

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2021 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For Additional Instructions, please see the [Amendment Application Guidance Document](#)

For the: **Mater Academy of Nevada**

Date Submitted: **November 23, 2021**

Current Charter Contract Start Date: **July 1, 2020**

Charter Contract Expiration Date: **June 30, 2025**

Key Contact: **Mary Beth Scow**

Key Contact title: **Board Chairperson**

Key Contact email and phone: marybeth.scow@materacademynv.org

Date of School Board approval of this application: **November 17, 2021**

Deadlines

	Spring Cycle	Fall Cycle
Notice ¹ of Intent to submit Request for Charter Amendment (RFA)	No Later Than: March 1	No Later Than: September 1
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action <i>(tentative and subject to change)</i>	June board meeting	December board meeting

RFA application processing includes an initial high-level completeness check followed by an ongoing completeness check as specific, relevant sections of the application are reviewed in detail.

Red text indicates updates or points of emphasis.

¹ Notice or Letter of Intent

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval 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. [Change of Incorporation Status](#)
14. [Other changes](#): Implementation of Pre-K Program.

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Introduction

The SPCSA seeks to continuously improve its processes and the quality of its services. Over the past few years we have, for example, been able to significantly reduce the amount of paperwork involved in the processing of Request For Amendment Applications, primarily by separating primarily instructional and guidance information to a separate Technical Guidance document.

The SPCSA are now adding a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for one of the following four most frequently requested RFA applications.

If you’re seeking RFAs in one of the following four (4) areas, the following guidance may help you prepare and process your application faster

The first three may be handled in the Consent Agenda section of the board meeting, also:

Most Frequent Requests For Amendments (RFAs)

The following are four most frequently requested amendments to charters/contracts:

1. Dual credit RFA applications
2. Distant education RFA applications
3. Enrollment additions or contractions and grade expansions or contractions
4. Facilities acquisitions or leases

Below are the processing requirements.

For the following:

1. Dual credit RFA applications
2. Distant education RFA applications
3. Enrollment additions or contractions and grade expansions or contractions (Financial Plans required)

Complete the following check marked items from the below application requirements. You do not need to respond to the unchecked areas.

Sections Required (short form only for the above four RFA requests):

- Executive Summary
- Meeting The Need
 - Expansions to new grade levels or new campuses must complete the Meeting the Need section.
- Academic Plan (required if expanding to new grades that are currently not being offered)
- Financial Plan
 1. For enrollment RFAs, complete the tab labeled “General” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the RFA.
 2. For facility related RFAs, complete the tab labeled “**Facilities**” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.
 3. This file is not required for Dual Credit or Distance Education RFAs assuming costs are nominal. The applicant is responsible for confirming this in the narrative should this be the case.
- Operations Plan
- RFA Specific Sections (as applicable for your RFA, as opposed to General Sections)

Section I: Standard RFA Requirements

A) EXECUTIVE SUMMARY

Required for all submissions. 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

The Governing Board of Mater Academy of Nevada (MAN) currently oversees three campuses all located in the Las Vegas Valley: Mountain Vista, Bonanza, and East Las Vegas. The Governing Board is comprised of 7 members representing a diverse set of skills and areas of expertise. Currently the board consists of the following individuals:

- Mary Beth Scow, Chairperson – Mrs. Scow has dedicated her career to improving education as well as the entire community of Southern Nevada. She has 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 for the Silver State School Credit Union. She has been a resident of Clark County for over 40 years. Areas of expertise: education, board governance, community member.
- Ricardo Jasso, Vice Chairperson - 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. 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. Areas of expertise: real estate, community member.
- Lisa Satory, Secretary – Mrs. Satory is the founding and current Principal of Pinecrest Academy of Nevada's Sloan Canyon campus, which opened in 2019 and previously led Pinecrest's Horizon campus, both of which received 5-Star ratings with the latest NSPF results. She is a dedicated administrator, committed to putting students first and helping prepare them for college and career. Mrs. Satory is active in the educational community outside of school administration and previously served on the Board of the Nevada Association of School Administrators as the Secretary/Treasurer. Mrs. Satory has had the opportunity to present at numerous conferences nationwide. Areas of expertise: educational administration and charter school experience.
- Robert Anderson, Treasurer – As the Director of Finance and Accounting for Cardno Latin America Division, Mr. Anderson 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. Areas of expertise: accounting and finance.

- [Dan Triana, Member](#) – Mr. 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 by 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. Areas of expertise: educational administration and charter school experience.
- [Eva Melendrez, Member](#) – Ms. Melendrez 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. Areas of expertise: legal, community advocacy, and parent engagement.
- [Patricia Fernandez, Member](#) – Ms. 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. Ms. Fernandez is a proud and dedicated mother of two who both attend Mater Academy of Nevada. Areas of expertise: legal and parent engagement.

The Mountain Vista campus, which opened in 2014, is currently lead by Principal Olivia Carbajal and serves students in Kindergarten through 8th Grade. In 2017, Mater opened their second campus: Bonanza, which also serves K-8 students. The school is currently lead by Principal Amy Gronna. Most recently, Mater opened their third school known as the East Las Vegas campus in 2020 and currently serves students in grades K-9, with approval to expand to grades K-12. Between the three campuses, there is a current waitlist of approximately 1,617 students wishing to enroll in the Mater Academy of Nevada system.

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. The current mission and vision of Mater Academy of Nevada, is as follows:

Mission:

Mater provides a safe learning environment where

Academics are facilitated by

Teachers, administrators, parents, and the community which

Enable students to become confident, self-directed learners in a technology rich college preparatory environment through

Rigor, Relevance, Relationships

Vision:

Mater provides exemplary educational choices by offering an innovative college preparatory curriculum; empowering confident leaders of tomorrow.

3. Specific statement of the request

(Example:) “The Board of the above named charter school, operating under a current contract with a start date of [July 1, 2020](#) and a six-year expiration date of [June 30, 2025](#) requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

1. Dual-Credit Programs

2. EMOs: Amend charter contract with an EMO or CMO

- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels
- 5. Enrollment: Eliminate a grade level or other educational services
- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- 7. Facilities: Occupy additional sites
- 8. Facilities: Relocate or consolidate campuses
- 9. Facilities: Occupy a temporary facility

10. Other (specify): **Implement a Pre-K program.** _____

(See full list above of RFA amendment types)

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

Please see [Attachment 2 – Board Meeting Agenda and Minutes](#).

4. A summary explanation of the reasons that the charter school is seeking to make this specific requested change.

Dual-Credit

In an effort to comply with the language in NRS 389.310, Mater Academy of Nevada is seeking an amendment to their current charter contract to include a dual-credit program for their students.

Pre-Kindergarten

In order to comply with the Nevada State Public Charter School Authority’s amendment requirements, Mater was encouraged to amend their current charter to provide a Pre-K program.

5. Description of proposed target model and target communities

Dual-Credit

Mater’s target community for this proposed program will be all current Mater students at the middle and high school level.

Pre-Kindergarten

Mater’s target community for their proposed Pre-K program will be those families residing within a 2-mile radius of Mater Academy of Nevada’s East Campus.

6. Statement of outcomes you expect to achieve across the network of campuses

Mater hopes to be approved for the addition of both a dual-credit program as well as a pre-k program in order to empower confident leaders of tomorrow, as per their mission and vision.

7. Key components of your educational model for the expanded school

The key design elements, programs, structures, and principles of Mater Academy of Nevada will remain unchanged with the addition of this RFA. However, key components of Mater’s model include, but are not limited to: 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. Additionally, Mater Academy of Nevada offers students an innovative, challenging, and multicultural education, which prepares them to be global citizens and obtain a competitive edge in the 21st century workforce. By providing students with a multicultural education through Mater’s enrichment program, students will become cross-culturally competent global citizens, who are college and career ready.

8. **Describe the charter school’s plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.**

Please see [Attachment 3 – Restorative Justice Plan](#).

9. **Describe the charter school’s plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.**

Mater currently enrolls a diverse student population. 80% of the student population is Hispanic/Latino, 10% are Black/African-American, and 5% are White.

10. The values, approach, and leadership accomplishments of your school or network leader and leadership team

Renee Fairless brings more than 30 years of educational career experience and is the founding and current principal of Mater’s East Las Vegas Campus. After her first job teaching in Dade County, Florida, Mrs. Fairless moved to Nevada where she began working for the Clark County School District. During her 27 years of working for the district, Mrs. Fairless served as a teacher, counselor, and administrator. She worked as an elementary counselor for both Basic and Sunrise Mountain high schools, which has greatly contributed to her ability to guide students toward success both inside and outside the classroom. In 2014, Mrs. Fairless opened Mater Academy of Nevada’s flagship campus at Mountain Vista and has led it to becoming one of the top performing Title I schools in the state of Nevada.

Before opening Mater’s second campus (Bonanza) in 2017, Mrs. Amy Gronna spent 19 years working for the Clark County School System in a variety of roles. These roles include: primary teacher; teacher mentor in reading, writing, and math; coaching teachers to excel in education; and assisting teachers in learning best practices to helping students excel in the reading process as a Literacy Strategist and Coach. She later gained solid administrative experience by serving as the Assistant Principal for two Clark County Schools, both located on the east side of Las Vegas. Throughout her educational career, Mrs. Gronna seeks to help teachers grow so in turn, students can succeed and increase parental engagement across all grades.

Olivia Carbajal has spent 11 years working hard to improve educational outcomes for students in Nevada. She has experience working with a variety of students, from Pre-K to middle school, and has demonstrated a strong belief and drive in helping all students to succeed. Mrs. Carbajal has been with the Mater Academy of Nevada system since its inception in 2014, where she worked alongside Mrs. Fairless in helping to open and establish Mater Academy as one of the top-performing Title I schools in the state of Nevada. Mrs. Carbajal is committed to carrying out the vision and mission of Mater Academy and is focused on providing all students a high quality education in a positive engaging environment and ensuring they obtain the necessary communication, collaboration, and critical thinking skills needed to be successful in life. Mrs. Carbajal currently serves as the head principal for Mater Academy’s Mountain Vista campus.

11. Key supporters, partners, or resources that will contribute to your expanded school’s success.

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.
- Distinctive Insurance – Providing consultation and supports for teacher and school staff health insurance and other benefits.

- East Valley Family Services – 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
- Intellatek – Improving learning environments through technology
- Journey, United Methodist Church – Providing childcare, English language courses, Family Support Systems, and Prayer Partnership, among others.
- Junior Achievement of Southern Nevada – Provides hands-on experience in financial literacy through various programs
- Los Compadres Meat Market – Providing catering support for events and donations for all school needs.
- Mobile Dental – Provides various high quality dental health services for parents and students in disadvantaged communities.
- Nevada Health Centers – Participates in Mater’s health fair and is planning to implement telemedicine services at Mater Academy in the future.
- Nevada Job Connect – Helps provide parents and other community members with finding jobs through networking
- UNLV – Provides tutoring services for students and teacher education
- Urban League - 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.

NOTES

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.**
4. *If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:*
 - a. *Letter from the Board chair requesting Good Cause Exemption;*
 - b. *Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and*
 - c. *The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption.*

Please see [Attachment 1 – Good Cause Exemption Letter](#).

5. **To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle (▲) left of that heading.**

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.

Dual-Credit

Mater's target community for this proposed program will be all current Mater students at the middle and high school level. Mater is seeking this amendment in order to comply with the language in NRS 389.310 as well as to provide further educational resources for its community.

Pre-Kindergarten

Mater's target community for their proposed Pre-K program will be those families residing within a 2-mile radius of Mater Academy of Nevada's East Campus. Mater's interest in serving this community is driven by parents from the school's community seeking a pre-kindergarten program for their children.

- (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.

Dual-Credit & Pre-Kindergarten

Both of Mater's requests (dual-credit and pre-kindergarten) align to the mission of the SPCSA by providing further educational resources to its community, which will assist in preparing all students for academic, social, and economic success.

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).
 - 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.

Dual-Credit

This question is not applicable to this particular amendment request.

Pre-Kindergarten

Beyond the addition of a Pre-Kindergarten program, Mater Academy of Nevada has no plans to build or expand to an additional campus within the next 6 years, therefore this question is not applicable.

- (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;
- b. Difficulty raising philanthropic funding;
- c. Insufficient talent pipeline/difficulty recruiting faculty;
- d. Insufficient leadership pipeline/difficulty recruiting school leaders;
- e. Misalignment between the founding school and leader and new campuses and leaders, and;
- f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

Dual-Credit

This question is not applicable to this particular amendment request.

Pre-Kindergarten

Mater Academy East Campus is proposing to start a Pre-Kindergarten program in the 2022-23 school year contingent upon receiving funds from Nevada Ready! State Pre-K grant. In the event that state funds are unavailable, the campus would then seek grant funds such as CSP, ESSER, Cares ESSER II, ARAP, and ESSER III grant funds as additional funding streams. If both the statewide process and grant funds are unavailable then the school would remain operating as a traditional K-12.

- (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.

Dual-Credit & Pre-Kindergarten

This question is not applicable to either of Mater's amendment requests at this time.

PARENT AND COMMUNITY INVOLVEMENT

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

Dual-Credit

This question is not applicable to this particular amendment request.

Pre-Kindergarten

Since its inception, Mater Academy of Nevada has understood the critical role and vital strength of parental and community engagement. Upon approval of their East campus, Mater has continued to utilize its existing community partnerships and methods of communication to listen to parents and families and understand their desire for a Pre-Kindergarten program.

- (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?

Dual-Credit

This question is not applicable to this particular amendment request.

Pre-Kindergarten

Mater will continue to engage parents and other community members through the amendment application approval process through community meetings (such as IMPACT meetings at Bob Price Recreation Center) and school events such as: award ceremonies and Parent-Teacher Meetings among others.

- (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.

Dual-Credit

This question is not applicable to this particular amendment request.

Pre-Kindergarten

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: 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** ___, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Dual-Credit

This question is not applicable to this particular amendment request.

Pre-Kindergarten

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.
- Distinctive Insurance – Providing consultation and supports for teacher and school staff health insurance and other benefits.
- East Valley Family Services – 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
- Intellatek – Improving learning environments through technology
- Journey, United Methodist Church – Providing childcare, English language courses, Family Support Systems, and Prayer Partnership, among others.
- Junior Achievement of Southern Nevada – Provides hands-on experience in financial literacy through various programs
- Los Compadres Meat Market – Providing catering support for events and donations for all school needs.
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- UNLV – Provides tutoring services for students and teacher education
- Urban League - 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?

Dual-Credit

This question is not applicable to this particular amendment request.

Pre-Kindergarten

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, Mater understands the central role a school plays in a neighborhood. As a school, Mater works with the previously mentioned 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.

As Mater implements a pre-kindergarten program, 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.

Dual-Credit

This question is not applicable to this particular amendment request.

Pre-Kindergarten

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.

C) ACADEMIC PLAN

Apart from the [PRE-KINDERGARTEN PROGRAMS](#) subsection, the remainder of the ACADEMIC PLAN will remain unchanged from this amendment request. Therefore, the remainder of these questions are not applicable. Please see [PRE-KINDERGARTEN PROGRAMS](#) and/or [RFA: Add Dual-Credit Program](#) for more information.

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.

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.

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?

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.
 - (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.*
- (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?

(2) Academic Vision and Theory of Change

- (a) **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.

(3) 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?
 - b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **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.
 - c) **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.
 - d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
 - e) **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.
 - f) **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.
 - g) **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?
 - h) **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.
 - i) **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?
 - j) **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.
 - k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

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.
- 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.
- 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?

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.

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.

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 high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

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

Mater Academy East Campus is proposing to start a Pre-Kindergarten program in the 2022-23 school year contingent upon receiving funds from Nevada Ready! State Pre-K grant. In the event that state funds are unavailable, the campus would then seek grant funds such as CSP, ESSER, Cares ESSER II, ARAP, and ESSER III grant funds as additional funding streams. If both the statewide process and grant funds are unavailable then the school would remain operating as a traditional K-12.

- (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.

Mater Academy East Campus will not charge tuition for pre-kindergarten services. The school is awaiting approval from the Nevada Department of Education to provide a program through Nevada Ready! State Pre-K which is a state funded educational program for families who qualify based on income eligibility.

Please see [Attachment 15](#) for an overview of the pre-kindergarten staffing charts.

- (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.

The pre-kindergarten program at Mater East will replicate the already successful programs implemented at the two other Mater campuses in the Las Vegas valley, Mater Mt. Vista and Mater Bonanza. The Mater Pre-K program follows the same mission and vision found in the K-12 model with the addition of the preschool specific Mission Statement.

Mater Preschool Mission Statement

We are dedicated to helping each child reach their full potential to become a well-rounded individual. Providing each child with a safe environment of engaging new learning experiences. We strive to help children grow in all areas of development and become self-motivated learners.

To remain in alignment with the other Mater Pre-K programs, the following is a list of curriculum that is intended to be implemented.

Content	Curriculum	Purpose
ELA	World of Wonders: A Comprehensive Pre-K Curriculum	World of Wonders builds a strong foundation for early literacy including cross-curricular activities that focus on social-emotional development and preparation for kindergarten and beyond.
Critical Thinking	ThinkLaw	Lessons on critical thinking infused into nursery rhymes and fairy tales
Science	Project Lead the Way (PLTW)	PLTW Launch uses hands-on activities in computer science and engineering with collaborative problem solving to meet the Next Generation Science Standards.
Math (Blended Learning)	ST Math	Virtual instructional program that builds conceptual understanding of math concepts through challenging puzzles, non-routine problem solving, and formative feedback.
Early Literacy (Blended Learning)	Smarty Ants	Builds foundational reading skills of phonemic awareness and complex phonics skills to decode phonemes and words.

- (4) Explain how the school’s proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

The Mater East pre-kindergarten program will follow all required program elements to meet the federal expansion grant criteria. The elements include:

1. Teacher Qualifications – The Pre-K teacher responsible for providing direct instruction to students must fulfill the licensure requirements for teacher the pre-K population, including an Early Childhood teacher license or an ECE endorsement and will be paid a salary comparable to K-12 instructional staff.
2. Eligibility – Children enrolled in the program must be 4 years old by September 30 and families determined to be income eligible below 200% of the poverty level.
3. Intensity – The program will provide a minimum of 5 hours per day or 25 hours per week of pre-K class time and follow the attendance policy of the Mater Board of Directors.
4. Curriculum – The program will utilize the Nevada Pre-K Content Standards and implement developmentally appropriate, research-based curriculum that is aligned to Pre-K Standards.
5. Class Size/Ratio – Classrooms will have no more than 20 children with 2 adults (the 2 adults will be an appropriately certified and licensed teacher and an appropriately certified teaching assistant).
6. Evaluation – The program will participate in the annual program evaluation system. The program quality will be assessed by a reliable assessor using the Early Childhood Environment Rating System, Third Edition.
7. Family Engagement – Family engagement will be evaluated in conjunction with the Pre-K program.
8. Comprehensive Services – The program will include coordination with community resources/agencies to meet the needs of participating children and families.
9. Inclusion – The percentage of eligible children with disabilities served will not be less that either the percentage of four-year-old children served statewide through Part B of IDEA, or the current national average. Individualized accommodations and supports ensure access and participation for all children.
10. Equitable Access – Each child applicant will have equal access to the same content as other children.

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.
- (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).
- (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.

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.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
 - a) (*Elementary Schools Only*) How will the school accurately identify students prior to 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?
 - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (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?
 - 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 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.
- (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?
- (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?

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.

- (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?
- (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.
- (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?
- (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?
- (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.*

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 a 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 the principal. Each campus employs an office manager to work with Academica Nevada. 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 complies 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) Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.

Available upon request.

- (3) **Attachment** _____. 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. 0

The budget created for Mater Academy of Nevada includes the per-pupil revenue assumption of \$7,293 for the 22-23 fiscal year of operation; with an estimated 1.00-2.00% increase each subsequent year thereafter. Assumption was based on the per-pupil statewide base and per pupil funding amount in Clark County found in Senate Bill No. 458. Refer to [Attachment 10 – Budget Narrative](#) for a more detailed overview of per-pupil funding.

- (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** _____. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

Refer to [Attachment 10](#) for a more detailed overview of all anticipated funding sources. Specific grant funding source to note: Pre-K grant revenue assumed at \$500,000 each year, related expenses are also assumed at \$500,000 and are contingent on Mater Academy of Nevada being awarded the Pre-K grant.

- (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 10](#) 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 the next 6-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 10](#) 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 collaborates closely with Academica Nevada in searching and applying to receive grants deemed beneficial to the school in order to further support the planning and implementation of the charter. Pre-K Grant revenue is assumed in the budget, as well as the related expenses which include: Salaries and benefits (coordinator, teachers, aides, interventionist) and instructional consumables.

- (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 11](#) for a detailed overview of all the budgeted revenue and expenses.

- (4) 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).

Refer to [Attachment 11](#).

- (5) 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).

Refer to [Attachment 12](#).

- (6) 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.

Available upon request.

- (7) 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** ____.

Refer to [Attachment 14](#).

- (8) 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.](#)

- (9) 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 are reflected at each of the campuses. The Board, 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 per quarter and Academica Nevada will prepare the financial statements for the designated board meetings. Academica will meet with school principals during the development of annual budgets to collaborate in creating a complete budget. 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.

E) OPERATIONS PLAN

The questions of this section are not applicable. Please see [PRE-KINDERGARTEN PROGRAMS](#) and/or [RFA: Add Dual-Credit Program](#) for more information.

◆ **Indicate “No Change” to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.**

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. 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?
2. 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
 - (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.
 - (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
 - (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.
3. Organization charts and decision-making authority:
 - (a) Provide the following organizational charts:
 - (i) Current
 - (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)
 - (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 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.*

4. 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** ___)
 - b) Resumes of all current leadership (provide as an **Attachment** ___).
 - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment** ___)
5. 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.
6. 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** ___).
 7. Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.
 8. 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?
 9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

LEADERSHIP FOR EXPANSION

- 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 2022-23 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 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

STAFFING

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file.** indicating 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.

Sample Excerpt—Complete using Excel file

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Management Organization Positions						
<i>Complete this form using the Excel file</i>						
[Specify]						
[Specify]						

[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

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.
- 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.
- 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.
- 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?
- 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.

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.
- 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.
- 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.

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

Function	Mgt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				
Data Mgt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgt				

Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

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.

- g. 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.
- h. 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.
- i. 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 lottery² 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.
- j. 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.

² 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.

- k. 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.
- l. 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?
- m. 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?
- n. Complete the following tables for the proposed school to open in 2021-22. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2021 and fall 2022.

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

Grade Level	Number of Students				
	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K					
1					
2...					
10					
11					
12					
Total					

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

Sample Excerpt

Grade Level	Number of Students				
	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K...					
12					
Total					

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

Grade Level	Number of Students				
	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K					
12					

Total					
-------	--	--	--	--	--

- 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.
- 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.
- 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.

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.”

- o. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- p. 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.
- q. 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 2021-2022 must be identified at the time of the submission of the expansion request.
- r. 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.
- s. 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?
- t. 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.
- u. 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?

- v. 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.
- w. 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.
- x. 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.
- y. 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.
- z. 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?

Goal	Purpose	Outcome Measure

INCUBATION YEAR DEVELOPMENT

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** ____.
- bb. 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.
- cc. 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.

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) or charter management organization (CMO).

- dd. How and why was the EMO or CMO selected?
- ee. 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).
- ff. 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.
- gg. 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.
- hh. Please provide the following in **Attachment ___**:
 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, 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.

SERVICES

9. Provide **Attachment** ___ describing how the school leadership team will support operational execution.
10. 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.
11. 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.
 - 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.
 - iii. Facilities maintenance (including janitorial and landscape maintenance)
 - iv. Safety and security (include any plans for onsite security personnel)
 - v. Other services
12. 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.
13. 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.
14. 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.
15. Provide, as an Attachment ___, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

ONGOING OPERATIONS

16. 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?
17. 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.

Section II: 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, 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.

Mater Academy of Nevada will enter into an MOU with both the College of Southern Nevada (CSN) as well as Western Nevada College (WNC) to facilitate their dual-credit program.

Western Nevada College

The duration of the relationship between Mater and WNC shall begin on January 1, 2022 and shall terminate on June 30, 2023, unless sooner terminated by either party at the conclusion of an academic year on 30 days' written notice.

College of Southern Nevada

Mater Academy of Nevada will enter into an MOU with the College of Southern Nevada (CSN) to facilitate their dual-credit program. The duration of the relationship between Mater and CSN shall begin on January 1, 2022 and shall terminate five (5) years later (or on December 31, 2027). Either Mater or CSN may terminate the agreement without cause, at any time, upon ninety (90) days prior written notice to the other party. Any Mater students will be able to complete the course(s) they are enrolled in pursuant to the MOU at the time of the notice.

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

The role of the Mater Academy Board of Directors is to ensure its schools adhere to the agreements entered into between them and CSN and WNC.

Western Nevada College

Qualified junior and senior students from Mater may participate in WNC's Jump Start program and earn the amount of credit typically awarded to college students who successfully complete WNC courses.

WNC will provide student success support and shall assign identification numbers to each pupil who is enrolled in the dual-credit course.

College of Southern Nevada

For those students enrolled through CSN's JumpStart program, Mater staff will provide the instruction to Mater students on Mater's campus.

Mater will offer certain approved 299 or lower-level college courses that qualify for CSN academic credit and fulfill Mater's high school graduation requirements. CSN will grant college credit toward earning a credential, certificate, or degree, as applicable, for a dual credit course when a Mater student satisfactorily completes the course.

Pursuant to Nevada Revised Statute 388.205, Mater will develop a four-year plan for each student, which may include concurrent enrollment courses. Mater will ensure that each student seeking enrollment in a concurrent enrollment course, and the parent/guardian of the student, is made aware of opportunities and requirements for participating in interscholastic activities.

CSN, through its Academic Affairs department, will oversee the administration, instruction and educational requirements for the Certificate of Achievement and Associate Degree programs offered to Mater students pursuant to the MOU. Any Mater student, who graduates with a Certificate of Achievement or an Associate degree, may participate in the formal ceremonies of CSN, as applicable.

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

Western Nevada College

WNC will provide student success support and shall assign identification numbers to each pupil who is enrolled in the dual-credit course.

College of Southern Nevada

CSN will work together with Mater to formulate a steering committee that will meet at least once quarterly to review the policies and procedures outlined in this MOU and National Alliance of Concurrent Enrollment Partnerships Standards to ensure compliance. Required texts will be selected by CSN in accordance with the CSN approved adopted textbook list. CSN's academic departments will review teacher qualifications and determine eligibility based on the

teacher’s educational credentials, knowledge in the course subject, and teaching experience. CSN lead faculty are responsible for conducting site observation visits per NACEP Standards to ensure that the CSN courses offered through the Jumpstart program are offered with the same quality and rigor as the courses offered on CSN’s campus.

- 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.

Western Nevada College

Mater Academy will pay 100% of the tuition and fees incurred. Students will pay for required textbooks.

College of Southern Nevada

Under the Jumpstart Program, an approved Mater instructor will receive 1) \$200 from CSN, and 2) extra duty pay for 10 hours at \$22 per/hour (for a total of \$220) from MAE for each concurrent enrollment course the instructor teaches each semester during the traditional school day. Mater students will be charged a course fee of \$50 per course and the technology fee per credit hour. CSN will charge all courses via invoice and Mater will remit payment for fees for each student enrolled in CSN courses within 30 days of the start of the course. In the full length program, Mater is responsible to pay for all fees applicable to Mater students enrolled at CSN.

- 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.

Western Nevada College

Mater Academy of Nevada shall establish an academic program for each pupil enrolled in the dual credit course that includes, as applicable, the academic plan developed for the pupil pursuant to NRS 388.205.

College of Southern Nevada

Mater will be responsible to initiate and maintain respective student attendance and grades for the courses in which they are enrolled. Upon successful completion of any course in which a Mater student is enrolled, CSN will award corresponding credits listed in the CSN course catalog at CSN and credit for a course at Mater Academy. A Mater staff member charged with maintaining student records will ensure the appropriate credit(s) are entered onto student transcripts. Communication between CSN and Mater Academy will be ongoing throughout the various sports seasons in order to monitor student attendance and academic achievement in accordance with Nevada Interscholastic Activities Association’s eligibility requirements.

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

There are no Mater Academy Board Members employed by CSN.

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.

Please see **Attachment 16** for a draft memorandum of understanding between Mater Academy of Nevada and the College of Southern Nevada (CSN) as well as with Western Nevada College (WNC).

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.
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 shortened 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, 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.

b) Financial Plan

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors 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 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) Budget Narrative
- 11) School Budget
- 12) Network Budget
- 13) Historical Audits
- 14) 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.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

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:

- 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.

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.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).

- b. Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

8. RFA: Lottery: Change(s) in Charter Lottery Policy

The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract. Charter schools/networks seeking to make changes to their current lottery policy should provide complete descriptions and supporting documentation to the specific information requests below including a revised student enrollment schedule for the remainder of the school contract showing (a) the current enrollment plan, (b) the enrollment plan to be used should the proposed changes be approved and (c) the differences between the two plans.

Please provide the current lottery policy for your charter school/network.

Provide a draft of your proposed lottery policy for your charter school/network, and include a thorough explanation/rationale for any adjustments to lottery priorities and/or weights. Proposed policies must demonstrate alignment to [NRS 388A.456](#) and/or [RI31-16](#). If your school/network is proposing a weighted lottery, please be sure to provide a thorough explanation for the proposed weighting system.

Provide a plan and timeline for communicating the proposed lottery changes to your charter school/network community. How will the charter/network ensure that prospective families are aware of these changes?

Attach a revised student enrollment form to be used under the proposed policy³.

Facility RFAs

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.
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.
3. List names and roles of any financially interested parties and describe the interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.

³ Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of your most recent version). Explain plans to address pro forma rating declines—if any—to at least the below areas from implementation of the plan.
 - a) Current Ratio
 - b) Unrestricted Days Cash on Hand
 - c) Cash flow
 - d) Debt to Asset Ratio
 - e) Debt Service Coverage Ratio

5. 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 the notation of all included campus facilities with a **table or statement describing the square footage** of these facilities AND an assurance **the school will submit final versions of this documentation** in compliance with [NAC 388A.315](#). **Include in the RFA application the amount of conditioned square footage as well the total acreage of the campus including all property to be under the control or usable by the school. (Do not simply refer to architectural drawings which may include specific dimensions but not square footages of various spaces within the facility.)**
 - 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 showing what, if any, governmental permits, waivers, modifications or variations may be required and a schedule showing approximate dates for those approvals to be considered.**
 - i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate "N/A"...If the school is managing the tenant improvements, then provide 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 388A.315388A.315 as an **Attachment** ____.
 - j) **A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.**

6. 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 388A.315 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** ____.
 - 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 388A.315 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** ____.
- 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 388A.315 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 388A.315 as an **Attachment** ____.
 - 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 388A.315 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** ____.
 - e) A detailed construction project plan and timeline, including a Gantt 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 388A.315 as an **Attachment** ____.
 - f) A detailed construction project plan and timeline, including a Gantt 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 388A.315 as an **Attachment** ____.
 - 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 388A.315 as an **Attachment** ____.
7. The organization's plans/methods to finance these facilities, including:
- a) Whether the school is seeking:
 - i) Loan (CDFI or other),
 - (1) For Construction financing,
 - (2) For Permanent financing,
 - (3) Refinancing
 - ii) Bond Financing,
 - (1) For Construction financing,
 - (2) For Permanent financing,
 - (3) Refinancing
 - (4) Tax-exempt
 - (5) Rated
 - (6) Privately placed
 - b) Identification and description of bond instrument terms, including planned face amount, years/term to maturity, coupon rate.
 - c) Identification and description of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.

- d) Comparison schedule/table showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).
 - e) Describe the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”). Additionally include the actual planned total classroom student capacity of the new facilities (e.g., “planned for 450 students at 20 square feet minimum classroom space per pupil”) .
 - f) Will the financing/refinancing trigger any prepayment penalties? Yes, No.
 - i) If “Yes”, describe the amount.
 - g) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction? Yes, No. If so, please identify the parties and describe the interest(s).
 - h) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
 - i) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant’s facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.
 - j) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
 - k) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.
 - l) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
7. 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 388A.315 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 388A.315 as part of **Attachment** _____.

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.
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
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
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 AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
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 AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
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 AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
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 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 AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gantt 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 388A.315
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 Gantt 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 388A.315.
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 388A.315

13. 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
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.

14. Change of incorporation status

The notice of intent and the RFA must include a description of the type of nonprofit status being sought, e.g., Nevada nonprofit and/or IRC 501(c)(3) nonprofit, and an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

15. 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
3. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is “material or strategically important”, pursuant to NRS 388A.223, the governing body must obtain approval from the sponsor before the amendment becomes effective.
 - a. 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.
4. **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.

Attachment 1: Request for Good Cause Exemption



MATER ACADEMY
of Nevada

November 17, 2021

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

RE: Request for Good Cause Exemption from Amendment Cycle

Executive Director Feiden:

Mater Academy of Nevada requests a good faith exemption from the current amendment cycle to amend their contract with the SPCSA to include a dual-credit program as required by NRS 389.310 and pre-kindergarten program.

In an effort to comply with the language in NRS 389.310, Mater Academy of Nevada is entering into a cooperative agreement with both the College of Southern Nevada as well as Western Nevada College to provide dual-credit courses to their students. These courses will be offered only to students currently attending one of the Mater Academy of Nevada network campuses.

Additionally, in order to comply with the Nevada State Public Charter School Authority's amendment requirements, Mater was encouraged to amend their current charter to provide a Pre-K program as detailed within the attached application.

As the school year is well under way, Mater Academy of Nevada is seeking a good faith exemption to the application cycle and that the application for both programs be heard at the Board's next convenience.

Sincerely,

Mary Beth Scow
Mater Academy of Nevada
Board Chairperson



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 November 17, 2021 beginning at 12:00 p.m. at 6630 Surry St., Las Vegas, NV 89119. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered.

Please Note: The Board of Directors of Mater Academy of Nevada 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 at any time.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Annette Christensen at (702) 431-6260 or annette.christensen@academicnv.com at least two business days in advance so that arrangements may be made.

The meeting agenda, support materials, and minutes are available at 6630 Surrey St., Las Vegas, NV 89119, via email at annette.christensen@academicnv.com, or by visiting the school's website at <https://www.materacademy.org>. For copies of the meeting audio, please email annette.christensen@academicnv.com.

Public comment may be limited to three minutes per person at the discretion of the Chairperson. **Please email annette.christensen@academicnv.com to submit or sign up for public comment.**



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.

Board of Directors

Mary Beth Scow – Board Chair

Ricardo Jasso – Board Vice Chair

Lisa Satory – Board Secretary

Robert Anderson – Board Treasurer

Patricia Fernandez – Board Member

Dan Triana – Board Member

Renee Fairless – Lead Principal, East Las Vegas

Amy Gronna – Principal, Bonanza

Olivia Carbajal – Principal, Mountain Vista

Meeting of the Board of Directors

November 17, 2021

AGENDA

1. CALL TO ORDER AND ROLL CALL

2. PUBLIC COMMENT

(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. **CONSENT AGENDA** (For Possible Action)

(All items listed under the Consent Agenda are considered routine and will be enacted by one motion. There will be no separate discussion for these items unless a Board Member or member of the public so requests, in which case the item(s) will be removed from the consent agenda and considered along with the regular order of business.)

- a. Approval of Minutes of the September 15, 2021 Board Meeting
- b. Approval and Acceptance of Grant Funding Awarded to Mater Academy of Nevada:
 - ESSER-CSP Sub Grant
 - School Based Mental Health Professionals Project Grant
- c. Approval of Policy Regarding the Rights and Needs of Persons With Diverse Gender Identities or Expressions
- d. Approval of the Updated Mater Academy Special Education Manual and IEP Policies and Procedures Manual
- e. Approval of the Updated Education Assistance with Support Staff Policy
- f. Approval of 2022/2023 School Year Calendar

4. **ACTION & DISCUSSION ITEMS**

(Action may be taken on those items denoted "For Possible Action")

- a. Discussion with Jessica Barr Regarding Prior Year School Data (For Discussion)
- b. School Initiatives Report by Principal Fairless, Principal Gronna, and Principal Carbajal (For Discussion)
- c. Review and Approval of Final Revised Budget for the 2021/2022 School Year (For Possible Action)
- d. Review and Approval of an MOU with Heavenly Smiles Mobile Dental LLC (For Possible Action)
- e. Review and Approval of a Dual Enrollment MOU for the Mater East Campus (For Possible Action)

Attachment 2: Board Meeting Agenda & Minutes



- f. Review and Approval of the Submission of an Amendment Application for Dual Enrollment (For Possible Action)
- g. Review and Approval of the Submission of an Amendment Application to Include Pre-K at the Mater East Campus (For Possible Action)
- h. Review and Approval of the First Amendment to the Mater East Lease Agreement (For Possible Action)
- i. Review and Approval of Teacher and Staff Holiday Bonuses (For Possible Action)
- j. Annual Performance Review and Review of Principal Pay Adjustments for Lead Principal Renee Fairless, Principal Amy Gronna, and Principal Olivia Carbajal (For Possible Action) *(As this agenda item pertains to items under NRS 241.030(1), the Presiding Board Officer may call for all or a portion of the discussion of this agenda item to be completed in a closed session among Board Members and requested parties. Any person who is being discussed under NRS 241.030 has the option to waive the closure of their agenda item.)*

5. ANNOUNCEMENTS & NOTIFICATIONS

6. MEMBER COMMENT

7. PUBLIC COMMENT

(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.)

8. ADJOURN MEETING

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 Mountain Vista Campus – 3445 Mountain Vista St., Las Vegas, NV 89121
- 2) Mater Bonanza Campus – 4760 East Bonanza Road, Las Vegas, NV 89110
- 3) Mater East Las Vegas Campus – 3900 E. Bonanza Road, Las Vegas, NV 89110
- 4) <https://materacademynv.org>
- 5) <https://notices.nv.gov>

**MINUTES
of the meeting of the
BOARD OF DIRECTORS of MATER ACADEMY OF NEVADA
November 17, 2021**

The Board of Directors of Mater Academy of Nevada held a meeting on November 17, 2021 at 12:00 p.m. at 6630 Surrey St., Las Vegas, NV 89119.

1. Call to Order and Roll Call

Board Chair Mary Beth Scow called the meeting to order at 12:04 p.m. with a quorum present. In attendance were Board members Mary Beth Scow, Ricardo Jasso, Dan Triana, Patricia Fernandez, and Robert Anderson (arrived via Zoom 12:12pm and departed 1:04 pm).

Board member Lisa Satory was not in attendance.

Also present were Lead Principal Renee Fairless, Principal Amy Gronna, and Principal Olivia Carbajal; as well as Academica Data Analyst Jessica Barr and Academica representatives Michael Muehle, Trevor Goodsell, and Clayton Howell.

2. Public Comment and Discussion

There was no public comment.

3. Consent Agenda

a. Approval of Minutes of the September 15, 2021 Board Meeting

Member Triana moved to approve the minutes of the September 15, 2021 Board meeting. Member Jasso seconded the motion, and the Board voted unanimously to approve.

b. Approval and Acceptance of Grant Funding Awarded to Mater Academy of Nevada for the 2021/2022 School Year:

- **ESSER-CSP Sub Grant**
- **School Based Mental Health Professionals Project Grant**

c. Approval of Policy Regarding the Rights and Needs of Persons With Diverse Gender Identities or Expressions

d. Approval of the Updated Mater Academy Special Education Manual and IEP Policies and Procedures Manual

e. Approval of the Updated Education Assistance with Support Staff Policy

f. Approval of 2022/2023 School Year Calendar

Member Triana moved to approve items 3b through 3f on the consent agenda. Member Jasso seconded the motion, and the Board voted unanimously to approve.

4a. Discussion with Jessica Barr Regarding Prior Year School Data

Ms. Jessica Barr addressed the Board and stated that Mater Academy of Nevada students had taken the SBAC test last year even though it had not counted officially towards an overall STAR rating; adding that the State had decided to take the test for informational purposes and that there would not be any accountability associated with the results. Ms. Barr explained that Mater had been using their data results prior to school starting in August and that she was looking forward to sharing with the Board student outcomes and overall results of the testing; adding that the winter data would provide an important update towards where the school's STAR ratings would be trending.

Ms. Barr reported that, due to post pandemic instruction, overall student learning took dramatic hits; adding that, on average, ELA proficiency had dropped between 7-10% from where schools had been in 2019 and that math had dropped between 20-25% in proficiency. She also stated that student populations that were highly vulnerable before the pandemic now had exacerbated vulnerabilities. Ms. Barr explained that vulnerable populations were students with IEPs, academically challenged, ELL students, and economically disadvantaged; adding that, as a Title I school, Mater's student population had fallen into this category. Ms. Barr then reviewed the prior year baseline data as contained within the support materials.

Ms. Barr began with the overall academic achievement data for Mater Bonanza. She highlighted that, overall, elementary school math achieved a median score of 56.0% proficiency, and that middle school ELA and math had strong growth; adding that there had been strong ELA IEP growth in 7th and 8th grade, and strong math IEP growth in elementary and middle school. Ms. Barr stated that areas of focus included elementary and middle school ELA and math growth with their opportunity gap students; adding that opportunity gap students were students who had not passed the test and were counted four times in the STAR rating. Other areas of focus included building proficiency in primary grades to create sustainability in testing grades and consistent IEP/ELL growth.

Member Triana asked what the percentage of ELL and IEP students was at Bonanza. Principal Amy Gronna addressed the Board and replied that 75% of students were classified as ELL and around 10% were classified as IEP. Principal Gronna stated that, once she had seen the data for her campus, she had used grant funding to place interventionists in every kinder through

Attachment 2: Board Meeting Agenda & Minutes

3rd grade classroom, implemented power-hours, worked towards 100% participation in 21st Century after-school program, and had mandatory after school math tutoring for 6th graders. Ms. Barr stated that she was looking forward to seeing Bonanza's winter data.

Ms. Barr continued and reviewed the overall academic achievement data for Mater Mountain Vista. She highlighted that, overall, elementary ELA achieved a median score of 60.0% and math achieved a median score of 63.3%; adding that ELA growth had maintained from 2018/2019 to 2020/2021. Middle school overall achieved 66% growth in ELA and 65% growth in math; adding that both elementary and middle school ELA and math FRL growth had been very strong despite nation-wide FRL trends for having minimal growth. Ms. Barr reported that areas of focus included elementary and middle school opportunity gaps in ELA and math, elementary IEP ELA growth, and building proficiency in primary grades to create sustainability in testing grades.

Member Jasso asked whether or not plans for getting students back on track would be tailored for the individual campus or if a blanket intervention would be used. Ms. Barr replied that, overall, it would be important to implement best practices; adding that going back to a complete curriculum and using iReady would be essential. She also stated that specific student/teacher data would be more campus focused; adding that the interventions used for teacher data would be more strategic. Principal Olivia Carbajal addressed the Board and stated that she had been able to implement a collaboration where stronger teachers and interventionists were utilized. She also stated that Ms. Barr had been able to provide her with a list of students who specifically needed more targeted support. Member Triana commended all three principals for pushing to have students back in the building for school for the last year; adding that their success had been a direct result for having students back in the classroom for in-person instruction. Principal Renee Fairless addressed the Board and stated that, once students were back in the building for instruction, it had been hard to keep everything stable while instructing students both in-person and online. Ms. Barr also noted how creative Mater Academy of Nevada had been with scheduling to ensure students came back for full school days.

Ms. Barr further reviewed the overall academic achievement data for Mater East Las Vegas. She highlighted that, overall, elementary IEP growth had achieved a median score of 61% and that middle school ELA growth had achieved 59%; adding that 6th and 8th grade ELA and IEP had strong growth as well. Middle school math growth had also been noted at 62%. Ms. Barr stated that the areas of focus for the school would be in elementary and middle school ELA and math growth and opportunity gap, as well as maintaining consistency across elementary claim performance in ELA and English learner support/growth. Member Triana asked how big the middle school was. Principal Fairless replied that there were over 825 middle school students; adding that there were 1,500 students total in K-10th grade. Discussion ensued regarding the Mater model for growing students.

4c. Review and Approval of Final Revised Budget for the 2021/2022 School Year

Mr. Trevor Goodsell addressed the Board and stated that there were only a few minor changes to the third and final budget; adding that enrollment had been adjusted to reflect the projected average daily enrollment and internet speed had been increased. Mr. Goodsell reported that the revenue remained at 97% with 1.6% in surplus. Member Anderson stated that the budget looked good.

Member Jasso moved to approve the final revised budget for the 2021/2022 school year. Member Anderson seconded the motion, and the Board voted unanimously to approve.

4i. Review and Approval of Teacher and Staff Holiday Bonuses

Mr. Goodsell stated that the school had been able to provide a small holiday bonuses each year; adding that the amounts for the bonuses were the same from the previous year. Mr. Goodsell reported that administration would receive \$200, teachers and 12-month employees would receive \$125, and hourly employees would receive \$100; adding that the total would come to around \$57,000 and had been accounted for within the budget. Board members would be notified as to when the bonuses would be distributed to faculty and staff.

Member Triana moved to approve the teacher and staff holiday bonuses. Member Anderson seconded the motion, and the Board voted unanimously to approve.

4d. Review and Approval of an MOU with Heavenly Smiles Mobile Dental LLC

Mr. Michael Muehle addressed the Board and stated that he had reviewed the MOU and that Heavenly Smiles Mobile Dental LLC had made all of his requested changes. He explained that the company was a mobile dental service for under privileged students; adding that there would not be any charges billed to the students. The MOU would allow Mater Academy of Nevada to partner with an additional community leader to provide some needed services to under privileged students.

Member Triana moved to approve the MOU with Heavenly Smiles Mobile Dental LLC. Member Jasso seconded the motion, and the Board voted unanimously to approve.

4e. Review and Approval of a Dual Enrollment MOU for the Mater East Campus

Mr. Muehle explained that State law required that all high schools provide dual enrollment opportunities for their students; adding that Mater high school fell under this requirement. Mr. Muehle stated that Principal Fairless had sought out to enter into MOUs with multiple community colleges including College of Southern Nevada (CSN) and Western Nevada College (WNC);

adding that he had reviewed each MOU with CSN and WNC and that they had met the requirements set forth by the law. Mr. Muehle also explained that, instead of students leaving the campus to attend the dual enrollment classes at the college, teachers would be certified at Mater to offer the high school and college credit courses.

Principal Fairless stated that they were very excited to offer dual enrollment for the students; adding that students would only need to pay \$75 a credit by using Mater certified teachers. Member Scow asked if the instruction would take place during the day. Principal Fairless replied that classes would be offered during the day and most likely in the evening; adding that students could have their required 23 credits for graduation by the end of their junior year leaving their senior year open to complete full time dual enrollment and/or CTE classes.

Member Triana moved to approve the dual enrollment MOU with Mater East campus with CSN and Western Nevada College. Member Jasso seconded the motion, and the Board voted unanimously to approve.

4f. Review and Approval of the Submission of an Amendment Application for Dual Enrollment

Mr. Muehle stated that approval would be needed to amend the charter to offer dual enrollment.

Member Triana moved to approve the submission of an amendment application for dual credit enrollment. Member Jasso seconded the motion, and the Board voted unanimously to approve.

4g. Review and Approval of the Submission of an Amendment Application to Include Pre-K at the Mater East Campus

Mr. Muehle stated that this amendment application would allow Mater East to offer Pre-K at their campus. Currently, Mater Academy offers Pre-K at the Mountain Vista and Bonanza campuses. Member Triana asked how many students would be able to participate. Principal Fairless replied that two classrooms with 20 students in each classroom would be used. Member Scow asked if federal funds would be used to cover the costs involved. Principal Fairless replied affirmatively; adding that Mater would include the program with the other two campuses. Member Scow asked if the federal money would require special accommodations with what was being taught. Principal Fairless replied that that State would require accommodations but that the federal would not.

Member Triana moved to approve the submission of an amendment application to include Pre-K at the Mater East campus. Member Jasso seconded the motion, and the Board voted unanimously to approve.

4h. Review and Approval of the First Amendment to the Mater East Lease Agreement

Mr. Muehle stated that he had sent the amendment to outside council and that they had sent back suggested revisions; adding that Turner Agassi had made the requested changes by outside council. Mr. Clayton Howell addressed the Board and reviewed the lease amendment as found in the support materials. He stated that the facility was being built out in phases and that the original lease had anticipated a 3-phase build to construct the entirety of the campus, which included the existing facilities where the elementary was located in the gym building as well as all the site work; adding that Phase 2 had been completed in August, which would hold long-term middle school and a few high school classrooms. Mr. Howell continued that, based upon enrollment demands at the Mater East campus, accelerating the delivery of Phase 3 was being considered, which would include the construction of the high school building. The lease needed to be amended based upon final costs for Phase 1 and 2, which came in under budget by \$1.8 million; adding that Phase 3 had increased in size from 54,000 sq. ft. to 64,000 sq. ft. due to Principal Fairless and the development team's input.

Mr. Howell referred the Board to page 633 of the support materials and reviewed the changes within the project's budget, specifically drawing attention to the project summary; adding that there had been a change to the amount for Phase 3. The total amount to complete the project had been changed to \$40,983,313, where the original lease included a total budget of \$39,512,931. Mr. Howell attributed the increase to the changes made to include more classrooms in the building, and the increase in the cost of building materials; adding that a lease amendment was necessary to reflect the changes to the total cost of within the lease agreement. Mr. Howell stated that the terms of the lease had not changed from the original lease other than the reflected project costs and annual lease numbers that reflected the new budgeted number.

Member Triana asked if Mr. Goodsell was comfortable with the numbers being presented. Mr. Goodsell replied affirmatively; adding that he had run projections and that everything would be fine.

Member Triana moved to approve the first amendment to the Mater East lease agreement. Member Jasso seconded the motion, and the Board voted unanimously to approve.

4b. School Initiatives Report by Principal Fairless, Principal Gronna, and Principal Carbajal

Principal Fairless reported on the overall academic progress and school initiatives for Mater Academy as a system and fro mater Academy East campus as found in the support materials,

Attachment 2: Board Meeting Agenda & Minutes

including the inclusion of all Nevada Mater schools, VILS student surveys, NCSAA fall sports wrap up, Florida principal trip, Power Hour structures and team collaboration, and Halloween movie night. Principal Carbajal addressed the Board and reported on the overall academic progress and school initiatives for Mater Academy Mountain Vista campus, including their Fall Festival, Soroptomist of Las Vegas leadership workshop, STEM egg drop challenge, MTSS visit with the SPCSA, and monthly iReady growth checks. Principal Gronna addressed the Board and reported on the overall academic progress and school initiatives for Mater Academy Bonanza campus including an SEL update, student incentives for completing iReady and ST Math minutes and passing lessons, and SBAC celebration for students who passed at least one test.

4j. Annual Performance Review and Review of Principal Pay Adjustments for Lead Principal Renee Fairless, Principal Amy Gronna, and Principal Olivia Carbajal

Member Triana moved to enter into a closed session. Member Jasso seconded the motion, and the Board voted unanimously to approve.

Member Triana moved to reopen the meeting into an open session. Member Jasso seconded the motion, and the Board voted unanimously to approve.

Member Triana moved to approve a salary increase for Principal Fairless by \$9,000. Member Jasso seconded the motion, and the Board voted unanimously to approve.

Member Triana moved to enter into a closed session. Member Jasso seconded the motion, and the Board voted unanimously to approve.

Member Triana moved to reopen the meeting into an open session. Member Jasso seconded the motion, and the Board voted unanimously to approve.

Member Triana moved to approve a salary increase for Principal Gronna by \$7,500, and in addition to thank her for all her hard work. Member Jasso seconded the motion, and the Board voted unanimously to approve.

Member Triana moved to enter into a closed session. Member Jasso seconded the motion, and the Board voted unanimously to approve.

Member Triana moved to reopen the meeting into an open session. Member Jasso seconded the motion, and the Board voted unanimously to approve.

Member Triana moved to approve a salary increase for Principal Carbajal by \$10,000. Member Jasso seconded the motion, and the Board voted unanimously to approve.

5. Announcements & Notifications

Mr. Muehle announced that the financial audit would not be completed by December 1st; adding that the Board would need to meet for an emergency meeting once the audit was completed.

6. Member Comment

Member Anderson stated his appreciation for the dedication and efforts of the principals.

Member Fernandez stated her appreciation to the principals and thanked them for all their hard work.

7. Public Comment and Discussion

There was no public comment.

8. Adjournment

The meeting was adjourned at 1:53 p.m.

Approved on: _____

Secretary of the Board of Directors

Mater Academy of Nevada



**Mater Academy of Nevada
Restorative Justice
Discipline Plan and
Procedures**

Mater Academy of Nevada has established the following Restorative Justice procedures to address disciplinary infraction of pupils and on-site review of disciplinary decisions. The plan was developed with the input and participation of teachers, other educational personnel (counselors, strategists and specialists), support personnel, and the parents and guardians of pupils who are enrolled in the school. The plan has been developed in accordance with written rules of behavior prescribed in NRS 392.4644 (formally amended by AB 168 and SB 89 in 2019).

It includes, without limitation, provisions designed to address the specific disciplinary needs and concerns of the school that aligns with the integral framework and tenants of Restorative Justice. The plan provides for the placement at a different school in accordance with NRS 392.466. The plan was reviewed and developed by the Restorative Justice Committee. The plan was reviewed and revised by administration, teachers, other educational personnel, support staff personnel, and parents. The review and revisions were made continually and collaboratively as requested following monthly discipline committee meetings, weekly administrative meetings, and monthly Parent Advisory Committee meetings. A copy of this plan is located in the main office lobby and posted electronically on the school website for public inspection.

Prevention & Intervention:

Student Misconduct Prevention:

The Mater Academy utilizes the following strategies to prevent and deter inappropriate behavior and student misconduct.

Communication:

Students and parents receive information about behavioral expectations and restorative discipline via:

- Posting of the Mater Academy Restorative Discipline Plan on school and district websites
- Class Dojo – by phone and email
- 1:1 conferences with students
- Restorative Justice circles (held both in the classroom as well as small groups with the counselor/SSA)
- Restorative Action Plan and Intervention (See Page 18)
- Parent teacher conferences
- Teacher contact with parents - by phone, email, electronic messaging and in person
- Teachers' syllabi
- Parent Newsletters
- Parent nights
- Presentations by teachers and administrators at the beginning of each year to explain behavioral expectations to students and Restorative Justice framework and tenants to be implemented in the classroom.
- Student handbooks
- Information shared through Infinite Campus, Class Dojo, or other social media

Attachment 3: Restorative Justice Plan

Supervision:

- Through staff supervision at assigned duty areas before and after school, at nutrition and during lunch, and school-sponsored activities
- Through the presence of a Campus Security Officer
- By the administration working closely with Academic's Director of School Safety and the Legal Department
- Through the work of our safe school professionals, student support advocates, school psychologist, and counselors

Interventions/Activities:

- Restorative Action Plans
- Attendance contracts
- After school programs (21st Century CCLC), organizations, clubs and athletics
- Placement in Mater Academy's summer credit recovery programs
- Positive Behavior Support Plans as determined in Individualized Educational Plans
- School leadership and school mentoring programs
- Support of school social workers (SSWs) who are trained mental health professionals working with students and families
- Athletic contracts
- Focused SEL curriculum implemented through 1:1, group and classroom interventions (School Wide Positive Behavior Intervention Support, CHAMPS, The Harbor, SOS, Boys Town, Restorative Justice)
- Teacher, student and guardian phone calls to collaboratively discuss problem behavior and identify solutions
- Classroom observations and support to promote a positive culture
- Alleged misconduct & peer conflict mediation with restorative practices
- Referrals to community-based services
- Targeted parent/guardian engagement activities with access to support services
- SEL continuing education/professional development opportunities for staff integration into instructional strategies
- Lunch and after school required intervention with SEL curriculum
- In-school and out-of-school suspensions with SEL curriculum
- Re-entry plans to support student integration back into school after a suspension
- Annual awareness/prevention intervention, *The Week of Respect* (first week of October)

Mater Academy employs a Multi-Tiered Instructional Support Model with a focus on prevention to deter negative student behaviors. If student behavior falls outside school wide expectations, state established behavioral guidelines will be used by school administrators to determine appropriate consequences and/or interventions for student behavioral violations. In all instances, these guidelines may be modified contingent upon the level of severity of the incident and aligned with age, developmental level and other extenuating circumstances. Whenever possible and appropriate, schools will provide restorative disciplinary practices which include 1) holding a student accountable for his or her behavior; 2) restoration or remedies related to the behavior of the student; 3) relief for any victim of the student; and, 4) changing the behavior of the student.

In all circumstances, school administrators will make decisions based upon the health, safety and welfare of all students. Decisions will be made regardless of real or perceived race, creed, religion, sex, sexual orientation, gender identity, economic status, and/or disability status with a focus on student success and their pathway to graduation.

Attachment 3: Restorative Justice Plan

Exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student in the school and one that will not be imposed without appropriate due process, including timely notification to parents/guardians and a right of appeal since exclusion may deprive a student of the right to a public education.

Only students who are at least 11 years old may be removed from Mater, suspended, or expelled with the following exceptions: A general education student in possession of a firearm or dangerous weapon (NRS 392.466.3), Under extraordinary circumstances, in which case a school may request an exception to this prohibition from the Mater Board of Trustees (NRS 392.466.9, NRS 392.467.1). Accordingly, suspension or expulsion of students in Mater Academy will occur only in compliance with all state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as applicable. When city, state or federal laws have been violated, a referral will be made to the proper legal authorities.

Additionally, Mater Academy will provide a Restorative Justice intervention and action plan prior to the expulsion of any student, removal of a student for infractions outlined in the table below (see Table II).

HABITUAL DISCIPLINARY PROBLEM CRITERIA

If a student has been suspended from Mater Academy, school administrators, with consultation from the Social Emotional Learning (SEL) Team and parents/guardians will develop a Restorative Justice intervention and action plan. This intervention and action plan should be designed to prevent the student from being deemed a habitual disciplinary problem. If infractions continue despite the implementation of the action plan with fidelity, a student will be considered a Habitual Disciplinary Problem (HDP). Written evidence must be provided that documents that within one school year the student has:

1. Threatened or extorted, or attempted to threaten or extort, another student or school employee two or more times; or
2. 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 1 hour of the beginning or end of a school day, on the pupil's way to or from school; or
3. Has a record of five suspensions for any reason.

A student who is declared a Habitual Disciplinary Problem (NRS 392.455) and is at least 11 years old, will be suspended or expelled from school for a period of time not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline or expelled from school under extraordinary circumstances as determined by the principal of the school.

Habitual Disciplinary Declaration

If two teachers of a pupil enrolled at Mater Academy of Nevada request that the principal deem a student a Habitual Disciplinary Problem, the principal will meet with each teacher to review the student's discipline record. If after the review, the principal determines the student does not meet the criteria of a Habitual Disciplinary Problem, the teacher(s) submitting the request may appeal that determination to the school's Board of Trustee's.

PROCEDURES FOR CRITERIA # 1

Mater Academy of Nevada will process threats, extortion incidents, or any attempt thereof using existing expulsion procedures, however, in order to be considered Habitual Disciplinary Problem under current statute, the act of threatening or extorting, or attempting to threaten or extort, must have been documented at least twice during one school year **if and only if the school has made a reasonable effort to complete a plan of action based on restorative justice** (NRS 392.466.1). Habitual Disciplinary Problem language will be included in addition to identifying the infraction when preparing expulsion paperwork. Mater Academy of Nevada will provide a written notice seven days prior to declaring a student a Habitual Disciplinary Problem to the parent or legal guardian that contains:

- 1) A description of the act(s).
- 2) Dates on which the act(s) were committed.
- 3) An explanation that pursuant to NRS 392.466, a student declared a Habitual Disciplinary Problem may be suspended from school for a period not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline or expelled from school under extraordinary circumstances as determined by the principal of the school and the Board of Trustees.

A student who is determined to have documented infractions in the progression of those identified under statute relevant to Habitual Disciplinary Problem may enter into a voluntary behavior plan designed to prevent the student from being deemed Habitual Disciplinary Problem and may include, without limitation:

- 1) A plan for graduating if the student is credit deficient and not likely to graduate according to schedule;
- 2) Information on alternative schools;
- 3) A voluntary agreement by the parent/guardian to attend school with the student;
- 4) A voluntary agreement by the student and parent/guardian to attend counseling;
- 5) A voluntary agreement by the student and the parent/guardian for the student to attend summer school, intersession school, or Saturday School.

If the student commits the same act or any other act that qualifies him/her as an HDP for which the notice was provided after he/she enters into a plan of behavior, the student shall be deemed to have not successfully completed the plan of behavior and may be deemed a Habitual Disciplinary Problem.

Attachment 3: Restorative Justice Plan

HABITUAL DISCIPLINARY PROBLEM PROCEDURES FOR CRITERIA # 2

Following each suspension, Mater Academy of Nevada will provide written notice to the parent or legal guardian that contains:

- 1) Description of the act committed by the pupil.
- 2) Date the act was committed.
- 3) An explanation that if the student is suspended five times within one school year, the student will be deemed a Habitual Disciplinary Problem.
- 4) An explanation that pursuant to NRS 392.466, a student declared a Habitual Disciplinary Problem may be suspended from school for a period not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline or expelled from school under extraordinary circumstances as determined by the principal of the school and Board of Trustees.

BEHAVIOR PLAN PRIOR TO DECLARATION FOR CRITERIA #3

Before a student is deemed a Habitual Disciplinary Problem, if within one school year, a student is suspended one time for threatening or extortion, or attempting to threaten or extort, another student or school employee; or if the student has been suspended four times, a plan of behavior will be developed with the parent and student.

A student may enter into one behavior plan per school year. The plan, without limitation, may include a voluntary agreement for:

- 1) A plan for graduating if the student is credit deficient and not likely to graduate according to schedule;
- 2) Information on attending another Mater school;
- 3) A voluntary agreement by the parent/guardian to attend school with the student;
- 4) A voluntary agreement by the student and parent/guardian to attend counseling;
- 5) A voluntary agreement by the student and the parent/guardian for the student to attend summer school, intersession school, or Saturday School.

If the student violates the conditions of the plan or commits the same act for which notice was provided (i.e. commits a second extortion or attempted extortion; or receives a fifth suspension) after he/she enters into a plan of behavior, the student shall be deemed a Habitual Disciplinary Problem.

The parent/legal guardian of a student who has entered into a plan of behavior may appeal the contents of the behavior plan to the Executive Director of Mater Academy of Nevada.

If the student has been deemed a HDP and/or expulsion is an option, and the student has been suspended for less than 11 days, the Executive Director and/or the Assistant Executive Director, acting as the superintendent under NRS 392.466, and a committee of two Mater Academy Administrators has the discretion to reduce the expulsion to a short-term suspension. The Executive Director or the Assistant Executive Director, if the Executive Director is not available, will serve as the chair of this committee. If the referring administrator is one of the committee members, an alternate member will be chosen from the existing administrators. The last level of appeal for these students is the Mater Academy of Nevada Board of Directors.

DUE PROCESS NOTIFICATION—Mater Academy of Nevada will provide due process notification to each parent at least seven days before the school deems the student a Habitual Disciplinary Problem.

Attachment 3: Restorative Justice Plan

STEPS TEACHERS MUST TAKE PRIOR TO AB 521 REFERRAL

AB 521 is an option teachers have for a student who has engaged in behavior that seriously interferes with the ability of the teacher to teach and the other students to learn. Before a student's behavior reaches this level of severity, the teacher must attempt to correct the student's behavior through restorative justice discipline. According to AB 521, progressive discipline must be followed in the classroom before requesting that a student be temporarily removed. Teachers will complete the following interventions before submitting an AB 521 referral:

1. Conference with student.
2. Parent contact by phone.
3. If the student's family has no phone, a copy of the parent contact form must be mailed home.
4. Assign teacher restorative intervention at the classroom level.
5. Counselor referral.
6. Referral to an administrator for disruptive behavior.

These steps must be documented, and documentation must be submitted to the Board of Trustees.

Assembly Bill 521 (Temporary removal of student)

The Mater Academy of Nevada Discipline Plan provides for the temporary removal of a student from a classroom if, in the judgment of the teacher, the student has engaged in behavior that **seriously** interferes with the ability of the teacher to teach the other students in the classroom and with the ability of the other students to learn.

Restorative Justice Discipline will be followed within the classroom as explained, and may include such things as: verbal warning, parent contact, restorative intervention, counselor referral, restorative action plan, and administrator's referral. If a student is removed by teacher, the administrator will explain to the student the reason for the removal and the student will have an opportunity to respond. The administrator will contact the parent within 24 hours. A temporary, alternative placement will be given to the student unless the student is suspended or expelled for disciplinary action.

A conference with the student, parent, administrator, and teacher will be held within three days of the incident. Since it was the teacher that ordered the removal of the student, not the administrator, during the conference, the teacher must provide an explanation of the reasons for the removal and the parent must be given an opportunity to respond. Upon completion of the conference, the administrator will recommend whether the student returns to the classroom or remains in alternative placement for additional time. If the administrator recommends that a student be returned to the classroom from which he/she was removed and the teacher who removed the student does not agree with the recommendation, the administrator shall continue with the temporary alternative placement and will immediately contact the Board of Trustees. The parent will be informed of the meeting.

The Board of Trustees will convene to review temporary alternative placement. If the committee membership includes the teacher who removed the student, that teacher shall not participate in the deliberation on that case. The Board of Trustees will review the circumstances of the student's removal and behavior. Based upon its review, the committee shall assess the best placement available for the student and shall, without limitation 1) Direct that the student be returned to the classroom from which he was removed; 2) Assign the student to another classroom; 3) Assign the student to an alternative school of education (another Mater Academy of

Attachment 3: Restorative Justice Plan

Nevada school) if available or appropriate; 4) Recommend suspension or expulsion in accordance with NRS 392.467; or

5) Take any other appropriate disciplinary action against the student that the committee deems necessary.

SPECIAL EDUCATION STUDENTS --Assembly Bill 14

If a student has a disability who is at least 11 years old and is participating in special education, the student may be suspended or expelled from school in the same manner as a student without a disability if the behavior is **NOT** a manifestation of his/her disability. This suspension or expulsion may occur only after the Board of Trustees has reviewed the circumstances and determined the action is in compliance with the Individuals with Disabilities Education Act (IDEA). Additionally, Part B of the Individual With Disabilities Education Act (IDEA) and established disciplinary procedures will be met when declaring a special education student a Habitual Disciplinary Problem as well as reflect the changes outlined in AB 168 and SB 89.

The exemption to this may be in the case of possession of a firearm or dangerous weapon by a student. Suspension of a student with an IEP is limited to 1-5 days for each occurrence on misconduct. Only under extraordinary circumstances may a student with an IEP under the age of 11 be expelled. This exemption can be requested by Mater Academy from the Board of Trustees.

The Individuals with Disabilities Education Act, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973, any other federal law applicable to children with disabilities, and the procedures adopted by the Mater Academy Board of Trustees will be reviewed for students with disabilities and/or participating in special education pursuant to NRS 388.440 to 388.520 to be removed under AB 168.

Battery or Sale/Distribution of Controlled Substances (NRS 392.466.1)

If a student with an IEP has committed battery of a Mater employee, the employee may appeal the plan of action based on restorative justice if (1) the employee feels that any actions taken pursuant to that plan are inappropriate; and (2) the Board of Trustees has reviewed the circumstances and determined that the appeal is in compliance with Individuals with Disabilities Education Act (IDEA)

Possession of a Firearm or Dangerous Weapon (NRS 392.466.3)

A student with an IEP who is at least 11 years old who is found to be in possession of a firearm or a dangerous weapon may be removed from the school immediately upon being given an explanation of the reasons for their removal and pending proceedings. A student with an IEP who is 10 years old or younger cannot be removed from school immediately; this age limitation does not apply to general education students.

Attachment 3: Restorative Justice Plan

Minor Behavior Incidents	Major Behavior Incidents
Sample minor infractions may include but are not limited to:	Sample major infractions may include but are not limited to:
Annoying Fellow Students Aggressive behavior Being Rude Cheating Class Disruption Disregard of Rules/Regulations Dress Code Violation Graffiti Hitting Horseplay Inappropriate Language Phone Usage Plagiarism Public Display of Affection Tardy	Alcohol Use or Possession Arson Assault or Battery Auto Misuse Bullying Campus Disruption Computer Misconduct Controlled Substance Cyberbullying Drug Paraphernalia Extortion Fighting Gang Involvement Habitual Truancy Immoral Conduct Incitement Robbery Sexual Harassment Stalking Threats to School, Staff or Students Tobacco Trespassing Vandalism/Destruction of Property Verbal Abuse/ Confrontation Weapons

Minor Behavior Incidents (MBI's) are staff-managed behavior infractions that violate school or classroom rules, policies or procedures and are to be addressed by all school personnel.

- *Note: Four (4) MBIs and corresponding Mater Academy Restorative Action Plans, Levels (1-3), must followed prior to writing a Behavior Referral in Infinite Campus (IC).*
-

Major Behavior Incidents are office-managed behavior infractions that violate Mater Academy of Nevada (Southern) policy or regulation, impact student or staff safety, are subject to law enforcement involvement, and/or cause property damage requiring administrative attention, or repeated MBI's that violate school or classroom rules, policies and/or procedures and have been logged at least 4 times previously in IC.

- *The Major Behavior Incidents List includes all discretionary expellable offences.*

Attachment 3: Restorative Justice Plan

INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Absences (Chronic)	Parent Advisory Meeting (PAM) following appropriate documentation and communication with families	PAM and Student must follow Restorative Plan of Action (RPA)	Report to CPS for Academic Neglect-Principal or designee will take appropriate action	
Aggressive Behavior	Parent Advisory Meeting (PAM)	PAM and Student must follow RPA	In-House Intervention/ Re-evaluate RPA and follow up with PAM	Out of School Suspension/ Followed by Re-Entry Plan and RPA
Alcohol Distribution (Involve Police)	(PAM) - Student and Parent must Enroll in Drug Program/ School board advisory recommendation			
Alcohol Possession (1st Offense)	(PAM/ RPA) - Student and Parent must Enroll in Drug Program/ Principal or designee will take appropriate disciplinary action other than recommending removal	School board advisory recommendation		
Alcohol Possession/ Use, Repeated	School board advisory recommendation			
Alcohol Use (1st Offense)	(PAM/ RPA) - Student and Parent must Enroll in Drug Program/ Principal or designee will take appropriate disciplinary action other than recommending removal	School board advisory recommendation		
Arson (Involve police)	May be subject to restitution/ School board advisory recommendation following RPA.			
Assault to Staff (Involve Police)	May be subject to restitution/ School board advisory recommendation following RPA			

Attachment 3: Restorative Justice Plan

Assault to Student	Subject to bullying protocol as per NRS 388. 122; see Restorative Justice Discipline Plan/ If assault is considered Battery, refer to Battery			
Automobile Misuse	Parent Advisory Meeting (PAM)	PAM / Principal or designee will take appropriate disciplinary action other than recommending removal.	PAM / In-House Intervention / Revoke Privileges	PAM /In-House Intervention/ School board advisory recommendation
Battery - Student (Involve police)	School board advisory recommendation; Subject to bullying protocol as per NRS 388.122; see Restorative Justice Discipline Plan			
Battery - Employee (Involve police)	School board advisory recommendation			
Bullying/ Cyber Bullying (May involve police)	Follow NRS 388.122 Protocols/ RPA/ Principal or designee will take appropriate disciplinary action	Follow NRS 388.122 Protocols/ Reevaluate RPA/ Possible In-House Intervention	Follow NRS 388.122 Protocols/ In-House Intervention/ Possible school board advisory recommendation	Follow NRS 388.122 Protocols/ School board advisory recommendation
Campus Disruption (May involve police)	School board advisory recommendation			
Classroom Disruption (Major)	PAM and Student must follow Restorative Plan of Action (RPA)	PAM/ Re-evaluate RPA/ Principal or designee will take appropriate disciplinary action other than recommending removal.	Reevaluate RPA/ Possible In-House Intervention	In-House Intervention/ Possible school board advisory recommendation
Computer Misconduct	Minor – PAM Major- Principal or designee will take appropriate disciplinary action other than recommending removal/ RPA	Re-evaluate RPA/ Principal or designee will take appropriate disciplinary action other than recommending removal.	Reevaluate RPA/ Possible In-House Intervention	In-House Intervention/ Possible school board advisory recommendation

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Controlled Substance – Distribution (Involve police)	(PAM/RPA) -Student and Parent must Enroll in Drug Program/ School board advisory recommendation- Subject to law enforcement involvement			
Controlled Substance-Possession (1st Offense) (Involve police)	(PAM/RPA) -Student and Parent must Enroll in Drug Program/ Principal or designee will take appropriate disciplinary action other than recommending removal/ Subject to law enforcement involvement			
Controlled Substance-Possession with Intent (Involve police)	(PAM/RPA) -Student and Parent must Enroll in Drug Program/ School board advisory recommendation - Subject to law enforcement involvement			
Controlled Substance Use/Possession, Repeated (Involve police)	(PAM/RPA) -Student and Parent must Enroll in Drug Program/ School board advisory recommendation- Subject to law enforcement involvement			
Controlled Substance Paraphernalia	(PAM/RPA) -Student and Parent must Enroll in Drug Program/ Principal or designee will take appropriate disciplinary action other than recommending removal	School board advisory recommendation		
Disorderly Conduct	PAM and Student must follow Restorative Plan of Action (RPA)	Re-evaluate RPA/ Principal or designee will take appropriate disciplinary action other than recommending removal.	Reevaluate RPA/ Possible In-House Intervention	In-House Intervention/ Possible school board advisory recommendation
Distribution of Porn and/or sexual images of minors (Involve Police)	(PAM/RPA) -Student and Parent must Enroll in Harmony Program/ School board advisory recommendation - Subject to law enforcement involvement			

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Explosive Devices (Involve police)	School board advisory recommendation			
Fighting Physical Altercation	See also Battery; PAM and Student must follow Restorative Plan of Action (RPA)	Re-evaluate RPA/ Principal or designee will take appropriate disciplinary action other than recommending removal.	Reevaluate RPA/ Possible In-House Intervention	In-House Intervention/ Possible school board advisory recommendation
Fighting Verbal Altercation	PAM and Student must follow Restorative Plan of Action (RPA); Subject to bullying protocol as per NRS 388.122; see Restorative Justice Discipline Plan	Re-evaluate RPA/ Principal or designee will take appropriate disciplinary action other than recommending removal. Subject to bullying protocol as per NRS 388.122; see Restorative Justice Discipline Plan	Reevaluate RPA/ Possible In-House Intervention; Subject to bullying protocol as per NRS 388.122; see Restorative Justice Discipline Plan	Subject to bullying protocol as per NRS 388.122; see Restorative Justice Discipline Plan/ School Board Recommendation
Forgery	PAM and Student must follow Restorative Plan of Action (RPA)	Re-evaluate RPA/ Principal or designee will take appropriate disciplinary action other than recommending removal.	Reevaluate RPA/ Possible In-House Intervention	In-House Intervention/ Possible school board advisory recommendation
Gambling (May involve police)	(PAM/RPA) - Subject to law enforcement involvement			
Gang Involvement (Involve police)	(PAM/RPA) - Subject to law enforcement involvement			
Habitual Disciplinary Problem- Student has a record of (5) suspensions of three days or more	School Board Recommendation considering student has followed RPA			
Immoral Conduct (May involve police)	(PAM/RPA) - Subject to law enforcement involvement	School board advisory recommendation		
Incitement	PAM and Student must follow Restorative Plan of Action (RPA)	Re-evaluate RPA/ Principal or designee will take appropriate disciplinary action other than recommending removal.	Reevaluate RPA/ Possible In-House Intervention	In-House Intervention/ Possible school board advisory recommendation

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Inappropriate Language (Minor)	PAM	PAM and Student must follow Restorative Plan of Action (RPA)	Reevaluate RPA- Principal or designee will take appropriate disciplinary action other than recommending removal.	Reevaluate RPA/ Possible In-House Intervention
Insubordination	PAM and Student must follow Restorative Plan of Action (RPA)	Re-evaluate RPA/ Principal or designee will take appropriate disciplinary action other than recommending removal.	Reevaluate RPA/ Possible In-House Intervention	In-House Intervention/ Possible school board advisory recommendation
Leaving Campus/ Class without permission	PAM and Student must follow Restorative Plan of Action (RPA)	Re-evaluate RPA/ Principal or designee will take appropriate disciplinary action other than recommending removal.	Reevaluate RPA/ Possible In-House Intervention	Reevaluate RPA/ Possible In-House Intervention
Nuisance Items (Minor)	Items may be confiscated, but must be stored by an administrator; items should only be returned to parent/ legal guardians. School will not be held responsible for lost or stolen items.	PAM- Confiscate items until end of semester/ Follow first offense intervention.	PAM - Confiscate item until end of school year/ Follow first offense intervention.	
Plagiarism (Minor)	PAM and Student must follow Restorative Plan of Action (RPA)			
Public Display of Affection (Minor)	Restorative Justice Intervention; See Restorative Justice Discipline Plan	PAM and Student must follow Restorative Plan of Action (RPA)	Re-evaluate RPA/ Principal or designee will take appropriate disciplinary action other than recommending removal.	Reevaluate RPA/ Possible In-House Intervention
Robbery/Extortion (Involve Police)	(PAM/RPA) - Subject to law enforcement involvement	School board advisory recommendation		
Scholastic Dishonesty	PAM and Student must follow Restorative Plan of Action (RPA). Redo/ Reduction in Points.	Re-evaluate RPA/ Principal or designee will take appropriate disciplinary action other than recommending removal.	Reevaluate RPA/ Possible In-House Intervention	In-House Intervention/ Possible school board advisory recommendation
Sexual Assault (Involve Police)	(PAM/RPA) -Student and Parent must Enroll in Harmony Program/ School board advisory recommendation- Subject to law enforcement			

Attachment 3: Restorative Justice Plan

	involvement			
Sexual Harassment (May involve police)	PAM and Student must follow Restorative Plan of Action (RPA); Subject to bullying protocol as per NRS 388.122; see Restorative Justice Discipline Plan - Subject to law enforcement involvement	Subject to bullying protocol as per NRS 388.122; see Restorative Justice Discipline Plan/ School board recommendation - Subject to law enforcement involvement		
Spraying Propellants (Tear gas, pepper spray, fire extinguisher)	(PAM/RPA) Principal or designee will take appropriate disciplinary action other than recommending removal. - Subject to law enforcement involvement	School board advisory Recommendation - Subject to law enforcement involvement		
Stalking (May involve police)	PAM and Student must follow Restorative Plan of Action (RPA); Subject to bullying protocol as per NRS 388.122; see Restorative Justice Discipline Plan - Subject to law enforcement involvement	Subject to bullying protocol as per NRS 388.122; see Restorative Justice Discipline Plan/ School Board Recommendation - Subject to law enforcement involvement		
Tardy (Minor)	Restorative Justice Intervention; See Restorative Justice Discipline Plan	PAM and Student must follow Restorative Plan of Action (RPA)	Re-evaluate RPA/ Principal or designee will take appropriate disciplinary action other than recommending removal.	Reevaluate RPA/ Possible In-House Intervention
Theft (May involve police)	(PAM/ RPA) May be subject to restitution/Principal or designee will take appropriate disciplinary action other than recommending removal - Subject to law enforcement involvement	Reevaluate RPA/ Possible In-House Intervention - Subject to law enforcement involvement	Reevaluate RPA/ Possible In-House Intervention - Subject to law enforcement involvement	
Threat – School (May involve police)	A threat assessment is required for all instances of threatening behavior. - Subject to law enforcement involvement			
Threat – Staff (May involve police)	A threat assessment is required for all instances of threatening behavior - Subject to law enforcement involvement			

Attachment 3: Restorative Justice Plan

Threat – Student (May involve police)	A threat assessment is required for all instances of threatening behavior. - Subject to law enforcement involvement			
Tobacco- Possession	Student must follow Restorative Plan of Action (RPA)- Parent notified	PAM/ Re-evaluate RPA/ Principal or designee will take appropriate disciplinary action other than recommending removal.	Reevaluate RPA/ Possible In-House Intervention	In-House Intervention/ Possible school board advisory recommendation
Tobacco- Use	PAM/ Re-evaluate RPA/ Principal or designee will take appropriate disciplinary action other than recommending removal	Reevaluate RPA/ Possible In-House Intervention	In-House Intervention/ Possible school board advisory recommendation	School board advisory recommendation
Trespassing (May Involve Police)	(PAM/RPA) Principal or designee will take appropriate disciplinary action other than recommending removal. - Subject to law enforcement involvement	School board advisory recommendation - Subject to law enforcement involvement		
Truancy (May Involve Police)	PAM and Student must follow Restorative Plan of Action (RPA); Follow NRS. 392.040; Ensure appropriate documentation has been followed. See Absences; - Subject to law enforcement involvement			
Vandalism/Destruction or Defacing Property/ Graffiti (May Involve Police)	(PAM/ RPA) May be subject to restitution/Principal or designee will take appropriate disciplinary action other than recommending removal - Subject to law enforcement involvement	School board advisory Recommendation - Subject to law enforcement involvement		
Weapons- Possession (May Involve Police)	Principal or designee will take appropriate disciplinary action other than recommending removal - Students who possess, use, transmit or conceal any operable or inoperable dangerous weapon must be recommended for school board advisory per NRS. 392.466 - Subject to law enforcement involvement			

Attachment 3: Restorative Justice Plan

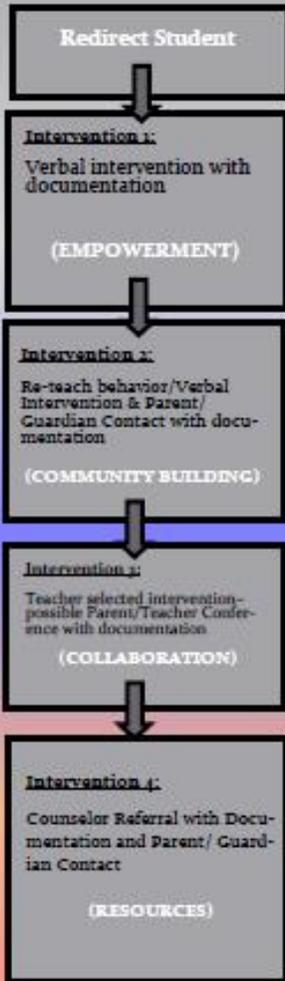
Weapons- Possession with Threat (May Involve Police)	Students who possess and use a weapon to threaten must be recommended for school board advisory per NRS. 392.466 - Subject to law enforcement involvement			
Weapons- Possession with Injury (Involve Police)	Students who possess and use a weapon resulting in injury must be recommended for school board advisory per NRS. 392.466 - Subject to law enforcement involvement			

The chart below describes step a classroom teacher may take in providing progressive steps of discipline for minor offenses within a classroom.



Behavior Flowchart

Minor Infractions
(Teacher Managed)



Major Infractions
(Office Managed)



What type of behavior is it?

Minor Infraction	Major Infraction
<ul style="list-style-type: none"> • Annoying fellow students • Being rude • Chewing gum • Disrespectful behavior • Eating or Drinking in class • Horse play • Insubordination • Making derogatory comments • Not following teacher directives • Not paying attention • Off task • Out of seat • Possession of nuisance item • Talking back 	<ul style="list-style-type: none"> • Alcohol use or possession/controlled substance/ Drugs/ Tobacco • Vandalism/ destruction of property • Arson • Assault/ battery or fighting • Computer misconduct • Explosive devices • Severe defiance of school personnel • Gang activity • Robbery or extortion • Theft • Weapons • Lewd behavior

Need Intervention Help!

- People to ask!
- School Psychologist
 - Special Education Instruction Facilitator (SEIF)
 - Student Support Advocate (SSA)
 - Social Worker
 - Counselor



Possible Interventions:

- Student decides consequence
- Earned privilege
- Private conversation
- Community service:
 - I. Picking up trash
 - II. Cleaning cafeteria
 - III. Working in the
- Apology note/journaling
- Using break/ walk card
- Quiet corner/relaxation exercise

Attachment 3: Restorative Justice Plan

Mater Academy of Nevada Restorative Action Plan

Student Number:
Student Name:
DOB:
Grade:
Discipline Administrator:

Restorative Interventions and Explanation: Support by Community:

- Starting on _____ (date), _____ will have weekly scheduled meetings with (Circle one) **Counselor, Safe School Professional, Student Support Advocate**. _____ will also be able to request to meet with selected adult at other times as needed.

Support by Social & Emotional Learning:

- _____ will participate in mentorship and/or social skills small group intervention lessons tailored to their needs, starting with a lesson on respect (towards others and themselves) on _____ (date).
- will complete the assignment and participate in a debriefing with (Circle one) Counselor, Safe School Professional, Student Support Advocate. This intervention was selected to intentionally teach self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students will need these skills to navigate life as successful adults, so we must assist students with developing them.

Reintegration by Accountability:

- On _____ (dates), _____ participated in Restorative Conversations with (Circle one) **Counselor, Safe School Professional, Student Support Advocate** to discuss the events leading up to the incident, how _____ was thinking and feeling at the time of the incident, who they impacted with their choices, and what they needed to do to make things right. Expectations for classroom behavior were clearly explained and _____ had the opportunity to ask clarifying questions as necessary.

Restoration by Healing and Repairing Harm:

- On _____ (date), _____ elected to write a letter of apology to _____ (victim). The letter was sincere and addressed the situation thoroughly. The letter was shared with _____ (victim).
- was offered the opportunity to sit down with _____ (victim) to discuss the matter. Please indicate: _____ Victim declined at this time _____ Victim accepted
- The rules and expectations of behavior have been clearly explained to _____.
- _____ has had the opportunity to reflect on their actions and see the impact their choices have had on the educational environment.
- _____ has talked about alternate ways of handling a similar situation in the future and has developed a plan to be better prepared for days when they come to school frustrated.
- Additionally, by providing _____ with access to multiple staff members and opportunities to seek assistance, we are helping _____ to see that there are many people on campus who care about them and their success.
- We want to ensure _____ knows that they can come to any of us for help or assistance and we can help them work through their struggles.

Seeking a Change in Placement (Circle One): Yes No

Provide justification for removal - what interventions or supports are needed that are not available at this school site?

Administrator's Signature: _____ Date: _____

Attachment 9: 5 Year Budget

Mater Academy of Nevada - East Campus		21-22	22-23	23-24	24-25	25-26	26-27
Statewide Base (w/ District Adj)		7,197	7,293	7,388	7,484	7,581	7,680
Total Students (FTEs)		1,575	1,901	2,218	2,330	2,330	2,330
Pre-K		-	34	34	34	34	34
Kinder		130	130	130	130	130	130
1st Grade		130	130	130	130	130	130
2nd Grade		130	130	130	130	130	130
3rd Grade		104	130	130	130	130	130
4th Grade		108	108	130	130	130	130
5th Grade		108	108	108	130	130	130
6th Grade		155	155	155	155	155	155
7th Grade		130	155	155	155	155	155
8th Grade		130	130	155	155	155	155
9th Grade		275	275	275	275	275	275
10th Grade		175	270	270	270	270	270
11th Grade		-	180	270	270	270	270
12th Grade		-	-	180	270	270	270
Total Students (FTEs)		1,575	1,901	2,218	2,330	2,330	2,330
PRIOR YEAR NUMBERS							
SPED Count		104	128	149	156	156	156
ELL Count		433	532	619	650	650	650
GATE Count		-	-	-	-	-	-
FRL %		100%	100%	100%	100%	100%	100%
At-Risk (FRL) Count		601	738	859	902	902	902
		-	-	-	-	-	-
TEACHING STAFF							
Classroom Teachers		54.00	66.00	77.00	81.00	81.00	81.00
SPED Teachers		7.00	7.00	7.00	8.00	8.00	8.00
Art Teacher		2.00	2.00	2.00	2.00	2.00	2.00
Music		2.00	2.00	2.00	2.00	2.00	2.00
PE Teacher		3.00	3.00	3.00	3.00	3.00	3.00
Dance		-	-	-	-	-	-
Technology (STEM)		1.00	2.00	2.00	2.00	2.00	2.00
Theatre		-	-	-	-	-	-
Spanish / Language		1.00	2.00	2.00	2.00	2.00	2.00
Additional Elective Teachers		0.50	3.00	4.00	4.00	4.00	4.00
Total Teaching Staff		70.50	87.00	99.00	104.00	104.00	104.00
ADMIN & SUPPORT							
Principal		1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal		4.00	4.00	4.00	4.00	4.00	4.00
ELL Coordinator		1.00	2.00	2.00	2.00	2.00	2.00
Counselor/ Student Support Advocate		4.00	4.00	4.00	4.00	4.00	4.00
Curriculum Coach		2.00	2.00	2.00	2.00	2.00	2.00
Office Manager		1.50	2.00	2.00	2.00	2.00	2.00
Registrar		1.50	2.00	2.00	2.00	2.00	2.00
Clinic Aide/ FASA		2.00	2.00	2.00	2.00	2.00	2.00
Receptionist		2.00	2.00	2.00	2.00	2.00	2.00
Teacher Assistants (SPED Included)		13.00	17.00	20.00	20.00	20.00	20.00
Campus Monitor/Custodian		5.00	5.00	5.00	5.00	5.00	5.00
Cafeteria Manager		2.00	2.00	2.00	2.00	2.00	2.00
Parent Engagement Corrdinator		-	-	-	-	-	-
SPED Facilitator		1.00	1.00	1.00	1.00	1.00	1.00
Speech Pathologist		-	-	-	-	-	-
School Psychologist		0.33	0.33	0.33	0.33	0.33	0.33
OT		-	-	-	-	-	-
School Nurse		-	-	-	-	-	-
Gate Teacher		-	-	-	-	-	-
		-	-	-	-	-	-
Total Admin & Support		40.33	46.33	49.33	49.33	49.33	49.33
Total # Teachers		70.50	87.00	99.00	104.00	104.00	104.00
Total # Admin & Support		40.33	46.33	49.33	49.33	49.33	49.33
Total Staff		110.83	133.33	148.33	153.33	153.33	153.33
Total Salaries & Benefits as % of Expenses		55%	56%	55%	54%	53%	54%
Instruction Salaries as % of Total Salaries		72%	72%	74%	75%	75%	75%
Admin & Support Salaries as % of Total Salaries		28%	28%	26%	25%	25%	25%
Rent as % of Revenue		11%	11%	13%	15%	16%	17%

	REVENUE (@ 100%)	21-22	22-23	23-24	24-25	25-26	26-27
3110	State Base Revenue	11,334,944	13,863,993	16,386,160	17,437,372	17,664,058	17,893,690
	Local SPED	-	-	-	-	-	-
4500	National School Lunch Program (NSLP)	2,041,200	2,507,760	2,918,592	3,063,744	3,063,744	3,063,744
4500	SPED Funding (Part B)	98,800	121,383	141,268	148,294	148,294	148,294
3115	SPED Discretionary Unit	286,520	319,429	371,759	390,248	390,248	390,248
	ELL Weight	707,790	887,860	1,033,313	1,084,704	1,084,704	1,084,704
3200	Gifted and Talented Education (GATE) Weight	-	-	-	-	-	-
	At-Risk Weight	144,763	182,378	212,256	222,812	222,812	222,812
	OTHER: Pre-K Grant	-	500,000	500,000	500,000	500,000	300,000

Attachment 9: 5 Year Budget

Attachment 9: 5 Year Budget

1510	OTHER:	-	-	-	-	-	-
	OTHER:	-	-	-	-	-	-
	OTHER:	-	-	-	-	-	-
Total Revenues		14,614,018	18,382,802	21,563,348	22,847,173	23,073,859	23,103,492
EXPENSES							
Personnel Costs - Unrestricted Salaries		21-22	22-23	23-24	24-25	25-26	26-27
104	Principal	150,730	153,745	156,820	159,956	163,155	166,418
104	Assistant Principal(s)	318,937	325,315	331,822	338,458	345,227	352,132
105	Curriculum Coach	124,338	126,825	129,361	131,948	134,587	137,279
105	ELL Coordinator/SWxS/RBG3	58,140	119,303	121,689	124,123	126,605	129,137
105/106	Counselor / Student Support Advocate/Dean	250,619	255,631	260,744	265,959	271,278	276,703
101 /103	Teachers Salaries	3,043,350	3,896,000	4,572,400	4,867,200	4,963,200	5,059,200
101	Prior Grant/Categorical Positions	-	-	-	-	-	-
101	SPED Teachers	337,400	340,900	347,900	405,600	413,600	421,600
107	Office Manager/ Registrar / Banker	134,636	176,817	180,353	183,960	187,639	191,392
107	Secretary & FASA	94,720	96,200	97,680	99,160	100,640	102,120
102	Teacher Assistants (including SPED)	271,440	361,080	432,000	439,200	446,400	453,600
107	Campus Monitors	149,520	151,440	153,360	155,280	157,200	159,120
107	Parent Engagement Corrdinator	-	-	-	-	-	-
Total Unrestricted Salaries		4,933,829	6,003,255	6,784,128	7,170,844	7,309,532	7,448,702
Personnel Costs - Restricted Salaries		21-22	22-23	23-24	24-25	25-26	26-27
	Lead Principal Staff	-	-	-	-	-	-
	SPED Facilitator	66,402	67,730	69,085	70,466	71,876	73,313
	Speech Pathologist	-	-	-	-	-	-
	School Psychologist	25,500	26,010	26,530	27,061	27,602	28,154
	OT	-	-	-	-	-	-
	School Nurse	-	-	-	-	-	-
	Grant Manager	-	-	-	-	-	-
	Pre-K Grant Salaries	-	253,378	255,451	257,525	259,601	261,678
107	Cafeteria Manager - NSLP	30,600	31,212	31,836	32,473	33,122	33,785
	On Campus Sub	22,500	22,500	22,500	22,500	22,500	22,500
Total Restricted Salaries		145,002	400,830	405,402	410,025	414,701	419,430
Total Salaries and Wages		5,078,831	6,404,086	7,189,530	7,580,869	7,724,233	7,868,132
230	PERS - 29.75%	1,466,110	1,905,216	2,138,885	2,255,309	2,297,959	2,340,769
	Insurances/Employment Taxes/Other Benefits	898,865	1,168,746	1,330,063	1,421,413	1,467,604	1,514,615
150	Incentives / Bonuses	119,784	142,496	157,271	162,896	162,896	162,896
150	Stipend	-	-	-	-	-	-
250	Tuition Reimbursements	18,500	18,500	18,500	18,500	18,500	18,500
	Subst. Teachers (10 days/Teacher)	101,825	129,050	148,850	157,100	157,100	157,100
Total Benefits and Related		2,605,084	3,364,007	3,793,570	4,015,218	4,104,060	4,193,881
Total Payroll / Benefits and Related		7,683,916	9,768,093	10,983,100	11,596,087	11,828,293	12,062,013
Supplies		21-22	22-23	23-24	24-25	25-26	26-27
	Consumables	204,750	376,550	417,760	432,320	432,320	432,320
561	Duel Enrollment - Student Fees/Textbooks	-	-	-	-	-	-
	Zion's FFE Lease - payments	365,000	480,000	435,000	300,000	250,000	200,000
	Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	-	-	-	-
610	Office Supplies	24,975	29,655	33,776	35,232	35,232	35,232
610	Classroom Supplies	42,525	52,245	60,804	63,828	63,828	63,828
610	Copier Supplies	6,300	7,740	9,008	9,456	9,456	9,456
610	Nursing Supplies	4,725	5,805	6,756	7,092	7,092	7,092
610	SPED Supplies	12,480	15,333	17,844	18,732	18,732	18,732
	Athletics/Extra	50,000	55,000	60,000	65,000	70,000	70,000
Total Supplies		710,755	1,022,328	1,040,948	931,660	886,660	836,660
Purchased Services		21-22	22-23	23-24	24-25	25-26	26-27
320	Data Analysts	18,000	18,540	19,096	19,669	20,259	20,867
300	Special Education Contracted Services	315,000	396,675	461,660	484,620	484,620	484,620
310	Contracted Services:	-	-	-	-	-	-
310	Management Fee	708,750	870,750	1,013,400	1,063,800	1,063,800	1,063,800
310	Payroll Services	28,599	33,999	37,599	38,799	38,799	38,799
340	Audit/Tax	23,000	23,690	24,401	25,133	25,887	26,663
340	Legal Fees	5,000	5,000	5,000	5,000	5,000	5,000
352	IT Services	66,150	81,270	94,584	99,288	99,288	99,288
350	IT Set-up Fees	22,000	20,000	20,000	20,000	15,000	15,000
591	State Administrative Fee (1.25%)	141,687	173,300	204,827	217,967	220,801	223,671
320	Affiliation Fee - Inc. (1/2 of 1%)	56,675	69,320	81,931	87,187	88,320	89,468
330	Affiliation Fee - Professional Development (1/2 of 1%)	56,675	69,320	81,931	87,187	88,320	89,468
330	Affiliation Fee -	-	-	-	-	-	-
Total Purchased Services		1,441,535	1,761,864	2,044,429	2,148,650	2,150,094	2,156,645
General Operations		21-22	22-23	23-24	24-25	25-26	26-27
533	Telephone	10,000	10,300	10,609	10,927	11,255	11,593
535	Internet	5,000	5,150	5,305	5,464	5,628	5,796
534	Cell Phones	-	-	-	-	-	-
531	Postage	800	800	800	800	800	800
535	Website	4,500	4,635	4,774	4,917	5,065	5,217
443	Copier / Printing	52,500	54,075	55,697	57,368	59,089	60,862
651	Infinite Campus	3,850	3,966	4,084	4,207	4,333	4,463
Total General Operations		76,650	78,926	81,269	83,683	86,170	88,731
Insurances		21-22	22-23	23-24	24-25	25-26	26-27
521	Property Insurance	18,700	19,822	21,011	22,272	23,608	25,025

Attachment 9: 5 Year Budget

522	Liability Insurance	9,995	10,595	11,230	11,904	12,618	13,376
523	Other Insurances	19,554	20,727	21,971	23,289	24,686	26,168
	Total Insurances	48,249	51,144	54,213	57,465	60,913	64,568
	Other	21-22	22-23	23-24	24-25	25-26	26-27
570	Lunch Program-NSLP	1,789,050	2,197,290	2,556,768	2,683,776	2,683,776	2,683,776
540	Advertising/Marketing	5,000	5,000	5,000	5,000	5,000	5,000
580	Travel	1,000	1,000	1,000	1,000	1,000	1,000
340	Background and Fingerprinting	1,500	1,500	1,500	1,500	1,500	1,500
810	Dues and Fees	7,500	10,750	11,000	11,250	11,500	11,750
	Loan Payment / Interest Expense	-	-	-	-	-	-
	Prior Year Surplus allocated by board	-	-	-	-	-	-
	Graduation	-	-	-	-	-	-
900	Other Purchases	1,250	1,500	1,750	2,000	2,250	2,500
	Total Other	1,805,300	2,217,040	2,577,018	2,704,526	2,705,026	2,705,526
	Facilities	21-22	22-23	23-24	24-25	25-26	26-27
622	Public Utilities	120,000	150,000	154,500	159,135	163,909	168,826
621	Natural Gas	-	-	-	-	-	-
411	Water / Sewer	50,000	51,500	53,045	54,636	56,275	57,964
422	Garbage/Disposal	28,500	29,355	30,236	31,143	32,077	33,039
490	Fire and Security alarms	7,000	7,210	7,426	7,649	7,879	8,115
422	Contracted Janitorial Services	153,099	157,692	162,423	167,295	172,314	177,484
610	Custodial Supplies	47,250	58,050	67,560	70,920	70,920	70,920
430/431	Facility Maintenance/Repairs/Capital Outlay	56,000	57,680	59,410	61,193	63,028	64,919
420	Lawn Care	-	-	-	-	-	-
420	Snow removal	-	-	-	-	-	-
431	AC Maintenance & Repair	30,000	30,900	31,827	32,782	33,765	34,778
	Total Facilities	491,849	542,387	566,427	584,753	600,168	616,046
	Total Expenses Before Bldg	12,258,254	15,441,781	17,347,404	18,106,825	18,317,324	18,530,188
	Scheduled Lease Payment	1,675,000	2,100,000	2,750,000	3,460,000	3,792,642	3,877,976
	Scheduled Bond Payment	-	-	-	-	-	-
	Scheduled Bond Payment	-	-	-	-	-	-
	Additional Parking	-	-	-	-	-	-
	Surplus (Revenues-Total Expenses-Lease-Bond)	680,763	841,021	1,465,944	1,280,348	963,893	695,327
		5.41%	5.30%	7.86%	5.60%	4.82%	3.47%

Mater Academy of Nevada - East Campus

21-22

22-23

23-24

24-25

25-26

26-27

Attachment 9: 5 Year Budget

Line Item	Operating					Capital					Total				
	Operating	Weights	SPD	MLP	Min/Max	Operating	Weights	SPD	MLP	Min/Max	Operating	Weights	SPD	MLP	Min/Max
1.000 Operating	1,000				1,000	1,000				1,000					1,000
2.000 Capital						2,000				2,000					2,000
3.000 Total	1,000				1,000	3,000				3,000					3,000
4.000 Operating	4,000				4,000	4,000				4,000					4,000
5.000 Capital						5,000				5,000					5,000
6.000 Total	4,000				4,000	9,000				9,000					9,000
7.000 Operating	7,000				7,000	7,000				7,000					7,000
8.000 Capital						8,000				8,000					8,000
9.000 Total	7,000				7,000	15,000				15,000					15,000
10.000 Operating	10,000				10,000	10,000				10,000					10,000
11.000 Capital						11,000				11,000					11,000
12.000 Total	10,000				10,000	21,000				21,000					21,000
13.000 Operating	13,000				13,000	13,000				13,000					13,000
14.000 Capital						14,000				14,000					14,000
15.000 Total	13,000				13,000	27,000				27,000					27,000
16.000 Operating	16,000				16,000	16,000				16,000					16,000
17.000 Capital						17,000				17,000					17,000
18.000 Total	16,000				16,000	33,000				33,000					33,000
19.000 Operating	19,000				19,000	19,000				19,000					19,000
20.000 Capital						20,000				20,000					20,000
21.000 Total	19,000				19,000	39,000				39,000					39,000
22.000 Operating	22,000				22,000	22,000				22,000					22,000
23.000 Capital						23,000				23,000					23,000
24.000 Total	22,000				22,000	45,000				45,000					45,000
25.000 Operating	25,000				25,000	25,000				25,000					25,000
26.000 Capital						26,000				26,000					26,000
27.000 Total	25,000				25,000	51,000				51,000					51,000
28.000 Operating	28,000				28,000	28,000				28,000					28,000
29.000 Capital						29,000				29,000					29,000
30.000 Total	28,000				28,000	57,000				57,000					57,000
31.000 Operating	31,000				31,000	31,000				31,000					31,000
32.000 Capital						32,000				32,000					32,000
33.000 Total	31,000				31,000	63,000				63,000					63,000
34.000 Operating	34,000				34,000	34,000				34,000					34,000
35.000 Capital						35,000				35,000					35,000
36.000 Total	34,000				34,000	69,000				69,000					69,000
37.000 Operating	37,000				37,000	37,000				37,000					37,000
38.000 Capital						38,000				38,000					38,000
39.000 Total	37,000				37,000	75,000				75,000					75,000
40.000 Operating	40,000				40,000	40,000				40,000					40,000
41.000 Capital						41,000				41,000					41,000
42.000 Total	40,000				40,000	81,000				81,000					81,000
43.000 Operating	43,000				43,000	43,000				43,000					43,000
44.000 Capital						44,000				44,000					44,000
45.000 Total	43,000				43,000	87,000				87,000					87,000
46.000 Operating	46,000				46,000	46,000				46,000					46,000
47.000 Capital						47,000				47,000					47,000
48.000 Total	46,000				46,000	93,000				93,000					93,000
49.000 Operating	49,000				49,000	49,000				49,000					49,000
50.000 Capital						50,000				50,000					50,000
51.000 Total	49,000				49,000	99,000				99,000					99,000
52.000 Operating	52,000				52,000	52,000				52,000					52,000
53.000 Capital						53,000				53,000					53,000
54.000 Total	52,000				52,000	105,000				105,000					105,000
55.000 Operating	55,000				55,000	55,000				55,000					55,000
56.000 Capital						56,000				56,000					56,000
57.000 Total	55,000				55,000	111,000				111,000					111,000
58.000 Operating	58,000				58,000	58,000				58,000					58,000
59.000 Capital						59,000				59,000					59,000
60.000 Total	58,000				58,000	117,000				117,000					117,000
61.000 Operating	61,000				61,000	61,000				61,000					61,000
62.000 Capital						62,000				62,000					62,000
63.000 Total	61,000				61,000	123,000				123,000					123,000
64.000 Operating	64,000				64,000	64,000				64,000					64,000
65.000 Capital						65,000				65,000					65,000
66.000 Total	64,000				64,000	129,000				129,000					129,000
67.000 Operating	67,000				67,000	67,000				67,000					67,000
68.000 Capital						68,000				68,000					68,000
69.000 Total	67,000				67,000	135,000				135,000					135,000
70.000 Operating	70,000				70,000	70,000				70,000					70,000
71.000 Capital						71,000				71,000					71,000
72.000 Total	70,000				70,000	141,000				141,000					141,000
73.000 Operating	73,000				73,000	73,000				73,000					73,000
74.000 Capital						74,000				74,000					74,000
75.000 Total	73,000				73,000	147,000				147,000					147,000
76.000 Operating	76,000				76,000	76,000				76,000					76,000
77.000 Capital						77,000				77,000					77,000
78.000 Total	76,000				76,000	153,000				153,000					153,000
79.000 Operating	79,000				79,000	79,000				79,000					79,000
80.000 Capital						80,000				80,000					80,000
81.000 Total	79,000				79,000	159,000				159,000					159,000
82.000 Operating	82,000				82,000	82,000				82,000					82,000
83.000 Capital						83,000				83,000					83,000
84.000 Total	82,000				82,000	165,000				165,000					165,000
85.000 Operating	85,000				85,000	85,000				85,000					85,000
86.000 Capital						86,000				86,000					86,000
87.000 Total	85,000				85,000	171,000				171,000					171,000
88.000 Operating	88,000				88,000	88,000				88,000					88,000
89.000 Capital						89,000				89,000					89,000
90.000 Total	88,000				88,000	177,000				177,000		</			

Attachment 9: 5 Year Budget

2024	Operating					Capital					Total
	Operating	Weights	SPD	MLP	MLP/Weight	Operating	Weights	SPD	MLP	MLP/Weight	
2024	1,000				1,000	1,000				1,000	
2025	1,000				1,000	1,000				1,000	
2026	1,000				1,000	1,000				1,000	
2027	1,000				1,000	1,000				1,000	
2028	1,000				1,000	1,000				1,000	
2029	1,000				1,000	1,000				1,000	
2030	1,000				1,000	1,000				1,000	
2031	1,000				1,000	1,000				1,000	
2032	1,000				1,000	1,000				1,000	
2033	1,000				1,000	1,000				1,000	
2034	1,000				1,000	1,000				1,000	
2035	1,000				1,000	1,000				1,000	
2036	1,000				1,000	1,000				1,000	
2037	1,000				1,000	1,000				1,000	
2038	1,000				1,000	1,000				1,000	
2039	1,000				1,000	1,000				1,000	
2040	1,000				1,000	1,000				1,000	
2041	1,000				1,000	1,000				1,000	
2042	1,000				1,000	1,000				1,000	
2043	1,000				1,000	1,000				1,000	
2044	1,000				1,000	1,000				1,000	
2045	1,000				1,000	1,000				1,000	
2046	1,000				1,000	1,000				1,000	
2047	1,000				1,000	1,000				1,000	
2048	1,000				1,000	1,000				1,000	
2049	1,000				1,000	1,000				1,000	
2050	1,000				1,000	1,000				1,000	
2051	1,000				1,000	1,000				1,000	
2052	1,000				1,000	1,000				1,000	
2053	1,000				1,000	1,000				1,000	
2054	1,000				1,000	1,000				1,000	
2055	1,000				1,000	1,000				1,000	
2056	1,000				1,000	1,000				1,000	
2057	1,000				1,000	1,000				1,000	
2058	1,000				1,000	1,000				1,000	
2059	1,000				1,000	1,000				1,000	
2060	1,000				1,000	1,000				1,000	
2061	1,000				1,000	1,000				1,000	
2062	1,000				1,000	1,000				1,000	
2063	1,000				1,000	1,000				1,000	
2064	1,000				1,000	1,000				1,000	
2065	1,000				1,000	1,000				1,000	
2066	1,000				1,000	1,000				1,000	
2067	1,000				1,000	1,000				1,000	
2068	1,000				1,000	1,000				1,000	
2069	1,000				1,000	1,000				1,000	
2070	1,000				1,000	1,000				1,000	
2071	1,000				1,000	1,000				1,000	
2072	1,000				1,000	1,000				1,000	
2073	1,000				1,000	1,000				1,000	
2074	1,000				1,000	1,000				1,000	
2075	1,000				1,000	1,000				1,000	
2076	1,000				1,000	1,000				1,000	
2077	1,000				1,000	1,000				1,000	
2078	1,000				1,000	1,000				1,000	
2079	1,000				1,000	1,000				1,000	
2080	1,000				1,000	1,000				1,000	
2081	1,000				1,000	1,000				1,000	
2082	1,000				1,000	1,000				1,000	
2083	1,000				1,000	1,000				1,000	
2084	1,000				1,000	1,000				1,000	
2085	1,000				1,000	1,000				1,000	
2086	1,000				1,000	1,000				1,000	
2087	1,000				1,000	1,000				1,000	
2088	1,000				1,000	1,000				1,000	
2089	1,000				1,000	1,000				1,000	
2090	1,000				1,000	1,000				1,000	
2091	1,000				1,000	1,000				1,000	
2092	1,000				1,000	1,000				1,000	
2093	1,000				1,000	1,000				1,000	
2094	1,000				1,000	1,000				1,000	
2095	1,000				1,000	1,000				1,000	
2096	1,000				1,000	1,000				1,000	
2097	1,000				1,000	1,000				1,000	
2098	1,000				1,000	1,000				1,000	
2099	1,000				1,000	1,000				1,000	
2100	1,000				1,000	1,000				1,000	

Attachment 9: 5 Year Budget

2023	Operating					2024	Operating					2025	Operating					2026	Operating					2027	Operating															
	Operating	Weights	SPED	MLP	Other		Operating	Weights	SPED	MLP	Other		Operating	Weights	SPED	MLP	Other		Operating	Weights	SPED	MLP	Other		Operating	Weights	SPED	MLP	Other	Operating	Weights	SPED	MLP	Other						
2023	1,000					1,000					1,000					1,000					1,000					1,000					1,000					1,000				
2024																																								
2025																																								
2026																																								
2027																																								
Total	1,000					1,000					1,000					1,000					1,000					1,000					1,000					1,000				

Attachment 9: 5 Year Budget

2024	Operating					Capital					Total
	Operating	Weights	SPD	MLP	MLP/Authority	Operating	Weights	SPD	MLP	MLP/Authority	
2024	1,000				1,000	1,000				1,000	
2025	1,000				1,000	1,000				1,000	
2026	1,000				1,000	1,000				1,000	
2027	1,000				1,000	1,000				1,000	
2028	1,000				1,000	1,000				1,000	
2029	1,000				1,000	1,000				1,000	
2030	1,000				1,000	1,000				1,000	
2031	1,000				1,000	1,000				1,000	
2032	1,000				1,000	1,000				1,000	
2033	1,000				1,000	1,000				1,000	
2034	1,000				1,000	1,000				1,000	
2035	1,000				1,000	1,000				1,000	
2036	1,000				1,000	1,000				1,000	
2037	1,000				1,000	1,000				1,000	
2038	1,000				1,000	1,000				1,000	
2039	1,000				1,000	1,000				1,000	
2040	1,000				1,000	1,000				1,000	
2041	1,000				1,000	1,000				1,000	
2042	1,000				1,000	1,000				1,000	
2043	1,000				1,000	1,000				1,000	
2044	1,000				1,000	1,000				1,000	
2045	1,000				1,000	1,000				1,000	
2046	1,000				1,000	1,000				1,000	
2047	1,000				1,000	1,000				1,000	
2048	1,000				1,000	1,000				1,000	
2049	1,000				1,000	1,000				1,000	
2050	1,000				1,000	1,000				1,000	
2051	1,000				1,000	1,000				1,000	
2052	1,000				1,000	1,000				1,000	
2053	1,000				1,000	1,000				1,000	
2054	1,000				1,000	1,000				1,000	
2055	1,000				1,000	1,000				1,000	
2056	1,000				1,000	1,000				1,000	
2057	1,000				1,000	1,000				1,000	
2058	1,000				1,000	1,000				1,000	
2059	1,000				1,000	1,000				1,000	
2060	1,000				1,000	1,000				1,000	
2061	1,000				1,000	1,000				1,000	
2062	1,000				1,000	1,000				1,000	
2063	1,000				1,000	1,000				1,000	
2064	1,000				1,000	1,000				1,000	
2065	1,000				1,000	1,000				1,000	
2066	1,000				1,000	1,000				1,000	
2067	1,000				1,000	1,000				1,000	
2068	1,000				1,000	1,000				1,000	
2069	1,000				1,000	1,000				1,000	
2070	1,000				1,000	1,000				1,000	
2071	1,000				1,000	1,000				1,000	
2072	1,000				1,000	1,000				1,000	
2073	1,000				1,000	1,000				1,000	
2074	1,000				1,000	1,000				1,000	
2075	1,000				1,000	1,000				1,000	
2076	1,000				1,000	1,000				1,000	
2077	1,000				1,000	1,000				1,000	
2078	1,000				1,000	1,000				1,000	
2079	1,000				1,000	1,000				1,000	
2080	1,000				1,000	1,000				1,000	
2081	1,000				1,000	1,000				1,000	
2082	1,000				1,000	1,000				1,000	
2083	1,000				1,000	1,000				1,000	
2084	1,000				1,000	1,000				1,000	
2085	1,000				1,000	1,000				1,000	
2086	1,000				1,000	1,000				1,000	
2087	1,000				1,000	1,000				1,000	
2088	1,000				1,000	1,000				1,000	
2089	1,000				1,000	1,000				1,000	
2090	1,000				1,000	1,000				1,000	
2091	1,000				1,000	1,000				1,000	
2092	1,000				1,000	1,000				1,000	
2093	1,000				1,000	1,000				1,000	
2094	1,000				1,000	1,000				1,000	
2095	1,000				1,000	1,000				1,000	
2096	1,000				1,000	1,000				1,000	
2097	1,000				1,000	1,000				1,000	
2098	1,000				1,000	1,000				1,000	
2099	1,000				1,000	1,000				1,000	
2100	1,000				1,000	1,000				1,000	

Attachment 9: 5 Year Budget

Mater Academy of Nevada	21-22	22-23	23-24	24-25	25-26	26-27
Statewide Base (w/ District Adj)	7,197	7,293	7,388	7,484	7,581	7,680
Total Students (FTEs)	3,575	3,901	4,218	4,330	4,330	4,330
Pre-K	-	34	34	34	34	34
Kinder	330	330	330	330	330	330
1st Grade	338	338	338	338	338	338
2nd Grade	338	338	338	338	338	338
3rd Grade	312	338	338	338	338	338
4th Grade	324	324	346	346	346	346
5th Grade	324	324	324	346	346	346
6th Grade	403	403	403	403	403	403
7th Grade	378	403	403	403	403	403
8th Grade	378	378	403	403	403	403
9th Grade	275	275	275	275	275	275
10th Grade	175	270	270	270	270	270
11th Grade	-	180	270	270	270	270
12th Grade	-	-	180	270	270	270
Total Students (FTEs)	3,575	3,901	4,218	4,330	4,330	4,330
PRIOR YEAR NUMBERS						
SPED Count	290	314	335	342	342	342
ELL Count	1,078	1,177	1,264	1,295	1,295	1,295
GATE Count	-	-	-	-	-	-
FRL %	100%	100%	100%	100%	100%	101%
At-Risk (FRL) Count	1,745	1,882	2,003	2,046	2,046	2,046
	-	-	-	-	-	-
TEACHING STAFF						
Classroom Teachers	126.00	138.00	149.00	153.00	153.00	153.00
SPED Teachers	15.00	15.00	15.00	16.00	16.00	16.00
Art Teacher	4.00	4.00	4.00	4.00	4.00	4.00
Music	4.00	4.00	4.00	4.00	4.00	4.00
PE Teacher	5.00	5.00	5.00	5.00	5.00	5.00
Dance	-	-	-	-	-	-
Technology (STEM)	3.00	4.00	4.00	4.00	4.00	4.00
Theatre	-	-	-	-	-	-
Spanish / Language	3.00	4.00	4.00	4.00	4.00	4.00
Additional Elective Teachers	8.00	10.50	11.50	11.50	11.50	11.50
Total Teaching Staff	168.00	184.50	196.50	201.50	201.50	201.50
ADMIN & SUPPORT						
Principal	3.00	3.00	3.00	3.00	3.00	3.00
Assistant Principal	8.00	8.00	8.00	8.00	8.00	8.00
ELL Coordinator	5.00	6.00	6.00	6.00	6.00	6.00
Counselor/ Student Support Advocate	8.00	8.00	8.00	8.00	8.00	8.00
Curriculum Coach	4.00	4.00	4.00	4.00	4.00	4.00
Office Manager	5.50	6.00	6.00	6.00	6.00	6.00
Registrar	3.50	4.00	4.00	4.00	4.00	4.00
Clinic Aide/ FASA	4.00	4.00	4.00	4.00	4.00	4.00
Receptionist	4.50	4.50	4.50	4.50	4.50	4.50
Teacher Assistants (SPED Included)	35.00	39.00	42.00	42.00	42.00	42.00
Campus Monitor/Custodian	11.00	11.00	11.00	11.00	11.00	11.00
Cafeteria Manager	5.00	5.00	5.00	5.00	5.00	5.00
Parent Engagement Corrdinator	-	-	-	-	-	-
SPED Facilitator	2.00	2.00	2.00	2.00	2.00	2.00
Speech Pathologist	-	-	-	-	-	-
School Psychologist	1.33	1.33	1.33	1.33	1.33	1.33
OT	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
Gate Teacher	-	-	-	-	-	-
	-	-	-	-	-	-
Total Admin & Support	99.83	105.83	108.83	108.83	108.83	108.83
Total # Teachers	168.00	184.50	196.50	201.50	201.50	201.50
Total # Admin & Support	99.83	105.83	108.83	108.83	108.83	108.83
Total Staff	267.83	290.33	305.33	310.33	310.33	310.33
Total Salaries & Benefits as % of Expenses	57%	58%	57%	57%	57%	57%
Instruction Salaries as % of Total Salaries	71%	71%	73%	73%	73%	73%
Admin & Support Salaries as % of Total Salaries	29%	29%	27%	27%	27%	27%
Rent as % of Revenue	11%	11%	12%	13%	14%	14%

	REVENUE (@ 100%)	21-22	22-23	23-24	24-25	25-26	26-27
3110	State Base Revenue	25,728,524	28,449,993	31,161,778	32,405,073	32,826,339	33,253,081
	Local SPED	-	-	-	-	-	-
4500	National School Lunch Program (NSLP)	4,633,200	5,099,760	5,510,592	5,655,744	5,655,744	5,655,744
4500	SPED Funding (Part B)	275,500	298,083	317,968	324,994	324,994	324,994
3115	SPED Discretionary Unit	798,950	784,429	836,759	855,248	855,248	855,248
	ELL Weight	1,762,120	1,964,365	2,109,818	2,161,209	2,161,209	2,161,209
3200	Gifted and Talented Education (GATE) Weight	-	-	-	-	-	-
	At-Risk Weight	420,318	464,946	494,824	505,380	505,380	505,380
	OTHER: Pre-K Grant	-	500,000	500,000	500,000	500,000	300,000

Attachment 9: 5 Year Budget

Attachment 9: 5 Year Budget

1510	OTHER:	-	-	-	-	-	-
	OTHER:	-	-	-	-	-	-
	OTHER:	-	-	-	-	-	-
Total Revenues		33,618,613	37,561,575	40,931,739	42,407,647	42,828,913	43,055,655
EXPENSES							
Personnel Costs - Unrestricted Salaries		21-22	22-23	23-24	24-25	25-26	26-27
104	Principal	366,597	373,929	381,407	389,035	396,816	404,752
104	Assistant Principal(s)	646,719	659,653	672,846	686,303	700,029	714,030
105	Curriculum Coach	245,882	250,800	255,816	260,932	266,151	271,474
105	ELL Coordinator/SWxS/RBG3	280,500	346,110	353,032	360,093	367,295	374,641
105/106	Counselor / Student Support Advocate/Dean	495,645	505,558	515,669	525,983	536,502	547,232
101 /103	Teachers Salaries	7,184,963	8,124,875	8,890,775	9,275,075	9,460,575	9,646,075
101	Prior Grant/Categorical Positions	-	-	-	-	-	-
101	SPED Teachers	711,400	718,900	733,900	799,600	815,600	831,600
107	Office Manager/ Registrar / Banker	408,376	456,031	465,152	474,455	483,944	492,151
107	Secretary & FASA	231,250	234,395	237,540	240,685	243,830	246,975
102	Teacher Assistants (including SPED)	722,880	820,440	899,280	914,400	929,520	944,640
107	Campus Monitors	313,680	318,480	323,280	328,080	332,880	337,680
107	Parent Engagement Corrdinator	-	-	-	-	-	-
Total Unrestricted Salaries		11,607,891	12,809,171	13,728,698	14,254,641	14,533,142	14,811,250
Personnel Costs - Restricted Salaries		21-22	22-23	23-24	24-25	25-26	26-27
	Lead Principal Staff	-	-	-	-	-	-
	SPED Facilitator	143,820	146,696	149,630	152,623	155,675	158,789
	Speech Pathologist	-	-	-	-	-	-
	School Psychologist	76,500	78,030	79,591	81,182	82,806	84,462
	OT	-	-	-	-	-	-
	School Nurse	-	-	-	-	-	-
	Grant Manager	65,500	66,810	68,146	69,509	70,899	70,899
	Pre-K Grant Salaries	-	253,378	255,451	257,525	259,601	261,678
107	Cafeteria Manager - NSLP	141,800	144,636	147,529	150,479	153,489	155,476
	On Campus Sub	67,500	67,500	67,500	67,500	67,500	67,500
Total Restricted Salaries		495,120	757,051	767,847	778,819	789,970	798,804
Total Salaries and Wages		12,103,011	13,566,222	14,496,545	15,033,460	15,323,113	15,610,054
230	PERS - 29.75%	3,555,804	4,035,951	4,312,722	4,472,454	4,558,626	4,643,991
	Insurances/Employment Taxes/Other Benefits	2,145,545	2,475,835	2,681,861	2,818,774	2,911,391	3,004,935
150	Incentives / Bonuses	292,559	315,271	330,046	335,671	335,671	335,671
150	Stipend	-	-	-	-	-	-
250	Tuition Reimbursements	36,700	36,700	36,700	36,700	36,700	36,700
	Subst. Teachers (10 days/Teacher)	233,700	260,925	280,725	288,975	288,975	288,975
Total Benefits and Related		6,264,308	7,124,683	7,642,054	7,952,574	8,131,364	8,310,273
Total Payroll / Benefits and Related		18,367,319	20,690,905	22,138,599	22,986,035	23,454,476	23,920,327
Supplies		21-22	22-23	23-24	24-25	25-26	26-27
	Consumables	464,750	636,550	677,760	692,320	692,320	692,320
561	Duel Enrollment - Student Fees/Textbooks	-	-	-	-	-	-
	Zion's FFE Lease - payments	700,000	755,000	685,000	550,000	500,000	450,000
	Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	-	-	-	-
610	Office Supplies	62,475	67,155	71,276	72,732	72,732	72,732
610	Classroom Supplies	96,525	106,245	114,804	117,828	117,828	117,828
610	Copier Supplies	14,300	15,740	17,008	17,456	17,456	17,456
610	Nursing Supplies	10,725	11,805	12,756	13,092	13,092	13,092
610	SPED Supplies	34,800	37,653	40,164	41,052	41,052	41,052
	Athletics/Extra	50,000	55,000	60,000	65,000	70,000	70,000
Total Supplies		1,433,575	1,685,148	1,678,768	1,569,480	1,524,480	1,474,480
Purchased Services		21-22	22-23	23-24	24-25	25-26	26-27
320	Data Analysts	42,000	43,260	44,558	45,895	47,271	48,690
300	Special Education Contracted Services	565,000	656,675	731,660	764,620	764,620	764,620
310	Contracted Services:	-	-	-	-	-	-
310	Management Fee	1,608,750	1,770,750	1,913,400	1,963,800	1,963,800	1,963,800
310	Payroll Services	69,559	74,959	78,559	79,759	79,759	79,759
340	Audit/Tax	68,000	70,040	72,141	74,305	76,535	78,831
340	Legal Fees	15,000	15,000	15,000	15,000	15,000	15,000
352	IT Services	150,150	165,270	178,584	183,288	183,288	183,288
350	IT Set-up Fees	34,000	32,000	32,000	32,000	27,000	27,000
591	State Administrative Fee (1.25%)	321,607	355,625	389,522	405,063	410,329	415,664
320	Affiliation Fee - Inc. (1/2 of 1%)	128,643	142,250	155,809	162,025	164,132	166,265
330	Affiliation Fee - Professional Development (1/2 of 1%)	128,643	142,250	155,809	162,025	164,132	166,265
330	Affiliation Fee -	-	-	-	-	-	-
Total Purchased Services		3,131,351	3,468,079	3,767,042	3,887,781	3,895,866	3,909,182
General Operations		21-22	22-23	23-24	24-25	25-26	26-27
533	Telephone	25,200	25,956	26,735	27,537	28,363	29,214
535	Internet	8,000	8,240	8,487	8,742	9,004	9,274
534	Cell Phones	-	-	-	-	-	-
531	Postage	2,300	2,300	2,300	2,300	2,300	2,300
535	Website	13,500	13,905	14,322	14,752	15,194	15,650
443	Copier / Printing	129,500	133,385	137,387	141,508	145,753	150,126
651	Infinite Campus	11,250	11,588	11,935	12,293	12,662	13,042
Total General Operations		189,750	195,374	201,166	207,132	213,277	219,606
Insurances							
521	Property Insurance	32,162	34,092	36,137	38,305	40,604	43,040

Attachment 9: 5 Year Budget

522	Liability Insurance	28,550	30,263	32,079	34,004	36,044	38,206
523	Other Insurances	55,854	59,206	62,758	66,524	70,515	74,746
	Total Insurances	116,567	123,560	130,974	138,833	147,163	155,992
	Other	21-22	22-23	23-24	24-25	25-26	26-27
570	Lunch Program-NSLP	4,059,050	4,467,290	4,826,768	4,953,776	4,953,776	4,953,776
540	Advertising/Marketing	9,000	9,000	9,000	9,000	9,000	9,000
580	Travel	3,000	3,000	3,000	3,000	3,000	3,000
340	Background and Fingerprinting	3,300	3,300	3,300	3,300	3,300	3,300
810	Dues and Fees	28,500	32,250	33,000	33,750	34,500	35,250
	Loan Payment / Interest Expense	-	-	-	-	-	-
	Prior Year Surplus allocated by board	-	-	-	-	-	-
	Graduation	-	-	-	-	-	-
900	Other Purchases	3,750	4,500	5,250	6,000	6,750	7,500
	Total Other	4,106,600	4,519,340	4,880,318	5,008,826	5,010,326	5,011,826
	Facilities	21-22	22-23	23-24	24-25	25-26	26-27
622	Public Utilities	300,000	335,400	345,462	355,826	366,501	377,496
621	Natural Gas	-	-	-	-	-	-
411	Water / Sewer	120,000	123,600	127,308	131,127	135,061	139,113
422	Garbage/Disposal	70,500	72,615	74,793	77,037	79,348	81,729
490	Fire and Security alarms	18,000	18,540	19,096	19,669	20,259	20,867
422	Contracted Janitorial Services	290,457	299,171	308,146	317,390	326,912	336,719
610	Custodial Supplies	107,250	118,050	127,560	130,920	130,920	130,920
430/431	Facility Maintenance/Repairs/Capital Outlay	172,000	177,160	182,475	187,949	193,588	199,395
420	Lawn Care	19,797	20,390	21,002	21,632	22,281	22,950
420	Snow removal	-	-	-	-	-	-
431	AC Maintenance & Repair	63,372	65,273	67,231	69,248	71,326	73,466
	Total Facilities	1,161,376	1,230,199	1,273,074	1,310,799	1,346,196	1,382,654
	Total Expenses Before Bldg	28,506,537	31,912,605	34,069,941	35,108,885	35,591,783	36,074,067
	Scheduled Lease Payment	1,675,000	2,100,000	2,750,000	3,460,000	3,792,642	3,877,976
	Scheduled Bond Payment	1,907,975	1,969,834	1,999,894	2,001,150	2,001,313	2,000,381
	Scheduled Bond Payment	-	-	-	-	-	-
	Additional Parking	-	-	-	-	-	-
	Surplus (Revenues-Total Expenses-Lease-Bond)	1,529,101	1,579,136	2,111,905	1,837,612	1,443,176	1,103,231
		5.28%	4.86%	5.96%	4.33%	3.88%	2.95%

Mater Academy of Nevada

21-22

22-23

23-24

24-25

25-26

26-27

Attachment 9: 5 Year Budget

**Mater Academy of Nevada - Mt. Vista
Series 2018AB Lease Schedule**

06/01/19	\$	378,723.09
06/01/20	\$	844,087.50
06/01/21	\$	908,012.50
06/01/22	\$	958,225.00
06/01/23	\$	1,013,150.00
06/01/24	\$	1,017,993.75
06/01/25	\$	1,017,550.00
06/01/26	\$	1,016,512.50
06/01/27	\$	1,017,381.25
06/01/28	\$	1,017,537.50
06/01/29	\$	1,019,481.25
06/01/30	\$	1,022,206.25
06/01/31	\$	1,023,043.75
06/01/32	\$	1,022,831.25
06/01/33	\$	1,021,568.75
06/01/34	\$	1,021,756.25
06/01/35	\$	1,023,262.50
06/01/36	\$	1,023,456.25
06/01/37	\$	1,024,837.50
06/01/38	\$	1,027,275.00
06/01/39	\$	1,028,137.50
06/01/40	\$	1,029,175.00
06/01/41	\$	1,030,212.50
06/01/42	\$	1,031,825.00
06/01/43	\$	1,033,875.00
06/01/44	\$	1,033,725.00
06/01/45	\$	1,033,875.00
06/01/46	\$	1,034,187.50
06/01/47	\$	1,034,525.00
06/01/48	\$	1,037,250.00
06/01/49	\$	519,587.50

Total Loan Payments: \$ 30,265,266.84

100% Mt. Vista \$ 12,791,761.40
\$ 12,791,761.40

**Mater Academy of Nevada - Bonanza
Series 2020AB Lease Schedule**

06/01/21	\$	573,014.17
06/01/22	\$	930,434.38
06/01/23	\$	956,684.38
06/01/24	\$	981,900.00
06/01/25	\$	983,600.00
06/01/26	\$	984,800.00
06/01/27	\$	983,000.00
06/01/28	\$	983,300.00
06/01/29	\$	985,600.00
06/01/30	\$	984,800.00
06/01/31	\$	986,000.00
06/01/32	\$	989,750.00
06/01/33	\$	990,750.00
06/01/34	\$	990,750.00
06/01/35	\$	989,750.00
06/01/36	\$	990,250.00
06/01/37	\$	992,125.00
06/01/38	\$	992,750.00
06/01/39	\$	992,125.00
06/01/40	\$	992,750.00
06/01/41	\$	994,500.00
06/01/42	\$	994,750.00
06/01/43	\$	993,500.00
06/01/44	\$	993,250.00
06/01/45	\$	996,375.00
06/01/46	\$	997,625.00
06/01/47	\$	997,000.00
06/01/48	\$	999,500.00
06/01/49	\$	1,002,375.00
06/01/50	\$	1,003,000.00
06/01/51	\$	501,375.00

Total Loan Payments: \$ 29,727,382.93

100% Bonanza \$ 13,824,283.36
\$ 13,824,283.36

**Mater Academy of Nevada - East
Lease - Base Rent Schedule**

06/01/21	\$	1,200,000.00
06/01/22	\$	1,675,000.00
06/01/23	\$	2,100,000.00
06/01/24	\$	2,750,000.00
06/01/25	\$	3,460,000.00
06/01/26	\$	3,792,642.00
06/01/27	\$	3,877,976.00
06/01/28	\$	3,965,231.00
06/01/29	\$	4,054,448.00
06/01/30	\$	4,145,673.00
06/01/31	\$	4,238,951.00
06/01/32	\$	4,334,327.00
06/01/33	\$	4,431,850.00
06/01/34	\$	4,531,566.00
06/01/35	\$	4,633,527.00
06/01/36	\$	4,737,781.00
06/01/37	\$	4,844,381.00
06/01/38	\$	4,953,380.00
06/01/39	\$	5,064,831.00
06/01/40	\$	5,178,789.00
06/01/41	\$	5,295,312.00
06/01/42	\$	5,414,457.00
06/01/43	\$	5,536,282.00
06/01/44	\$	5,660,848.00
06/01/45	\$	5,788,217.00
06/01/46	\$	5,918,452.00
06/01/47	\$	6,051,617.00
06/01/48	\$	6,187,779.00
06/01/49	\$	6,327,004.00

Total Loan Payments: \$ 130,150,321.00

Attachment 9: 5 Year Budget

Mater Academy of Nevada										
	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27
	006	008	010	011/013/014	433	360	317	112	0	
Anticipated Borrowed Amount:	\$ 756,739	\$ 187,978	\$ 311,422	\$ 1,217,869	\$ 433,000	\$ 360,000	\$ 317,000	\$ 112,000		
Monthly Payment	\$ 16,509.41	\$ 4,149.41	\$ 6,831.89	\$ 26,589.89	\$ 8,853.73	\$ 7,215.79	\$ 7,016.58	\$ 2,476.04		

700,000 OK
755,000 OK
685,000 OK
550,000 OK
500,000 OK
450,000 OK

99.76

Mountain Vista										
	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27
Planned Enrollment:										
Anticipated Borrowed Amount:				\$ 89,101.21	\$ 43,300.00	\$ 36,000.00	\$ 31,700.00	\$ 11,200.00		
Monthly Payment	\$ 1,386.28	\$ 858.91	\$ 6,831.89	\$ 1,944.88	\$ 885.37	\$ 721.58	\$ 701.66	\$ 247.60		

Year	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	Total	School Year
2021	\$ 11,495	\$ 10,307	\$ 81,983	\$ 23,338.56	\$ 7,082.98						\$ 134,205.96	2020-2021
2022		\$ 7,099	\$ 81,983	\$ 23,338.56	\$ 10,624.48	\$ 5,772.63					\$ 128,817.34	2021-2022
2023			\$ 56,562	\$ 23,338.56	\$ 10,624.48	\$ 8,658.95	\$ 5,613.26				\$ 104,797.66	2022-2023
2024				\$ 16,124.34	\$ 10,624.48	\$ 8,658.95	\$ 8,419.90	\$ 1,980.83			\$ 45,808.49	2023-2024
2025					\$ 7,477.24	\$ 8,658.95	\$ 8,419.90	\$ 2,971.25			\$ 27,527.33	2024-2025
2026						\$ 6,129.47	\$ 8,419.90	\$ 2,971.25			\$ 17,520.62	2025-2026
2027							\$ 5,794.95	\$ 2,971.25			\$ 8,766.20	2026-2027
2028								\$ 2,045.62			\$ 2,045.62	
2029											\$ -	
2030											\$ -	

125,000 NO
125,000 OK
125,000 OK
125,000 OK
125,000 OK
125,000 OK

Bonanza										
	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27
Planned Enrollment:										
Anticipated Borrowed Amount:				\$ 59,269	\$ 43,300.00	\$ 36,000.00	\$ 31,700.00	\$ 11,200.00		
Monthly Payment	\$ 15,123.13	\$ 3,290.50		\$ 1,300.22	\$ 885.37	\$ 721.58	\$ 701.66	\$ 247.60		

Year	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	Total	School Year
2021	\$ 125,399	\$ 39,486		\$ 15,602.64	\$ 7,082.98						\$ 187,570.23	2020-2021
2022		\$ 27,196		\$ 15,602.64	\$ 10,624.48	\$ 5,772.63					\$ 59,196.11	2021-2022
2023				\$ 15,602.64	\$ 10,624.48	\$ 8,658.95	\$ 5,613.26				\$ 40,499.33	2022-2023
2024				\$ 10,764.75	\$ 10,624.48	\$ 8,658.95	\$ 8,419.90	\$ 1,980.83			\$ 40,448.90	2023-2024
2025					\$ 7,477.24	\$ 8,658.95	\$ 8,419.90	\$ 2,971.25			\$ 27,527.33	2024-2025
2026						\$ 6,129.47	\$ 8,419.90	\$ 2,971.25			\$ 17,520.62	2025-2026
2027							\$ 5,794.95	\$ 2,971.25			\$ 8,766.20	2026-2027
2028								\$ 2,045.62			\$ 2,045.62	
2029											\$ -	
2030											\$ -	

210,000 OK
150,000 OK
125,000 OK
125,000 OK
125,000 OK
125,000 OK

East										
	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27
Planned Enrollment:										
Anticipated Borrowed Amount:				\$ 1,069,500	\$ 346,400.00	\$ 288,000.00	\$ 253,600.00	\$ 89,600.00		
Monthly Payment	\$ 23,344.79			\$ 23,344.79	\$ 7,082.98	\$ 5,772.63	\$ 5,613.26	\$ 1,980.83		

Year	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	Total	School Year
2021				\$ 280,137.48	\$ 56,663.87						\$ 336,801.35	2020-2021
2022				\$ 280,137.48	\$ 84,995.81	\$ 46,181.06					\$ 411,314.34	2021-2022
2023				\$ 280,137.48	\$ 84,995.81	\$ 69,271.58	\$ 44,906.11				\$ 479,310.98	2022-2023
2024				\$ 193,543.72	\$ 84,995.81	\$ 69,271.58	\$ 67,359.17	\$ 15,846.66			\$ 431,016.94	2023-2024
2025					\$ 59,817.90	\$ 69,271.58	\$ 67,359.17	\$ 23,769.98			\$ 220,218.64	2024-2025
2026						\$ 49,035.79	\$ 67,359.17	\$ 23,769.98			\$ 140,164.94	2025-2026
2027							\$ 46,359.58	\$ 23,769.98			\$ 70,129.57	2026-2027
2028								\$ 16,364.99			\$ 16,364.99	
2029											\$ -	
2030											\$ -	

365,000
480,000
435,000
300,000
250,000
200,000

Attachment 9: 5 Year Budget

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)

Grade Level	Number of Students					
	2021	2022	2023	2024	2025	2026
	2022	2023	2024	2025	2026	2027
Pre-K	-	32	32	32	32	32
K	314	314	314	314	314	314
1	321	321	321	321	321	321
2	321	321	321	321	321	321
3	296	321	321	321	321	321
4	308	308	329	329	329	329
5	308	308	308	329	329	329
6	383	383	383	383	383	383
7	359	383	383	383	383	383
8	359	359	383	383	383	383
9	261	261	261	261	261	261
10	166	257	257	257	257	257
11	-	171	257	257	257	257
12	-	-	171	257	257	257
Total	3,396	3,739	4,041	4,148	4,148	4,148

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

Grade Level	Number of Students					
	2021	2022	2023	2024	2025	2026
	2022	2023	2024	2025	2026	2027
Pre-K	-	34	34	34	34	34
K	330	330	330	330	330	330
1	338	338	338	338	338	338
2	338	338	338	338	338	338
3	312	338	338	338	338	338
4	324	324	346	346	346	346
5	324	324	324	346	346	346
6	403	403	403	403	403	403
7	378	403	403	403	403	403
8	378	378	403	403	403	403
9	275	275	275	275	275	275
10	175	270	270	270	270	270
11	-	180	270	270	270	270
12	-	-	180	270	270	270
Total	3,575	3,935	4,252	4,364	4,364	4,364

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

Grade Level	Number of Students					
	2021	2022	2023	2024	2025	2026
	2022	2023	2024	2025	2026	2027
Pre-K						
K	347	347	347	347	347	347
1	355	355	355	355	355	355
2	355	355	355	355	355	355
3	328	355	355	355	355	355
4	340	340	363	363	363	363
5	340	340	340	363	363	363
6	423	423	423	423	423	423
7	397	423	423	423	423	423
8	397	397	423	423	423	423
9	289	289	289	289	289	289
10	184	284	284	284	284	284
11	-	189	284	284	284	284
12	-	-	189	284	284	284
Total	3,755	4,097	4,430	4,548	4,548	4,548

Staffing Tables of Projected Staffing Needs Attachment 9: 5 Year Budget

Mater Academy of Nevada

Nevada State Public Charter School Authority

Mike Dang

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OPERATIONS PLAN

Projections for school years beginning	School Years					
	2021	2022	2023	2024	2025	2026
	2022	2023	2024	2025	2026	2027

Proposed New Campus(es)

Management Organization Positions						
Chief Operating Officer (Academica Nevada)	1	1	1	1	1	1
Chief Financial Officer (Academica Nevada)	1	1	1	1	1	1
Chief Legal Officer (Academica Nevada)	1	1	1	1	1	1
Bookkeepers (Academica Nevada)	1	1	1	1	1	1
Procurement Director (Academica Nevada)	1	1	1	1	1	1
Facility Manager (Academica Nevada)	1	1	1	1	1	1
Paralegal, Director of Growth & Management (Academica Nevada)	2	2	2	2	2	2
HR, Event Coordinator, Other (Academica Nevada)	1	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9	9

School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	4	4	4	4	4	4
Counselor / Student Support Advocate	4	4	4	4	4	4
Curriculum/Instructional Coach	2	2	2	2	2	2
SPED Facilitator / Speech Psychologist	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	54	66	77	81	81	81
Classroom Teachers (Specials)	10	14	15	15	15	15
Special Education Teachers	7	7	7	8	8	8
ELL Coordinator / Pre-K Coordinator	1	2	2	2	2	2
School Nurse	-	-	-	-	-	-
Office Manager	2	2	2	2	2	2
Registrar	2	2	2	2	2	2
Receptionist / Clinic Aide FASA	4	4	4	4	4	4
Instructional Aide(s)	13	17	20	20	20	20
School Operations Support Staff	7	7	7	7	7	7
Total FTEs at School	111	133	148	153	153	153

Network

Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Number of elementary schools	3	3	3	3	3	3
Number of middle schools	3	3	3	3	3	3
Number of high schools	1	1	1	1	1	1

Total schools	Attachment 9-5 Year Budget			7	7	7	7
Total Student enrollment	3,575	3,901	4,218	4,330	4,330	4,330	

Management Organization Positions						
Chief Operating Officer (Academica Nevada)	1	1	1	1	1	1
Chief Financial Officer (Academica Nevada)	1	1	1	1	1	1
Chief Legal Officer (Academica Nevada)	1	1	1	1	1	1
Bookkeepers (Academica Nevada)	1	1	1	1	1	1
Procurement Director (Academica Nevada)	1	1	1	1	1	1
Facility Manager (Academica Nevada)	1	1	1	1	1	1
Paralegal, Director of Growth & Management (Academica Nevada)	2	2	2	2	2	2
HR, Event Coordinator, Other (Academica Nevada)	1	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9	9

Elementary School Staff						
Principals	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principals	2.67	2.67	2.67	2.67	2.67	2.67
Counselor / Student Support Advocate	2.67	2.67	2.67	2.67	2.67	2.67
Curriculum/Instructional Coach	1.33	1.33	1.33	1.33	1.33	1.33
SPED Facilitator / Speech Pathologist / School Psychologist / OT	1.11	1.11	1.11	1.11	1.11	1.11
Classroom Teachers (Core Subjects)	75	76	77	78	78	78
Classroom Teachers (Specials)	9.00	10.50	10.83	10.83	10.83	10.83
Special Education Teachers	5.00	5.00	5.00	5.33	5.33	5.33
ELL Coordinator / Pre-K Coordinator	1.67	2.00	2.00	2.00	2.00	2.00
School Nurse	-	-	-	-	-	-
Office Manager	1.83	2.00	2.00	2.00	2.00	2.00
Registrar	1.17	1.33	1.33	1.33	1.33	1.33
Receptionist / Clinic Aide FASA	2.83	2.83	2.83	2.83	2.83	2.83
Teacher Aides and Assistants	11.67	13.00	14.00	14.00	14.00	14.00
School Operations Support Staff	5.33	5.33	5.33	5.33	5.33	5.33
Total FTEs at Elementary Schools	122.28	127	129	130	130	130

Middle School Staff						
Principals	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principals	2.67	2.67	2.67	2.67	2.67	2.67
Counselor / Student Support Advocate	2.67	2.67	2.67	2.67	2.67	2.67
Curriculum/Instructional Coach	1.33	1.33	1.33	1.33	1.33	1.33
SPED Facilitator / Speech Pathologist / School Psychologist / OT	1.11	1.11	1.11	1.11	1.11	1.11
Classroom Teachers (Core Subjects)	36.00	38.00	39.00	39.00	39.00	39.00
Classroom Teachers (Specials)	9.00	10.50	10.83	10.83	10.83	10.83
Special Education Teachers	5.00	5.00	5.00	5.33	5.33	5.33
EL Coordinator	1.67	2.00	2.00	2.00	2.00	2.00
School Nurse	-	-	-	-	-	-
Office Manager	1.83	2.00	2.00	2.00	2.00	2.00
Registrar	1.17	1.33	1.33	1.33	1.33	1.33
Receptionist / Clinic Aide FASA	2.83	2.83	2.83	2.83	2.83	2.83

Teacher Aides and Assistants	11.67	13.00	14.00	14.00	14.00	14.00
School Operations Support Staff	5.33	5.33	5.33	5.33	5.33	5.33
Total FTEs at Middle Schools	83	89	91	91	91	91

High School Staff						
Principals	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principals	2.67	2.67	2.67	2.67	2.67	2.67
Counselor / Student Support Advocate	2.67	2.67	2.67	2.67	2.67	2.67
Curriculum/Instructional Coach	1.33	1.33	1.33	1.33	1.33	1.33
SPED Facilitator / Speech Pathologist / School Psychologist / OT	1.11	1.11	1.11	1.11	1.11	1.11
Classroom Teachers (Core Subjects)	15.00	24.00	33.00	36.00	36.00	36.00
Classroom Teachers (Specials)	9.00	10.50	10.83	10.83	10.83	10.83
Special Education Teachers	5.00	5.00	5.00	5.33	5.33	5.33
EL Coordinator	1.67	2.00	2.00	2.00	2.00	2.00
School Nurse	-	-	-	-	-	-
Office Manager	1.83	2.00	2.00	2.00	2.00	2.00
Registrar	1.17	1.33	1.33	1.33	1.33	1.33
Receptionist / Clinic Aide FASA	2.83	2.83	2.83	2.83	2.83	2.83
Teacher Aides and Assistants	11.67	13.00	14.00	14.00	14.00	14.00
School Operations Support Staff	5.33	5.33	5.33	5.33	5.33	5.33
Total FTEs at High Schools	62	75	85	88	88.4	88
Total Network FTEs	277	299	314	319	319	319

Attachment 9: 5 Year Budget

Pinecrest System

Position	21-22	22-23	23-24	24-25	25-26	26-27
Principal	3.00	3.00	3.00	3.00	3.00	3.00
Assistant Principal	8.00	8.00	8.00	8.00	8.00	8.00
ELL Corrdinator / Pre-K Coordinator	5.00	6.00	6.00	6.00	6.00	6.00
Counselor / Student Support Advocate / Dean	8.00	8.00	8.00	8.00	8.00	8.00
Curriculum Coach	4.00	4.00	4.00	4.00	4.00	4.00
Classroom Teachers (Core)	126.00	138.00	149.00	153.00	153.00	153.00
Classroom Teachers (Specials)	27.00	31.50	32.50	32.50	32.50	32.50
Special Education Teachers	15.00	15.00	15.00	16.00	16.00	16.00
SPED Facilitator / School Psych	3.33	3.33	3.33	3.33	3.33	3.33
Office Manager/Banker	5.50	6.00	6.00	6.00	6.00	6.00
Registrar	3.50	4.00	4.00	4.00	4.00	4.00
Receptionist / Clinic Aide/ FASA	8.50	8.50	8.50	8.50	8.50	8.50
Teacher Assistants (SPED Included)	35.00	39.00	42.00	42.00	42.00	42.00
Campus Monitor/Custodian	11.00	11.00	11.00	11.00	11.00	11.00
Cafeteria Manager	5.00	5.00	5.00	5.00	5.00	5.00
Total Staff:	267.83	290.33	305.33	310.33	310.33	310.33
Total Staff Cost:	12,103,011	13,566,222	14,496,545	15,033,460	15,323,113	15,610,054

TRUE TRUE TRUE TRUE TRUE TRUE

Mater - Pre-K Program

Position	21-22	22-23	23-24	24-25	25-26	26-27
Pre-K Coordinator		1.00	1.00	1.00	1.00	1.00
Teachers		2.00	2.00	2.00	2.00	2.00
Teacher Aides / Interventionist		3.00	3.00	3.00	3.00	3.00
Total Staff:	-	6.00	6.00	6.00	6.00	6.00
Total Salaries (not including benefits):	-	253,378	255,451	257,525	259,601	261,678

	21-22	22-23	23-24	24-25	25-26	26-27
Total Salaries and Wages:	12,103,011	13,566,222	14,496,545	15,033,460	15,323,113	15,610,054
Benefits % of Salaries:	47.11%	48.00%	48.25%	48.50%	48.75%	49.00%
Total Cost of Benefits:	5,701,349	6,511,787	6,994,583	7,291,228	7,470,017	7,648,927

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Mater Academy of Nevada Budget Narrative

The following narrative provides an overview of Mater Academy of Nevada’s projected revenue and expenses.

Revenue

Per-Pupil Revenue:

The budget created for Mater Academy of Nevada includes the per-pupil revenue assumption of \$7,293 and the per-pupil revenue assumption for the 22-23 fiscal year of operation; with an estimated 1.00-2.00% increase each subsequent year thereafter. The anticipated per-pupil amounts are based on the per-pupil statewide base & Clark County funding amounts shown in the following table found in Senate Bill No. 458:

5. For each charter school or university school for profoundly gifted pupils, the statewide base per pupil funding amount for each pupil enrolled full-time in a program of distance education provided by such a school in Fiscal Year 2022-2023 is \$7,074. For each such school which provides in-person instruction in each of the respective counties, the adjusted base per pupil funding amount for Fiscal Year 2022-2023 is:

Carson City	\$7,074
Churchill	\$7,265
Clark	\$7,293
Douglas	\$7,074
Elko	\$7,265
Esmeralda	\$7,265
Eureka	\$7,265
Humboldt	\$7,265
Lander	\$7,265
Lincoln	\$7,265
Lyon	\$7,074
Mineral	\$7,265
Nye	\$7,265
Pershing	\$7,265
Storey	\$7,074
Washoe	\$7,074
White Pine	\$7,265

National School Lunch Program (NSLP):

The budget for Mater Academy of Nevada includes an assumptive NSLP reimbursement rate of \$4.00 per student for 180 school days. The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children each day. Mater Academy of Nevada has an average free-reduced lunch (FRL) student population amongst all campuses of approximately 100%.

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 \$2,500 per SPED student – Revenue is budgeted based upon prior year SPED counts. Limited funding during the first year of operation.

English Language Learner (ELL) Weight:

Anticipated \$1,669 per ELL student – Revenue is budgeted based upon prior year ELL counts. Current student ELL population for Mater is roughly 30.00%. ELL per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the ELL weight multiplier of 0.23 (figures located in SB458).

At-Risk [Free and Reduced Lunch (FRL)] Weight:

Anticipated \$247 per FRL student – Revenue is budgeted based upon prior year FRL counts. Current student FRL population for Mater is roughly 100.00%. FRL per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the at-risk weight multiplier of 0.03 (figures located in SB458).

Pre-K Grant:

Anticipated \$500,000 per year – Mater Academy of Nevada anticipates receiving a Pre-K grant for the operation of two Pre-K classes with 17 students in each classroom. The operation of this program is contingent on acquiring this grant. If the grant is not awarded, the school will not operate the program. The related expenses are assumed at \$500,000 and include: Salaries & benefits (Coordinator, Teachers, Aides, Interventionist), and instructional materials.

Expenses

Expense Categories:

1. Personnel	pg. 3
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. Insurance	pg. 7
9. Facility	pg. 7
10. National School Lunch Program (NSLP)	pg. 8
11. Athletics	pg. 8
12. Travel	pg. 8
13. Accounting, Audit, Legal Fees	pg. 8
14. Technology	pg. 8
15. Other	pg. 9

Attachment 10: Budget Narrative

Personnel:

Approx. 37.34% of the budget (Year 1 – Year 6)

In the 21-22 school year, Mater Academy of Nevada will have a total staff of 268, including 168 teachers and 100 administrative & support staff: with a total enrollment of 3,575 students. By the 26-27 school year, Mater Academy of Nevada is estimated to expand to a total staff of 310 and a total student enrollment of 4,330 adding, throughout the years, the necessary staff to effectively manage the actual/projected student enrollment increases. Below are the actual and anticipated staffing positions of the Mater Academy of Nevada system, including the average salary of each position:

Principal - \$100,000/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 - \$80,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*

Counselor - \$50,000/year – *Act as advocates for students' well-being, and as valuable resources for their educational advancement.*

Curriculum Coach - \$57,000/year – *Serves as a content specialist to assist in the development and implementation of campus instructional plans.*

ELL Coordinator - \$55,000/year – *Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.*

Pre-K Coordinator - \$60,000/year – *Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of Pre-K program protocols/procedures.*

Classroom Teachers (Core) - \$47,350/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) - \$47,350/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 - \$47,350/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.*

School Nurse - \$60,000/year – *Supports all students by providing health care services through assessments and interventions addressing the physical, mental, emotional and social health needs.*

Attachment 10: Budget Narrative

Interventionist - \$40,000/year – Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.

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 - \$15.00/hour – Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.

Clinic Aide - \$15.00/hour – Renders basic first aid to students and performs health-related records/data file management duties.

Receptionist - \$15.00/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 - \$15.00/hour – Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.

Cafeteria Manager - \$14.00/hour – Responsible for planning, managing, and supervising a small food service facility (cafeteria).

Position	21-22	22-23	23-24	24-25	25-26	26-27
Principal	3.00	3.00	3.00	3.00	3.00	3.00
Assistant Principal	8.00	8.00	8.00	8.00	8.00	8.00
ELL Corrdinator / Pre-K Coordinator	5.00	6.00	6.00	6.00	6.00	6.00
Counselor / Student Support Advocate / Dean	8.00	8.00	8.00	8.00	8.00	8.00
Curriculum Coach	4.00	4.00	4.00	4.00	4.00	4.00
Classroom Teachers (Core)	126.00	138.00	149.00	153.00	153.00	153.00
Classroom Teachers (Specials)	27.00	31.50	32.50	32.50	32.50	32.50
Special Education Teachers	15.00	15.00	15.00	16.00	16.00	16.00
SPED Facilitator / School Psych	3.33	3.33	3.33	3.33	3.33	3.33
Office Manager/Banker	5.50	6.00	6.00	6.00	6.00	6.00
Registrar	3.50	4.00	4.00	4.00	4.00	4.00
Receptionist / Clinic Aide/ FASA	8.50	8.50	8.50	8.50	8.50	8.50
Teacher Assistants (SPED Included)	35.00	39.00	42.00	42.00	42.00	42.00
Campus Monitor/Custodian	11.00	11.00	11.00	11.00	11.00	11.00
Cafeteria Manager	5.00	5.00	5.00	5.00	5.00	5.00
Total Staff:	267.83	290.33	305.33	310.33	310.33	310.33
Total Staff Cost:	12,103,011	13,566,222	14,496,545	15,033,460	15,323,113	15,610,054

*All salaries are anticipated to increase by 2.00% 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 - East Campus (Pre-K Program) – Personnel Breakdown
(Positions are contingent on being awarded the Pre-K grant)

Attachment 10: Budget Narrative

Position	21-22	22-23	23-24	24-25	25-26	26-27
Pre-K Coordinator		1.00	1.00	1.00	1.00	1.00
Teachers		2.00	2.00	2.00	2.00	2.00
Teacher Aides / Interventionist		3.00	3.00	3.00	3.00	3.00
Total Staff:	-	6.00	6.00	6.00	6.00	6.00
Total Salaries (not including benefits):	-	253,378	255,451	257,525	259,601	261,678

Benefits:

Approx. 18.87% of the budget (Year 1 – Year 6)

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 47.11% of salaries in the 21-22 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:

	21-22	22-23	23-24	24-25	25-26	26-27
Total Salaries and Wages:	12,103,011	13,566,222	14,496,545	15,033,460	15,323,113	15,610,054
Benefits % of Salaries:	47.11%	48.00%	48.25%	48.50%	48.75%	49.00%
Total Cost of Benefits:	5,701,349	6,511,787	6,994,583	7,291,228	7,470,017	7,648,927

Payroll Services:

Approx. 0.20% of the budget (Year 1 – Year 6)

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. 5.65% of the budget (Year 1 – Year 6)

Academica Nevada Management Fee – \$450 per student – Academica Nevada is an Educational Management Service Provider whose services to Mater 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.

Attachment 10: Budget Narrative

- 0.50% of the 1.00% Mater Academy, Inc. Affiliation Fee goes back to the school for Professional Development.

Contracted Services:

Approx. 2.67% of the budget (Year 1 – Year 6)

Special Education Contracted Services – Anticipated expense of roughly \$160 per student throughout all campuses on average, increasing incrementally as SPED student enrollment increases. Mater Academy of Nevada assumes a 8% special education student population based on prior year counts. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based on actual expenses of charter schools Academica Nevada works closely with.

Data Analyst Contracted Services – Projected \$42,000 in 22-23 for the Mater system. The Mater 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) Mater 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. 1.98% of the budget (Year 1 – Year 6)

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank allows Mater Academy of Nevada 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 45th month for a 6% residual. Mater Academy of Nevada budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years. The budget includes actual/projected FFE cost over the next few years up until the 27-28 school year, including the total equipment cost and lease payments each year (budget may include slight variances as we anticipated a 5% interest rate for future leases, whereas our current lease interest rates are around 1.50% - 3.00%)

Attachment 10: Budget Narrative

Copier/Printing – Anticipated copier lease at a rate of roughly \$129,500 annually for the Mater Academy of Nevada system. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases.

Supplies:

Approx. 2.32% of the budget (Year 1 – Year 6)

Consumables – \$130 per student – this includes items that can't be used more than once or by multiple students (i.e. workbooks). Also included in this category is \$125,000 per year for Pre-K instructional consumables, expenses are contingent upon being awarded the Pre-K grant.

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

Insurance:

Approx. 0.35% of the budget (Year 1 – Year 6)

Facility/School Insurance - \$116,567 in 21-22 for the Mater Academy of Nevada system - based upon the current yearly figures being paid as part of the Mater Academy of Nevada insurance bundle. Increasing by 6% each subsequent year thereafter

Facility:

Approx. 16.05% of the budget (Year 1 – Year 6)

Scheduled Bond/Lease Payment – The Mountain Vista and Bonanza campuses were purchased through the issuance of bonds. The amounts budgeted are based on the lease agreements of these bonds. The East campus is the only campus that is leased, the amounts budgeted are based on the current lease agreement in place. Refer to Attachment 12 (Network Budget) for the actual amounts each year contained in the bond lease agreements.

Public Utilities (electricity, gas, 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. Mater is budgeting, roughly \$490,500 in the 21-22 school year for public utilities, increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately \$290,457 annual expense in the 21-22 school year (rates at which other charter schools working with Academica Nevada pay), includes a cushion for any major/miscellaneous janitorial expenses. Contracted janitorial for daily/weekly cleaning of the campus.

Custodial Supplies - \$30 per student.

Facility Maintenance – Facility repairs, maintenance, capital outlay assumption of \$172,000 in the 21-22 school year, dependent on facility usage, increasing as student enrollment increases and to account for general facility wear and tear.

Attachment 10: Budget Narrative

Lawn Care – Assumption of roughly \$19,797 annual expense in 21-22 for basic lawn care maintenance. Based on current facility costs. Increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – basic AC Maintenance & Repair assumption of roughly \$63,372 annually, increasing as student enrollment increases and to account for general AC wear and tear.

National School Lunch Program (NSLP):

Approx. 12.25% of the budget (Year 1 – Year 6)

Mater Academy of Nevada projects roughly 100% of the student population of the proposed campus will qualify for free and reduced lunch. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease mentioned in more detail in the subsection above. Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies. Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school will seek to contract with a Vendor to prepare specified meals under the National School Lunch Program (NSLP). The school will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state. The budget assumes an expense rate of \$3.05 per student for 180 school days.

Athletics:

Approx. 0.16% of the budget (Year 1 – Year 6)

Athletics – Mater Academy of Nevada has budgeted \$50,000 as a network for Athletics for the 21-22 school year. All the budgeted amount goes towards the K-12 East campus, the only campus with an athletic program. Incrementally increasing each year as student enrollment increases.

Travel:

Approx. 0.01% of the budget (Year 1 – Year 6)

Travel costs associated with recruitment and staff development are estimated to be \$3,000 per year.

Accounting, Audit, and Legal Fees:

Approx. 0.23% of the budget (Year 1 – Year 6)

Audit/Accounting – Roughly \$23,000 per year per campus – includes an annual audit expense and expenses associated with accounting. Based upon previous audits performed for Mater Academy of Nevada and the rates of other charter schools working closely with Academica Nevada. Incrementally increasing each year.

Legal Fees - 5,000 per year per campus – based upon actual expenses and the expenses of other charter schools working with Academica Nevada.

Technology:

Approx. 0.70% of the budget (Year 1 – Year 6)

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 ensure 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).

Attachment 10: Budget Narrative

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 \$25,000 per year and as low as \$5,000 per year. 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 per student plus \$2,500 per campus recurring expense each year. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - \$4,500 per year per campus – Amount allocated for website upkeep and maintenance.

Telephone & Internet – annual contract expense of roughly \$33,200 for Mater Academy of Nevada in the 21-22 school year (includes anticipated e-rate discount), with an estimated 3.00% contract increase each subsequent year thereafter. Based on current contract in place at Mater Academy of Nevada.

Other:

Approx. 1.23% of the budget (Year 1 – Year 6)

State Administrative Fee - 1.25% of DSA revenue – the state charges 1.25% of DSA revenue for the state sponsor fee.

Tuition Reimbursement – \$36,700 per campus in 21-22 – Employee benefits in which the school pays all, or a portion, of an employee's tuition for coursework and/or training.

Marketing/Advertising – \$9,000 per year annually for marketing/advertising. Mater will market via multiple modes to ensure that all families are informed of their educational options. The marketing campaign includes, but may not be limited to, the following: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and a door-to-door approach.

Dues and Fees - Assumption of roughly \$11,000 annually per campus, increasing incrementally each year.

Postage - Estimate of \$1,000 per campus per year, based upon prior year usage; incrementally increasing as student enrollment increases.

Background and Fingerprinting - \$60 per new employee

Miscellaneous Expenses (Other Purchases) – Estimate of \$1,250 per year per campus, for miscellaneous expenses that may arise throughout the year.

Attachment 11: School Budget

Mater Academy of Nevada - East Campus		21-22	22-23	23-24	24-25	25-26	26-27
Statewide Base (w/ District Adj)		7,197	7,293	7,388	7,484	7,581	7,680
Total Students (FTEs)		1,575	1,901	2,218	2,330	2,330	2,330
Pre-K		-	34	34	34	34	34
Kinder		130	130	130	130	130	130
1st Grade		130	130	130	130	130	130
2nd Grade		130	130	130	130	130	130
3rd Grade		104	130	130	130	130	130
4th Grade		108	108	130	130	130	130
5th Grade		108	108	108	130	130	130
6th Grade		155	155	155	155	155	155
7th Grade		130	155	155	155	155	155
8th Grade		130	130	155	155	155	155
9th Grade		275	275	275	275	275	275
10th Grade		175	270	270	270	270	270
11th Grade		-	180	270	270	270	270
12th Grade		-	-	180	270	270	270
Total Students (FTEs)		1,575	1,901	2,218	2,330	2,330	2,330
PRIOR YEAR NUMBERS							
SPED Count		104	128	149	156	156	156
ELL Count		433	532	619	650	650	650
GATE Count		-	-	-	-	-	-
FRL %		100%	100%	100%	100%	100%	100%
At-Risk (FRL) Count		601	738	859	902	902	902
		-	-	-	-	-	-
TEACHING STAFF							
Classroom Teachers		54.00	66.00	77.00	81.00	81.00	81.00
SPED Teachers		7.00	7.00	7.00	8.00	8.00	8.00
Art Teacher		2.00	2.00	2.00	2.00	2.00	2.00
Music		2.00	2.00	2.00	2.00	2.00	2.00
PE Teacher		3.00	3.00	3.00	3.00	3.00	3.00
Dance		-	-	-	-	-	-
Technology (STEM)		1.00	2.00	2.00	2.00	2.00	2.00
Theatre		-	-	-	-	-	-
Spanish / Language		1.00	2.00	2.00	2.00	2.00	2.00
Additional Elective Teachers		0.50	3.00	4.00	4.00	4.00	4.00
Total Teaching Staff		70.50	87.00	99.00	104.00	104.00	104.00
ADMIN & SUPPORT							
Principal		1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal		4.00	4.00	4.00	4.00	4.00	4.00
ELL Coordinator		1.00	2.00	2.00	2.00	2.00	2.00
Counselor/ Student Support Advocate		4.00	4.00	4.00	4.00	4.00	4.00
Curriculum Coach		2.00	2.00	2.00	2.00	2.00	2.00
Office Manager		1.50	2.00	2.00	2.00	2.00	2.00
Registrar		1.50	2.00	2.00	2.00	2.00	2.00
Clinic Aide/ FASA		2.00	2.00	2.00	2.00	2.00	2.00
Receptionist		2.00	2.00	2.00	2.00	2.00	2.00
Teacher Assistants (SPED Included)		13.00	17.00	20.00	20.00	20.00	20.00
Campus Monitor/Custodian		5.00	5.00	5.00	5.00	5.00	5.00
Cafeteria Manager		2.00	2.00	2.00	2.00	2.00	2.00
Parent Engagement Corrdinator		-	-	-	-	-	-
SPED Facilitator		1.00	1.00	1.00	1.00	1.00	1.00
Speech Pathologist		-	-	-	-	-	-
School Psychologist		0.33	0.33	0.33	0.33	0.33	0.33
OT		-	-	-	-	-	-
School Nurse		-	-	-	-	-	-
Gate Teacher		-	-	-	-	-	-
		-	-	-	-	-	-
Total Admin & Support		40.33	46.33	49.33	49.33	49.33	49.33
Total # Teachers		70.50	87.00	99.00	104.00	104.00	104.00
Total # Admin & Support		40.33	46.33	49.33	49.33	49.33	49.33
Total Staff		110.83	133.33	148.33	153.33	153.33	153.33
Total Salaries & Benefits as % of Expenses							
		55%	56%	55%	54%	53%	54%
Instruction Salaries as % of Total Salaries							
		72%	72%	74%	75%	75%	75%
Admin & Support Salaries as % of Total Salaries							
		28%	28%	26%	25%	25%	25%
Rent as % of Revenue							
		11%	11%	13%	15%	16%	17%

Attachment 11: School Budget

	REVENUE (@ 100%)	21-22	22-23	23-24	24-25	25-26	26-27
3110	State Base Revenue	11,334,944	13,863,993	16,386,160	17,437,372	17,664,058	17,893,690
	Local SPED	-	-	-	-	-	-
4500	National School Lunch Program (NSLP)	2,041,200	2,507,760	2,918,592	3,063,744	3,063,744	3,063,744
4500	SPED Funding (Part B)	98,800	121,383	141,268	148,294	148,294	148,294
3115	SPED Discretionary Unit	286,520	319,429	371,759	390,248	390,248	390,248
	ELL Weight	707,790	887,860	1,033,313	1,084,704	1,084,704	1,084,704
3200	Gifted and Talented Education (GATE) Weight	-	-	-	-	-	-
	At-Risk Weight	144,763	182,378	212,256	222,812	222,812	222,812
	OTHER: Pre-K Grant	-	500,000	500,000	500,000	500,000	300,000
1510	OTHER:	-	-	-	-	-	-
	OTHER:	-	-	-	-	-	-
	OTHER:	-	-	-	-	-	-
	Total Revenues	14,614,018	18,382,802	21,563,348	22,847,173	23,073,859	23,103,492

	EXPENSES	21-22	22-23	23-24	24-25	25-26	26-27
	Personnel Costs - Unrestricted Salaries						
104	Principal	150,730	153,745	156,820	159,956	163,155	166,418
104	Assistant Principal(s)	318,937	325,315	331,822	338,458	345,227	352,132
105	Curriculum Coach	124,338	126,825	129,361	131,948	134,587	137,279
105	ELL Coordinator/SWxS/RBG3	58,140	119,303	121,689	124,123	126,605	129,137
105/106	Counselor / Student Support Advocate/Dean	250,619	255,631	260,744	265,959	271,278	276,703
101/103	Teachers Salaries	3,043,350	3,896,000	4,572,400	4,867,200	4,963,200	5,059,200
101	Prior Grant/Categorical Positions	-	-	-	-	-	-
101	SPED Teachers	337,400	340,900	347,900	405,600	413,600	421,600
107	Office Manager/ Registrar / Banker	134,636	176,817	180,353	183,960	187,639	191,392
107	Secretary & FASA	94,720	96,200	97,680	99,160	100,640	102,120
102	Teacher Assistants (including SPED)	271,440	361,080	432,000	439,200	446,400	453,600
107	Campus Monitors	149,520	151,440	153,360	155,280	157,200	159,120
107	Parent Engagement Corrdinator	-	-	-	-	-	-
	Total Unrestricted Salaries	4,933,829	6,003,255	6,784,128	7,170,844	7,309,532	7,448,702
	Personnel Costs - Restricted Salaries						
	Lead Principal Staff	-	-	-	-	-	-
	SPED Facilitator	66,402	67,730	69,085	70,466	71,876	73,313
	Speech Pathologist	-	-	-	-	-	-
	School Psychologist	25,500	26,010	26,530	27,061	27,602	28,154
	OT	-	-	-	-	-	-
	School Nurse	-	-	-	-	-	-
	Grant Manager	-	-	-	-	-	-
	Pre-K Grant Salaries	-	253,378	255,451	257,525	259,601	261,678
107	Cafeteria Manager - NSLP	30,600	31,212	31,836	32,473	33,122	33,785
	On Campus Sub	22,500	22,500	22,500	22,500	22,500	22,500
	Total Restricted Salaries	145,002	400,830	405,402	410,025	414,701	419,430
	Total Salaries and Wages	5,078,831	6,404,086	7,189,530	7,580,869	7,724,233	7,868,132
230	PERS - 29.75%	1,466,110	1,905,216	2,138,885	2,255,309	2,297,959	2,340,769
	Insurances/Employment Taxes/Other Benefits	898,865	1,168,746	1,330,063	1,421,413	1,467,604	1,514,615
150	Incentives / Bonuses	119,784	142,496	157,271	162,896	162,896	162,896
150	Stipend	-	-	-	-	-	-
250	Tuition Reimbursements	18,500	18,500	18,500	18,500	18,500	18,500
	Subst. Teachers (10 days/Teacher)	101,825	129,050	148,850	157,100	157,100	157,100
	Total Benefits and Related	2,605,084	3,364,007	3,793,570	4,015,218	4,104,060	4,193,881
	Total Payroll / Benefits and Related	7,683,916	9,768,093	10,983,100	11,596,087	11,828,293	12,062,013
	Supplies						
	Consumables	204,750	376,550	417,760	432,320	432,320	432,320
561	Duel Enrollment - Student Fees/Textbooks	-	-	-	-	-	-
	Zion's FFE Lease - payments	365,000	480,000	435,000	300,000	250,000	200,000
	Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	-	-	-	-
610	Office Supplies	24,975	29,655	33,776	35,232	35,232	35,232
610	Classroom Supplies	42,525	52,245	60,804	63,828	63,828	63,828
610	Copier Supplies	6,300	7,740	9,008	9,456	9,456	9,456
610	Nursing Supplies	4,725	5,805	6,756	7,092	7,092	7,092
610	SPED Supplies	12,480	15,333	17,844	18,732	18,732	18,732
	Athletics/Extra	50,000	55,000	60,000	65,000	70,000	70,000
	Total Supplies	710,755	1,022,328	1,040,948	931,660	886,660	836,660

Attachment 11: School Budget

	<i>Purchased Services</i>	21-22	22-23	23-24	24-25	25-26	26-27
320	Data Analysts	18,000	18,540	19,096	19,669	20,259	20,867
300	Special Education Contracted Services	315,000	396,675	461,660	484,620	484,620	484,620
310	Contracted Services:	-	-	-	-	-	-
310	Management Fee	708,750	870,750	1,013,400	1,063,800	1,063,800	1,063,800
310	Payroll Services	28,599	33,999	37,599	38,799	38,799	38,799
340	Audit/Tax	23,000	23,690	24,401	25,133	25,887	26,663
340	Legal Fees	5,000	5,000	5,000	5,000	5,000	5,000
352	IT Services	66,150	81,270	94,584	99,288	99,288	99,288
350	IT Set-up Fees	22,000	20,000	20,000	20,000	15,000	15,000
591	State Administrative Fee (1.25%)	141,687	173,300	204,827	217,967	220,801	223,671
320	Affiliation Fee - Inc. (1/2 of 1%)	56,675	69,320	81,931	87,187	88,320	89,468
330	Affiliation Fee - Professional Development (1/2 of 1%)	56,675	69,320	81,931	87,187	88,320	89,468
330	Affiliation Fee -	-	-	-	-	-	-
	Total Purchased Services	1,441,535	1,761,864	2,044,429	2,148,650	2,150,094	2,156,645
	<i>General Operations</i>	21-22	22-23	23-24	24-25	25-26	26-27
533	Telephone	10,000	10,300	10,609	10,927	11,255	11,593
535	Internet	5,000	5,150	5,305	5,464	5,628	5,796
534	Cell Phones	-	-	-	-	-	-
531	Postage	800	800	800	800	800	800
535	Website	4,500	4,635	4,774	4,917	5,065	5,217
443	Copier / Printing	52,500	54,075	55,697	57,368	59,089	60,862
651	Infinite Campus	3,850	3,966	4,084	4,207	4,333	4,463
	Total General Operations	76,650	78,926	81,269	83,683	86,170	88,731
	<i>Insurances</i>						
521	Property Insurance	18,700	19,822	21,011	22,272	23,608	25,025
522	Liability Insurance	9,995	10,595	11,230	11,904	12,618	13,376
523	Other Insurances	19,554	20,727	21,971	23,289	24,686	26,168
	Total Insurances	48,249	51,144	54,213	57,465	60,913	64,568
	<i>Other</i>	21-22	22-23	23-24	24-25	25-26	26-27
570	Lunch Program-NSLP	1,789,050	2,197,290	2,556,768	2,683,776	2,683,776	2,683,776
540	Advertising/Marketing	5,000	5,000	5,000	5,000	5,000	5,000
580	Travel	1,000	1,000	1,000	1,000	1,000	1,000
340	Background and Fingerprinting	1,500	1,500	1,500	1,500	1,500	1,500
810	Dues and Fees	7,500	10,750	11,000	11,250	11,500	11,750
	Loan Payment / Interest Expense	-	-	-	-	-	-
	Prior Year Surplus allocated by board	-	-	-	-	-	-
	Graduation	-	-	-	-	-	-
900	Other Purchases	1,250	1,500	1,750	2,000	2,250	2,500
	Total Other	1,805,300	2,217,040	2,577,018	2,704,526	2,705,026	2,705,526
	<i>Facilities</i>	21-22	22-23	23-24	24-25	25-26	26-27
622	Public Utilities	120,000	150,000	154,500	159,135	163,909	168,826
621	Natural Gas	-	-	-	-	-	-
411	Water / Sewer	50,000	51,500	53,045	54,636	56,275	57,964
422	Garbage/Disposal	28,500	29,355	30,236	31,143	32,077	33,039
490	Fire and Security alarms	7,000	7,210	7,426	7,649	7,879	8,115
422	Contracted Janitorial Services	153,099	157,692	162,423	167,295	172,314	177,484
610	Custodial Supplies	47,250	58,050	67,560	70,920	70,920	70,920
430/431	Facility Maintenance/Repairs/Capital Outlay	56,000	57,680	59,410	61,193	63,028	64,919
420	Lawn Care	-	-	-	-	-	-
420	Snow removal	-	-	-	-	-	-
431	AC Maintenance & Repair	30,000	30,900	31,827	32,782	33,765	34,778
	Total Facilities	491,849	542,387	566,427	584,753	600,168	616,046
	Total Expenses Before Bldg	12,258,254	15,441,781	17,347,404	18,106,825	18,317,324	18,530,188
	<i>Scheduled Lease Payment</i>	1,675,000	2,100,000	2,750,000	3,460,000	3,792,642	3,877,976
	<i>Scheduled Bond Payment</i>	-	-	-	-	-	-
	<i>Scheduled Bond Payment</i>	-	-	-	-	-	-
	<i>Additional Parking</i>	-	-	-	-	-	-
	Surplus (Revenues-Total Expenses-Lease-Bond)	680,763	841,021	1,465,944	1,280,348	963,893	695,327
		5.41%	5.30%	7.86%	5.60%	4.82%	3.47%

Mater Academy of Nevada - East Campus

21-22

22-23

23-24

24-25

25-26

26-27

Attachment 12: Network Budget

Mater Academy of Nevada	21-22	22-23	23-24	24-25	25-26	26-27
Statewide Base (w/ District Adj)	7,197	7,293	7,388	7,484	7,581	7,680
Total Students (FTEs)	3,575	3,901	4,218	4,330	4,330	4,330
Pre-K	-	34	34	34	34	34
Kinder	330	330	330	330	330	330
1st Grade	338	338	338	338	338	338
2nd Grade	338	338	338	338	338	338
3rd Grade	312	338	338	338	338	338
4th Grade	324	324	346	346	346	346
5th Grade	324	324	324	346	346	346
6th Grade	403	403	403	403	403	403
7th Grade	378	403	403	403	403	403
8th Grade	378	378	403	403	403	403
9th Grade	275	275	275	275	275	275
10th Grade	175	270	270	270	270	270
11th Grade	-	180	270	270	270	270
12th Grade	-	-	180	270	270	270
Total Students (FTEs)	3,575	3,901	4,218	4,330	4,330	4,330
PRIOR YEAR NUMBERS						
SPED Count	290	314	335	342	342	342
ELL Count	1,078	1,177	1,264	1,295	1,295	1,295
GATE Count	-	-	-	-	-	-
FRL %	100%	100%	100%	100%	100%	101%
At-Risk (FRL) Count	1,745	1,882	2,003	2,046	2,046	2,046
	-	-	-	-	-	-
TEACHING STAFF						
Classroom Teachers	126.00	138.00	149.00	153.00	153.00	153.00
SPED Teachers	15.00	15.00	15.00	16.00	16.00	16.00
Art Teacher	4.00	4.00	4.00	4.00	4.00	4.00
Music	4.00	4.00	4.00	4.00	4.00	4.00
PE Teacher	5.00	5.00	5.00	5.00	5.00	5.00
Dance	-	-	-	-	-	-
Technology (STEM)	3.00	4.00	4.00	4.00	4.00	4.00
Theatre	-	-	-	-	-	-
Spanish / Language	3.00	4.00	4.00	4.00	4.00	4.00
Additional Elective Teachers	8.00	10.50	11.50	11.50	11.50	11.50
Total Teaching Staff	168.00	184.50	196.50	201.50	201.50	201.50
ADMIN & SUPPORT						
Principal	3.00	3.00	3.00	3.00	3.00	3.00
Assistant Principal	8.00	8.00	8.00	8.00	8.00	8.00
ELL Coordinator	5.00	6.00	6.00	6.00	6.00	6.00
Counselor/ Student Support Advocate	8.00	8.00	8.00	8.00	8.00	8.00
Curriculum Coach	4.00	4.00	4.00	4.00	4.00	4.00
Office Manager	5.50	6.00	6.00	6.00	6.00	6.00
Registrar	3.50	4.00	4.00	4.00	4.00	4.00
Clinic Aide/ FASA	4.00	4.00	4.00	4.00	4.00	4.00
Receptionist	4.50	4.50	4.50	4.50	4.50	4.50
Teacher Assistants (SPED Included)	35.00	39.00	42.00	42.00	42.00	42.00
Campus Monitor/Custodian	11.00	11.00	11.00	11.00	11.00	11.00
Cafeteria Manager	5.00	5.00	5.00	5.00	5.00	5.00
Parent Engagement Corrdinator	-	-	-	-	-	-
SPED Facilitator	2.00	2.00	2.00	2.00	2.00	2.00
Speech Pathologist	-	-	-	-	-	-
School Psychologist	1.33	1.33	1.33	1.33	1.33	1.33
OT	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
Gate Teacher	-	-	-	-	-	-
	-	-	-	-	-	-
Total Admin & Support	99.83	105.83	108.83	108.83	108.83	108.83
Total # Teachers	168.00	184.50	196.50	201.50	201.50	201.50
Total # Admin & Support	99.83	105.83	108.83	108.83	108.83	108.83
Total Staff	267.83	290.33	305.33	310.33	310.33	310.33
Total Salaries & Benefits as % of Expenses	57%	58%	57%	57%	57%	57%
Instruction Salaries as % of Total Salaries	71%	71%	73%	73%	73%	73%
Admin & Support Salaries as % of Total Salaries	29%	29%	27%	27%	27%	27%
Rent as % of Revenue	11%	11%	12%	13%	14%	14%

Attachment 12: Network Budget

REVENUE (@ 100%)		21-22	22-23	23-24	24-25	25-26	26-27
3110	State Base Revenue	25,728,524	28,449,993	31,161,778	32,405,073	32,826,339	33,253,081
	Local SPED	-	-	-	-	-	-
4500	National School Lunch Program (NSLP)	4,633,200	5,099,760	5,510,592	5,655,744	5,655,744	5,655,744
4500	SPED Funding (Part B)	275,500	298,083	317,968	324,994	324,994	324,994
3115	SPED Discretionary Unit	798,950	784,429	836,759	855,248	855,248	855,248
	ELL Weight	1,762,120	1,964,365	2,109,818	2,161,209	2,161,209	2,161,209
3200	Gifted and Talented Education (GATE) Weight	-	-	-	-	-	-
	At-Risk Weight	420,318	464,946	494,824	505,380	505,380	505,380
	OTHER: Pre-K Grant	-	500,000	500,000	500,000	500,000	300,000
1510	OTHER:	-	-	-	-	-	-
	OTHER:	-	-	-	-	-	-
	OTHER:	-	-	-	-	-	-
	Total Revenues	33,618,613	37,561,575	40,931,739	42,407,647	42,828,913	43,055,655

EXPENSES		21-22	22-23	23-24	24-25	25-26	26-27
Personnel Costs - Unrestricted Salaries							
104	Principal	366,597	373,929	381,407	389,035	396,816	404,752
104	Assistant Principal(s)	646,719	659,653	672,846	686,303	700,029	714,030
105	Curriculum Coach	245,882	250,800	255,816	260,932	266,151	271,474
105	ELL Coordinator/SWxS/RBG3	280,500	346,110	353,032	360,093	367,295	374,641
105/106	Counselor / Student Support Advocate/Dean	495,645	505,558	515,669	525,983	536,502	547,232
101/103	Teachers Salaries	7,184,963	8,124,875	8,890,775	9,275,075	9,460,575	9,646,075
101	Prior Grant/Categorical Positions	-	-	-	-	-	-
101	SPED Teachers	711,400	718,900	733,900	799,600	815,600	831,600
107	Office Manager/ Registrar / Banker	408,376	456,031	465,152	474,455	483,944	492,151
107	Secretary & FASA	231,250	234,395	237,540	240,685	243,830	246,975
102	Teacher Assistants (including SPED)	722,880	820,440	899,280	914,400	929,520	944,640
107	Campus Monitors	313,680	318,480	323,280	328,080	332,880	337,680
107	Parent Engagement Corrdinator	-	-	-	-	-	-
	Total Unrestricted Salaries	11,607,891	12,809,171	13,728,698	14,254,641	14,533,142	14,811,250
Personnel Costs - Restricted Salaries							
	Lead Principal Staff	-	-	-	-	-	-
	SPED Facilitator	143,820	146,696	149,630	152,623	155,675	158,789
	Speech Pathologist	-	-	-	-	-	-
	School Psychologist	76,500	78,030	79,591	81,182	82,806	84,462
	OT	-	-	-	-	-	-
	School Nurse	-	-	-	-	-	-
	Grant Manager	65,500	66,810	68,146	69,509	70,899	70,899
	Pre-K Grant Salaries	-	253,378	255,451	257,525	259,601	261,678
107	Cafeteria Manager - NSLP	141,800	144,636	147,529	150,479	153,489	155,476
	On Campus Sub	67,500	67,500	67,500	67,500	67,500	67,500
	Total Restricted Salaries	495,120	757,051	767,847	778,819	789,970	798,804
	Total Salaries and Wages	12,103,011	13,566,222	14,496,545	15,033,460	15,323,113	15,610,054
230	PERS - 29.75%	3,555,804	4,035,951	4,312,722	4,472,454	4,558,626	4,643,991
	Insurances/Employment Taxes/Other Benefits	2,145,545	2,475,835	2,681,861	2,818,774	2,911,391	3,004,935
150	Incentives / Bonuses	292,559	315,271	330,046	335,671	335,671	335,671
150	Stipend	-	-	-	-	-	-
250	Tuition Reimbursements	36,700	36,700	36,700	36,700	36,700	36,700
	Subst. Teachers (10 days/Teacher)	233,700	260,925	280,725	288,975	288,975	288,975
	Total Benefits and Related	6,264,308	7,124,683	7,642,054	7,952,574	8,131,364	8,310,273
	Total Payroll / Benefits and Related	18,367,319	20,690,905	22,138,599	22,986,035	23,454,476	23,920,327
Supplies							
	Consumables	464,750	636,550	677,760	692,320	692,320	692,320
561	Duel Enrollment - Student Fees/Textbooks	-	-	-	-	-	-
	Zion's FFE Lease - payments	700,000	755,000	685,000	550,000	500,000	450,000
	Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	-	-	-	-
610	Office Supplies	62,475	67,155	71,276	72,732	72,732	72,732
610	Classroom Supplies	96,525	106,245	114,804	117,828	117,828	117,828
610	Copier Supplies	14,300	15,740	17,008	17,456	17,456	17,456
610	Nursing Supplies	10,725	11,805	12,756	13,092	13,092	13,092
610	SPED Supplies	34,800	37,653	40,164	41,052	41,052	41,052
	Athletics/Extra	50,000	55,000	60,000	65,000	70,000	70,000
	Total Supplies	1,433,575	1,685,148	1,678,768	1,569,480	1,524,480	1,474,480

Attachment 12: Network Budget

	<i>Purchased Services</i>	21-22	22-23	23-24	24-25	25-26	26-27
320	Data Analysts	42,000	43,260	44,558	45,895	47,271	48,690
300	Special Education Contracted Services	565,000	656,675	731,660	764,620	764,620	764,620
310	Contracted Services:	-	-	-	-	-	-
310	Management Fee	1,608,750	1,770,750	1,913,400	1,963,800	1,963,800	1,963,800
310	Payroll Services	69,559	74,959	78,559	79,759	79,759	79,759
340	Audit/Tax	68,000	70,040	72,141	74,305	76,535	78,831
340	Legal Fees	15,000	15,000	15,000	15,000	15,000	15,000
352	IT Services	150,150	165,270	178,584	183,288	183,288	183,288
350	IT Set-up Fees	34,000	32,000	32,000	32,000	27,000	27,000
591	State Administrative Fee (1.25%)	321,607	355,625	389,522	405,063	410,329	415,664
320	Affiliation Fee - Inc. (1/2 of 1%)	128,643	142,250	155,809	162,025	164,132	166,265
330	Affiliation Fee - Professional Development (1/2 of 1%)	128,643	142,250	155,809	162,025	164,132	166,265
330	Affiliation Fee -	-	-	-	-	-	-
	Total Purchased Services	3,131,351	3,468,079	3,767,042	3,887,781	3,895,866	3,909,182
	<i>General Operations</i>	21-22	22-23	23-24	24-25	25-26	26-27
533	Telephone	25,200	25,956	26,735	27,537	28,363	29,214
535	Internet	8,000	8,240	8,487	8,742	9,004	9,274
534	Cell Phones	-	-	-	-	-	-
531	Postage	2,300	2,300	2,300	2,300	2,300	2,300
535	Website	13,500	13,905	14,322	14,752	15,194	15,650
443	Copier / Printing	129,500	133,385	137,387	141,508	145,753	150,126
651	Infinite Campus	11,250	11,588	11,935	12,293	12,662	13,042
	Total General Operations	189,750	195,374	201,166	207,132	213,277	219,606
	<i>Insurances</i>						
521	Property Insurance	32,162	34,092	36,137	38,305	40,604	43,040
522	Liability Insurance	28,550	30,263	32,079	34,004	36,044	38,206
523	Other Insurances	55,854	59,206	62,758	66,524	70,515	74,746
	Total Insurances	116,567	123,560	130,974	138,833	147,163	155,992
	<i>Other</i>	21-22	22-23	23-24	24-25	25-26	26-27
570	Lunch Program-NSLP	4,059,050	4,467,290	4,826,768	4,953,776	4,953,776	4,953,776
540	Advertising/Marketing	9,000	9,000	9,000	9,000	9,000	9,000
580	Travel	3,000	3,000	3,000	3,000	3,000	3,000
340	Background and Fingerprinting	3,300	3,300	3,300	3,300	3,300	3,300
810	Dues and Fees	28,500	32,250	33,000	33,750	34,500	35,250
	Loan Payment / Interest Expense	-	-	-	-	-	-
	Prior Year Surplus allocated by board	-	-	-	-	-	-
	Graduation	-	-	-	-	-	-
900	Other Purchases	3,750	4,500	5,250	6,000	6,750	7,500
	Total Other	4,106,600	4,519,340	4,880,318	5,008,826	5,010,326	5,011,826
	<i>Facilities</i>	21-22	22-23	23-24	24-25	25-26	26-27
622	Public Utilities	300,000	335,400	345,462	355,826	366,501	377,496
621	Natural Gas	-	-	-	-	-	-
411	Water / Sewer	120,000	123,600	127,308	131,127	135,061	139,113
422	Garbage/Disposal	70,500	72,615	74,793	77,037	79,348	81,729
490	Fire and Security alarms	18,000	18,540	19,096	19,669	20,259	20,867
422	Contracted Janitorial Services	290,457	299,171	308,146	317,390	326,912	336,719
610	Custodial Supplies	107,250	118,050	127,560	130,920	130,920	130,920
430/431	Facility Maintenance/Repairs/Capital Outlay	172,000	177,160	182,475	187,949	193,588	199,395
420	Lawn Care	19,797	20,390	21,002	21,632	22,281	22,950
420	Snow removal	-	-	-	-	-	-
431	AC Maintenance & Repair	63,372	65,273	67,231	69,248	71,326	73,466
	Total Facilities	1,161,376	1,230,199	1,273,074	1,310,799	1,346,196	1,382,654
	Total Expenses Before Bldg	28,506,537	31,912,605	34,069,941	35,108,885	35,591,783	36,074,067
	<i>Scheduled Lease Payment</i>	1,675,000	2,100,000	2,750,000	3,460,000	3,792,642	3,877,976
	<i>Scheduled Bond Payment</i>	1,907,975	1,969,834	1,999,894	2,001,150	2,001,313	2,000,381
	<i>Scheduled Bond Payment</i>	-	-	-	-	-	-
	<i>Additional Parking</i>	-	-	-	-	-	-
	Surplus (Revenues-Total Expenses-Lease-Bond)	1,529,101	1,579,136	2,111,905	1,837,612	1,443,176	1,103,231
		5.28%	4.86%	5.96%	4.33%	3.88%	2.95%

Mater Academy of Nevada

21-22

22-23

23-24

24-25

25-26

26-27

Attachment 14: Audit Data

EQUIPMENT RISK DATA

Equipment ID	Equipment Name	Location	Category	Value	Age	Condition	Usage	Notes	Responsible Party	Last Inspected	Next Inspection	Compliance Status
001	Excavator	Site A	Heavy	150000	5	Good	High	Regular maintenance	John Doe	2023-10-01	2024-01-01	Compliant
002	Tractor	Site B	Medium	80000	3	Excellent	Medium	Well maintained	Jane Smith	2023-09-15	2024-03-15	Compliant
003	Generator	Site C	Light	25000	2	Good	Low	Stored in shed	Mike Johnson	2023-11-01	2024-06-01	Compliant
004	Backhoe	Site A	Heavy	120000	7	Fair	High	Needs oil change	John Doe	2023-08-20	2024-02-20	Minor Issues
005	Skid Steer	Site B	Medium	60000	4	Good	Medium	Good condition	Jane Smith	2023-10-10	2024-04-10	Compliant
006	Generator	Site C	Light	30000	1	Excellent	Low	Recently purchased	Mike Johnson	2023-12-01	2024-09-01	Compliant
007	Excavator	Site A	Heavy	180000	6	Good	High	Regular maintenance	John Doe	2023-09-05	2024-02-05	Compliant
008	Tractor	Site B	Medium	90000	2	Excellent	Medium	Well maintained	Jane Smith	2023-11-20	2024-05-20	Compliant
009	Generator	Site C	Light	20000	3	Good	Low	Stored in shed	Mike Johnson	2023-10-05	2024-07-05	Compliant
010	Backhoe	Site A	Heavy	110000	8	Fair	High	Needs repair	John Doe	2023-07-10	2024-01-10	Major Issues

Mater Academy of Nevada

Nevada State Public Charter School Authority

Mike Dang

##

**OPERATIONS PLAN
STUDENT RECRUITMENT AND ENROLLMENT**

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

Grade Level	Number of Students					
	2021	2022	2023	2024	2025	2026
	2022	2023	2024	2025	2026	2027
Pre-K	-	32	32	32	32	32
K	314	314	314	314	314	314
1	321	321	321	321	321	321
2	321	321	321	321	321	321
3	296	321	321	321	321	321
4	308	308	329	329	329	329
5	308	308	308	329	329	329
6	383	383	383	383	383	383
7	359	383	383	383	383	383
8	359	359	383	383	383	383
9	261	261	261	261	261	261
10	166	257	257	257	257	257
11	-	171	257	257	257	257
12	-	-	171	257	257	257
Total	3,396	3,739	4,041	4,148	4,148	4,148

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

Grade Level	Number of Students					
	2021	2022	2023	2024	2025	2026
	2022	2023	2024	2025	2026	2027
Pre-K	-	34	34	34	34	34
K	330	330	330	330	330	330
1	338	338	338	338	338	338
2	338	338	338	338	338	338
3	312	338	338	338	338	338
4	324	324	346	346	346	346
5	324	324	324	346	346	346
6	403	403	403	403	403	403
7	378	403	403	403	403	403
8	378	378	403	403	403	403
9	275	275	275	275	275	275
10	175	270	270	270	270	270
11	-	180	270	270	270	270
12	-	-	180	270	270	270
Total	3,575	3,935	4,252	4,364	4,364	4,364

Attachment 15: Enrollment Staffing Charts

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

Grade Level	Number of Students					
	2021	2022	2023	2024	2025	2026
	2022	2023	2024	2025	2026	2027
Pre-K						
K	347	347	347	347	347	347
1	355	355	355	355	355	355
2	355	355	355	355	355	355
3	328	355	355	355	355	355
4	340	340	363	363	363	363
5	340	340	340	363	363	363
6	423	423	423	423	423	423
7	397	423	423	423	423	423
8	397	397	423	423	423	423
9	289	289	289	289	289	289
10	184	284	284	284	284	284
11	-	189	284	284	284	284
12	-	-	189	284	284	284
Total	3,755	4,097	4,430	4,548	4,548	4,548

Staffing Tables of Projected Staffing Needs

Mater Academy of Nevada
 Nevada State Public Charter School Authority
 Mike Dang
 ##

OPERATIONS PLAN

Projections for school years beginning	School Years					
	2021	2022	2023	2024	2025	2026
	2022	2023	2024	2025	2026	2027

Proposed New Campus(es)

Management Organization Positions						
Chief Operating Officer (Academica Nevada)	1	1	1	1	1	1
Chief Financial Officer (Academica Nevada)	1	1	1	1	1	1
Chief Legal Officer (Academica Nevada)	1	1	1	1	1	1
Bookkeepers (Academica Nevada)	1	1	1	1	1	1
Procurement Director (Academica Nevada)	1	1	1	1	1	1
Facility Manager (Academica Nevada)	1	1	1	1	1	1
Paralegal, Director of Growth & Management (Academica Nevada)	2	2	2	2	2	2
HR, Event Coordinator, Other (Academica Nevada)	1	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9	9

School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	4	4	4	4	4	4
Counselor / Student Support Advocate	4	4	4	4	4	4
Curriculum/Instructional Coach	2	2	2	2	2	2
SPED Facilitator / Speech Psychologist	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	54	66	77	81	81	81
Classroom Teachers (Specials)	10	14	15	15	15	15
Special Education Teachers	7	7	7	8	8	8
ELL Coordinator / Pre-K Coordinator	1	2	2	2	2	2
School Nurse	-	-	-	-	-	-
Office Manager	2	2	2	2	2	2
Registrar	2	2	2	2	2	2
Receptionist / Clinic Aide FASA	4	4	4	4	4	4
Instructional Aide(s)	13	17	20	20	20	20
School Operations Support Staff	7	7	7	7	7	7
Total FTEs at School	111	133	148	153	153	153

Network

Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Number of elementary schools	3	3	3	3	3	3
Number of middle schools	3	3	3	3	3	3
Number of high schools	1	1	1	1	1	1

Total schools	Attachment 15: Enrollment Staffing Charts			7	7	7
Total Student enrollment	3,575	3,901	4,218	4,330	4,330	4,330

Management Organization Positions						
Chief Operating Officer (Academica Nevada)	1	1	1	1	1	1
Chief Financial Officer (Academica Nevada)	1	1	1	1	1	1
Chief Legal Officer (Academica Nevada)	1	1	1	1	1	1
Bookkeepers (Academica Nevada)	1	1	1	1	1	1
Procurement Director (Academica Nevada)	1	1	1	1	1	1
Facility Manager (Academica Nevada)	1	1	1	1	1	1
Paralegal, Director of Growth & Management (Academica Nevada)	2	2	2	2	2	2
HR, Event Coordinator, Other (Academica Nevada)	1	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9	9

Elementary School Staff						
Principals	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principals	2.67	2.67	2.67	2.67	2.67	2.67
Counselor / Student Support Advocate	2.67	2.67	2.67	2.67	2.67	2.67
Curriculum/Instructional Coach	1.33	1.33	1.33	1.33	1.33	1.33
SPED Facilitator / Speech Pathologist / School Psychologist / OT	1.11	1.11	1.11	1.11	1.11	1.11
Classroom Teachers (Core Subjects)	75	76	77	78	78	78
Classroom Teachers (Specials)	9.00	10.50	10.83	10.83	10.83	10.83
Special Education Teachers	5.00	5.00	5.00	5.33	5.33	5.33
ELL Coordinator / Pre-K Coordinator	1.67	2.00	2.00	2.00	2.00	2.00
School Nurse	-	-	-	-	-	-
Office Manager	1.83	2.00	2.00	2.00	2.00	2.00
Registrar	1.17	1.33	1.33	1.33	1.33	1.33
Receptionist / Clinic Aide FASA	2.83	2.83	2.83	2.83	2.83	2.83
Teacher Aides and Assistants	11.67	13.00	14.00	14.00	14.00	14.00
School Operations Support Staff	5.33	5.33	5.33	5.33	5.33	5.33
Total FTEs at Elementary Schools	122.28	127	129	130	130	130

Middle School Staff						
Principals	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principals	2.67	2.67	2.67	2.67	2.67	2.67
Counselor / Student Support Advocate	2.67	2.67	2.67	2.67	2.67	2.67
Curriculum/Instructional Coach	1.33	1.33	1.33	1.33	1.33	1.33
SPED Facilitator / Speech Pathologist / School Psychologist / OT	1.11	1.11	1.11	1.11	1.11	1.11
Classroom Teachers (Core Subjects)	36.00	38.00	39.00	39.00	39.00	39.00
Classroom Teachers (Specials)	9.00	10.50	10.83	10.83	10.83	10.83
Special Education Teachers	5.00	5.00	5.00	5.33	5.33	5.33
EL Coordinator	1.67	2.00	2.00	2.00	2.00	2.00
School Nurse	-	-	-	-	-	-
Office Manager	1.83	2.00	2.00	2.00	2.00	2.00
Registrar	1.17	1.33	1.33	1.33	1.33	1.33
Receptionist / Clinic Aide FASA	2.83	2.83	2.83	2.83	2.83	2.83

Teacher Aides and Assistants	11.67	13.00	14.00	14.00	14.00	14.00
School Operations Support Staff	5.33	5.33	5.33	5.33	5.33	5.33
Total FTEs at Middle Schools	83	89	91	91	91	91

High School Staff						
Principals	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principals	2.67	2.67	2.67	2.67	2.67	2.67
Counselor / Student Support Advocate	2.67	2.67	2.67	2.67	2.67	2.67
Curriculum/Instructional Coach	1.33	1.33	1.33	1.33	1.33	1.33
SPED Facilitator / Speech Pathologist / School Psychologist / OT	1.11	1.11	1.11	1.11	1.11	1.11
Classroom Teachers (Core Subjects)	15.00	24.00	33.00	36.00	36.00	36.00
Classroom Teachers (Specials)	9.00	10.50	10.83	10.83	10.83	10.83
Special Education Teachers	5.00	5.00	5.00	5.33	5.33	5.33
EL Coordinator	1.67	2.00	2.00	2.00	2.00	2.00
School Nurse	-	-	-	-	-	-
Office Manager	1.83	2.00	2.00	2.00	2.00	2.00
Registrar	1.17	1.33	1.33	1.33	1.33	1.33
Receptionist / Clinic Aide FASA	2.83	2.83	2.83	2.83	2.83	2.83
Teacher Aides and Assistants	11.67	13.00	14.00	14.00	14.00	14.00
School Operations Support Staff	5.33	5.33	5.33	5.33	5.33	5.33
Total FTEs at High Schools	62	75	85	88	88.4	88
Total Network FTEs	277	299	314	319	319	319

Attachment 16: Dual-Credit MOUs
JUMPSTART
CONCURRENT STUDY PROGRAM

This Memorandum of Understanding is made and entered into by and between
THE BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION,
on behalf of
THE COLLEGE OF SOUTHERN NEVADA
And
MATER ACADEMY OF NEVADA - EAST CAMPUS

I. Purpose

- a. The purpose of this Memorandum of Understanding (MOU) is to memorialize the agreement between the Board of Regents of the Nevada System of Higher Education (NSHE) on behalf of the College of Southern Nevada (CSN) and Mater Academy of Nevada - East Campus (MAE) to coordinate their efforts and work collaboratively to provide concurrent enrollment in CSN courses to qualified MAE students. The MAE and CSN are referred to individually as a “party”, or collectively as the “parties.”
- b. The parties acknowledge and endorse the need for collaboration in carrying out the conditions and intent of this MOU, and agree to use their reasonable efforts to provide the appropriate actions hereunder, and to make available appropriate representatives and resources in order to maximize the benefits hereunder consistent with their respective priorities, budgets, and other obligations.

II. Terms of Agreement

- a. The parties will jointly agree on concurrent enrollment courses to offer during the term of this MOU.
- b. MAE will offer certain approved 299 or lower-level college courses that qualify for CSN academic credit and fulfill MAE’s high school graduation requirements.
- c. Contact hours (classroom instruction hours) for concurrent enrollment courses taught pursuant to this MOU must be equivalent to CSN regular courses. MAE will offer concurrent enrollment classes during the traditional school day hours.
- d. All instruction of the concurrent enrollment classes under this MOU will occur at a MAE location. The MAE waives any charge to CSN for facility usage under this MOU. Both MAE and CSN shall be responsible for the actions or negligence of its own employees and agents. In no event shall liability exceed that set forth in Nevada Revised Statute Chapter 41.
- e. Upon successful completion of the approved course, the MAE student will receive credit towards high school graduation from MAE and simultaneously receive credit from CSN.
- f. CSN will work together with MAE to formulate a steering committee that will meet at least once quarterly to review the policies and procedures outlined in this MOU and National Alliance of Concurrent Enrollment Partnerships Standards to ensure compliance.
- g. Pursuant to Nevada Revised Statute 388.205, MAE will develop a four-year plan for each student, which may include concurrent enrollment courses.

Attachment 16: Dual-Credit MOUs
JUMPSTART
CONCURRENT STUDY PROGRAM

- h. MAE will ensure that each student seeking enrollment in a concurrent enrollment course, and the parent/guardian of the student, is made aware of opportunities and requirements for participating in interscholastic activities.

III. Fees and Payments

- a. MAE Students, or their parent(s)/guardian(s), are responsible to pay all fees applicable to CSN for course enrollment. CSN will charge MAE students at the time of enrollment via CSN on-line invoice. MAE students or their parent(s)/guardian(s) are responsible to pay for courses at the time of enrollment or via CSN payment plan. However, MAE may pursue grants and other funding opportunities to help support their students in the dual enrollment program. A failure to pay fees by the due date, or create a payment plan as indicated through MyCSN, can result in classes being dropped. CSN does not guarantee classes dropped will remain available for continued enrollment.

On-Line Payments: Students may pay for tuition and fees with a credit card through MyCSN. CSN accepts MasterCard, Visa, Discover, American Express, and Diners Club credit cards. In the event that a credit card is declined online, classes will not show as paid, and all classes are subject to be dropped due to non-payment.

In-Person Payments: Students may pay for tuition and fees in person at the cashier's Office at any of the three main campuses during office hours if paying by cash, cashier check, money order, or personal check. Checks must be made payable to the NSHE Board of Regents. Be sure to write the student's NSHE number on the check when paying in person. A Return check fee may apply.

Mail-In Payment: Students may mail in personal checks for payment. Be sure to write the student's NSHE number on the check and allow sufficient time for mail delivery. A Return Check Fee may apply. The mailing address is:

College of Southern Nevada
ATTN Cashiers Office - NLVE124
3200 East Cheyenne Avenue
North Las Vegas, NV 89030

- b. The Board of Regents of NSHE govern all CSN fees and may change during the time this MOU is in effect. Any changes in fees noticed by CSN, shall be remitted on a prospective basis by MAE for newly enrolled students.
- c. MAE students can verify all fees with CSN Director of Student Accounts and Cashiering Services by December 31st of a current school year to go into effect for the following school year. Notwithstanding, any other provision herein, CSN will not allow any further student enrollment pursuant to this MOU if there is an outstanding CSN invoice that has not been paid. Refunds will be handled based upon the Board of Regents approved policy found in Chapter 7 of the Nevada System of Higher Education Procedures and Guidelines Manual. The following is a link to the manual:

Attachment 16: Dual-Credit MOUs
JUMPSTART
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<https://nshe.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Procedures/PGMC H07FEESTUITION.pdf>

IV. Curriculum and Supplemental Materials

- a. The curriculum of the concurrent enrollment courses taken by MAE high school students must be the same as those offered to regular CSN students taking college level course(s). The course syllabus content must be the same and include CSN course descriptions, outcomes, assessment methods, and will adhere to the National Alliance of Concurrent Enrollment Partnerships (NACEP) Standards.
- b. Qualified MAE students may enroll in up to four (4) courses per academic semester.
- c. Required texts will be selected by CSN in accordance with the CSN approved adopted textbook list. MAE will be responsible for the purchase of required textbooks and supplemental materials.

V. Student Academic Eligibility Requirements

In order for students to qualify to enroll in a concurrent enrollment course and receive CSN academic credit, the following academic eligibility requirements apply.

- a. The student must be a MAE high school freshman, sophomore, junior or senior.
- b. Diagnostics and assessments appropriate for placement in the course may be administered to the class members by CSN following NSHE Board policies (i.e., English, mathematics, and reading levels).
- c. Students may be referred to the Jumpstart program by MAE instructors; CSN and MAE officials will review each referral individually for eligibility.
- d. All students must complete the Jumpstart Concurrent Enrollment High School Authorization Form and parental or legal guardian consent must be obtained.
- e. MAE administration must concur in the determination of the student's qualification.
- f. A final summative assessment will be administered to the students in coordination with the appropriate CSN academic department.

VI. Teacher Qualifications, Expectations, and Compensation

- a. Teachers approved to teach in the Jumpstart program pursuant to this MOU must meet the same criteria as regular CSN part-time faculty, as noted in the CSN policy on qualifications for faculty. CSN's academic departments will review teacher qualifications and determine eligibility based on the teacher's educational credentials, knowledge in the course subject, and teaching experience.
- b. Once approved to teach a concurrent enrollment course offered pursuant to this MOU, a MAE teacher must complete CSN onboarding and professional development training.
- c. An approved MAE instructor will receive 1) \$200 from CSN, and 2) extra duty pay for 10 hours at \$22 per/hour (for a total of \$220) from MAE for each concurrent enrollment course the instructor teaches each semester during the traditional school day.

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VII. Supervision and Evaluation of Instructors

- a. MAE will be responsible for the day-to-day supervision of the instructor including any instructor discipline.
- b. CSN lead faculty are responsible for conducting site observation visits per NACEP Standards to ensure that the CSN courses offered through the Jumpstart program are offered with the same quality and rigor as the courses offered on CSN's campus.
- c. MAE administrators will conduct observations and administer discipline in accordance with MAE policies and regulations as well as the applicable collective bargaining agreement.

VIII. Student Records and Student Identification Numbers

- a. Both parties will each be responsible to initiate and maintain their respective student records for the courses for which they award credit. CSN will comply with the Family Educational Rights and Privacy Act (the Buckley amendment) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99).
- b. For each student, CSN will assign an identification number to the student that shall correspond to or reference the student number assigned by MAE to the student. MAE will provide CSN with the assigned number for each student.

IX. Applicability and Transferability of College Credit

Approved concurrent enrollment courses are part of the NSHE common course numbering system and transfer among all NSHE institutions. CSN will grant college credit toward earning a credential, certificate, or degree, as applicable, for a dual credit course when a student satisfactorily completes the course.

X. Grant-In-Aid Privilege

NSHE/CSN professional Grant-In-Aid (GIA) policy for employees is afforded only to Jumpstart instructors (LOA and LOB contracts) and not immediate family. Classes can only be taken in the fall and spring semesters, must be equivalent to the number of credit hours taught by the Jumpstart instructor in the previous or current semester and may not exceed six-credit hours per semester. GIA benefits apply to the current semester of employment only.

XI. Disability Support Services

MAE and CSN will work together to provide appropriate accommodations and/or disability support resources for any MAE student taking a Jumpstart Concurrent Enrollment Program course.

XII. Term and Termination

This MOU is effective January 1, 2022, through December 31, 2027. Either party may terminate this agreement without cause, at any time, upon ninety (90) days prior written notice to the other party. Notice must be given to the point of contacts specified in this MOU, with the effective date of termination specified in said notice. If instruction in a concurrent credit course has commenced, CSN and MAE will use their reasonable efforts to complete instruction of the concurrent credit courses

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and award college credit before terminating activities under this MOU.

XIII. Non-Compliance Clause

CSN and MAE both agree to adhere to the standards set forth by CSN and NACEP, which ensures the Jumpstart Concurrent Enrollment Program follows best practices toward offering the utmost quality of college standards. Non-compliance will result in measure taken by the respective CSN department to rectify and correct the non-compliance.

XIV. Modifications of the MOU

The provisions of this MOU may be modified only by written agreement and executed by CSN and MAE within sixty (60) days' notice. This MOU sets forth the entire understanding and agreement between CSN and MAE on this topic of concurrent enrollment classes between CSN and MAE, and supersedes all previous statements or agreements, whether oral or written.

The points of contact for this Memorandum of Agreement and any required notices hereunder shall be sent to:

For CSN:

Caprice Roberson
Associate Vice President
Office of Academic Affairs
6375 West Charleston Blvd. WC E310
Las Vegas, Nevada 89146
(702) 651-7357

For MAE:

Renee Fairless
Principle
3900 E Bonanza Rd
Las Vegas, NV 89110
(702) 462-9361

Notices required hereunder shall be deemed sufficient if given by electronic mail to the designated points of contact.

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IN WITNESS THEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized representatives, and by so doing represent and warrant that they have full authority to enter same, as the day and date first above written.

Board of Regents of the Nevada System of Higher Education on behalf of the College of Southern Nevada

Recommended by:

_____ Dated: _____
Caprice Roberson, Associate Vice President, Academic Affairs

Recommended by:

_____ Dated: _____
James McCoy, Vice President, Academic Affairs

Approved by:

_____ Dated: _____
Dr. Federico Zaragoza, President

Approved as to Legal Form and Sufficiency by:

_____ Dated: _____
James J. Martines, General Counsel

Mater Academy of Nevada - East Campus

Approved by:

_____ Dated _____
Renee Fairless, Principal

Attachment 16: Dual-Credit MOUs

**This Memorandum of Understanding (MOU) is made and entered into by and between
THE BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION,
on behalf of**

THE COLLEGE OF SOUTHERN NEVADA

And

MATER ACADEMY OF NEVADA - EAST CAMPUS

Mater Academy of Nevada - East Campus (MAE) and College of Southern Nevada (CSN) referred to individually as a “party” or collectively as the “parties.”

WHEREAS, MAE is a Nevada charter high school offering unique secondary educational opportunities to its students; and

WHEREAS, the Parties are willing to facilitate for selected MAE students a limited opportunity for enrollment in higher education courses at CSN; and

WHEREAS, the Nevada System of Higher Education (NSHE) Handbook, Title 4, Chapter 16, Section 8 provides for, in relevant part:

Dual and Early Enrollment for High School Students

1. High school students may be admitted and may enroll in a NSHE college or university, subject to the approval of appropriate institutional officials.

NOW, THEREFORE, the Parties agree as follows:

I. Term and Purpose

- a. CSN, through its Academic Affairs department, will oversee the administration, instruction and educational requirements for the Certificate of Achievement and Associate Degree programs offered to MAE students pursuant to this MOU. Any MAE student, who graduates with a Certificate of Achievement or an Associate degree, may participate in the formal ceremonies of CSN, as applicable.
- b. The term of the MOU shall be January 1, 2022, through December 31, 2027. By December 1, 2027, the Parties may agree through a written confirmation executed by their respective authorized representatives to extend the Term for five (5) additional years through December 31, 2032. Notwithstanding the foregoing, either party may terminate this MOU without cause upon thirty (30) days written notice to the other party, and any MAE student will be able to complete the course(s) they are enrolled in pursuant to this MOU at the time of the written notice.

II. Admission and Enrollment at CSN Pursuant to this MOU

Student Selection & Admissions

The selection of the MAE students that will be able to enroll in CSN dual enrollment study courses pursuant to the terms of this MOU is exclusively reserved to MAE. Both parties will coordinate to verify that selected students qualify for admission and enrollment pursuant to the terms of this MOU and applicable NSHE standards. Each first-time MAE student must complete the CSN on-

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line admission form. The completeness and accuracy of the admissions form is the responsibility of the student.

New Student Orientation

Each first-time MAE student must participate in a mandatory student orientation. The orientation must be complete before scheduling an appointment with a CSN academic advisor or registering for classes.

Placement Evaluations

Every MAE student must prepare for and complete the Math and English placement assessments. Information regarding these placement assessments can be found at www.csn.edu/testingcenter

Academic Advisor/Success Coach/Counseling

After completing the orientation and placement evaluations, each MAE student must meet with a CSN academic advisor or success coach. MAE students can receive counseling services to the same extent as regular CSN students.

Locations

CSN will only offer academic courses and other coursework at established CSN campuses and CSN learning sites.

Class Schedule

MAE students will be required to attend the selected classes on the dates, days, and times that these classes are scheduled as per the official CSN academic calendar. No classes will be scheduled for MAE students outside of the official CSN academic calendar.

Limitation on Number of Credit Hours Each Semester

MAE students enrolled pursuant to the terms of this MOU will be limited to a maximum of nineteen (19) credit hours each fall and spring semester at CSN. MAE students may request to exceed 19 credits in a given semester following the CSN Credit Overload Process. In the event that a MAE student is approved to take more than 19 credits in a semester, MAE agrees to pay all student fees associated with those additional credits.

Selection of Courses

While there is no restriction on the type of course that a MAE student may enroll in, each MAE student's course selection must be approved by MAE in consultation with the student, CSN's academic advisor/success coach and must be consistent with the results of any placement tests or prerequisites established by CSN. Any consultation will include discussion about the advisability for a particular student to enroll in an "on-line class" in contrast to a class taught at one of CSN's campuses or centers.

Course Textbooks

Required texts will be selected by CSN in accordance with the CSN approved adopted textbook list. The MAE student will be responsible for the purchase of required course textbooks and materials.

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Credits to be Awarded

Upon successfully completing a course in the dual enrollment program, the MAE student will receive the corresponding credit amount listed in the CSN course catalog at CSN and credit for a course at MAE.

Applicability and Transferability of College Credit

CSN courses are part of the NSHE common course numbering system and transfer among all NSHE institutions. All credits earned at CSN by a MAE student must be applied toward a credentialed degree or certificate at CSN.

Academic Plans

Pursuant to NRS 388.205, MAE will establish an academic plan for each MAE student enrolled in the dual enrollment program.

Student Identification Number

MAE will assign a unique identification number to each student in the dual enrollment program. CSN will retain the unique identification number provided by MAE.

Student Records

- a. Both parties will each be responsible to initiate and maintain their respective student records for the courses that they award credit. CSN will comply with the Family Educational Rights and Privacy Act (the Buckley amendment) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99). A MAE student must sign a FERPA document before CSN will release any academic records to the MAE executive director or anyone other than the student.
- b. For each student, CSN will assign an identification number to the student that shall correspond to or reference the student number assigned by MAE to the student. MAE will provide CSN with the assigned number for each student.

Compliance with CSN's Policies

MAE students enrolled in classes at CSN pursuant to this MOU are subject to all of CSN's policies.

Student Transportation

CSN will have no role in the transportation of MAE students either to or from any CSN facility.

Continued Eligibility for Interscholastic Activities at MAE

MAE students in the dual enrollment program will be eligible to participate in interscholastic activities provided that they maintain the required GPA and attendance standards set by MAE.

III. Fees

- a. MAE is responsible to pay for all fees applicable to MAE students enrolled at CSN. CSN will charge via CSN invoice within thirty (30) days of the start of the courses and MAE will remit payment of fees within thirty (30) days receipt of CSN's invoice, for each student enrolled in CSN courses pursuant to section II above. MAE may pursue grants and other funding opportunities to help support their students in the dual enrollment program.

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- b. The Board of Regents of NSHE govern all CSN fees and may change during the time this MOU is in effect. Any changes in fees noticed by CSN, shall be remitted on a prospective basis by MAE for newly enrolled students.
- c. MAE must verify all fees with CSN Director of Student Accounts and cashiering Services by December 31st of a current school year to go into effect for the following school year. Notwithstanding any other provision herein, CSN will not allow any further n student enrollment pursuant to this MOU if there is an outstanding CSN invoice that has not been paid. Refunds will be handled based upon the Board of Regents approved policy found in Chapter 7 of the Nevada System of Higher Education Procedures and Guidelines Manual. The following is a link to the manual: https://nshe.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Procedures/PGMC_H07FEESTUITION.pdf

IV. Miscellaneous Provisions

Governing Law.

This MOU will be governed by and interpreted according to the laws of the State of Nevada and the Nevada Board of Regents handbook.

Severability and Waiver.

The partial or complete invalidity of any one or more of the provisions of this MOU will not affect the validity or continuing force and effect of any other provision. The failure of a Party hereto to insist in any one or more instances upon the performance of any of the terms, covenants or conditions of this MOU or to exercise any right herein, will not be construed as a waiver or relinquishment of such term, covenant, condition or right with respect to further performance.

Entire Agreement.

This MOU is intended solely for the benefit of the Parties hereto, represents the entire, integrated agreement between the Parties, and supersedes all prior negotiations, representations, or agreements, written or oral.

Waiver or Modification Ineffective Unless in Writing.

No waiver, alteration, or modification of any provision of this MOU will be binding unless in writing and signed by duly authorized representatives of the Parties to the MOU.

Designated CSN Representatives.

CSN representatives and MAE Administrators will collaborate on all articulation efforts and agreements for all MAE students.

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Written Notices.

Unless notified to the contrary, all notices required by this MOU will be sent to the Parties at the addresses set below;

For College of Southern Nevada:

For Mater Academy of Nevada - East Campus:

Caprice Roberson
Associate Vice President, Academic Affairs
6375 W. Charleston Blvd., WC E310
Las Vegas, NV 89146
(702) 651-7357

Renee Fairless
Principle
3900 E Bonanza Rd.
Las Vegas, NV 89110
(702) 462-9361

IN WITNESS THEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized representatives and by so doing represent and warrant that they have full authority to enter same, as the day and date first above written.

**Board of Regents of the Nevada System of Higher Education
on behalf of the College of Southern Nevada**

Recommended by:

_____ Dated: _____
Caprice Roberson, Interim Associate Vice President, Academic Affairs

Approved by:

_____ Dated: _____
James McCoy, Vice President, Academic Affairs

Approved as to Legal Form and Sufficiency:

_____ Dated: _____
James J. Martines, General Counsel

Mater Academy of Nevada - East Campus

Approved by:

_____ Dated _____
Renee Fairless, Principal

Cooperative Agreement for Specific Dual Enrollment Types

JUMP START

Mater Academy of Nevada - East Campus

This Cooperative Agreement is made and entered into by and between the Board of Regents of the Nevada System of Higher Education, on behalf of Western Nevada College (hereinafter “WNC”), and Mater Academy of Nevada - East Campus.

RECITALS

WHEREAS, WNC offers a “Jump Start College” program to qualified junior and senior high school students for which the students may earn dual credit toward both a high school diploma and college transfer credits; and

WHEREAS, Mater Academy of Nevada - East Campus desires that it’s qualified junior and senior high school students participate in the program;

NOW, THEREFORE, WNC and Mater Academy of Nevada - East Campus, in order to achieve their mutual goals, hereby agree as follows:

AGREEMENT

WNC and Mater Academy of Nevada - East Campus agree that qualified junior and senior high school students from Mater Academy of Nevada - East Campus and Mater Academy of Nevada - East Campus may participate in the WNC Jump Start program on the terms set forth below.

1. Mater Academy of Nevada - East Campus students who successfully complete WNC courses will earn the amount of credit typically awarded to college students who successfully complete WNC courses, which is generally 3 credits per course.
2. Any credits earned by a pupil for the successful completion of a dual credit course will be applied toward earning a credential, certificate or degree.
3. WNC and Mater Academy of Nevada - East Campus agree that at Mater Academy of Nevada - East Campus: (a) WNC will provide student success support; (b) Mater Academy of Nevada - East Campus will pay 100% of the tuition and fees incurred for the Fall 2022 and Spring 2023 semesters; (c) and the students will pay for required textbooks. Mater Academy of Nevada - East Campus WNC and Mater Academy of Nevada - East Campus agree that at Mater Academy of Nevada - East Campus; (a) WNC will provide student success support; (b) Mater Academy of Nevada - East

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Campus will pay 100% of the tuition and fees incurred for the Fall 2022 and Spring 2023 semesters; and (c) Mater Academy of Nevada - East Campus will pay for required textbooks.

4. The school district or charter school shall establish an academic program for each pupil enrolled in the dual credit course that includes, as applicable, the academic plan developed for the pupil pursuant to NRS 388.205.
5. The school district or charter school shall assign a unique identification number to each pupil who is enrolled in the dual credit course. That unique identification number may be the unique identifier assigned by WNC.
6. WNC shall retain the unique identification number assigned to each pupil.
7. A pupil enrolled in a dual credit course shall remain eligible for interscholastic activities at his or her high school or charter school, and the school district or charter school shall identify how a pupil enrolled in a dual credit course can participate in interscholastic activities.
8. WNC shall provide a copy of this Cooperative Agreement to the Nevada System of Higher Education and to the Nevada State Board of Education, and the Nevada System of Higher Education shall retain a copy of this Cooperative Agreement.

Concurrent Enrollment

Whereas, WNC offers concurrent enrollment, Students enroll in dual enrollment courses taught by WNC approved high school teachers in a secondary environment.

1. The high school teacher agrees to become an affiliate with WNC.
2. High School teachers do not receive payment from WNC.
3. For the 2022-2023 school year there will be no enrollment fees associated with concurrent enrollment.

This Agreement will terminate on June 30, 2023, unless sooner terminated by either party at the conclusion of an academic year on 30 days' written notice.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement and intend that it be effective on the last date written below.

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The Board of Regents of the Nevada System of Higher Education, on behalf of Western Nevada College

By: _____
Dr. Vincent Solis, WNC President

Date: _____

Mater Academy of Nevada - East Campus

By: _____
Renee Fairless, Principal

Date: _____

DRAFT