1'-0" scale drawings of electrical rooms, elevator machine rooms, and generator and fire pump rooms.
- Electrical symbol schedule and legend.
- Switchboard and panel board schedules with A.I.C ratings, specifications and loads clearly shown.
- Show the location of all emergency panel board locations and coordinate with Architectural Plans.
- Lighting fixture schedule.
- Switchboard schedule (if applicable).
- Single-line diagrams, indicating size and types of all transformers, conduit, conductors and overcurrent protection sizing with distribution boards, switchboards, panels and services, including all electric utility information.
- All raceways, wiring methods, materials, sizes and circuiting.
- Seismic restraint design and details of all required electrical elements, if applicable.
- All over current protection.
- Bus bracing, fault-current calculations.
- Complete electrical load calculations.
- Seismic restraint design and details of all required electrical elements, if applicable.
- Separation/fire-resistance-protection of all emergency and standby systems.
- All Egress Illumination and egress identification.
- All systems supplied by emergency and standby power.

CLARK COUNTY FIRE DEPARTMENT PERMIT SURVEY FORM

The completed form must be attached to the building permit application.

GRADING:

Site grading is normally included under the scope of the general building permit when it is issued. An applicant may apply for a separate on-site grading/excavation permit, if the nature of the project warrants the issuance of a site grading permit separate from numerous individual building permits.

Additional grading plans, geotechnical (soils) reports, cubic yards of cut and fill for fees determination, departmental reviews and approvals are required for a separate site grading permit.

Civil Engineer's approval of the grading plan in association with the civil design (OFF-SITE) plans does not constitute approval of an on-site grading permit or authorization to perform on-site grading

activities. An on-site grading permit submittal must be filed directly with the Department of Building. Public Works Development Review will not approve grading permit applications until all required technical studies and off-site improvement plans are approved. For more detailed information, refer to the "Grading" handout.

Part VI. Review & Approval Steps

AGENCY APPROVALS - not required at initial submittal; however, they must be completed and presented to the Department of Building prior to permit issuance.

- Water Verification You must provide one of the following:
 - Las Vegas Valley Water District Commitment (Application available at the Las Vegas Valley Water District and the Clark County Department of Building)
 - Water Commitment from another applicable water purveyor agency
 - State Division of Water Resources Well Permit if a commercial well
 - Private Water Source (if applicable)
- Sanitation (Septic/Sewer) Verification You must provide one of the following:
 - Water Reclamation District [or other applicable sanitation agency] Connection Fee Receipt for Sewer
 - Septic System Permit (when the public sewer is not available to the property) from the Southern Nevada Health District.
 - Water Reclamation District approval for a privately owned wastewater facility such as a package extended aeration plant or oxidation ponds system
- Desert Conservation Plan Land Disturbance/Mitigation Fee Form
- Clark County Air Quality Management Dust Permit (if required)
- Required if area to be disturbed exceeds .25 acre.
- Southern Nevada Health District Food Establishment Approval. Health Department approval is required for food and (drink) related establishments including food service establishments, food service support facilities, retail/wholesale food sales, and retail/wholesale food processors.

ADDITIONAL APPROVALS

Depending on the project, you may be required to submit your fire protection system plans (including hazardous materials management, fire alarm, and fire sprinkler plans) to the Clark County Fire Department (575 E. Flamingo Road, Las Vegas, NV 89119). For specific information, contact the Clark County Fire Department's plancheck office at (702) 455-7100.

NOTE: Federal law requires the issuance of a storm water discharge permit when construction activities disturb five (5) or more acres of land and discharge storm water.

For additional information on requirements and/or questions, applicants should contact the Bureau of Water Pollution Control at (702) 687-4670 ext. 3153 or ext. 3149.

Department of Building & Fire Prevention Locations & Services **MAIN OFFICE** On-Site Plan Submittals Temporary Certificate of Occupancy Submittals All "Walk-Through" Plan Review / Permitting 4701 W. Russell Road **Building Inspections** Las Vegas, NV 89118 **Building Inspector Inquiries Functions** Residential Tract Submittal / Permitting Amusement / Transportation Systems Operation (702)455-3000 All Sub-Trade (Electrical, Plumbing & Mechanical) Certificates Permitting **Approved Fabricators Building Inspection Scheduling Functions** Quality Assurance Agency Listing Fire Prevention Inspection Services Records **LAUGHLIN OFFICE Building Inspection Services** Regional Government Center Fire Prevention Inspection Services 101 Civic Way Laughlin, NV 89029 (702)298-2436

Automated Phone System (702) 455-3000

Option 1: For all Inspection services or to report a building code violation.

Option 2: For information regarding on-site permits or new plan submittals.

Building Inspection Services

Fire Prevention Inspection Services

Option 3: For the Building Plans Examination division or QAA information.

Option 4: For the Zoning Plans Examination division.

Option 5: For information or copies regarding land development, construction documents, plans or permits.

Option 6: To speak with Management staff.

OVERTON OFFICE

Overton, NV 89040 (702)397-8089

320 North Moapa Valley Blvd.

Option #: For hours of operation, Office location and website information.

Other Clark County Departments/Divisions/Districts					
Air Quality & Environmental Management	500 S. Grand Central Parkway, Las Vegas NV	(702) 455-5942			
Public Works, Development Review Services	500 S. Grand Central Parkway, Las Vegas NV	(702) 455-6000			
Comprehensive Planning	500 S. Grand Central Parkway, Las Vegas NV	(702) 455-4314			
Fire Department	575 E. Flamingo Road, Las Vegas NV	(702) 455-7316			
Las Vegas Valley Water District	1001 S. Valley View Boulevard, Las Vegas NV	(702) 870-2011			
Southern Nevada Health District	625 Shadow Lane, Las Vegas NV	(702) 759-1000			
Water Reclamation District	5857 E. Flamingo Road, Las Vegas NV	(702) 668-8888			
State of Nevada					
Division of Water Resources	400 Shadow Lane, Suite 201, Las Vegas NV	(702) 486-2770			
Nevada State Contractors Board	2310 Corporate Circle, Suite 200, Henderson NV	(702) 486-1100			
Utilities					
Nevada Power	6226 W. Sahara Avenue, Las Vegas NV	(702) 402-5555			
Southwest Gas	5241 Spring Mountain Road, Las Vegas NV	(877) 860-6020			

www.clarkcountynv.gov/building

(Facility Attachment 8) Certificate of Occupancy and County Docs. Clark County Department of Building & Fire Prevention 4701 West Russell Road, Las Vegas, NV 89118 ~ (702) 455-3000

Temporary Certificate of Occupancy Application

Jerome A. Stueve, P.E., Director Samuel D. Palmer P.E., Assistant Director • Girard W. Page, Fire Marshal

BUILDING PERMIT#:	DATE:
	ADDRESS:
CITY:	STATE: ZIP: PHONE#:
OWNER:	ADDRESS:
	STATE: ZIP: PHONE#:
	PROJECT ADDRESS:
CITY:	STATE: ZIP: PHONE#:
DATE OF REQUESTED OCCUPANCY:	DATE OF PROJECT COMPLETION:
AREA (S) REQUESTED FOR OCCUPANCY:	
REASON FOR REQUEST:	
IDENTIFY WORK THAT IS NOT COMPLETE:	
 Regulation. Prior to the expiration of the TCO, it is the responsarion permitted work. Acceptable final inspections are uncompleted work cannot be finished during the The TCO shall not be valid until acceptable inspections, and the Certificate has been posted in the AS CONTRACTOR, I FULLY UNDER TOO. 	oke the TCO if it is determined that the building is in violation of any Clark County Code or insibility of the Owner or Contractor to request required inspections for completion of a required by all applicable trades prior to issuance of a Certificate of Occupancy. If e duration of the TCO, reapplication for a TCO is required.
(Print):	
Email:	
(Sign):	
Contractor (Initial): This application is valid for 3 If the TCO is not issued within 30 days, this application will be disc	
O RE	CORD STAUS AND SOURCE OF RELEASE
F WATER	FFEC
I SEWER	LANSCAPE CERT
C SEPTIC	
CIVIL ENGINEERING	
U CCFP	copy of last recorded inspection for each permit listed.
	ceipt#: Processed By:
Amount Falu Net	эсірет

(Facility Attachment 8) Certificate of Occupancy and County Docs. Clark County Department of Building & Fire Prevention

4701 West Russell Road, Las Vegas, NV 89118 ~ (702) 455-3000

Occupancy Checklist for Typical Commercial Project Jerome A. Stueve, P.E., Director

Samuel D. Palmer P.E., Assistant Director • Girard W. Page, Fire Marshal

CERTIFICATE OF OCCUPANCY

(No Fee Required)

Water Clearance

Common Agencies: Las Vegas Valley Water District (702) 870-4194 North Las Vegas Water (702) 376-5078 Outlying Areas

Sanitation Clearance

(Sewer or Septic System)
Common Agencies (sewer):
Clark County Water Reclamation District
(702) 434-6602
Las Vegas City Sewer (702) 229-6251
Outlying Areas
Common Agency (septic system):
Clark County Health District (702) 385-1291

Drainage Compliance Report

Submit this report (for each building permit) to Building Inspection Scheduling, Permit Application Center, 4701 W. Russell Rd.., Las Vegas, NV (702) 455-3000

Off-Site Clearance

Obtain this clearance from Civil Engineering Division (702) 455-4610

QAA

Submit QAA to Clark County Building Inspection Division, 4701 W. Russell Rd., Las Vegas, NV (702) 455-3000

Fire Department Approval

Clark County Fire Department (702) 455-7316) Coordinated through Building Inspections. (Inspection Record Form).

Landscape Certification

Submit to Building Inspection Scheduling, Permit Application Center, 4701 W. Russell Rd.., Las Vegas, NV (702) 455-3000. Include all permit numbers for the project.

Approved Final Inspections

(For All Permits for the Project)
You must have clearance of all the above items.
(Water, Sanitation, Drainage Report, Off-Sites,
QAA, Fire Department & Landscape Certificate)
Before final building inspections will be scheduled.

TEMPORARY CERTIFICATE OF OCCUPANCY (TCO)

(\$125 Filing Fee)

Water Clearance

Common Agencies: Las Vegas Valley Water District (702) 870-4194 North Las Vegas Water (702) 376-5078 Outlying Areas

Sanitation Clearance

(Sewer or Septic System)
Common Agencies (sewer):
Clark County Water Reclamation District
(702) 434-6602
Las Vegas City Sewer (702) 229-6251
Outlying Areas
Common Agency (septic system):
Clark County Health District (702) 385-1291

Drainage Compliance Report

Submit this report (for each building permit) to Building Inspection Scheduling, Permit Application Center, 4701 W. Russell Rd., Las Vegas, NV (702) 455-3000

Off-Site Clearance

Obtain this clearance from Civil Engineering Division (702) 455-4610

QAA

Submit QAA to Clark County Building Inspection Division, 4701 W. Russell Rd., Las Vegas, NV (702) 455-3000

Approved Partial Final Inspections

(For All Permits Related to the Project Described by the TCO).

Conditions related to the TCO will be included with issuance.

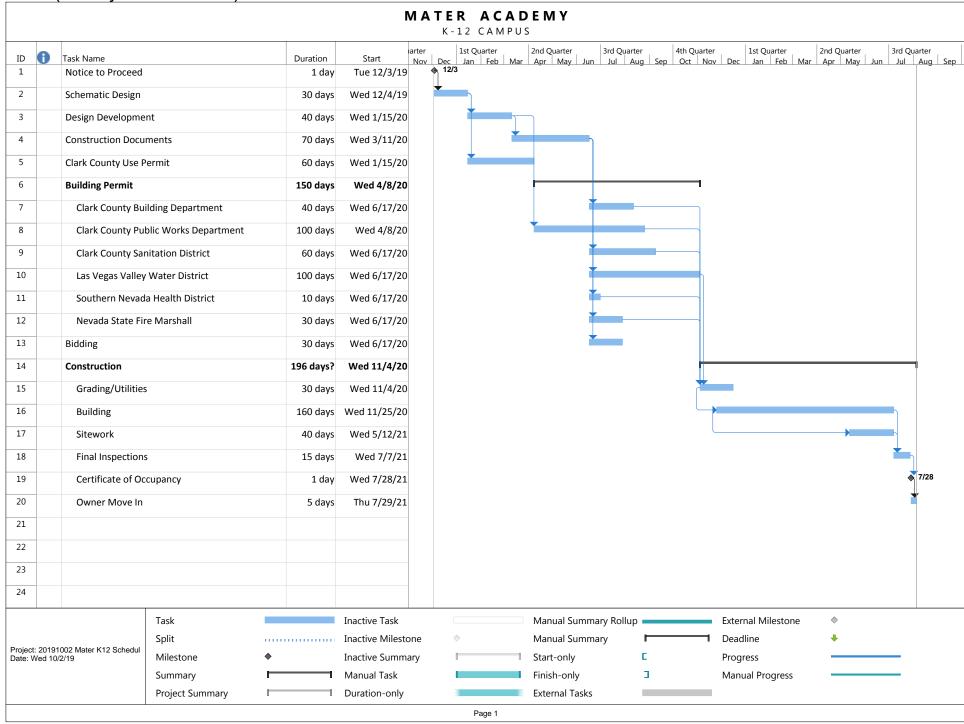
Application for a TCO and \$125 Application Fee

Submit to Building, Permit Application Center, 4701 W. Russell Rd., Las Vegas, NV (702) 455-3000. There is a five (5) day processing time from the date of application (once requirements are met) to TCO issuance.

(Facility Attachment 9) Gannt Chart MATER ACADEMY HIGH SCHOOL STEWART & FOGG CAMPUS | Duration | Start | Finish | December | 1 day | Tue 1/8/19 | Tue 1/8/19 | Tue 1/8/19 | 35 days | Wed 1/8/19 | Tue 1/8/19 | 5 days | Wed 1/8/19 | Tue 1/15/19 | 5 days | Wed 1/16/19 | Tue 1/22/19 |

Site Investigation Principal Meetings / Programming Site Design Building Design Entitlements	5 days Wed 1/16/19 Tue 1/22/19 5 days Wed 1/23/19 Tue 1/29/19 10 days Wed 1/30/19 Tue 2/12/19 10 days Wed 2/13/19 Tue 2/26/19	
Entitlements Submit to CC Neiborhood Meeting	37 days Wed 2/27/19 Thu 4/18/19 1 day Wed 2/27/19 Wed 2/27/19 1 day Tue 3/26/19 Tue 3/26/19	
Town Board Meeting Planning Commission Meeting	1 day Wed 4/10/19 Wed 4/10/19 1 day Thu 4/18/19 Thu 4/18/19	
Schematic Design Prepare SD Plans	25 days Wed 2/13/19 Tue 3/19/19 15 days Wed 2/13/19 Tue 3/5/19	
Contractor Review	5 days Wed 3/6/19 Tue 3/12/19	
Owner Review / Approval Design Development	5 days Wed 3/13/19 Tue 3/19/19 45 days Thu 4/11/19 Wed 6/12/19	
Finalize Architectural Backgrounds Prepare DD Engineering Drawings	5 days Thu 4/11/19 Wed 4/17/19 20 days Thu 4/18/19 Wed 5/15/19	
Finalize DD Package Contractor Review	10 days Thu 5/16/19 Wed 5/29/19 5 days Thu 5/30/19 Wed 6/5/19	
Owner Review / Approval Construction Documents	5 days Thu 6/6/19 Wed 6/12/19 75 days Thu 6/13/19 Wed 9/25/19	
Prepare 50% CD Drawings Contractor / Engineering Coordination	30 days Thu 6/13/19 Wed 7/24/19 5 days Thu 7/25/19 Wed 7/31/19	
Finalize CD Drawings QC Final CD Drawings	30 days Thu 8/1/19 Wed 9/11/19 5 days Thu 9/12/19 Wed 9/18/19	
Prepare Building Department Submittal Permitting	5 days Thu 9/19/19 Wed 9/25/19 76 days Thu 9/19/19 Thu 1/2/20	
SNHD Request Review Meeting	12 days Thu 9/19/19 Fri 10/4/19 1 day Thu 9/19/19 Thu 9/19/19	
Review / Approval Meeting NSFM	1 day Fri 10/4/19 Fri 10/4/19	
Submit to NSFM	46 days Thu 9/26/19 Thu 11/28/19 1 day Thu 9/26/19 Thu 9/26/19	
NSFM Review Respond to comments	20 days Fri 9/27/19 Thu 10/24/19 5 days Fri 10/25/19 Thu 10/31/19	
NSFM Review / Approval CCBD	20 days Fri 11/1/19 Thu 11/28/19 71 days Thu 9/26/19 Thu 1/2/20	
Submit to CCBD CCBD Review	1 day Thu 9/26/19 Thu 9/26/19 30 days Fri 9/27/19 Thu 11/7/19	
Respond to comments CCBD Review / Approval	5 days Fri 11/8/19 Thu 11/14/19 20 days Fri 11/15/19 Thu 12/12/19	
Fee Work Up Issue Building Permit	5 days Thu 12/26/19 Wed 1/1/20 1 day Thu 1/2/20 Thu 1/2/20	112
Civil Engineering Site Design	241 days Wed 1/23/19 Wed 12/25/19 146 days Wed 1/23/19 Wed 8/14/19	
Prepare B&T Prelim Grading & Utility Design	15 days Wed 1/23/19 Wed 3/14/19 15 days Wed 1/23/19 Tue 2/12/19 10 days Wed 2/13/19 Tue 2/26/19	
Traffic Study Prepare Traffic Study	76 days Wed 2/27/19 Wed 6/12/19 20 days Wed 2/27/19 Tue 3/26/19	
Submit Traffic Study to CC	1 day Wed 3/27/19 Wed 3/27/19	
CC Review Respond to comments	30 days Thu 3/28/19 Wed 5/8/19 5 days Thu 5/9/19 Wed 5/15/19	
CC Final Review / Approval Drainage Study	20 days Thu 5/16/19 Wed 6/12/19 86 days Wed 2/27/19 Wed 6/26/19	
Prepare Drainage Study Submit Drainage Study to CC	20 days Wed 2/27/19 Tue 3/26/19 1 day Wed 3/27/19 Wed 3/27/19	
CC Review Respond to comments	30 days Thu 3/28/19 Wed 5/8/19 5 days Thu 5/9/19 Wed 5/15/19	
CC Final Review / Approval Improvement Plans	30 days Thu 5/16/19 Wed 6/26/19 70 days Wed 2/27/19 Tue 6/4/19	
Prepare Improvement Plans Finalize Improvement Plans	60 days Wed 2/27/19 Tue 5/21/19 10 days Wed 5/22/19 Tue 6/4/19	
LVVWD Review Submit to LVVWD	91 days Wed 4/10/19 Wed 8/14/19 1 day Wed 4/10/19 Wed 4/10/19	
LVVWD Review	50 days Thu 4/11/19 Wed 6/19/19 10 days Thu 6/20/19 Wed 7/3/19	
Respond to comments LVVWD Review / Approval CCWRD Review	30 days Thu 7/4/19 Wed 8/14/19	
Submit to CCWRD	56 days Wed 4/10/19 Wed 6/26/19 1 day Wed 4/10/19 Wed 4/10/19	
CCWRD Review Respond to comments	30 days Thu 4/11/19 Wed 5/22/19 5 days Thu 5/23/19 Wed 5/29/19	
CCWRD Review / Approval CCPW Review	20 days Thu 5/30/19 Wed 6/26/19 130 days Thu 6/27/19 Wed 12/25/19	
Submit Improvement Plans to CCPW CCPW Review	1 day Thu 6/27/19 Thu 6/27/19 50 days Fri 6/28/19 Thu 9/5/19	
Respond to comments CCPW Review	10 days Fri 9/6/19 Thu 9/19/19 20 days Fri 9/20/19 Thu 10/17/19	
Respond to Comments Submit mylars to CCPW	5 days Fri 10/18/19 Thu 10/24/19 2 days Fri 10/25/19 Mon 10/28/19	
CCPW Review Mylars Correct mylars	15 days Tue 10/29/19 Mon 11/18/19 5 days Tue 11/19/19 Mon 11/25/19	
CCPW Review / Approval Circulate Mylars for Signature	10 days Tue 11/26/19 Mon 12/9/19 10 days Tue 12/10/19 Mon 12/23/19	
CCPW Final Approval NVE	2 days Tue 12/24/19 Wed 12/25/19 96 days Thu 6/13/19 Thu 10/24/19	
Initial Service Request Assign NVE Coordinator	1 day Thu 6/13/19 Thu 6/13/19 15 days Fri 6/14/19 Thu 7/4/19	
Execute Design Agreement	15 days Fri 6/14/19 Thu 7/4/19 10 days Fri 7/5/19 Thu 7/18/19 30 days Fri 7/19/19 Thu 8/29/19	
NVE Design Owner approval of Design	10 days Fri 8/30/19 Thu 9/12/19	
NVE Prepares Final Agreement Owner Execute Final Agreement	20 days Fri 9/13/19 Thu 10/10/19 10 days Fri 10/11/19 Thu 10/24/19	
Construction Bidding	218 days Tue 10/29/19 Thu 8/27/20 26 days Tue 10/29/19 Tue 12/3/19	
Pre Bid Meeting Bidding	1 day Tue 10/29/19 Tue 10/29/19 20 days Wed 10/30/19 Tue 11/26/19	
Review Bid Execute Construction Contract	5 days Wed 11/27/19 Tue 12/3/19 10 days Wed 12/4/19 Tue 12/17/19	
Construction Close Out	150 days Fri 1/3/20 Thu 7/30/20 10 days Fri 7/31/20 Thu 8/13/20	
Owner Move In	10 days Fri 8/14/20 Thu 8/27/20	
Bidding Review Bid Execute Construction Contract Construction Close Out	20 days Wed 10/30/19 Tue 11/26/19 5 days Wed 11/27/19 Tue 12/3/19 10 days Wed 12/4/19 Tue 12/17/19 150 days Fri 1/3/20 Thu 7/30/20	

(Facility Attachment 9) Gannt Chart



NOTICE OF PUBLIC MEETING of the Board of Directors of Mater Academy of Nevada

Notice is hereby given that the Board of Directors of Mater Academy of Nevada, a public charter school, will conduct a public meeting on October 2, 2019, beginning at 12:00 p.m. 6630 Surrey St., Las Vegas NV 89119. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered. Unless otherwise stated, the Board Chairperson may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance is asked to contact Dena Thompson at dena.thompson@academicanv.com or (702) 431-6260 at least two days prior to the meeting so that arrangements may be conveniently made.

If you would like copies of the meeting agenda, support materials or minutes, please email Dena Thompson at dena.thompson@academicanv.com or visit the school's website at https://www.materacademynv.org/ To request copies of the meeting audio, please email dena.thompson@academicanv.com

Public comment may be limited to three minutes per person at the discretion of the Chairperson.

AGENDA

October 2, 2019 Meeting of the Board of Directors of Mater Academy of Nevada

(Action may be taken on those items denoted "For Possible Action")

- 1. Call to Order and Roll Call. (For Possible Action).
- 2. Public Comment and Discussion. (No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)
- 3. Approval of the Minutes of the July 29, 2019 Board Meeting (For Possible Action)
- 4. Update on Academic and School Initiatives by Campus Principals (For Discussion)
- 5. Review and Discussion Regarding Data (For Discussion)
- 6. School Financial Performance (For Discussion)
- 7. Review and Approval of Acceptance of Grant Funds for the 2019/2020 School Year from: (For Possible Action)
 - a. Title I 1003a
 - b. AB 309
 - c. Read by Grade 3
 - d. School Safety
 - e. CCR-STEM
 - f. Fresh Fruit and Vegetable Program
 - g. SB 467
- 8. Discussion and Possible Action Regarding the Adoption of the Mater Academy of Nevada Sun Safety Policy (For Possible Action)
- 9. Review and Approval of the Mater Academy of Nevada Charter Renewal Application (For Possible Action)
- 10.Review and Approval to Submit an Application to Amend the Charter to Purchase Mater Academy of Nevada Bonanza Campus through Bonds (For Possible Action)

Attachment 27: Board Meeting Agenda

- 11.Review and Approval of a Revision to the Mater New Campus Amendment Approved April 9, 2019 to Include Grades Kinder-5th (For Possible Action)
- 12.Discussion and Approval to Form Mater Academy of Nevada Foundation (For Possible Action)
- 13. Review and Acceptance of Academica Evaluation (For Possible Action)
- 14. Academica Announcements and Notifications (For Information)
- 15. Public Comments and Discussion (Action may not be taken on any matter brought up under public comment until scheduled on an agenda for possible action at a later meeting.) (For Discussion)
- 16. Adjournment (For Possible Action)

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- (1) Mater Academy 3445 Mountain Vista St., Las Vegas, Nevada
- (2) Mater Academy 4760 East Bonanza Road, Las Vegas, Nevada
- (3) Henderson City Hall 240 South Water Street, Henderson, Nevada
- (4) Las Vegas City Hall 495 S. Main Street, Las Vegas, Nevada
- (5) North Las Vegas City Hall 2250 Las Vegas Boulevard North, North Las Vegas, Nevada
- (6) 6630 Surrey St., Las Vegas, Nevada
- (7) notices.nv.gov

MINUTES of the meeting of the BOARD OF DIRECTORS of MATER ACADEMY OF NEVADA October 2, 2019

The Board of Directors of Mater Academy of Nevada held a public meeting on October 2, 2019 at 12:00 p.m. at 6630 Surrey St., Las Vegas NV 89119.

1. Call to Order and Roll Call

Board Vice-Chair Mary Beth Scow called the meeting to order at 12:03 p.m. with a quorum present. In attendance were Board members Mary Beth Scow, Lisa Satory, Patricia Fernandez, and Robert Anderson.

Board Members Dan Triana, Ricardo Jasso, and Eva Melendrez were not present at this meeting.

Also present was Principal Amy Gronna and Assistant Principal Olivia Carbajal; as well as Academica representatives Trevor Goodsell, Carlos Segrera, Michael Muehle, and Kyle McOmber.

2. Public Comments and Discussion

There was no request for public comment.

3. Approval of the Minutes of the July 29, 2019 Board Meeting

Member Fernandez moved to approve the minutes of the July 29, 2019 Board Meeting. Member Satory seconded the motion, and the Board voted unanimously to approve.

4. Update on Academic and School Initiatives by Campus Principals

Principal Amy Gronna and Assistant Principal Olivia Carbajal addressed the Board and reviewed the student and family activities, the teacher focused activities, and the administrative activities at the campuses.

5. Review and Discussion Regarding Data

Principal Gronna and Assistant Principal Carbajal reviewed the data and Star ratings with the following data points:

Mountain Vista Elementary

- 4 Star rating
- Overall ELA proficiency was 46.2%

- Overall Math proficiency was 52.1%
- Improved from 44.9% students hitting growth targets in 2018 to 62.9% in 2019
- Reduced chronic absenteeism from 17.3% in 2018 to 6.2% in 2019
- Increased Science proficiency by 25% from 2018 to 2019

Mountain Vista Middle School

- 5 Star rating
- Overall ELA proficiency was 54.2%
- Overall Math proficiency was 33.4%
- Improved from 37.5% students hitting growth targets in 2018 to 49.0% in 2019
- Reduced chronic absenteeism from 12.6% in 2018 to 2.1% in 2019
- Improved Science proficiency by 3.2% from 2018 to 2019

Bonanza Elementary

- 3 Star rating
- Overall ELA proficiency was 36.6%
- Overall Math proficiency was 31.4%
- Improved from 34.7% students hitting growth targets in 2018 to 55.6% in 2019
- Reduced chronic absenteeism from 12.6% in 2018 to 5.7% in 2019
- Improved Science proficiency by 12% from 2018 to 2019

Bonanza Middle School

- 4 Star rating
- Overall ELA proficiency was 43.5%
- Overall Math proficiency was 24.6%
- 34% of students hit growth targets
- Chronic absenteeism was 6.2%

Mr. Michael Muehle addressed the Board and stated that Mater Academy Star ratings had improved from one 4 Star school, two 3 Star schools, and one 1 Star school in 2018; to one 5 Star school, two 4 Star schools, and one 3 Star school in 2019. He stated it was because of the hard work and dedication of the principals, assistant principals, and teachers at the campuses. Member Scow asked Principal Gronna and Assistant Principal Carbajal to express the Board's appreciation to the entire staff. Principal Gronna stated that the parents also deserved recognition for their willingness to work with the students and teachers.

6. School Financial Performance

Carlos Segrera addressed the Board and reviewed the financial performance through July 2019. He stated that, with the system at 99.5% enrollment, the DSA revenue would increase from the amount reported in the financial summary; adding that the instructional supplies expense was higher in the beginning of the year which would result in a decrease of the deficit throughout the year. Member Anderson asked if the negative variance would be a concern going forward. Mr. Trevor Goodsell addressed the Board and stated that the enrollment funding would true-up in November. Member Scow

asked for clarification for SPED funding. Mr. Segrera stated that state funding was listed as discretionary units and the federal funding was listed as part B; adding that the funding was based on the prior year SPED enrollment.

7. Review and Approval of Acceptance of Grand Funds for the 2019/2020 School Year from:

- a. Title I 1003a
- b. AB 309
- c. Read by Grade 3
- d. School Safety
- e. CCR-STEM
- f. Fresh Fruit and Vegetable Program
- g. SB 467

Mr. Muehle stated that Mater Academy had been awarded seven grants that would need to be accepted by the Board. He reviewed the grants and amounts as provided in the support materials.

Member Satory moved to approve the grant funding for the 2019/2020 School Year as listed. Member Fernandez seconded the motion, and the Board voted unanimously to approve.

8. Discussion and Possible Action Regarding the Adoption of the Mater Academy of Nevada Sun Safety Program

Mr. Muehle stated that Senate Bill No. 159 required the school to develop and approve a Sun Safety Policy and reviewed the policy as contained in the support materials. Member Satory asked who would provide sunscreen or lip balm, to which Mr. Muehle replied that the students would be responsible to provide any sunscreen and lip balm needed. Discussion ensued regarding how the policy would affect the dress code policy, with Mr. Muehle stating that hats would only be allowed on the playground or during outside activities.

Member Satory moved to adopt the Mater Academy Sun Safety Policy. Member Fernandez seconded the motion, and the Board voted unanimously to approve.

9. Review and Approval of the Mater Academy of Nevada Charter Renewal Application

Mr. Muehle stated that the Board had previously approved the Letter of Intent for the charter renewal application and would need to approve the submission of teh application.

Member Fernandez moved to approve the Mater Academy of Nevada Charter Renewal application. Member Satory seconded the motion, and the Board voted unanimously to approve.

10. Review and Approval to Submit an Application to Amend the Charter to Purchase Mater Academy of Nevada Bonanza Campus through Bonds

Mr. Goodsell stated that the purchase option for the Bonanza campus would be coming available and an amendment would be necessary to purchase the campus. He stated that, although the option to purchase was upcoming, by applying for the amendment at this time, Mater Academy would be able to purchase the campus when the market was favorable.

Member Fernandez moved to the submission of an application to amend the Charter to purchase the Bonanza campus through bonds. Member Satory seconded the motion, and the Board voted unanimously to approve.

11. Review and Approval of a Revision to the Mater New Campus Amendment Approved April 9, 2019 to Include Grades Kinder-5th

Mr. Muehle stated that the Board had previously submitted an amendment for a 6^{th} - 12^{th} grade campus; however, with the recent Star ratings the amendment could be revised to include Kinder through 5^{th} grade.

Member Satory moved to approve the revision to the Mater new campus amendment approved April 9, 2019 to include grades kinder through 5th. Member Fernandez seconded the motion, and the Board voted unanimously to approve.

12. Discussion and Approval to Form Mater Academy of Nevada Foundation

Mr. Goodsell stated that it would be prudent to have a foundation to purchase the campus; adding that a foundation could also be beneficial for fundraising. Member Satory asked if the foundation would have a separate board, to which Mr. Goodsell replied in the affirmative. Discussion ensued regarding the membership of a foundation board.

Member Fernandez moved to approve forming the Mater Academy Foundation. Member Satory seconded the motion, and the Board voted unanimously to approve.

13. Review and Acceptance of Academica Evaluation

Mr. Muehle reviewed the results of the Academica evaluation. He stated that additional staff had been hired in the only department that had received less than exemplary on the evaluation.

Member Satory moved to accept the Academica evaluation. Member Fernandez seconded the motion, and the Board voted unanimously to approve.

14. Academica Announcements and Notifications

Mr. Muehle stated that he would contact Board members to invite them to the SPCSA meeting when the amendments are discussed.

15.	Public	Comments	and Discr	ıccinn
10.	Fublic	Comments	and Discu	1881011

There was no request for public comment.

16. Adjournment

The meeting was adjourned at 12:49 p.m.

Approved on: _____

Secretary of the Board of Directors Mater Academy of Nevada.