

## SPCSA CHARTER PROPOSAL COVER SHEET

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

**Primary contact person:** Jaime Edrosa

**Mailing address:** \_\_\_\_\_

**Street/PO Box:** 2155 Horse Prairie Road

**City:** Reno **State** NV **Zip** 89521

**Phone Number:** day 775-846-5313 evening 775-846-1313

**Fax Number:** \_\_\_\_\_ **Email:** jedrosa@hotmail.com

**Name of team or entity applying:** Mater Academy of Northern Nevada

- ☐ Track A  
☒ Track B  
☐ Track C  
☐ Track D

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

MANN proposes a K-8 school replication of the highly successful Florida Mater Academy charter school network that has demonstrated success with diverse, at-risk student populations, including English Language Learners (ELLs). The Mater Academy model emphasizes positive, student-centered cultures that value equity, collaboration, and personalized learning.

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

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

Full Name	Current Job Title and Employer	Position with Proposed School
Jaime Edrosa	Aviation Administrator - Reno/Tahoe Airport	TBD
Teresa Benitez-Thompson	Social Worker & Assembly woman - Gentiva Hospice	TBD

Shari Dunn	21st Century Learning Instructional Coach – Washoe County School District	TBD
Leslie Jackson	Retired Special Education Teacher – Washoe County School District	TBD
Cristofer Novich	Financial Advisor – Wadell & Reed Inc.	TBD
Luke Welmerink	Attorney – Anderson, Dorn & Rader, Ltd.	TBD

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
HI	Hawaii State Charter Commission	Kamalani Academy	2/16	8/16

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

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

Proposed School Name	City	State	Opening Date
Doral Academy of Colorado	Denver	CO	August 2016
Heritage Heights Acadmey	Denver	CO	August 2016
SLAM Academy	Henderson	NV	August 2016

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Mater Academy of Northern Nevada	2017-2018	K-5	K-8

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	50	50	50	50	50	50
3	50	50	50	50	50	50
4	75	50	50	50	50	50
5	75	75	75	75	75	75
6	0	75	90	150	150	150
7	0	0	90	90	150	150
8	0	0	0	90	90	150
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	350	400	505	655	715	775

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

Does the proposed school intend to contract or partner with an education management organization (EMO) or education service provider (ESP) or other organization to provide school management services? ☒ Yes ☐ No


If yes, identify the EMO/ESP: Academica Nevada

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

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? ☐ Yes ☒ No

If yes, identify the CMO and any affiliated NV non-profit:

**Applicant Certification:**

  
\_\_\_\_\_  
Signature

7/13/16  
\_\_\_\_\_  
Date

Jaime Edrosa  
\_\_\_\_\_  
Printed Name:



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## Executive Summary

### *4 Page Limit*

Provide a brief overview of your proposed school, including:

- An overview of the mission and vision for the school

Mater Academy of Northern Nevada (MANN)

Mission:

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

Mater Academy of Northern 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 Northern Nevada community actively involved in the learning of its students.

Vision:

The vision of Mater Academy of Northern 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.

- Proposed model and target community

MANN proposes a K-8 school replication of the highly successful Florida Mater Academy charter school network that has demonstrated success with diverse, at-risk student populations, including English Language Learners (ELLs). The Mater Academy model emphasizes positive, student-centered cultures that value equity, collaboration, and personalized learning.

	Distance from B&G Club:	Total Enrollment:	ELL:	FRL:	IEP:	NSPF Rating:	School Math Proficiency:	ELL Math Proficiency:	School Reading Proficiency:	ELL Reading Proficiency:
<u>Washoe County</u>		<u>62,878</u>	<u>16%</u>	<u>48%</u>	<u>13%</u>					
<u>Mathews ES</u>	<u>0.6 Miles</u>	<u>666</u>	<u>55%</u>	<u>100%</u>	<u>14%</u>	<u>2 Star</u>	<u>54%</u>	<u>44%</u>	<u>47%</u>	<u>35%</u>
<u>Kate Smith ES</u>	<u>0.7 Miles</u>	<u>320</u>	<u>52%</u>	<u>100%</u>	<u>11%</u>	<u>3 Star</u>	<u>60%</u>	<u>44%</u>	<u>50%</u>	<u>28%</u>
<u>Traner MS</u>	<u>0.8 Miles</u>	<u>777</u>	<u>34%</u>	<u>100%</u>	<u>13%</u>	<u>3 Star</u>	<u>32%</u>	<u>9%</u>	<u>45%</u>	<u>14%</u>
<u>Duncan ES</u>	<u>1.0 Miles</u>	<u>422</u>	<u>50%</u>	<u>100%</u>	<u>14%</u>	<u>2 Star</u>	<u>54%</u>	<u>48%</u>	<u>42%</u>	<u>29%</u>
<u>Cannan ES</u>	<u>1.1 Miles</u>	<u>613</u>	<u>43%</u>	<u>100%</u>	<u>11%</u>	<u>2 Star</u>	<u>50%</u>	<u>40%</u>	<u>38%</u>	<u>24%</u>
<u>Risley ES</u>	<u>1.3 Miles</u>	<u>482</u>	<u>46%</u>	<u>100%</u>	<u>10%</u>	<u>2 Star</u>	<u>50%</u>	<u>36%</u>	<u>56%</u>	<u>37%</u>
<u>Mitchell ES</u>	<u>1.4 Miles</u>	<u>430</u>	<u>43%</u>	<u>99%</u>	<u>9%</u>	<u>3 Star</u>	<u>47%</u>	<u>22%</u>	<u>53%</u>	<u>29%</u>

Sparks  
MS  
Dilworth  
MS

Distance from B&G Club:	Total Enrollment:	ELL:	FRL:	IEP:	NSPF Rating:	School Math Proficiency:	ELL Math Proficiency:	School Reading Proficiency:	ELL Reading Proficiency:
<u>1.6 Miles</u>	<u>774</u>	<u>27%</u>	<u>77%</u>	<u>14%</u>	<u>3 Star</u>	<u>31%</u>	<u>10%</u>	<u>49%</u>	<u>15%</u>
<u>2.1 Miles</u>	<u>592</u>	<u>27%</u>	<u>76%</u>	<u>18%</u>	<u>3 Star</u>	<u>38%</u>	<u>10%</u>	<u>48%</u>	<u>13%</u>

MANN's target community is in the central region of the greater Reno-Sparks Metropolitan area. MANN's proposed facility, located at 2680 East 9<sup>th</sup> St. in Reno, is in the heart of the target community. Washoe County School District schools in the area have a high percentage of ELLs and students eligible for free and reduced lunch (FRL). Most recent state data from 2013/14 indicates zoned public schools in MANN's target area show low academic proficiency with double digit achievement gaps between the general student and ELL populations. MANN expects the student population to be reflective of the school information listed below:

- The outcomes you expect to achieve

MANN's Board, faculty, staff, and parents will work together to achieve the following academic, organizational, and financial goals:

1. Students will be assessed using the SBAC in 2017/18 and a baseline will be established. Once baseline data is established, the MANN Board will set progressive goals for the following school years.
2. Increase incoming students' math grade level equivalence by more than 1.0 (one year of growth) as determined by STAR Math/TenMarks.
3. Increase incoming students' reading grade level equivalence by more than 1.0 (one year of growth) as determined by STAR Reading.
4. If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged, English Language Learners, students with disabilities and other at-risk groups) and the general student population, the school will work to decrease the achievement gap between each subgroup and the general student population by at least 30 percent (without reducing the rigor and performance of the general student population).
5. The school will obtain and maintain a minimum cash reserve of 55 days by the end of year three.
6. The school will generate a minimum of five percent fund surplus each school year.
7. Each Governing Board member will participate in a minimum of four hours of professional development every year. Board Officers will attend a minimum of two hours of professional development specific to their office within the four hours required annually.
8. The school will demonstrate at least a 90 percent satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school each academic year.
9. The licensed teacher retention rate will be at least 90 percent each year, not including separations for reasons of non-renewal of teacher contract, health and family.

- The key components of your educational model

The key components of MANN's educational model include the following:

- Honoring and building strength of community;
- Ensuring social justice for all students;

- Teaching with a sense of community by serving as “generalists first (teachers and scholars in education), specialists second (experts in a particular discipline)” and embodying multiple responsibilities (teacher-counselor-manager);
- Personalized teaching and learning;
- Collaborating with the principal to decide the course of study;
- Personalizing curriculum to introduce concepts otherwise abstract to the students;
- Coaching students to acquire skills to enhance their ability to learn; and
- Developing students’ self-efficacy.

In the formation of a teacher as coach and student as worker model, the teacher and students will form vital relationships. These relationships will give the teacher invaluable insight into each student’s life. These insights will provide opportunities for each teacher to draw relevant connections between the student’s life and the curriculum, thereby yielding more meaningful curricula.

- The values, approach, and leadership accomplishments of your school leader or leadership team

MANN has not yet identified a school leader at this time. MANN, in its search for a school leader will seek the values, leadership and qualities proven to be successful within the Mater Academy educational model. The qualities include extensive administrative and teaching experience; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of diverse student populations; positive evaluations from previous administrative position(s); letters of recommendation; and excellent communication skills.

- Key supporters, partners, or resources that will contribute to your school’s success

MANN’s affiliation with Mater Academy, Inc. is a crucial partnership, as MANN is replicating the successful Florida Mater Academy charter school network that has proven successful with diverse, economically-disadvantaged, and ELL student populations. Additionally, Mater Academy received corporate SACS-CASI/AdvancED accreditation and has been recognized in News Week and US News and World Reports.

Another key partnership for MANN will be with the Boys and Girls Club of the Truckee Meadows. At its location on East 9th Street in Reno, the Boys and Girls Club serves approximately 500 youth per day. In locating within the Boys and Girls Club facility, MANN will be able to partner with the Boys and Girls Club to provide important before and after school programs to meet the needs of the student population in the surrounding area.

As a replicated model school, MANN will also benefit from the support of Mater Academy of Nevada in Las Vegas. Principal Renee Fairless is committed to assisting MANN to help ensure its success.

MANN has received letters of support from and anticipates building long lasting relationships with the following organizations:

- Mater Academy, Inc.
- Boys and Girls Club of the Truckee Meadows
- Latin American Chamber of Business
- Big Brothers Big Sisters
- Sierra Arts Foundation
- Sierra Nevada Ballet
- KNPB Public Broadcasting

## **MEETING THE NEED**

### **TARGETED PLAN**

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

MANN's target community is the Reno-Sparks urban area. MANN's target student population will be reflective of the neighboring schools' demographics. MANN's Board's interest in serving this specific community is to address the low-performing, double digit achievement gaps existing between the general and ELL student populations.

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

The Reno-Sparks area contains public schools that are at capacity or overcrowded, as well as low-performing in grades K-8 (See chart above in Executive Summary). The demographics in the area consist of economically-disadvantaged students and a high percentage of ELLs. The Mater Academy model is tailored to help bridge the achievement gap for at-risk students and advance the entire student population forward.

In Florida, Mater Academy schools have experienced great success in reducing the achievement gap among its students and multiple Mater Academy campuses have been recognized by U.S. News as a top 100 school in Florida.<sup>1</sup> In 2013, the College Board and the National Association of Secondary School Principals recognized Mater Academy for its successful creation of positive, student-centered school cultures that value equity, collaboration, and personalized learning.

To ensure achievement gaps are closed and every student progresses, the curriculum at MANN will include research-based strategies that have proven effective for students at all levels, but especially for students that are at-risk and ELL. MANN's model aligns with the mission of the SPCSA because MANN's innovative, challenging, and multicultural education will prepare students to be global citizens and obtain a competitive edge in the 21st century workforce. By providing students with a multicultural education through MANN's enrichment program, students will become cross-culturally competent global citizens who are college and career ready.

### **PARENT AND COMMUNITY INVOLVEMENT**

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

The Committee to Form (CTF) is a diverse, highly qualified group of individuals from Northern Nevada who are eager to bring the Mater Academy, Inc. model to Northern Nevada. The CTF consists of various professionals, including educators, community leaders, a financial advisor, an attorney, an aviation administrator, a parent and current elected official who are highly committed to increasing the educational options in Northern Nevada. Additionally, the Boys and Girls Club of the Truckee Meadows has been a critical and active partner from the beginning. The Boys and Girls Club is excited to partner with MANN to provide an enriching education opportunity to many of the

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<sup>1</sup> <http://www.usnews.com/education/best-high-schools/florida/rankings>

hundreds of children it serves at its clubs every day. The CTF has connected with additional community organizations, such as Big Brothers Big Sisters and Sierra Arts Foundation, to ensure MANN has a strong support system in the region.

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

MANN understands that a majority of the target population (e.g. single-parent families, low socio-economic households, second language families, etc.) can be considered a “harder to reach” community, thus requiring a more robust engagement process than may be required of other charter schools. MANN will market via multiple modes to ensure that all families are informed of their educational options. MANN understands that the target community requires an extensive grassroots recruitment campaign to ensure they are aware of the choice program and their eligibility to apply for enrollment. The marketing campaign includes: 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. MANN will post flyers in local public facilities such as the post office, community centers, and other locations of public access. The goal is to reach parents and legal guardians by using various means of information delivery. Promotional flyers and/or postcards will be distributed via direct mail and/or through community groups and churches to ensure that families are aware of the school and their eligibility to apply for enrollment.

In addition, MANN’s CTF has been building relationships with community groups and organizations. In partnership with these organizations, informational events at open forums, such as in community centers, parks, and libraries, will be held to inform the public about MANN and its offerings. All of these methods are key to a successful recruitment of a broad range of students.

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

Parental involvement is a fundamental aspect of MANN’s mission and vision. MANN will encourage parents to be active participants in their children’s education through volunteer opportunities at the school. MANN will develop a multi-tiered communication plan that will best fit the needs of their school’s community. This plan will include regularly scheduled communications through the following:

- E-mail newsletter: At least twice per quarter, parents will 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 may be sent home with the student.
- MANN’s website: The school’s website will be a resource with a wealth of information for families. The website will be designed to meet the needs of the MANN community. The website will include information on:
  - MANN’s mission, vision and history
  - MANN’s school schedule and calendars
  - MANN’s curriculum
  - Frequently Asked Questions

- MANN's Governing Board Meetings: public notices, agendas, and minutes
  - MANN's Governing Board Meetings will be open public meetings held, on average, every other month.
- Directory of administration and staff
- Uniform policy information and links for purchasing
- News and announcements
- Any other pertinent information that parents may need to know.
- For a sample of what the MANN website may look like, please see <http://www.materacademynv.org/>
- MANN Facebook Page

The school will also use workshops, parent meetings, open houses and other events to inform parents of involvement opportunities throughout the school year. Parents will be 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 MANN and the surrounding community.
- Parent Teacher Student Organization (PTSO): PTSO coordinates extra-curricular events involving the community. Through the PTSO and other such committees, parent and community members will also be able to partake in the school's decision-making process. The school plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs.
- Volunteering for school events: 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.

Parent satisfaction is critical to the success of the school, as will be determined by MANN's overarching Goal 8: *"The school will demonstrate at least a ninety (90) percent satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school each academic year."*

As stated in the Bylaws, there will be a parent representative on MANN's Board, as well as on MANN's Academic Committee. MANN's Academic Committee will be tasked with reviewing school data, ensuring academic expectations and goals are met, and providing insight to instructional activities that meet specific needs of the students. In addition, the public (specifically parents) will be notified of board meetings and may be active participants by providing public comment and bringing relevant matters to the board's attention. Parents will be encouraged to visit teachers, administration, and the board to discuss concerns regarding their child's education. MANN and parents will work collectively to provide the best educational plan possible for each student's learning needs. MANN encourages parental involvement in all aspects of their children's education. MANN will implement a policy that encourages parents to volunteer a minimum of 30 hours per school year.

(4) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the EMO identified in the application or dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any

(5) fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Community involvement is a crucial key to success in implementing the mission and vision of MANN. Community partnerships are extremely important, as they help provide students with a vast educational experience both in and out of the classroom. MANN will seek partnerships with community organizations that enrich the before and after school programs, field trips, guest speakers, etc. MANN has preliminary partnerships with the following organizations:

- Mater Academy, Inc.
  - Replication Guidance, Professional Development, Accreditation, etc. (Fee based see Affiliation Agreement.)
- Boys and Girls Club of the Truckee Meadows
  - Letter of intent for facility
- Latin American Chamber of Business
  - Letter of support
- Big Brothers Big Sisters
  - Letter of support
- Sierra Arts Foundation
  - Letter of support
- Sierra Nevada Ballet
  - Letter of support
- KNPB Public Broadcasting
  - Letter of support
- Building Hope
  - Letter of interest to finance facility improvements

MANN is also seeking to form partnerships with and/or join the following organizations prior to MANN's scheduled opening date. These include but are limited to:

- Nevada Museum of Art
- Charter School Association of Nevada
- AT&T
- Aces Baseball

(6) Describe the group's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city?

As explained in the response to Question 1 of this section and further detailed in Attachments 9 and 10, the CTF has extensive ties to and relationships with the target community and surrounding region. Many CTF members have significant experience in working with the target population in educational settings, as elected and appointed government representatives, and as community activists. The CTF will prioritize deep engagement with the target community through a multifaceted marketing campaign to educate parents and families about school choice. MANN will strategically gather knowledge from a variety of community stakeholders that include parents, families, and targeted at-risk subgroups through focus groups and other mechanisms.



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

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

# **ACADEMIC PLAN**

## **MISSION & VISION**

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

(1) Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.

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

Mater Academy of Northern 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 Northern Nevada community actively involved in the learning of its students.

By teaching students a multicultural education through MANN's enrichment program, students will become cross-culturally competent global citizens prepared for college and career ready. The MANN community will be actively involved in the educating of its students.

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

(a) Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.

The vision of MANN 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. The purpose of MANN is to improve the academic achievement of pupils; specifically, those who are at-risk. Through an innovative, challenging, and multicultural education, MANN will prepare students to be global citizens and obtain a competitive edge in the 21st century workforce.

(3) A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

- (a) Improving the academic achievement of pupils;
- (b) Encouraging the use of effective and innovative methods of teaching;
- (c) Providing an accurate measurement of the educational achievement of pupils;
- (d) Establishing accountability and transparency of public schools;
- (e) Providing a method for public schools to measure achievement based upon the performance of the schools; and
- (f) Creating new professional opportunities for teachers.

The purpose of MANN is to improve the academic achievement of pupils, and specifically, those students who are at-risk. Through an innovative, challenging, and multicultural education, MANN will prepare students to be global citizens and obtain a competitive edge in the 21st century workforce. MANN aspires to instill a thirst for knowledge and a belief in self-efficacy. By providing students a multicultural education through MANN's enrichment program, students will become cross-culturally competent global citizens prepared for college and a career. The educational philosophy at MANN is anchored by the key areas of collaboration, communication, creativity and critical thinking. These four skills have been identified by Partnership for 21st Century Skills as "super skills" necessary to thrive in the future. The educational philosophy is further supported by Dr. TheodoreSizer's Coalition of Essential Schools Common Principles. To create the school climate needed to effectuate the mission and vision, the Common Principles and the 21st Century "super skills" will permeate every aspect of MANN. Although the Common Principles are included in the educational philosophy, MANN does not intend to join the Coalition of Essential Schools at this time and will use an integration sampling of the Common format. Qualitative data will be utilized to determine mission specific goals.

MANN's mission aligns with the following statutory purposes under NRS 386.520 (now NRS 388A.246):

*Improving the academic achievement of pupils.* MANN's engaging and academically-challenging learning environment will assist students in maximizing their potential. MANN will provide transformational opportunities to assist in closing achievement gaps of at-risk student subgroups.

*Encouraging the use of effective and innovative methods of teaching.* MANN's instructional strategies are proven methods for appealing to multiple learning modalities of students and empowering tools for all educators across disciplines.

*Providing an accurate measurement of the educational achievement of pupils.* A key factor of MANN's educational model is the use of data-driven instruction and reliable universal screeners. MANN will monitor and accurately measure the educational achievement of its pupils.

## **TRANSFORMATIONAL CHANGE**

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

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

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

MANN's English language arts, reading, and mathematics curriculum is aligned to the Common Core State Standards as established by the National Governors Association and the Council of Chief State School Officers. The Nevada Academic Content Standards will be used for other content areas such as science, social studies, music, visual arts, health, physical education, computer and technology, and Spanish. These standards provide a consistent, clear understanding of what students are expected to learn at each grade level. The framework is structured to prepare students for college, the workforce, and to be lifelong learners and responsible citizens. MANN's vision includes preparing students to be college and career ready. The current application is for a K-8 school. MANN will challenge students with a rigorous K-8 curriculum and provide enrichment curricula (identified below). This multifaceted preparation will build students' self-efficacy, enabling them to enter high school prepared for success with the ultimate goal of college and career readiness. The use of quantitative data to assist in accomplishing student success is embedded in School Goals one through three (Academic Plan - Driving

for Results). Although MANN's mission has an emphasis on multicultural education, Spanish will be the only world language offered initially. Spanish has been selected because of its worldwide influence. Numerous reports demonstrate that Spanish is the second most spoken language in the world after Mandarin. It is an official language of both the United Nations and the European Union and is the most widely understood language in the Western Hemisphere. The United States Census Bureau reported that of the 60.6 million people who spoke a language other than English at home in 2011, almost two-thirds (37.6 million) spoke Spanish.<sup>2</sup>

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

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

Since it is expected that the majority of students enrolled at MANN will be at-risk, enrichment curricula to explicitly address the needs of the whole child (social-emotional, physical, and mental health) will be provided. Using a variety of professional resources, faculty will develop lessons to explore multicultural domains and character education necessary for developing self-efficacy and global awareness. These activities will be integrated throughout the regular school day, as well as in the before and after school programming.

The faculty of the school will develop a scope and sequence or pacing guide for each course. This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence or pacing guide will reference the basal texts and other auxiliary resources as necessary to adequately meet the standards and the needs of at-risk learners.

Teachers will develop and/or provide additional resources, such as novels of varying genres, as may be necessary, to teach benchmarks not adequately addressed in the basal text. The faculty of the school will also develop a reading and mathematics instructional focus calendar to provide a framework which enables all faculty and support staff to concurrently address the same standards. Both the scope and sequence and instructional focus calendars will be based on the Common Core State Standards and Nevada Academic Content Standards.

Teachers will implement Common Board Configuration (CBC) which provides a uniform structured itinerary strategically located in the identical location in each classroom. The CBC helps students adapt to instructional routines and procedures. The CBC often includes: bell work, the Essential Question (EQ), the measurable objective, activities, and homework.

The CBC is intended to provide a structured format of instructional activities to students and has no adverse bearing on the individual personalization of the student. For example, in the CBC components identified above, all students would be expected to follow the same agenda of instructional activities. However, through differentiated instruction, the students still receive the personalized education necessary to be successful. It is actually anticipated that the CBC will benefit the target population as many at-risk students lack structure. The curriculum will include research-based strategies that have proven effective for students at all levels, and especially students that are at-risk and ELL. It is expected that students will master reading, writing, and verbal skills through continuous application of these strategies in all subject areas. For example, University of Kansas' Strategic Instruction Model includes the Paraphrasing Strategy; the Word Identification Strategy; the Frame (as well as CORE Reading including Explicit Phonics); and CORE Math, which are all research-based strategies that are effective for struggling learners. Pursuant to the educational

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<sup>2</sup> <http://www.reuters.com/article/us-usa-language-census-idUSBRE97514V20130806>

philosophy of collaboration, teachers in working with the principal will determine the best research-based instructional strategies to implement at MANN.

The instructional strategies which complement the educational philosophy include but are not limited to:

- Teacher modeling - Direct, explicit instruction with elaboration and demonstration of skills.
- Scaffolding - Build from what students know, start instruction from prior knowledge and build up to the new skill.
- Group practice - After explicit instruction, small groups practice skills and knowledge.
- Peer teaching - Students become the teacher and talk to classmates about skills learned.
- Integration - Applying skills learned to other core subjects.
- Practice and review - Practice and spiral reviews for understanding and retention.

Additional strategies used in the writing curriculum will include:

- Oral language development - Brainstorming ideas through “Think, Pair, Share,” “Knee to Knee, Eye to Eye,” and whole class discussion.
- Reading strategies - The Paraphrasing Strategy, the Word Identification Strategy, and the Frame from the University of Kansas’ Strategic Instruction Model, as well as CORE Reading’s explicit phonics.
- Modeled Writing - Teacher “think aloud” and using the pen to demonstrate writing strategies.
- Independent Writing - Students use the strategies taught to create their own writing piece.
- Mathematics Strategies- CORE Mathematics, Math Strategies from the University of Kansas’ Strategic Instruction Model.

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

- Appropriate assessments for learning (screening, progress monitoring and diagnostic). A sampling of these is provided in (Academic Plan – Driving for Results)
- Data-driven differentiated instruction
- Supplemental programs for pupil advancement
- Pupil intervention plans
- Monthly structured teacher planning time
- Grade level staff meetings and ongoing professional development
- SuccessMaker K-5 intervention technology in reading and math

All strategies provide initial teacher support with a gradual release to independence.

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

A focus on creativity and critical thinking is essential to prepare students for the future and more complex work environments (Partnership for 21st Century Skills). In order to maintain a learning environment where teachers can teach students to think more creatively and critically, we can draw upon Sizer’s second principle “less is more, depth over coverage.” “The school’s goals should be simple: that each student masters a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines (and meet both Common Core and Nevada State Standards), the program’s design should be shaped by the intellectual and imaginative powers and competencies that the students need (Sizer)<sup>3</sup>.” Curricular decisions will be guided through student mastery and achievement, rather than by effort to merely cover content.

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<sup>3</sup> Sizer, Theodore, N.P...Web. Jul 2016, <<http://www.essentialschools.org>>

Thus, as indicated in principle six, students must demonstrate mastery in order to become critical thinkers. Students not demonstrating mastery or appropriate levels of competence, such as at-risk students, will be provided with intervention and support to assist in meeting grade level standards.

According toSizer’s first common principle, students should “learn to use [their] mind well.” Learning to use one’s mind well can be taught by teaching creativity and critical thinking. Students will learn the skills of creativity: brainstorming, creating new ideas, analyzing, and reflecting. In addition, they will learn the critical thinking skills of inductive and deductive reasoning, analyzing, evaluating, and synthesizing information to solve problems. High expectations and goals will be set for all students to learn the essential skills of creativity and critical thinking; however, “the means to these goals will vary as those students themselves vary (Sizer).” “The school practice should be tailor-made to meet the needs of every group or class of students (Sizer).” Teaching students to use their mind well at an early age prepares them for success in high school. This success will invariably prepare them to be college and career ready upon completion thereof.

Furthermore, “using one’s mind well” will be a key principle for teachers and administration. This principle will be the foundation for the teachers and administration to coalesce collaboration, communication, creativity, and critical thinking into the culture of MANN.

In addition to the above-mentioned principles, MANN will dedicate resources to teaching and learning (principle nine). “Ultimate administrative and budget targets [will] include student loads that promote personalization and substantial planning time for collective planning by teachers (Sizer).”

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

MANN’s annual academic goals include exceedingly high expectations and academic performance for all students while closing the achievement gaps between at-risk student subgroups. MANN will close these gaps through data driven instruction, assessments, intervention, and a monitoring system to guide and ensure all students succeed.

## **CURRICULUM & INSTRUCTIONAL DESIGN**

*The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.*

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

MANN will provide a rich and engaging academic climate that allows students to explore their creativity and reach academically rigorous goals. MANN will build a comprehensive K-8 system that meets or exceeds requirements in NRS 389.018 and 386.550 (now NRS 388A.366). In year one, MANN will start with grades K-5 and add additional grades in each subsequent year.

### ***Mater Academy, Inc. Model***

Mater Academy of Northern Nevada is replicating the successful Florida Mater Academy charter school network that has proven success with diverse, economically disadvantaged, and limited English proficient learners. The Mater Academy schools have reduced the achievement gap among its students. Mater Academy received corporate SACS-CASI/AdvancED accreditation and has been recognized in News Week and US News and World Reports. In 2013, the College Board and the National Association of Secondary School Principals recognized Mater for its successful creation of positive, student-centered school cultures that value equity, collaboration, and personalized learning. Furthermore, Mater Academy is a National Demonstration School for the College Board’s Springboard curriculum which promotes critical thinking and segues into AP coursework.

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The curriculum will include research-based strategies that have proven effective for students at all levels, especially students that are at-risk and ELL. It is expected that students will master reading, writing, and verbal skills through continuous application of these strategies in all subject areas. For example, University of Kansas' Strategic Instruction Model includes the Paraphrasing Strategy; the Word Identification Strategy; the Frame, as well as CORE Reading (including Explicit Phonics); and CORE Math, which are research-based strategies that are effective for struggling learners. Pursuant to the educational philosophy of personalization, teachers in collaboration with the principal will determine the best research-based instructional strategies to implement at MANN.

The instructional strategies which complement the educational philosophy include but are not limited to:

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

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

- Appropriate assessments for learning (screening, progress monitoring, and diagnostic)
- Data-driven differentiated instruction
- Supplemental programs for pupil advancement
- Pupil intervention plans
- Monthly structured teacher planning time
- Grade level staff meetings and ongoing professional development
- SuccessMaker K-5 intervention technology in reading and math

All strategies provide initial teacher support with a gradual release to independence.

The Mater Academy, Inc. Affiliation Agreement provides the support for best practices while implementing this cross cultural curriculum model. The proposed elementary school programming will academically prepare students to be successful in the Springboard curriculum. This is the basal text utilized for English language arts and mathematics in the Mater Academy (Florida) schools. Each of the 25 Mater Academy (Florida) programs follow a standards-based curriculum that is molded to the community it serves. Since each Mater Academy has a different curriculum that is responsive to its specific student needs, MANN has proposed suggested texts but has not finalized selection at this time. All Mater Academy (Florida) schools maximize student learning by employing research-based instructional strategies in a technology-rich environment. Furthermore, Mater Academy (Florida) uses the behavioral philosophy of Positive Behavioral Support to further personalize learning, teach appropriate behaviors, and build self-efficacy in their students. MANN will be replicating this philosophy and practice to meet the social, emotional, and academic needs of the whole child. An affiliation with Mater Academy, Inc. will provide a wealth of resources and experience educating at-risk and ELL

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students with successful results that have narrowed or altogether eliminated the achievement gap for the targeted subgroup.

The support provided by Mater Academy, Inc. includes, but is not limited to, standards-aligned curriculum, course scope and sequences, cross cultural integration, data driven instruction, PBS, support starting a new school, and staff trainings. MANN will also have the freedom to plan its own course scope and sequence and select the type of cultural integration strategies to meet the needs of the community.

Mater Academy, Inc. will provide onsite professional development based on identified needs, especially research-based instructional strategies, personalized learning differentiated instruction, PBS, working with students of poverty, etc. MANN will annually provide school leadership with opportunities to attend professional conferences. Professional development will include activities related to the school's mission and educational philosophy. This will ensure that multicultural education and 21st century skills are effectively implemented. Teachers and staff will have formal and informal opportunities to provide feedback on the effectiveness of their professional development activities. The instruments utilized in this process will seek to determine if the needs of the participants were fulfilled and yielded meaningful growth and development. Activities which are consistently identified by faculty to strengthen the school's mission and educational philosophy will be refined and repeated.

### ***Educational Philosophy***

The educational philosophy at MANN is anchored by the key areas of collaboration, communication, creativity, and critical thinking. These four skills have been identified by Partnership for 21st Century Skills as "super skills" necessary to thrive in the future. The educational philosophy is further supported by Dr. Theodore Sizer's Coalition of Essential Schools Common Principles. To create the school climate needed to effectuate the mission and vision, the Common Principles and the 21st Century "super skills" will permeate every aspect of MANN. A sampling of the integration of the Common Principles with the Partnership for 21st Century Skills is provided below in cluster format.

### ***Collaboration***

Collaboration is defined as "assum[ing] shared responsibility for collaborative work, and valu[ing] the individual contributions made by each team member" and being able to "demonstrate ability to work effectively and respectfully with diverse teams (Partnership for 21st Century Skills)." Beyond teaching this critical skill to students, collaboration will permeate the philosophy and culture of the school. Ted Sizer's tenth Common Principle is "democracy and equity." Democracy and equity can be reached through collaboration with the school and community and within the school between faculty and administration. This democracy and collaboration will create the best possible environment in which to foster academic achievement. MANN will demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It will model democratic practices that involve all of the school's stakeholders. MANN will honor diversity and build on the strength of the community to ensure social justice for its at-risk population. To further nurture collaboration, teachers and principals will be committed to the entire school (principle eight). They will function as "generalists first (teachers and scholars in education) and specialists second (experts in a particular discipline)" and be committed to the entire school. All staff should anticipate multiple responsibilities (teacher-counselor-manager) which inherently creates a sense of community (Sizer).

Collaboration will also play a role in personalization (principle four). According to Sizer, "teaching and learning should be personalized to the maximum feasible extent." In order to do this, teachers in collaboration with the principal will personalize the course of study. This approach is important for at-risk children who have diverse learning needs and limited exposure to life experiences.

MANN will foster collaboration between the teacher and student, supported by Sizer's fifth principle of "student as worker, teacher as coach." The pedagogy will focus on coaching students to acquire skills to enhance their ability to learn. The MANN faculty's role as a coach is to provoke student learning and assist



in developing each student's self-efficacy. In the formation of a teacher as coach and student as worker model, the teacher and students will form vital relationships to provide invaluable insight into students' lives. These insights will help teachers to draw relevant connections between the students' lives and the curriculum.

### ***Communication***

Effective communication is defined as "the ability to articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills" and the ability to "listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions (Partnership for 21st Century Skills)." In order to nourish an environment where communication can exist at its fullest extent, the school will explicitly establish a tone of un-anxious expectations, decency, and trust between the school and community as well as within the school between faculty and students (principle seven). This will stress the values of decency which is fairness, acceptance, and kindness. This tone is especially vital because at-risk learners are self-conscious of their limited skill set. Improving each student's academic abilities and self-esteem through a community of trust with high expectations will yield an improvement in every student's self-efficacy.

Parents will be key collaborators and vital members of the school community. Regular communication with parents will be established to better meet the high expectations that are set for all students. This is supported by Sizer's third principle that "goals should apply to all students." When these goals are set using positive communication, students will rise to these high expectations. While goals for each individual student may vary, MANN will strive for each student to reach his or her fullest potential (Sizer).

### ***Creativity and Critical Thinking***

A focus on creativity and critical thinking is essential to prepare students for the future and increasingly complex work environments (Partnership for 21st Century Skills). In order to maintain a creative and critical learning environment, MANN will draw upon Sizer's second principle; "less is more, depth over coverage." "The school's goals should be simple: that each student masters a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines (and meet both Common Core and Nevada State Standards), the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need (Sizer)." Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by effort to merely cover content. Students not demonstrating mastery or appropriate levels of competence will be provided with intervention and support to assist in meeting grade level standards.

According to Sizer's first common principle, students should "learn to use [their] mind well." Students will learn to brainstorm, analyze and reflect. In addition, they will learn inductive and deductive reasoning, analyzing, evaluating, and synthesizing information to solve problems. Teaching students to use their mind well at an early age, prepares them for success in high school. This success will invariably prepare them to be college and career ready upon completion thereof. Furthermore, "using one's mind well" will be a key principle for teachers and administration. This principle will be the foundation for the teachers and administration to coalesce collaboration, communication, creativity, and critical thinking into the culture of MANN.

### ***Aligning with the Standards***

As set forth in NRS 389.018 and NRS 388A.366, MANN provides at minimum the courses of study required under law. MANN's English language arts, mathematics, science, and social studies curriculum are aligned with the Nevada Academic Content Standards (NACS). These standards provide a consistent, clear understanding of what pupils are expected to learn at each grade level. The framework is

structured to prepare students for college, the workforce, and to be lifelong learners and responsible citizens.

### ***Scope and Sequence/Pacing Guide***

The faculty of the school will develop a scope and sequence or pacing guide for each course. MANN will receive support in professional development for setting this process up through the Mater Academy, Inc. affiliation. This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence or pacing guide will largely be aligned to the basal text and other auxiliary resources as necessary to adequately meet the standards and the needs of at-risk learners. Teachers will develop and/or provide additional resources such as novels of varying genres, as may be necessary, to teach benchmarks not adequately addressed in the basal text. The faculty of the school will also develop a reading and mathematics instructional focus calendar to provide a framework which enables all faculty and support staff to simultaneously address the same standards. Both the scope and sequence and instructional focus calendars will be based on the Common Core State Standards and Nevada Academic Content Standards.

Grade level teachers will plan as a team to create:

1. The overall goal of the lesson/unit;
2. What students will understand as a result; and
3. Measurable objectives that align with the Content Standards.

### ***Common Board Configuration***

Teachers will implement Common Board Configuration (CBC) which provides a uniform structure that will be located in each classroom. The CBC helps pupils adapt to instructional routines and procedures. CBC includes: bell work, the Essential Question (EQ), the measurable objective, activities, and homework. The CBC is intended to provide a structured format of instructional activities for students. All students are expected to follow the same agenda of instructional activities; however, through differentiated instruction, students will receive personalized education to be successful. It is anticipated that the CBC will benefit the target population.

### ***K-5 Electives***

The goal of the K-5 electives is to provide students exposure to various electives. The students will be on a rotating schedule to experience these throughout the year. The electives are as follows:

Music	Visual and Performing Arts	World Languages	Other Electives
➤ Music	➤ Visual Arts	➤ Spanish	➤ Computers and Technology

### ***Electives for Middle School***

MANN understands the importance of offering a high quality selection of electives to enrich the curriculum and provide alternatives as a viable school of choice.<sup>4</sup> MANN will maximize options for electives by having middle school teachers lead at least one elective in addition to their core classes. Proposed electives include:

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<sup>4</sup> In MANN's second year, the 6<sup>th</sup> grade will operate as a self-contained elementary classroom. By MANN's third and each subsequent year, the middle school grades will be departmentalized.

<b>Music</b>	<b>Visual and Performing Arts</b>	<b>World Languages</b>	<b>Other Electives</b>
<ul style="list-style-type: none"> <li>➤ Music - Instrumental</li> <li>➤ Music – Vocals</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visual Arts</li> <li>➤ Theater</li> </ul>	<ul style="list-style-type: none"> <li>➤ Beginning Spanish</li> <li>➤ Spanish 1 (8<sup>th</sup> Grade for High School Credit)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Career and Decision Making Skills</li> <li>➤ Health</li> <li>➤ Robotics</li> <li>➤ Anatomy Physiology</li> </ul>

As MANN grows, the school plans to incorporate these or similar programs, based on student interest, school resources and state requirements. Electives will be selected to reinforce school goals that provide an innovative, challenging, and multicultural education.

(2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

The Nevada School Performance Framework data in the Executive Summary shows that MANN's target population will demonstrate a broad spectrum of academic proficiency. The affiliation with Mater Academy (Florida) will provide a wealth of resources and experience educating at-risk and ELL students with successful results that have narrowed or all together eliminated the achievement gap for the targeted subgroup.

As evidenced in the mission, vision, and educational philosophy, MANN is committed to providing an innovative and rigorous curriculum to prepare students to be college and career ready. MANN is replicating the successful Florida Mater Academy charter school network that has proven success with diverse, economically disadvantaged, and limited English proficient learners. The Mater Academy schools have reduced the achievement gap among its students, received corporate SACS-CASI/AdvancED accreditation and been recognized in News Week and US News and World Reports.

MANN subscribes to Theodore Sizer's principles as outlined in the educational philosophy, especially personalization/differentiated instruction. This is the primary reason Sizer's principles are incorporated in the educational philosophy of MANN. Mater Academy (Florida) uses the behavioral philosophy of PBS to further personalize learning, teach appropriate behaviors, and build self-efficacy in their students. MANN will be replicating this philosophy and practice to meet the social, emotional, and academic needs of the whole child.

MANN will receive professional development from Mater Academy of Florida and other sources. Professional development that includes a board spectrum of services will be provided to ensure high levels of implementation. By way of example, professional development services will include but are not limited to:

- Springboard curriculum;
- Classroom management;

- Assessment use
- Sizer's principles
- IEP training;
- English Language Learning; and
- Response to Intervention (RTI).

Notwithstanding the Springboard curriculum, each Mater Academy campus (Florida) follows a standards-based curriculum that is molded to the community it serves. MANN will mold the curriculum and professional development to meet the specific student needs of its student population.

Mater Academy schools maximize student learning by employing research-based instructional strategies in a technology-rich environment. MANN intends to have a technology-rich school and provide those instructional best practices to eliminate the achievement gap.

In order to support the educational plan, MANN will encourage parental involvement. Although Nevada law limits MANN to enforce this, ample opportunities for parental involvement will be provided.

(3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. What student academic support resources should your school expect from the EMO or CMO (if applicable)? How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

### ***Remediation***

Using real-time data from frequent assessment results as discussed in response to Question 2 of this section, MANN will provide the necessary individual, classroom and/or school wide intervention programs. Parents will be notified in a timely manner: MANN teachers and staff who see students struggling academically will proactively notify parents to discuss their progress via phone call, in person meeting, etc., and distribute mid-quarter progress, quarterly, and semester progress to parents:

The teacher will develop a remediation plan and work with the families to schedule targeted interventions that take place outside the school day:

- Requiring students to attend specific targeted tutoring, Early-Bird, during school, or afterschool;
- Proving for supplemental intervention programs and support within the respective reading, math, science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed).
- For middle school students, students struggling academically will receive an extra 50-minute block for mathematics. For ELA, all students will receive an extra 50-minute block for students that are struggling academically this time will be used for remediation. For students that are excelling, this time will be used to increase academic rigor.
- Additionally, the data team will identify students that may need to be part of the Response to Intervention (RTI) process.

### ***RTI***

MANN will fulfill NV's required Response to Intervention (RTI) model. MANN will universally screen all students in the beginning of the school year. Analysis of the universal screener will be completed by MANN's RTI team; those students who are identified as academically at-risk (below the tenth percentile) and who are not already identified with an IEP, will be referred to MANN's RTI team. MANN's RTI team will be comprised of a staff member from every general education grade level and the Special Education Teacher or designee selected by the Teacher. The RTI team notifies the parent that their child will be entering the RTI program which will provide interventions in an area of deficit.

Once a student is identified, the RTI team, which includes the student's parent or guardian, writes a goal for the student in the area of deficit, provides intensive interventions, and progress monitors growth weekly. The interventions and progress monitoring tool provided will be interventions and tools that have been validated through research<sup>5</sup> (see [intensiveintervention.org](http://intensiveintervention.org)) and determined by the RTI team. The RTI team reviews the student's progress according to the progress monitoring data every four weeks and adjusts instruction when a student is not showing progress on the graphing. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child's learning within that classroom. Interventions can be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

MANN's RTI process will include three tiers. Tiers include increasing levels of intensity of interventions.

### **Tier 1**

Tier 1 will include research based instruction in the general education classroom with core instructional interventions. Tier 1 includes differentiated curriculum and instruction for all students. Primary instruction includes at-risk children who have been identified through the universal screening process receive research-based instruction, sometimes in small groups, sometimes as part of a class-wide intervention. A certain amount of time (generally not more than six or eight weeks) is allotted to see if the child responds to the intervention—hence, the name RTI. Each student's progress is monitored closely. If the child does, indeed, respond to the research-based intervention, then this indicates that perhaps his or her difficulties have resulted from less appropriate or insufficiently targeted instruction. MANN's Tier 1 process includes the following components:

- Expectations = 80% or more of students successful with general education curriculum and instruction
- Assessments = Universal screenings for academics and social/emotional growth (behaviors)
- Interventions = Through differentiated instructional practices
- Roles and responsibilities = primarily the general education teacher

### **Tier 2**

Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations at Tier 1. Tier 2 includes targeted interventions for students at-risk. Tier 2 standard treatment protocol interventions include interventions that are:

- From scientific-based education research
- Evidence-based Interventions
- From education research
- Experiential-based Interventions
- From best practice with like students

The length of time in Tier 2 is generally a bit longer than in Tier 1, and the level of intensity of the interventions is greater. They may also be more closely targeted to the areas in which the child is having difficulty. Again, child's progress is closely monitored. The time allotted to see if the child responds to interventions in this more intensive level may be longer than in the first level—a marking period, for instance, rather than six weeks—but the overall process is much the same. MANN's Tier 2 process include the following components:

- Expectation = 70% of students should be making progress in the intervention
- Assessment = progress monitoring of student response to specific intervention

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<sup>5</sup> See [intensiveinterventions.org](http://intensiveinterventions.org) for an example of the type of progress monitoring MANN's RTI team will utilize.

- Intervention = standard protocol treatment intervention as available from the research; evidence-based intervention as available in the literature
- Roles and responsibilities = variety of personnel as determined at the local site

### **Tier 3**

Tier 3 becomes an option for continued and yet more intensive intervention. If, however, the child does not respond to the first level of group-oriented interventions, he or she typically moves to the next RTI level. Tier 3 involves the use of a combination of different types of curriculum material including but not limited to: standard protocol treatment intervention as available from the research, evidence-based intervention as available in the literature, and unique intervention based on teacher expertise. Tier 3 is more individualized as well as more intensive. Weekly progress monitoring specific to the intervention will continue and analysis of every four data points will determine whether or not the student is showing progress. If progress monitoring graph line is flat lining (student showing no progress) then intensity of instruction will be increased. Intensity can be increased by providing intensive intervention to the student in a smaller group or individually by increasing the minutes per session, increasing the number of sessions per day or week, and/or by changing the method of instruction. If the child does not respond to instruction at this level, then he or she needs to be referred for a full and individual evaluation under IDEA.

The success of remediation will be measured through the progress monitoring of each student's individual goals. The time set aside in the daily for intervention for struggling students will also be used to provide enrichment activities for those student who are at grade level or above.

In the initial years of operation, MANN will designate one lead teacher to manage the Gifted and Talented Education (GATE) program under the direction of the principal. Subsequent years as GATE population increases, a position will be created for a designated GATE teacher.

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

MANN is committed to identifying the needs of all students as discussed in:

1. Curriculum and Instruction: Question 1;
2. Curriculum and Instruction: Question 2 (Data Methods, and Systems and Differentiated Instruction); and
3. Curriculum and Instruction: Question 3 (Remediation and RTI).

(5) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

MANN will serve the needs of gifted and talented students in accordance with NRS 388.5253 Special Instructional Programs for Students Who Are Gifted and talented pupil" means a person under the age of 18 years who demonstrates such outstanding academic skills or aptitudes that he cannot progress effectively in a regular school program and therefore needs special instruction or special services. Gifted and talented means a person who possesses or demonstrates outstanding ability in or more of the following: 1) general intelligence; 2) academic aptitude in a specific area; 3) creative thinking; 4) productive thinking; 5) leadership; 6) the visual arts; or 7) the performing arts.

**Identification:** MANN will identify the needs of gifted and talented students in accordance NAC 388.435 (eligibility of pupil who is gifted and talented). A pupil who is gifted and talented is eligible for special services and programs of instruction if a team, comprised of persons selected by the public agency, concludes that the pupil has:

Academic Plan

- a. General intellectual ability or academic aptitude in a specific area that is demonstrated by a score at or above the 98th percentile:
  1. On a test of cognitive ability that is individually administered;
  2. In a major content area on a nationally standardized achievement test that is individually administered in kindergarten through eighth grade; or
  3. In a major content area on a nationally standardized achievement test, the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT) or the American College Test (ACT) that is administered to a group of students for grades 9 through 12, inclusive; or
- b. An area of talent, including, but not limited to, creative thinking, productive thinking, leadership, ability in the visual arts or ability in the performing arts, as determined by the local public agency of the pupil.

In determining the eligibility of a pupil for the gifted and talented program (GATE) of instruction, the team may use alternative assessment procedures for a pupil from another culture, a pupil who is environmentally or economically deprived, or a pupil who has a disability. The conclusions of the team concerning the eligibility of the pupil for the gifted and talented program of instruction will be based upon an assessment of the talent, cognitive abilities, or academic achievement of the pupil. Unless the pupil's individualized educational program otherwise provides, a pupil who is gifted and talented must participate in not less than 150 minutes of differentiated educational activities each week during the school year.

A range of service delivery options will be available to meet each gifted and talented student's special needs based on the student's Gifted and Talented Educational Plan (GTEP) and will be provided with administrative support to assure adequate funds for materials and professional development.

**Gifted and Talented Educational Plan Development:** Once a student has been referred to the gifted and talented program leader, the gifted and talented program leader will notify the student's parent, teachers, and school psychologist. The school psychologist at MANN will fill out the appropriate forms and send home a Prior Written Notice to notify the parents for the initial assessment for the gifted and talented program. Parents will sign consent to evaluate. The school psychologist will administer appropriate cognitive assessments. A multi-disciplinary team (MDT) comprised of a parent, regular teacher, Gifted and Talented Program Leader, Local Education Agency (LEA) representative, and school psychologist will meet to review the evaluation results. If the student is ELL, a teacher of ELL will attend and an interpreter if needed will also attend. The MDT members will determine the best suitable services required to meet the student's educational needs. The Gifted and Talented Eligibility Statement form will be used to determine eligibility in the gifted and talented program.

Parents will be considered partners with the school in developing, reviewing, and revising the individualized educational plan (IEP) for their child. The role of parents in developing IEPs will include:

- Providing critical information regarding the strengths of their child;
- Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education;
- Participating in discussions about the child's need for specially designed instruction;
- Participating in deciding how the child will be involved and progress in the general curriculum; and
- Participating in the determination of what services the school will provide to the child and in what setting.

The IEP team considers the following during development, review, and revision of the IEP:

- The strengths of the student and the needs resulting from the student's giftedness
- The results of recent evaluations, including class work and state or district assessments
- In the case of an ELL student the language needs of the student in relation the IEP

**The Individualized Educational Plan (IEP)** for each student will be individualized, measurable, and observable. The plan will include:

- A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;
- A statement of goals, including benchmarks or short-term objectives;
- A statement of the specially designed instruction to be provided to the student;
- A statement of how the student's progress toward the goals will be measured and reported to parents; and
- The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

**Implementation:** The IEP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's IEP.

**Services, Staff, and instructional Strategies for Gifted and Talented Students:** The school will offer various services to meet the needs of the gifted and talented students based on the IEP. These services may include but are not limited to: specialized gifted and talented courses, acceleration, ability grouping, modifications of content through differentiated curriculum, career exploration and goal setting integrated into the curriculum, curriculum compacting, enrichment, social skills development and/or counseling, and real-world immersion activities (i.e. as science and social studies fairs, exhibits, academic competitions, mentoring). In the initial years of operation, MANN will designate one lead teacher to manage the GATE program under the direction of the principal. Subsequent years as GATE population increases, a position will be created for a designated GATE teacher.

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level Nevada State Standards and MANN NV offered opportunities for acceleration. Curriculum for gifted and talented students should include a wealth of opportunities for extended learning beyond the classroom.

**Evaluations:** The IEP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of a student with limited English proficiency, the language needs of the student as they relate to the IEP, will be considered when reviewing and revising the plan.

MANN will offer various services to meet the needs of the gifted and talented student based on the Gifted and Talented Educational Plan. These services may include but are not limited to:

#### **Elementary School Programming Gifted Program (K-5)**

- Acceleration: (e.g. enrichment, world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring, career exploration and goal setting integrated into the curriculum);
- Differentiation: (e.g. curriculum compacting, modifications of content through differentiated curriculum); and
- Ability grouping: (e.g. specialized gifted and talented courses, real social skills development and/or counseling).

**Middle School Gifted Program (6-8):** MANN will offer accelerated (gifted) content area courses (mathematics, science, social studies, and/or English language arts) and/or State-approved middle school gifted elective courses. All of the students in the gifted and talented course are eligible for gifted and talented services and the teacher is endorsed to teach gifted and talented students or on an approved waiver to complete the gifted and talented endorsement.

**Extended Learning Opportunities (K-8):** MANN will develop extended learning opportunities to take place afterschool for gifted students.



Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level NACS and MANN-offered opportunities for acceleration. Curriculum for gifted and talented students should include a wealth of opportunities for extended learning beyond the classroom.

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

Similar to the GTEP, there will be a variety of enrichment opportunities that will be available to students performing at or above grade level as part of MANN's comprehensive strategy to ensure that all students are making accelerated academic progress. These include but are not limited to:

- Acceleration: (enrichment, world immersion activities (i.e. as science and social studies fairs, music and art exhibits), academic competitions, mentoring, career exploration and goal setting integrated into the curriculum);
- Differentiation: (curriculum compacting, modifications of content through differentiated curriculum); and
- Ability grouping: (specialized gifted and talented courses, real social skills development and/or counseling); and
- Extended Learning Opportunities- Afterschool enrichment programs and clubs.

All students will be included in the data driven instruction model (Data Methods and Systems) to ensure that all students are making academic progress even those who are performing at or above grade level.

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

MANN is committed to ensuring fair/equitable promotion and retention of students. Using real-time data from frequent assessment results, MANN will provide the necessary intervention program for each student. Teacher referrals will determine if students need additional targeted interventions which may include tutoring (before, during, and after school). MANN will provide supplemental intervention programs to support reading, math, science through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed). Parents/guardians of students who are in need of intervention will be notified at the beginning and throughout the process. Teachers will work with students and families to accommodate schedules to enable parental involvement in the process. Additionally, the data team will identify students that may need to be part of the RTI process. If the data team and classroom teacher identifies a struggling student that is in need of retention, they will be referred to Pupil Promotion/Retention Team by the end of the first semester.

The Pupil Promotion/Retention Team will be comprised of a member of the administrative team, current teacher, next year's teacher, and special education teacher (if applicable). The board with input from the Pupil Promotion/Retention Team will adopt benchmarks and procedures for promotion at each grade level. Students who meet or exceed the benchmarks determined by the school will be promoted to the next grade level. Benchmark data may include attendance, state assessments, school and curriculum-based assessments, classroom observations, classroom grades, and work samples.

The Pupil Promotion/Retention Team will review the data and make a recommendation for promotion to the next grade level or retention. The Team will then meet with the parent/guardian to discuss the data, recommendation, and social emotional concerns, and the options for their student. The team along with the parent will make a decision to promote or retain the student. MANN will comply with State and Federal laws regarding the students with disabilities and IDEA. Additionally, MANN will comply with Nevada's recently passed read by three initiative as set forth in NRS 392.760.

A pupil enrolled in seventh grade must complete one semester with a passing grade for the following subject areas: mathematics, English or reading, science, and social studies.

Eighth Grade to High School (NAC 389.445 and NRS 392.033)

A pupil must earn at least the following units of credit during the seventh and eighth grades for promotion to high school:

- (a) One and one-half units of credit in English with a passing grade;
- (b) One and one-half units of credit in mathematics with a passing grade;
- (c) One unit of credit in science with a passing grade; and
- (d) One unit of credit in social studies with a passing grade.

### **PROGRAMS OF DISTANCE EDUCATION (*Distance Education Applicants Only*)**

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

(1) Describe the system of course credits that the school will use.

Not Applicable: MANN is not offering a distance education program.

(2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.

Not Applicable: MANN is not offering a distance education program.

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

Not Applicable: MANN is not offering a distance education program.

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

Not Applicable: MANN is not offering a distance education program.

(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.

Not Applicable: MANN is not offering a distance education program.

### **PRE-KINDERGARTEN PROGRAMS**

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

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

Not Applicable: MANN does not plan on offering pre- kindergarten.

(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.

Not Applicable: MANN does not plan on offering pre- kindergarten.

(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.

Not Applicable: MANN does not plan on offering pre- kindergarten.

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

Not Applicable: MANN does not plan on offering pre- kindergarten.

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

*High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.*

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

Not Applicable: MANN is only offering grades K-8.

(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).

Not Applicable: MANN is only offering grades K-8.

(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.

Not Applicable: MANN is only offering grades K-8.

### **DRIVING FOR RESULTS**

*The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.*

*Applicants are expected to propose additional mission-specific goals to complement or supplement, but not replace, the SPCSA's performance standards with school-specific, mission-driven academic, financial, or organizational goals. All such indicators, measures, and metrics are expected to be rigorous, valid, and reliable.*

(1) Describe the mission-specific academic goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

Please see table below listing mission-specific academic goals/targets, including measurements and assessments that will be used.

(2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations for the Charter School Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

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

Goal	Evaluation Tool and Frequency	Baseline	2017-18	2018-19	2019-20
1. There is no current or reliable SBAC Math data for Nevada students. Students will be assessed the SBAC (or other state approved assessment) in 2017/18 and baseline will be established.  **Once data has been collected, goals for 2018/19 and subsequent years will be established.	End of Year: Statewide annual assessments, once a year.	There is no current or reliable SBAC data for Nevada students. Students will be assessed the SBAC (or other state approved assessment) in 2017/18 and baseline will be established.	NA	TBD	TBD
2. Increase incoming students' Math Grade Level Equivalence (GLE) by more than 1.0 (one year of growth)	STAR Math and/or TenMarks Math: screening and ongoing assessments to monitor	Students will be assessed at the beginning of each school year to determine their GLE.	1.0 (one year of growth)	1.0 (one year of growth)	1.0 (one year of growth)

3. There is no current or reliable SBAC Reading data for Nevada students. Students will be assessed the SBAC (or other state approved assessment) in 2017/18 and baseline will be established.  **Once data has been collected, goals for 2018/19 and subsequent years will be established.	End of Year: Statewide annual assessments, once a year.	There is no current or reliable SBAC data for Nevada students. Students will be assessed the SBAC (or other state approved assessment) in 2017/18 and baseline will be established.	NA	TBD	TBD
4. Increase incoming students' Reading Grade Level Equivalence (GLE) by more than 1.0 (one year of growth)	Renaissance Learning's STAR literacy Assessment and DIBELS (Oral Reading Fluency)	Students will be assessed at the beginning of each school year to determine their GLE.	1.0 (one year of growth)	1.0 (one year of growth)	1.0 (one year of growth)
5. If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged, English Language Learners, Students with Disabilities and other at-risk groups) and the general student population, the school will work to decrease the achievement gap between each subgroup and the general student population by at least thirty (30) percent (without reducing the rigor and performance of the general student population).	End of Year: Statewide annual assessments, once a year.  STAR Math and/or TenMarks Math: screening and ongoing assessments to monitor progress  Renaissance Learning's STAR literacy Assessment and DIBELS (Oral Reading Fluency)	There is no current or reliable SBAC data for Nevada students. Students will be assessed the SBAC in 2017/18 and baseline will be established.  *In year one, Star Math and/or TenMarks and Star Literacy will be used.	TBD	TBD	TB

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

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

Teachers will be trained in using multiple modes of assessment to check for understanding, including various Cultural Integration strategies obtained through professional development.

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

MANN is using valid and reliable standardized universal screeners that have been used successfully throughout the Mater Academy, Inc. schools. Renaissance Literacy Assessment STAR, DIBELS, and the TenMarks mathematics assessments align with the SPCSA and the Nevada Academic Content Standards. The interim assessments align with the school's curriculum, as the school will select its curriculum with the Nevada Academic Content Standards. These assessments will be used to assess the performance

goals because of their alignment with the State’s selected annual assessment (SBAC). Please see MANN’s performance goals in table above.

- (c) Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

The board and principal will develop a corrective action plan which utilizes internal data analysis from the data team and detailed breakdowns of annual state assessment performance by:

1. Analyzing data to identify key trends in achievement shortfalls;
2. Developing a strategic professional development plan based on data-driven needs of MANN faculty to enhance specific shortcomings of student performance; and
3. Monitoring ongoing performance through the school’s universal screener.

The board, in its role as stewards of academic achievement, and the principal, as the key implementer of MANN’s Mission and Goals, will obtain high quality, professional leadership development trainings focused on school improvement.

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

MANN will utilize assessment data to make instructional decisions. MANN students will be assessed three times a year on STAR Math, STAR Literacy, and or AIMSWEB. Due to the anticipated ELL population WIDA tests will also be given to students. All assessment data is aggregated and sorted to identify gaps in student achievement. In year one, a priority for MANN will be establishing baseline data for students. Monitoring all students and identifying areas for intensive interventions or remediation will be driven by assessment results. Parents will be invited in to review assessment data at mid-year to help them understand their child’s overall academic performance. Mater Academy of Nevada (Las Vegas) calls this parent process “What Matters @ Mater.”

All teachers involved in administration of assessments will be provided professional development training on test administration. This professional development will be provided by the chosen assessment organizations, Mater Academy Inc. and other agencies. Teachers will be expected to familiarize themselves with each assessment tool. Instructional aides and interventionists will also be trained to assist in the testing process. Additional training will be provided to help administrators and teachers interpret data and form instructional plans based on the data.

- (e) Regardless of grade levels served, new charter schools will not receive an NSPF or CSPF rating until after the completion of their first full year. Therefore, in the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school’s first year with students. You may add or delete rows as needed.

MANN will use data to drive instruction. A baseline will be established in the first two weeks of school using MANN’s universal screeners (STAR Math, STAR Literacy, and TenMarks). Once a baseline is established, the data team will meet with each grade level team/departments to develop interim goals for literacy/ELA and mathematics for each quarter.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Obtain baseline Grade Level Equivalence (GLE) and increase all	STAR Math and/or TenMarks	0.25 GLE	0.25 GLE	0.25 GLE	0.25 GLE

students by 1.0 year of growth in Math					
Obtain baseline Grade Level Equivalence (GLE) and increase all students by 1.0 year of growth in Reading.	STAR Literacy	0.25 GLE	0.25 GLE	0.25 GLE	0.25 GLE

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

MANN will comply with all student data privacy laws, including FERPA and personally identifiable information requirements as set forth in the recently passed SB463(2015). A detailed explanation of MANN's processes for collecting and storing data is included in the Operation Plan's Ongoing Operations Section.

(5) Describe the process for collecting and reporting data across the network of EMO schools in Nevada and in other jurisdictions.

Academica Nevada, MANN's EMO, does not collect individual student data. However, Academica Nevada tracks the overall success of its schools as measured by the state issued assessments and performance framework.

#### **AT-RISK STUDENTS AND SPECIAL POPULATIONS**

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

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

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

## *At-Risk Students*

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

MANN defines at-risk students consistent with the definition in NRS 388A.045, which provides that a “pupil is ‘at-risk’ if the pupil has an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, pupils who are limited English proficient, pupils who are at risk of dropping out of high school and pupils who do not meet minimum standards of academic proficiency. The term does not include a pupil with a disability.” MANN’s highly involved system of data assessment, monitoring, and RTI will ensure that all at-risk students are identified and supported to ensure that all students have the opportunity to be academically successful.

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

MANN will fulfill NV’s required Response to Intervention (RTI) model. MANN will universally screen all students in the beginning of the school year. Analysis of the universal screener will be completed by MANN’s RTI team; those students who are identified as academically at-risk (below the tenth percentile) and who are not already identified with an IEP, will be referred to MANN’s RTI team. MANN’s RTI team will be comprised of a staff member from every general education grade level and the Special Education Teacher or designee selected by the Teacher. The RTI team notifies the parent that their child will be entering the RTI program which will provide interventions in an area of deficit.

Once a student is identified, the RTI team, which includes the student’s parent or guardian, writes a goal for the student in the area of deficit, provides intensive interventions, and progress monitors growth weekly. The interventions and progress monitoring tool provided will be interventions and tools that have been validated through research<sup>6</sup> ([www.intensiveinterventions.org](http://www.intensiveinterventions.org)) and determined by the RTI team. The RTI team reviews the student’s progress according to the progress monitoring data every four weeks and adjusts instruction when a student is not showing progress on the graphing. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child’s learning within that classroom.

Interventions can be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

MANN’s RTI process will include three tiers. Tiers include increasing levels of intensity of interventions.

### **Tier 1**

Tier 1 will include research based instruction in the general education classroom with core instructional interventions. Tier 1 includes differentiated curriculum and instruction for all students. Primary instruction includes at-risk children who have been identified through the universal screening process receive research-based instruction, sometimes in small groups, sometimes as part of a class-wide intervention. A certain amount of time (generally not more than six or eight weeks) is allotted to see if the child responds to the intervention—hence, the name RTI. Each student’s progress is monitored closely. If the child does, indeed, respond to the research-based intervention, then this indicates that perhaps his or her difficulties have resulted from less appropriate or insufficiently targeted instruction. MANN’s Tier 1’s process includes the following components:

- Expectations = 80% or more of students successful with general education curriculum and instruction
- Assessments = Universal screenings for academics and social/emotional growth (behaviors)
- Interventions = Through differentiated instructional practices

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<sup>6</sup> See [intensiveinterventions.org](http://intensiveinterventions.org) for an example of the type of progress monitoring MANN’s RTI team will utilize.



- Roles and responsibilities = primarily the general education teacher

## **Tier 2**

Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations at Tier 1. Tier 2 includes targeted interventions for students at-risk. Tier 2 standard treatment protocol interventions include interventions that are:

- From scientific-based education research
- Evidence-based Interventions
- From education research
- Experiential-based Interventions
- From best practice with like students

The length of time in Tier 2 is generally a bit longer than in Tier 1, and the level of intensity of the interventions is greater. They may also be more closely targeted to the areas in which the child is having difficulty. Again, child's progress is closely monitored. The time allotted to see if the child responds to interventions in this more intensive level may be longer than in the first level—a marking period, for instance, rather than six weeks—but the overall process is much the same. MANN's Tier 2 process include the following components:

- Expectation = 70% of students should be making progress in the intervention
- Assessment = progress monitoring of student response to specific intervention
- Intervention = standard protocol treatment intervention as available from the research; evidence-based intervention as available in the literature
- Roles and responsibilities = variety of personnel as determined at the local site

## **Tier 3**

Tier 3 becomes an option for continued and yet more intensive intervention. If, however, the child does not respond to the first level of group-oriented interventions, he or she typically moves to the next RTI level. Tier 3 involves the use of a combination of different types of curriculum material including but not limited to: standard protocol treatment intervention as available from the research, evidence-based intervention as available in the literature, and unique intervention based on teacher expertise. Tier 3 is more individualized as well as more intensive. Weekly progress monitoring specific to the intervention will continue and analysis of every four data points will determine whether or not the student is showing progress. If progress monitoring graph line is flat lining (student showing no progress) then intensity of instruction will be increased. Intensity can be increased by providing intensive intervention to the student in a smaller group or individually by increasing the minutes per session, increasing the number of sessions per day or week, and/or by changing the method of instruction. If the child does not respond to instruction at this level, then he or she needs to be referred for a full and individual evaluation under IDEA.

The success of remediation will be measured through the progress monitoring of each student's individual goals. The time set aside in the daily for intervention for struggling students will also be used to provide enrichment activities for those student who are at grade level or above.

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

MANN will provide the necessary individual, classroom and/or school wide intervention programs. Positive Behavioral Support (PBS) professional development will be used as an ongoing to ensure that the behavioral philosophy of the school is effectively implemented. PBS is a collaborative, assessment-based approach to developing effective interventions for problem behavior. The "use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change (Cohn)." PBS can target the entire school as well and individual student behaviors, as "it does not focus exclusively on the student, but also includes changing

environmental variables such as physical setting, task demands, curriculum, instructional pace, and individualized reinforcement (Cohn).” This is especially important for students who are at-risk. PBS emphasizes the proactive, educative, and reinforcement-based strategies that will achieve meaningful and long-lasting positive behaviors. When PBS strategies are implemented school wide, it builds environments that are conducive to learning for all students. Research has shown that “schools that implement system-wide [PBS] interventions also report increased time engaged in academic activities and improved academic performance (Cohn).”

PBS will be implemented through collaboration from parents, staff, and faculty. As part of this collaboration, individuals (faculty, staff, and parents) learn more about their own behavior, to work together, and support each other as a community of learners. PBS team members will monitor plans periodically to ensure students are meeting the expectations set forth.

### *Special Education*

(4) Track Record: Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

Leslie Jackson, a member of the Committee to Form, spent the majority of her career as an educator working with special education students. As a certified teacher, Mrs. Jackson has taught special education in the following specialized areas:

- Severely Emotionally Disturbed
- Moderately Mentally Retarded
- Preschool Mentally Retarded
- Elementary and middle school

As a Program Consultant, Mrs. Jackson worked in elementary through high school conducting parent and teacher curriculum training, facilitating IEP meetings, administering standardized assessments for SPED, reviewing performance levels for student placement, assisting SPED Administration to gain IEP consensus, and providing transition IEPs for students turning 14 years old.

As a Vice Principal and SPED Administrator, Mrs. Jackson was responsible for compliance with Nevada Administrative Code (NAC), and IDEA (federal law) and ensuring adherence to Free and Appropriate Public Education (FAPE) for all children with disabilities. As Vice Principal of a school for severely disabled children (preschool through 21 years old), Mrs. Jackson focused on medical and psychological needs while providing supervision, evaluation, and leadership to staff.

Mrs. Jackson additionally served as the Director of a District Preschool SPED Program, where she supervised staff, managed budgets, worked with community and state agencies, and was responsible for compliance with state and federal law.

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

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

After a student has been accepted through the lottery process, parents will be asked during registration if the student has an IEP. If the parent marks "Yes" a Pop-up window will request that the parent/guardian provide the student's current IEP, MDT report, 504 Plan, and eligibility statement. This information is collected and a caseload spreadsheet will be created to identify additional support and services that may be needed.

In addition, the school registrar will request special education records from the student's previous school.

All students will be assessed using MANN's universal progress monitoring. Analysis of the progress monitoring will allow the school to begin to identify students who may need additional support. Students will then be scheduled into classes based on need (e.g. Intervention classes).

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

The middle school will follow a similar process for identifying special education students as described in Section 2 and Section 5.a (At-Risk Students and Special Populations).

MANN will provide a board continuum of services to its special education population as outlined in Section 6 (At-Risk Students and Special Populations).

For example, a student who develops a mental health issue will be put into a Check-In Check-Out program. The program includes daily progress monitoring sheets. A mentor will meet with the student at least three times daily; additional time may be added if necessary. The daily progress monitoring sheet which is point based can be used to track improvement in behavior and/or anxiety. Student with academic problems can be scheduled into Intervention classes in areas of need. After school tutoring programs can also help students gain academic skill.

Transition begins for students who have an IEP at age 14. MANN will provide professional development in the area of Transition. If the school has a student who needs transitioning out of special education, the IEP team may transition the student out by revising the IEP to provide consultation services during the reevaluation period. If the team determines that student no longer needs an IEP, student will be referred to school psychologist who with parental permission will reevaluate student. The MDT will then meet to determine if student is still eligible in the eligibility category or does not meet eligibility.

- (c) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

Students who are inappropriately placed in special education will be identified by progress monitoring students in special education on a routine weekly basis on their IEP goals. Students also take quarterly universal progress monitoring assessments that all students in the school are given. The special education teacher will complete an analysis of data monthly and to determine if students are meeting their goals. If students are meeting their behavior and/or academic goals and progress monitoring is showing growth, the IEP team can meet to discuss the exit of students who are no longer showing academic or behavioral needs.

If the school has a student who needs transitioning out of special education, the IEP team may transition the student out by revising the IEP to provide consultation services during the reevaluation period. If the team determines that student no longer needs an IEP, student will be referred to school psychologist

who with parental permission will reevaluate student. The MDT will then meet to determine if student is still eligible in the eligibility category or does not meet eligibility.

(6) Continuum of Services: How will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

The continuum of services offered by the charter school begins in regular education classes. All students will be provided a universal progress monitoring assessment monthly. Each quarter the school meets as a team during "Data Day" which allows the school to discuss children scoring in the bottom 15% or another cut score as determined by the school. Students who score in the bottom 15% and those failing are discussed to determine different interventions that may help academically or behaviorally. In general education, intervention periods are scheduled into daily academic activities. After school tutoring clubs and blended online learning programs will provide instructional level interventions.

If the student is still not showing progress on the universal progress monitoring, the student will enter into an RTI program. During RTI, a goal will be written, additional interventions provided, and student weekly progress monitoring will occur. The data will be graphed and every analyzed every 6-8 points. If the student's graphed line is not moving toward grade level, then more intensive instruction is provided by increasing the amount of time in intervention. If after 12-16 data points, the student's graph still shows a lack of progress, he/she will be referred to special education.

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

Students with severe intellectual disabilities also can benefit from combining inclusion with resource room. In the regular education classroom, peer assisted learning and online programs help students remain with typical peers while receiving intensive instruction.

Students with severe emotional disabilities also can benefit from combining inclusion with resource room. A Check-In Check-Out system is very effective for students with emotional needs. A mentor will be assigned to the student and have a progress monitoring sheet sent home daily. Depending on students' needs, the mentor will check in with student at least three times daily and more often as needed. The school counselor will assist the family with locating appropriate community support.

MANN will contract Special Education services as prescribed by students' IEPs that include but are not limited to Speech Pathology, Occupational Therapy, Physical Therapy, Psychologist, and nursing.

(7) 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?

Collaboration between regular education teachers, special education teachers, and related service personnel is necessary for student growth. Regular education teachers post their lesson plans through an online tool which Special Education teachers have access to. During weekly meetings, the Special education teachers and the regular education teachers review the student's IEP goals and interconnect the lessons. Daily instruction will be aligned to the students' IEP goals.

(8) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.

MANN's administration team will recruit highly qualified special education teachers through multiple means. They will use job recruiting websites like Teachers to Teachers. MANN's administration will attend and recruit teachers at Teacher Fairs in several states. Teachers who are not licensed in the Nevada will apply for teacher licensure. If a teacher does not have a Nevada state licensed and the

teacher is certified in another area, the teacher applies for an Option License. Their transcript is analyzed by the Department of Education and the teacher has three years to complete their coursework in special education.

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

(9) 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?

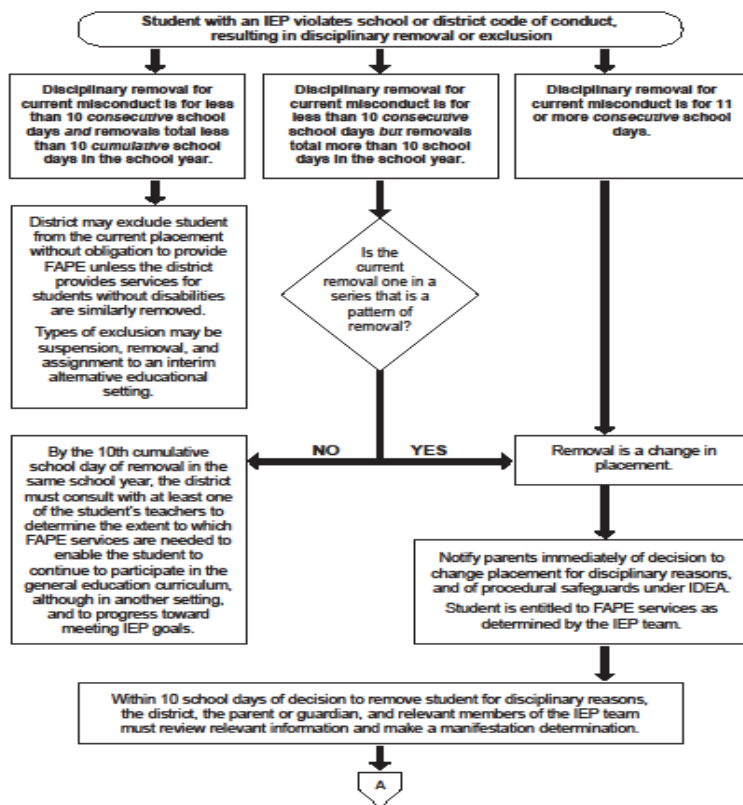
MANN will have regular scheduled Professional Development (PD) days that includes intensive intervention and research validated methods that addresses the unique needs of students with disabilities. The special education teachers, the special education facilitators, and the related service personnel (e.g. SLP and OT) will communicate with teachers to provide instructional information on modifying the curriculum and addressing the unique needs of students with disabilities.

(10) 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.

Students with disabilities rights are protected by IDEA (See flow chart below). If a student with disability has a discipline problem, the administration will contact the parent for a meeting. If disciplinary action requires a suspension, school work will be retrieved by the parent and returned so that student's grades are not affected. If required, the school will provide services in the Home setting or the student will have alternative instruction in an after school program. The MDT/IEP team will also meet after 5 suspensions to complete a manifestation determination IEP meeting. The team will brainstorm other services and community resources that may benefit the student to prevent further behavior disruptions. Functional Behavioral Assessment will be completed and the team will reconvene to write a Behavior Intervention Plan (BIP). The team may also request a Behavior Therapist to help in the process.

If the student has reoccurring events that result in further suspension, the team will meet after 9 suspensions and complete a change of placement. Please see flow chart on the following page.

Figure 7.1  
IDEA Disciplinary Procedures for Students With Disabilities



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

MANN's special education programs comply with all federal and state laws. MANN will contract with a professional special education facilitator to complete compliance reviews on all IEPs. Special education facilitators help to monitor the academic and behavioral growth of students with disabilities in order to ensure that student needs are being met. Adjustments to instructional programs are adjusted accordingly through the collaboration and progress monitoring. In addition, a review of confidential folders will be completed monthly. The special education facilitator will complete the annual and three year reviews.

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

Once students are in Middle School and High School, all students use a daily monitoring sheet. This sheet includes direct instruction participation, classwork participation, homework turn-in, and citizenship. Copies will go home with the student for parent to sign. The special education teacher will keep a copy. Student returns the signed copy the next day when they pick up their new folder.

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

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

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

In this digital age, teachers may text back and forth with a parent through the day if necessary providing updates as requested. In addition, the school will use an online program and website to post all school events and homework assignments.

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

This question is not applicable, as MANN is not offering a distance education program.

### **English Language Learners**

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

MANN will identify the primary language of students upon enrollment. The process is as follows:

- All newly-enrolled students are provided a Home Language Survey (HLS) included in the registration packet. MANN will use the HLS questions designed by the Nevada State Public Charter School Authority.
- Based on the answers provided to the questions in the HLS, student records will be requested from the student's last school/school district. Students without a WIDA Placement will be given a placement test.
- MANN will administer the W-APT (WIDA ACCESS Placement Test). "It is an English language proficiency 'screener' test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs." The W-APT screener for English proficiency will take place in the first 30 days of school.

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

For students classified as non-English or limited English proficient as a result of the initial assessment, the following steps will be completed within the mandated timelines:

1. Prepare a parent notification letter if a student qualifies for ELL services. Once the parent receives the letter, they may choose to receive or refuse ELL instructional services. If the parent or guardian refuses ELL instructional services, the school will meet with the parent or guardian to ensure that

the parent or guardian understands what services are being refused. The school will document the parent conference and place a copy of the refusal letter in the student folder.

2. Students will be evaluated with the WIDA ACCESS, including those students whose parents have refused ELL services. Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.
3. Once students are assessed, the principal will ensure that eligible students are provided appropriate ELL services. In addition, the principal or designees will ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand when possible. Students who are eligible for ELL services will receive these services until they exit ELL on the standards set for the WIDA ACCESS, which demonstrates they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations. Upon exiting the ELL program, students must be monitored for the timeframe set by federal regulations.

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

In the first year of operation, MANN will hire a half-time ELL coordinator. Qualifications include Nevada Teacher certification with a TESL endorsement. The ELL coordinator will identify, assess, and support the classroom teachers to ensure proper services are received. In year two, MANN will employ the ELL coordinator on a full-time basis. MANN will identify outside revenue sources to support the ELL program, such as Title I, Title III, etc.

- (4) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?

MANN will offer an evidence-based ELL program, such as the Sheltered Content-Based Model. The goals of the ELL program will be to: (1) help ELL students achieve comprehension, speaking, reading, and writing competence in the English language; (2) enable students to achieve and maintain grade level status; and (3) enable students to meet graduation standards. The Sheltered Content-Based ELL Instruction Model is an integrated content language approach. The goal of the Sheltered Content-Based Instruction Model is for ELL students to develop English language skills in content classes.<sup>7</sup>

The goal of the content-based approach is the acquisition of English and grade level academics so that the ELL student can succeed in an English-only classroom. This approach has the following features:

- all instruction is provided in English;
- when possible, the child's primary language is used to clarify instruction;
- English will be taught through reading, language arts, math, science, and social studies;
- a strong English language development (ELD) component will be included in every lesson;
- the acquisition of English takes place in a structured, non-threatening environment in which students feel comfortable taking risks; and

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<sup>7</sup> Dong, Y.R. (2005). Educating language learners: getting at the content. *Educational Leadership*, 62(4), Retrieved from <http://www.ascd.org/publications/educational-leadership/dec04/vol62/num04/Getting-at-the-Content.aspx>



- controlled vocabulary is included while students gradually acquire the necessary language skills to succeed academically and become lifelong learners.

(5) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?

MANN will progress monitor ELL students on a regular basis using data to track their progress. The ELL coordinator will oversee the ELL program monitoring and evaluation under the direction of the principal.

The WIDA ACCESS test will be administered to students every year until the student exits the ELL program.

MANN may reclassify an ELL student only if the school administers the ACCESS to assess the pupil's proficiency to comprehend, speak, read, and write English and the pupil obtains a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English, as established by the publisher of the examination. The monitoring from the school will include regular contact with the student's teacher(s) and ELL coordinator to ascertain student progress. The ELL coordinator will also review the student's report card annually to evaluate the student's attendance, academic, and citizenship grades. To be considered academically successful, a student should have no grades below a "C" in English, reading, math, science, or social studies.

The ELL monitoring progress information should be included in any RTI interventions that are determined by the school. Specific thought for language proficiency must be taken into consideration in planning interventions for the student.

As with non-ELL students, ELL students may be retained. In the case of ELL students, the principal will ensure that ELL students are not retained based solely on the student's inability to perform in the English language. In making a determination of whether an ELL student should be retained, the principal will give careful consideration to the range of services and options available. Input from the ELL coordinator and RTI data should be used to assist the principal in making retention decisions regarding an ELL student. Adjustments or changes to the student's educational program may be necessary in order to avoid retention. As with non-ELL students, retention concerns should be ongoing throughout the year.

The school will monitor any student reclassified as English proficient who has not yet met exit criteria. The school will ensure that reclassified students are appropriately placed in general education classes. MANN will monitor a student reclassified as fluent-English proficient, but who has not yet met exit criteria, for no less than two years. MANN will monitor all reclassified students for a minimum of two years after they have met language proficiency.

If, as a result of monitoring, evidence indicates that the student is not successful in English-only classes and needs further language acquisition assistance, the school will administer the initial assessment test to ascertain the student's current English proficiency. A meeting will be held with the student's parents or guardians, and the student will be considered for reinstatement into the ELL program, into an academic remediation program, or the student will remain in English-only classes. The school will continue to monitor the student for language and academic progress. If the student is determined to be academically unsuccessful, the school will seek out other services for the student in order to address any academic deficiencies. Prior to making any changes, the principal or designee will meet with the parents or guardians to discuss the recommended changes.

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

The principal or designee will ensure that ELL students and their parents or guardians are aware of school programs and activities. To ensure awareness of these activities, communications will be provided in the parent's or guardian's home language whenever possible. School programs and activities opportunities will also be advertised on the school's website. The school's website has a translation feature that will convert English to the parents' or guardians' spoken language.

(7) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to ELLs. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

This question is not applicable, as MANN is not operating a distance education program.

### ***Homeless/Migrant Services***

(1) Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?

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

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

The term "homeless" or "homeless individual" means:

- An individual who lacks a fixed, regular, and adequate nighttime residence;
- An individual who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, including a car, park, abandoned building, bus or train station, airport, or camping ground;
- An individual or family living in a supervised publicly or privately operated shelter designated to provide temporary living arrangements (including hotels and motels paid for by Federal, State or local government programs for low-income individuals or by charitable organizations, congregate shelters, and transitional housing);
- An individual who resided in a shelter or place not meant for human habitation and who is exiting an institution where he or she temporarily resided;
- An individual or family who will imminently lose their housing [as evidenced by a court order resulting from an eviction action that notifies the individual or family that they must leave within 14 days, having a primary nighttime residence that is a room in a hotel or motel and where they lack the resources necessary to reside there for more than 14 days, or credible evidence indicating that the owner or renter of the housing will not allow the individual or family to stay for more than 14 days, and any oral statement from an individual or family seeking homeless assistance that is found to be credible shall be considered credible evidence for purposes of this clause]; has no subsequent residence identified; and lacks the resources or support networks needed to obtain other permanent housing; and
- Unaccompanied youth and homeless families with children and youth defined as homeless under other Federal statutes who have experienced a long-term period without living independently in permanent housing, have experienced persistent instability as measured by frequent moves over such period, and can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

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

Under NAC 392.205, district schools must provide a homeless child with education and services within seven days of receiving the name and location of such a child who otherwise meets the requirements to attend school. As this process will be different for MANN given the enrollment policies of Nevada charter schools, MANN will adhere to the NSPCSA guidance entitled “Enrolling Children in Transition (Homeless) Students” to confirm that its policies for collecting student birth certificates, immunizations, and assessing student needs ensure best outcomes for students.<sup>8</sup>

(3) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant services. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

This question is not applicable, as MANN is not a distance education program.

### **SCHOOL STRUCTURE: CULTURE**

(1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

MANN will create a positive, student-centered culture that values equity, collaboration, and personalized learning. MANN will welcome ideas from students, teachers, parents, and the community. Creative, divergent thinking encourages ideas from many perspectives, while developing risk-taking and innovation.

MANN will foster an environment that encourages and implements input from teachers, parents, and community members. MANN will collaborate with stakeholders to create academic and non-academic opportunities unique to its student body. MANN’s teachers will create innovative classroom environments that prompt students to investigate, engage in new ideas, and participate in purposeful work.

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

Prior to the school opening, a series of informational meetings will be held. These meetings include information on the Nevada Core Standards, curriculum materials, afterschool programs, uniform options, etc.

MANN will take the initiative to involve families in the educational outcome of the school. Parents will be asked to volunteer 30 hours each year. Parents can begin volunteering before the school doors are open. MANN’s Parent Teacher Student Organization (PTSO) will be formed in the summer and officers will be selected. PTSO subcommittees will be formed with various focuses. For example, there could be cultural integration and theme committee, fundraising committee, or charitable giving committee.

Volunteer hours will be tracked throughout the school year. MANN will provide many opportunities for parents to earn their hours through school wide events, community events, and education-focused nights held at each of the schools. Below are some additional examples of events that support educational decisions and outcomes, as well as family involvement:

- New Family Night at MANN
- Informal Open House

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<sup>8</sup> Available at

[http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/SPCSA%20Enrolling%20Homeless%20Students\(1\).docx](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/SPCSA%20Enrolling%20Homeless%20Students(1).docx).

- Open House
- Parent Conferences
- P.I.E. Night (Parents Involved in Education)
- Internet Safety Workshops
- Bully Prevention Workshops
- Accreditation Parent Forum
- PTSO General Membership meetings
- PTSO Board meetings
- Citizen Assemblies
- Curriculum Nights
- Family Movie Night
- Back to School Picnic
- System wide “Gala Event”
- End of the Year Awards Assemblies

Events and parent forums are held throughout the year. Examples of other manners by which to include stakeholders include the following:

- Monthly objective/standard calendar to promote cross-curricular collaboration
- Invitations to board members for special events/classroom presentations
- Open House which includes detailed information on curriculum prior to school opening
- Utilization of a phone system to call parents with important informational messages related to upcoming events
- A streamlined MANN website to include information that parents need in one place:
  - Teacher Websites
  - Nevada Academic Content Standards by Grade
  - Explanation of STAR assessments
  - Clubs and sporting events

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

MANN will host multiple information meetings for parents and students prior to the school year to introduce the mission, vision, and student expectations. Teachers and administration will receive training prior to the school year from Mater Academy, Inc. on modeling behaviors such as equity, collaboration, and inclusiveness. The board and principal, in the hiring process, will identify teachers who exhibit these qualities in their practice.

MANN’s inclusive culture will be actively practiced in the classroom and school wide. Administration and teacher leaders will assist families in joining the MANN community. MANN will provide guided school tours into the creative learning process, as well as encourage family involvement through a wide range of opportunities. It is essential for adults and students entering MANN to understand the vision, mission, and student expectations.

Students entering MANN mid-year or in later grades will be greeted by the school’s administration and/or lead teacher. MANN will pair incoming students with classmates to assist with transitions, make new friends, and join the school community.

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

The emotional stability of students is one of the top priorities at MANN. Support services will be provided in order to meet the physical, social, and emotional needs of the student population being served.

The school counselor<sup>9</sup> will provide individualized counseling by referral in addition to *push-in counseling lessons* in the classrooms which focus on a different guidance topic each visit.

Positive Behavioral Support (PBS) will be the student behavioral philosophy at MANN. PBS is a collaborative, assessment-based approach to developing effective interventions for problem behavior. The “use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change.”<sup>10</sup> PBS can target the entire school, as well as individual student behaviors, as “it does not focus exclusively on the student, but also includes changing environmental variables such as physical setting, task demands, curriculum, instructional pace, and individualized reinforcement.”

This is especially important for students who are at-risk. PBS emphasizes the proactive, educative, and reinforcement-based strategies that help achieve meaningful and long-lasting positive behaviors. When PBS strategies are implemented school wide, it builds environments that are conducive to learning for all students. Research has shown that “schools that implement system-wide [PBS] interventions also report increased time engaged in academic activities and improved academic performance.”

In the implementation of a PBS program, it is important to collaborate with parents, staff, and faculty. As part of this collaboration, individuals (faculty, staff, and parents) learn more about their own behavior, work together, and support each other as a community of learners.

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

The Response to Intervention (RTI) model provides an excellent structure that correlates to a tiered approach to behavioral interventions. According to Fuchs and Fuchs (2006), the fundamental supposition of RTI is that for teachers who apply effective instructional practices at Tier 1, many of their students will demonstrate growth academically, but other students will need additional levels of support.<sup>11</sup> The same is true for the concept of behavior.

Through the affiliation agreement, MANN administration and teachers will be provided the opportunity to visit, shadow, and experience other Mater campuses. Administration and teachers will receive professional development on PBS and other social/emotional training.

The application of effective behavioral supports in the classroom (e.g., high expectations, engaging instruction, clearly identified routines and procedures) should enable the majority of students to behave within classroom norms. Students who do not respond to preventative, proactive behavioral supports will require additional levels of support.<sup>12</sup>

RTI and PBS models both account for three levels of support, including three tiers of support:

- Tier 1 or universal support for all students with a focus on prevention (preventative classroom management).
- Tier 2 or targeted group support that includes evidence based practices and monitoring (first line interventions).

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<sup>9</sup>In the staffing plan, the counselor position is not added until year three. MANN will identify outside funding sources to provide counseling services in years one and two.

<sup>10</sup> Cohn, A. (2001). Retrieved at <http://www.nasponline.org/search/search-results?keywords=PBS+Factsheet>

<sup>11</sup> Fuchs, L. & Fuchs, D. (2006). A framework for building capacity for responsiveness to intervention. *School Psychology Review*, 35, 621-626

<sup>12</sup> Sayeski, K.L., & Brown, M. R. (2011). Developing a Classroom Management Plan Using a Tiered Approach. *Teaching Exceptional Children*, 44, no 1 S

- Tier 3 or individual support based on individual assessment process (intensive, individualized interventions).<sup>13</sup>

(6) Please describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

School culture will be measured by a Likert survey that both parents and teachers will complete at least once a year. The administration will gather teacher and student retention data for review. All data collected will be analyzed and presented to the board annually to ascertain school culture and address deficiencies.

(7) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

MANN will implement a strategic Check-In Check-Out mentoring system for students who are identified as at-risk through their teacher, data team, and other referrals. MANN will create a Crisis Team to address issues that are beyond the Tier 2 interventions of the Check-In Check-Out mentoring system and to deal with imminent issues that may occur. Parents of students who are placed in the Check-In Check-Out system will be notified, and the benefits of the program will be explained.

MANN will implement a mentoring system to help students who have difficulties at school such as the Check In Check Out system.<sup>14</sup> Mentoring systems are research-based, validated Tier 2 programs recommended by School Wide Positive Behavioral Support for providing school wide support for students who are at-risk. Mentoring systems will be continuously available and interventions can begin within 72 hours. Mentoring systems will be consistent with school wide expectations implemented by all staff/faculty in a school setting and have a home/school linkage. The interventions will be flexible, low cost, low effort, and decisions will be based on daily progress monitoring. Students will meet with a mentor before school, mid-day, and after school to check in. All teachers will complete a daily recording sheet. The mentor will track progress and make adjustments as necessary.

Students who are having physical health, mental health, or other issues will also be part of the mentoring system. For example, the mentor will provide daily contact and support for students who may have social anxiety or a diagnosed illness like diabetes. The mentor will provide information on community resources as needed. These students will also have weekly contact with the school nurse who will monitor physical and mental health concerns. MANN will continue to monitor and provide services for students that have long term absences due to health issues.

## **SCHOOL STRUCTURE: STUDENT DISCIPLINE**

(1) Describe the school's discipline policy. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

MANN will develop a student discipline policy and related procedures that integrates with Positive Behavioral Support (PBS). PBS is a collaborative, assessment-based approach to developing effective interventions for problem behavior. The "use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change."<sup>15</sup> PBS can target the entire school, as well and individual student behaviors, as "it does not

<sup>13</sup> Sayeski, K.L., & Brown, M. R. (2011). Developing a Classroom Management Plan Using a Tiered Approach. *Teaching Exceptional Children*, 44, no 1 S

<sup>14</sup> Crone, Hawken, and Horner, 2010. Responding to Problem Behavior in Schools: The Behavior Education Program, 2nd Edition Guilford Press, New York.

<sup>15</sup> Cohn, A. (2001). Retrieved at <http://www.nasponline.org/search/search-results?keywords=PBS+Factsheet> Academic Plan

focus exclusively on the student, but also includes changing environmental variables such as physical setting, task demands, curriculum, instructional pace, and individualized reinforcement.” (Cohn)

This is especially important for students who are at-risk. PBS emphasizes the proactive, educative, and reinforcement-based strategies that will achieve meaningful and long-lasting positive behaviors. When PBS strategies are implemented school wide, it builds environments that are conducive to learning for all students. Research has shown that “schools that implement system-wide [PBS] interventions also report increased time engaged in academic activities and improved academic performance.” (Cohn)

The goal of PBS is to encourage appropriate behaviors through the use of positive reinforcement techniques in order to reduce further disciplinary consequences. Students that are struggling with appropriate behavior will be monitored frequently through the use of individual behavior plans. Since inappropriate behavior is a reflection of a multitude of variables from life at home to school, it is important to understand all aspects contributing to the inappropriate behavior. Since each child has different social and emotional needs, it is vital that the behavior plan be unique to the needs in this root-cause analysis. The overarching goal of utilizing a PBS philosophy is to reduce the number of expulsions and suspensions that often serve as a gateway to the justice system.

MANN will collaborate with parents, staff, and faculty in its PBS implementation process. As part of this collaboration, individuals (faculty, staff, and parents) learn more about their own behaviors, learn to work together, and support each other as a community of learners. MANN’s principal or designee will ensure that extensive professional development is provided to implement PBS, including, but not limited to professional development on effective instruction to improve student. MANN’s PBS implementation will also closely involve MANN’s data and RTI teams to develop strategies and methods to help teachers discover root causes of problem student behaviors.

Classroom intervention strategies at MANN will be designed to meet the needs of struggling students, support academic and behavior improvement, and create a positive learning environment for all students. The school will develop strategies, interventions, and support systems to meet the needs of the student population aligned with the philosophy of PBS and RTI.

School wide PBS is a specific, research-based application of the three-tiered model.<sup>16</sup> In the article “Developing a Classroom Management Plan Using a Tiered Approach,” Sayeski and Brown maintain that a three-tiered support structure is a necessary component of a school wide PBS model.<sup>17</sup> In this model, no behavioral intervention should occur until the appropriate team responsible for creating individual behavior plans has had the opportunity to identify root causes of a student’s problem behaviors. But when an intervention is necessary, the RTI model provides an excellent structure that correlates to a tiered approach to behavioral interventions. According to Fuchs and Fuchs, the fundamental supposition of RTI is that for teachers who apply effective instructional practices at Tier 1, many of their students will demonstrate growth academically, but other students will need additional levels of support.<sup>18</sup> The same is true for the concept of behavior.

The application of effective behavioral supports in the classroom (e.g., high expectations, engaging instruction, clearly-identified routines and procedures) should enable the majority of students to behave within classroom norms. Students who do not respond to preventative, proactive behavioral supports will require additional levels of support (Sayeski).

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<sup>16</sup> Sugai, G., & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavioral supports: Integration of multi-tier system approaches. *Exceptionality*, 17, 223-227. Doi.10.1080/09362830903235375.

<sup>17</sup> Sayeski, K.L., & Brown, M. R. (2011). Developing a Classroom Management Plan Using a Tiered Approach. *Teaching Exceptional Children*, 44, no 1 S.

<sup>18</sup> Fuchs, L. & Fuchs, D. (2006). A framework for building capacity for responsiveness to intervention. *School Psychology Review*, 35, 621-626

RTI and PBS models both account for three levels of support, including three tiers of support:

- Tier 1 or universal support for all students with a focus on Prevention (preventative classroom management).
- Tier 2 or targeted group support that includes evidence based practices and monitoring (first line interventions).
- Tier 3 or individual support based on individual assessment process (intensive, individualized interventions).

Reinforcement systems are an integral part of Tier 2 school wide PBS programs. “In contrast to surface management techniques that teachers use to address occasional behaviors that occur in classrooms, reinforcements systems are planned instruction and reinforcement of desired behaviors”.<sup>19</sup> A few evidence-based reinforcement systems include: token economies where students earn tokens (e.g. points, stickers, etc.) that are used for a desired activity or item;<sup>20</sup> behavior contracts focused on desired behavior that specify contingent relationships among behavior;<sup>21</sup> and group contingency management systems where students can gain or lose privileges based on the whole class, teams, or groups.<sup>22</sup>

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

Suspensions at MANN can be assigned only by the principal or designee. Prior to suspension, the student’s parent will be notified, and a parent conference will be required before the student returns to class. Notice of suspension shall be given in writing. An informal hearing will be offered to a parent and student after receipt of notice of suspension lasting less than 10 days by the principal. A parent conference involving the principal, student, and student’s parent(s) or guardian(s) may be required before a student will be readmitted following a suspension. A suspension lasting more than 10 days will be given a formal hearing. Parents or guardians can appeal an expulsion by submitting a notice of appeal in writing to the principal, which will result in a Board Committee’s review and hearing of said appeal within a 10-day period. School officials shall strictly protect student confidentiality in matters of discipline and take all reasonable measures to keep information dissemination on a need-to-know basis.

(3) Who will be responsible for implementing the school’s discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

Under the direction and guidance of the board, the principal will implement the school’s disciplinary actions and policies. MANN will code all suspensions and expulsions in accordance with the SPCSA’s practices for the Infinite Campus student information system. The board and principal will ensure that the PBS system is being implemented effectively, that troubling disciplinary trends regarding disproportionate disciplinary offenses for at-risk students are not occurring, and to set goals designed to maximize a positive school culture.

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

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<sup>19</sup> Sayeski, K.L., & Brown, M. R., See Footnote 53

<sup>20</sup> Filcheck, H.A., McNeil, C.B., Greco, L.A. & Bernard, R.S. (2004). Using a whole-class token economy and coaching of teacher skills in a preschool classroom to manage disruptive behavior. *Psychology in the Schools*, 41, 351-361. Doi:10.1002/pits.101608.

<sup>21</sup> Anderson, J. (2002). Individualized behavior contract. *Intervention in School & Clinic*, 37, 168-172. Doi:10.1177/105345120203700306.

Cook, M.N, (2005), The disruptive or ADHD child: What to do when kids won’t sit still and be quiet. *Focus on Exceptional Children*, 37, 1-8.

<sup>22</sup> Hulac, D.M., & Benson, N. (2010). The use of group contingencies for preventing and managing disruptive behaviors. *Intervention in School & Clinic*, 45, 257-262. Doi:10.1177/105345209356442.



MANN's disciplinary policies and practices will comply with all applicable laws, regulations, and policies to ensure that disciplinary infractions involving students receiving special education involve appropriate team members and consider all relevant aspects of 504 Plans and IEPs. Specifically, MANN will ensure that all students receive adequate due process, including but not limited to a consideration of whether the behavior exhibited is a manifestation of a student's special needs. Additionally, MANN will maintain disciplinary records to track incidents involving minority and disabled students to ensure that serious disciplinary consequences are not disproportionately issued to these student populations.

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

MANN's parent grievance policy reflects the core principles of open and proactive communication among and between the members of the school community, including parents, students, faculty, staff, administration, and the board. Issues that are not dealt with directly can become destructive to the school community and, therefore, detrimental to the learning process of the students. The adults in the MANN community must model for its students a willingness to address conflict directly, respectfully, and at the lowest level possible, whenever possible.

MANN's grievance policy will consist of four steps designed for settling differences in a prompt and equitable manner. These procedures guide how any adult member of the school community – parent, employee (faculty or non-faculty), administrator, or other adult – is expected to express grievances about other members of the community.

The school's administration and board both expect that conflict will be addressed and proactively dealt with following the fewest number of steps possible. The steps include:

- (1) addressing the situation directly with the other person(s) involved;
- (2) enlisting the assistance of an administrator to assist in facilitating a resolution;
- (3) preparing a written grievance for the principal, who then reviews and acts upon that grievance as appropriate; and
- (4) preparing a written grievance for the Board of Directors, who then may choose to hear additional information at a board meeting and will ultimately make a final decision, not subject to appeal.

It is important to emphasize that the board will not become involved in a grievance until the final step of the process. Board members are expected to refer any member of the school community who may approach them with a grievance to the school's grievance policy and the proper process for resolving the issue. This process is designed to avoid board micromanagement and the creation of factions within the school.

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

Below is a sample dress code policy MANN's Board may adopt:

### **Tops**

Tops may be only one of the following solid colors: Red, white, navy, burgundy, or hunter green. Logo patches, MANN polo shirts, and MANN non-hooded sweatshirts in good condition (available for purchase only through the school) are allowed. Tops may not have stripes, prints, designs of any sort or size, or logos. No writing, drawing, or depiction is allowed on any top.

Dress-Code-compliant tops include: A shirt or blouse with a button up or snap up collar; a polo shirt; a turtleneck; or a mock turtleneck. Except for the top button or snap, all shirt and blouse buttons or snaps must be fastened. Sweaters, sweatshirts, vests, and dress jackets must be worn over a Dress-Code-complaint top and must be dress code colors. Shirts must be tucked in at all times in the building except in Physical Education classes.

Sleeveless tops are not allowed for an outer layer. Tops may not reveal shoulders, straps, or undergarments. Tops may not be excessively tight (may not show any descriptive lines of the body). Front-opening tops with zippers, laces, or without buttons or snaps are not allowed. No clothing may be tied around the waist.

No hooded jackets or hooded sweatshirts may be worn in classrooms or hallways beyond a student's locker.

### **Bottoms**

Bottoms may be navy, black, or tan. Jumpers must be full bodice and may not have bib-type overalls. Black and blue colors should not be faded to gray. Regular fabrics which are woven, twill, and corduroy are allowed.

Denim fabric is not allowed regardless of color except for approved jeans days. (Denim and twill are very similar, but when denim wears the worn part shows white, whereas twill does not.)

Dress-Code-complaint bottoms include: trousers, slacks, skorts, shorts, skirts, capris, and jumpers. Trousers must touch the top of the shoe in front and may not drag on the ground when standing straight. The most number of pockets for trousers is five. Discreet logos on waistbands are acceptable.

Dress-Code-compliant bottoms do not include: nylon flight pants, gauchos, cargo pants, cargo shorts, sweats, stretch pants, overalls, spandex, lace, sheet clothing or pants with zippers down the side. Bottoms may not be excessively tight (may not show any descriptive lines of the body). There should be no pockets below the usual pocket level and all pockets should be attached to, or just below, the waistband (two in the front, two in the back, and one small coin pocket.) Trousers must fit properly and may not be baggy have a sagging crotch. Low-rise pants are not allowed.

The bottom hem of shorts must fall between the kneecap and 3 inches above the top of the kneecap in front and back when standing straight. The bottom hem of skirts and jumpers must fall between the ankle and 3 inches above the top of the kneecap in front and back when standing straight.

Solid colored leggings and tights can be worn in any of the approved colors, but must be worn under a skirt or jumper. Patterned hosiery is not allowed.

### **Jewelry and Accessories**

Jewelry and accessories must be modest and in good taste. Neckties and/or bowties are allowed when in good taste and must be worn snug at the collar. Neckties and/or bowties are allowed with white, full-front buttoning or snapping shirts (both young men and women).

No more than two earrings per ear are permitted for females, males may not wear earrings. No visible piercings other than the ear will be allowed. Covering piercings with band-aids will not be acceptable nor will "clear" piercings be allowed. Necklaces must be of normal size and no more than two necklaces may be worn. Only one wristband or bracelet may be worn at a time on each arm.

Only one belt may be worn at a time. No spikes or studs on bracelets, belts, or necklaces are allowed. No jewelry that depicts violence or glorifies death or violence. This includes, but is not limited to, objects or images that are materially, or depictions of, weapons, parts of weapons, ammunition, knives, blades, chains, handcuffs, bones or skulls.

### **Undershirt**

Clothing worn in school should be clean, neat, and in good repair. Students may not wear badly wrinkled, tattered, torn, threadbare, or frayed clothing. Clothing may not be worn inside out or backward. Clothing may be fitted but not excessively tight or immodest. No exposed undergarments of any kind. Clothes may not be see-through and fabrics must be thick enough to conceal skin and undergarments. Hair color must be natural and limited to two natural colors. No radical (distracting) hairstyles. Corrective lenses must be a natural color and both eyes must match. No visible tattoos or drawings on oneself.

No hats, gloves or cold-weather outerwear (parkas, jackets, coats, and hooded sweatshirts) may be worn in the building beyond a student's locker. Students on a field trip will be in Dress Code or a modified version of the Middle School Dress Code at the discretion of the teacher. Students may not change out of Dress Code after school without prior permission.

On Free Dress Days, clothing shall be modest with no sleeveless tops, tops that expose the midriff or back, short shorts, or low-rise pants or shorts. Clothing may not be excessively tight (may not show any descriptive lines of the body). Jeans must be in good condition.

Undershirts, including mock turtlenecks and turtlenecks may be worn under a Dress-Code-compliant shirt, sweater or sweatshirt. Undergarments or straps of any kind may not be exposed or visible at any time. No symbols, writing, or designs are allowed on undershirts. All undershirts must be tucked in.

### **Shoes**

Shoes need to be appropriate for daily activity and not be distracting. Sandals with back straps (heel straps) are permissible. For female students, dress pumps are permissible – with or without heel straps. Tennis shoes with non-marking soles must be worn in gym class. No flip-flops.

### **Miscellaneous**

Clothing worn in school should be clean, neat, and in good repair. Students may not wear badly wrinkled, tattered, torn, threadbare, or frayed clothing. Clothing may not be worn inside out or backward. Clothing may be fitted but not excessively tight or immodest. No exposed undergarments of any kind. Clothes may not be see-through and fabrics must be thick enough to conceal skin and undergarments. Hair color must be natural and limited to two natural colors. No radical (distracting) hairstyles. Corrective lenses must be a natural color and both eyes must match.

No visible tattoos or drawings on oneself.

No hats, gloves or cold-weather outerwear (parkas, jackets, coats, and hooded sweatshirts) may be worn in the building beyond a student's locker. Students on a field trip will be in Dress Code or a modified version of the Middle School Dress Code at the discretion of the teacher. Students may not change out of Dress Code after school without prior permission.

On Free Dress Days, clothing shall be modest with no sleeveless tops, tops that expose the midriff or back, short shorts, or low-rise pants or shorts. Clothing may not be excessively tight (may not show any descriptive lines of the body). Jeans must be in good condition.

## **SCHOOL STRUCTURE: CALENDAR AND SCHEDULE**

(1) Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

Pursuant to NAC 387.120, MANN will allow for 180 instructional days. MANN will work to coordinate its school schedule to coincide with the Washoe County School District calendar. If MANN's charter is approved, it is expected that MANN's first day of school would be on or about August 7, 2017 (this date may be revised to alignment with the first day of school for the Washoe County School District).

It is expected that MANN will allow for same holiday accommodations as the Washoe County School District, including three (3) days for Thanksgiving break and three (3) weeks for winter break, as well as the other typical holidays recognized within the school district. It is anticipated that the last day of school will be on June 8, 2018 (this date may be revised to alignment with the last day of school for the Washoe County School District).

The only variance from the Washoe County School District calendar that MANN foresees at this time is the possible reduction of spring break to one (1) week in order to allow for additional professional

development days to be held throughout the school year and still adhere to a 180-days instructional model.

MANN plans to offer professional development days to ensure that teachers are meeting the needs of the community and will offer teachers additional training on cultural integration into their daily course teachings. It is anticipated that there will be five (5) professional development days through the school year. Professional development days will be conducted in conjunction with a representative of Mater Academy of Nevada and Mater Academy, Inc., through the affiliation agreement with MANN.

Professional development days will be used to educate and guide teachers on ways to reach students that might be struggling and require additional help, as well as servicing those students that might be advanced and are in need of more challenging assignments.

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

MANN will comply with NAC 387.131 to provide for the minimum amount of instructional minutes which are: a) Full Day Kindergarten: 240 minutes; b) Grades 1 and 2: 240 Minutes; c) Grades 3-6: 300 minutes; and d) Grades 7-8: 330 minutes. The breakdown of the instructional time by subject area modeled after Mater Academy of Nevada (Las Vegas) is listed below:

#### **Starting and Dismal Times:**

Elementary School: 8:30 am -3:15 pm

Middle School: 8:30 am- 3:15 pm

<b><u>Full day Kindergarten</u></b>	<b><u>Beginning</u></b>	<b><u>End</u></b>
Start of school/attendance/announcements	8:30 am	8:35 am
Reading	8:35 am	9:55 am
Recess	9:55 am	10:10 am
Reading	10:10 am	11:10 am
Mathematics	11:10 am	12:10 pm
Lunch	12:10 pm	12:40 pm
Science/Health/Social Studies	12:40 pm	1:15 pm
Language Arts	1:15 pm	2:25 pm
Music/Art/PE/Computers/Spanish	2:25 pm	3:15 pm
End of school		3:15 pm
<b><u>First Grade</u></b>	<b><u>Beginning</u></b>	<b><u>End</u></b>
Start of school/attendance/announcements	8:30 am	8:35 am
Reading/Language Arts	8:35 am	10:35 am
Science/Health	10:35 am	11:10 am
Recess/Lunch	11:10 am	11:40 am
Mathematics Calendar/Skills	11:40 am	12:00 pm
Mathematics	12:00 pm	1:10 pm
Social Studies	1:10 pm	2:00 pm
Music/Art/PE/Computers/Spanish	2:00 pm	2:50 pm
Writing	2:50 pm	3:15 pm
End of School		3:15 pm

<b><u>Second Grade</u></b>	<b><u>Beginning</u></b>	<b><u>End</u></b>
Start of school/attendance/announcements	8:30 am	8:35 am
Reading	8:35 am	10:35 am
Recess	10:35 am	10:50 am
Mathematics	10:50 am	11:50 am
Lunch	11:50 am	12:20 pm
Science/Health/Social Studies	12:20 pm	1:05 pm
Music/Art/PE/Computers/Spanish	1:05 pm	1:55 pm
Writing/Language Arts	1:55 pm	3:15 pm
End of School		3:15 pm
<b><u>Third Grade</u></b>	<b><u>Beginning</u></b>	<b><u>End</u></b>
Start of school/attendance/announcements	8:30 am	8:35 am
Reading	8:35 am	10:30 am
Mathematics	10:30 am	11:40 am
Lunch	11:40 am	12:10 pm
Music/Art/PE/Computers/Spanish	12:10 pm	1:00 pm
Writing/Language Arts	1:00 pm	1:50 pm
Recess	1:50 pm	2:05 pm
Science/Health/Social Studies	2:05 pm	3:15 pm
End of School		3:15 pm
<b><u>Fourth Grade</u></b>	<b><u>Beginning</u></b>	<b><u>End</u></b>
Start of school/attendance/announcements	8:30 am	8:35 am
Reading	8:35 am	9:30 am
Music/Art/PE/Computers/Spanish	9:30 am	10:20 am
Science/Health/Social Studies	10:20 am	11:30 am
Lunch	11:30 am	12:00 pm
Writing/Language Arts	12:00 pm	1:00 pm
Recess	1:00 pm	1:15 pm
Mathematics	1:15 pm	2:30 pm
Reading	2:30 pm	3:15 pm
End of School		3:15 pm
<b><u>Fifth Grade</u></b>	<b><u>Beginning</u></b>	<b><u>End</u></b>
Start of school/attendance/announcements	8:30 am	8:35 am
Music/Art/PE/Computers/Spanish	8:35 am	9:25 am
Reading	9:25 am	10:40 am
Science/Health/Social Studies	10:40 am	11:20 am
Lunch	11:20 am	11:50 am
Mathematics	11:50 am	1:05 pm

Writing/Language Arts	1:05 pm	2:05 pm
Recess	2:05 pm	2:20 pm
Reading	2:20 pm	3:15 pm
End of School		3:15 pm
<b><u>6-8 Grade (Mon, Wed, Fri)</u></b>	<b><u>Beginning</u></b>	<b><u>End</u></b>
Start of Day	8:30 am	
1st Period	8:30 am	9:20 am
Passing	9:20 am	9:24 am
2nd Period	9:24 am	10:14 am
Passing	10:14 am	10:18 am
3rd Period	10:18 am	11:08 am
Lunch	11:08 am	11:38 am
Passing	11:38 am	11:42 am
4th Period	11:42 am	12:32 pm
Passing	12:32 pm	12:36 pm
5th Period	12:36 pm	1:26 pm
Passing	1:26 pm	1:30 pm
6th Period	1:30 pm	2:20 pm
Passing	2:20 pm	2:24 pm
7th Period	2:24 pm	3:15 pm
End of School		3:15 pm
<b><u>6-8 Grade (Tues)</u></b>	<b><u>Beginning</u></b>	<b><u>End</u></b>
Start of Day	8:30 am	
1st Period	8:30 am	10:14 am
Passing	10:14 am	10:18 am
3rd Period	10:18 am	12:02 pm
Passing	12:02 pm	12:06 pm
5th Period	12:06 pm	12:56 pm
Lunch	12:56 pm	1:26 pm
Passing	1:26 pm	1:30 pm
7th Period	1:30 pm	3:15 pm
End of School		3:15 pm
<b><u>6-8 Grade (Thurs)</u></b>	<b><u>Beginning</u></b>	<b><u>End</u></b>
Start of Day	8:30 am	
2nd Period	8:30 am	10:14 am
Passing	10:14 am	10:18 am
4th Period	10:18 am	12:02 pm
Passing	12:02 pm	12:06 pm
5th Period	12:06 pm	12:56 pm

Lunch	12:56 pm	1:26 pm
Passing	1:26 pm	1:30 pm
6th Period	1:30 pm	3:15 pm
End of School		3:15 pm

For all grades, the teachers will be encouraged and expected to ensure that students requiring additional intervention be identified and provided with the necessary opportunities for additional help in the struggling area. MANN will have intervention services available for these identified students. This intervention will be accomplished through pullout times where these students will be given more one-on-one time. For the middle school grades, if a student is struggling significantly, it may become necessary to replace an elective block for an intervention or remedial class to help the student become proficient in the struggling area.

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

MANN will strive to reach at least 95% attendance rates throughout the year. Mater Academy of Nevada reached an average attendance rate of 95.1% attendance for the 2015/2016 school year (the State average was 94.6%).

MANN's Registrar (Office Manager if the Registrar position has not been filled) will be responsible for monitoring student attendance and communicating with the administration when issues of truancy arise.

MANN's administration will work with the students and parents to ensure that students are attending school and helping them to understand the importance of regular attendance and the correlation with students regularly attending school to get the instruction needed for academic growth. The administration will follow proper protocol for the reporting of truancy, if this becomes necessary.

## **A DAY IN THE LIFE & SCENARIOS**

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

Elementary School: My day starts out by getting to school and having a morning ceremony outside. We say the pledge and give awards and on Fridays we do the Cupid Shuffle. We then go upstairs to our classroom. I turn in my homework and get my writing out. We don't always go straight to class, some days we have Specials first. We eat our breakfast while working on writing if we are not in Specials. After we are done with writing, we do science or social studies. It changes every other week. After that we do math groups. I get to go to five different stations: ST Math, math fact practice, a lesson with my teacher, practice problems for what we learned that day, and a fun math game. When math is done we get to go to lunch and recess. After lunch we do 30 minutes of silent reading, sometimes it seems like a long time. We get to do reading groups after that. We do rotations like we do in math. There are five stations: AR (we can take tests or read more), Vocabulary practice, a lesson, activity/worksheet on the lesson, and reading strategy practice. When all that is done we finally get to go home!

Middle School: As a sixth grade Mater Middle School student, I wake up and head to school in my uniform at 7:20am. I meet my friends and have my breakfast in the cafeteria at 7:30. If I am running a little late on some days, I take my breakfast to my homeroom and I am able to eat it there. My homeroom teacher is Ms. Jansen. We have homeroom from 7:40 to 8:00am. During homeroom we always start with a team building activity. My favorite team building activity was Rachel's Challenge. Rachel was a student from another school who was shot by a student with a gun at her school. Now, people go to different schools to talk about Rachel and how she wanted to make a difference. During this unit every morning we watch a clip about someone else who was making a difference and then journal and share about how we could make a difference as well. After this unit we started "Thank you Thursday"- where every Thursday we wrote a thank you note to someone to show we appreciated them. Our thanks had to be specific.

After our homeroom team building activities we would Reading class. Before every class we had to AR Read for ten minutes. Then we would have a lesson about a topic we were covering. My favorite unit was when we studied the novel Walk Two Moons, by Sharron Creech. I normally do not enjoy reading; however, this was one of my all-time favorite books. Before we left class every day we would have to put our class folders away and then finish our exit ticket for the day.

All of our classes are 55 minutes long with a three minuet passing period with seven classes in total. My favorite class was Band, fifth period, with Mr. Arias. When I came into class every day I got out my trombone and started to warm up by playing the b flat major scale. Then we would go over as a class the songs we were working on. The best song we played was "The Galactic Episode". Sometimes we would practice in groups and other times we would practice as a whole class. We would finish class by reviewing the b flat scale and cleaning up our interments.

After Band, I would head to lunch. Most of the time I get a school box lunch. The lunch has food such as; granola and yogurt, grapes, strawberries, hamburgers, apples, sandwiches and nachos (my favorite). I always eat my lunch outside in the shade on a picnic table with my friends. When were done eating we walk around outside and sometimes I play soccer on our soccer field.

My last class was Ms. Simmons writing class; this was another one of my favorite classes. We always started our class with a journal prompt. Ms. Simmons always told us that it did not matter what we wrote as long as it was on topic. A really neat unit we did during third quarter was a novel study. The whole class read "Number the Stars"; it is about this girl who lived through the Holocaust and later wrote a book about it. Ms. Simmons would have us write about our point of view on the book every time we came to class. We also played the review game "Kahoot" to review for our biweekly vocabulary quiz. Before we would leave every day we would have to put our journal entries away so she could grade them.

After school I would normally go to basketball or Motivated Mustang. I was so excited when I made the basketball team this year. I had never played basketball on a team and I discovered that I enjoyed playing- and I was good at it! I even made a free through one game. I also got to cheer on the seventh grade team win a championship game. When I didn't go to basketball I went to Motivated Mustang where I worked with my homeroom teacher Ms. Jansen on homework. I would go to get extra help, review for an exam or finish a project. Basketball and Motivated Mustang were both done at 5:00 so that made it easy for my friends and I to share rides home.

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



#### 4th Grade Teacher:

I arrive to school at about 7:15 each day to make sure all the copies are done and I am set for the morning. I usually write or project the day's writing assignment so that students can begin once they get to class. At 7:35, I head outside to help watch the students before the morning ceremony starts. After the second bell rings, all the students line up, and I stand with my class. After the ceremony is done, we head to class or Specials. Once in class, students turn in their homework and begin their writing assignment. We transition to science or social studies where I teach a lesson and do an activity so students may apply what they learned that day. After that, we begin math groups. I set a timer for 15 minutes and each group will rotate as the timer goes off. The groups and rotation order are displayed on the board. I do have a prep hour that rotates times depending on the day. Each Thursday, I meet with my 4th Grade team to talk about lesson plans for the next week and how we can help students that are struggling. After math, I take the students down to lunch and then take my lunch. I meet with students that need to talk with me in private or have Lunch Detention Duty once a week during this time. At 12:40, I head down to watch and pick up the students when their recess time is over. As soon as we get back to class, I remind the students to take out their books and begin their silent reading. I take this time to meet with 5-10 students concerning their reading goals and progress. After silent reading is finished, we begin reading groups. I teach a lesson each day to the students, usually covering a reading strategy, grammar, or other literary content. As I teach, I am able to observe the other groups and see how they work together. I assign my groups based off of their ZPD, and with my higher groups, I usually have the freedom to walk around the classroom to hear conversations and answer questions. When reading groups are over, we clean up the classroom and prepare to go home for the day. I take the class down to dismissal. After the students are all gone, I head back to my room to prepare for the next day. I will either keep to my plans or I may tweak them depending on how that day went. I will change my math and reading schedules, as well as make copies. If it is my week to create lesson plans, I will take this time to work on them so they are prepared and ready to go for our meeting. I will stay anywhere from 30 minutes to 2 hours after school. I will then spend a few hours at home correcting papers and preparing lessons based on my assessments. I gather new activities to help students that learn in different ways and try to make content more exciting for others. The best part, I get to do it all again the next day!

(3) A new student, Ruby, has enrolled at your school and during the registration process her mom informed the office manager that she has Down Syndrome. This student is eligible to attend the school. Based on the IEP information that her mom brought in, the student is included in the general education program for 60% of her day. How will you plan to ensure your school is prepared to meet the needs of students like Ruby and/or what adjustments will be made (e.g., in scheduling, staffing, etc.) to account for students with unanticipated needs?

The most important concern when preparing for students with special needs is to have programs already in place so when a student enrolls with unanticipated needs, there are options for support.

After Ruby's schedule is built, the next important step to ensure a smooth transition is to educate the teachers who would be working with Ruby as much as possible. The Special Education Team (SPED Team) would sit down with Ruby's teachers and go over all of her accommodations and goals. The SPED Team would also provide the general education classroom teachers with ideas on how to accommodate/modify their classroom to fit Ruby's needs. The SPED Team would recommend to teachers placing Ruby with a positive peer model to help Ruby along in the classroom.

An evaluation of the classes we offer would be conducted to determine whether, based on Ruby's instructional level, there needs to be an adjustment on how much resource time she receives. With budget restraints, it is not always feasible to provide a one-on-one aide, so the academic peer buddy system is a good alternative. For example, similar to where a peer may be assigned to Ruby to help her get from class to class, there could be a peer aide that goes into Ruby's classroom to assist her with assignments. With regard to science/history, a resource option is not always viable, and oftentimes, students with special needs struggle in those classes. Thus, the special education teacher could work with the science/history teachers to modify the curriculum to 5-10 concepts that Ruby needs to learn. Ruby could then be incorporated into those classes two to three days a week, and for the other two to three days, she could be pulled into the resource room for the resource teacher to reinforce concepts covered in those classes.

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

The first step would be to set up an immediate meeting with the MANN ELL Coordinator. The ELL Coordinator would review the Home Language Survey and would interview Alejandra's family to learn information about Alejandra and her background. The ELL Coordinator would communicate with Alejandra's family and to Alejandra regarding her prior academic experiences. Based on initial observations, Alejandra would be assigned a class or schedule with ELL supports. The next step would be to determine Alejandra's academic proficiency in her native language, as well as English. If Alejandra was enrolling at the start of the school year, additional assessments may be needed because of the break in instruction. The W-APT is often administered to new students to determine program placement. The WIDA ACCESS would be administered within thirty days to verify Alejandra's proficiency level. Documents would be sent home verifying her placement in the MANN ELL program, which requires yearly assessment and placement until Alejandra is exited from the program. Within the first 45 days, classroom-collected data and her English language proficiency testing would be utilized to create a sheltered instruction teaching and learning plan. Alejandra would continually be provided ELL support. Her classroom assignment would likely be with a teacher who has a TESL endorsement or training in ELL strategies.

When in Alejandra's classroom, you would see her engaged in learning that sets a strong reading foundation, accesses complex text, assists her in using complex text and text evidence, collaborating in conversation, and using a wide variety of writing resources. Time will be built into the elementary day for whole group instruction that incorporates a wide range of strategies that promote oral and academic language acquisition opportunities. Time will also be built into each day for small group reading instruction, and students will be grouped with language needs built into the schedule. Students needing intensive interventions like Alejandra would spend 15 minutes in a small group with the classroom teacher, and an additional 30 minutes with a reading interventionist, and additional time on a blended learning approach to fill in gaps. Alejandra could be prescribed 30 minutes a day on a system similar to Smarty Ants, a software program designed for ELL student to help with reading acquisition by developing skills in phonics and sight-word fluency. Since the Nevada Academic Content Standards embeds complex text across the curriculum, Alejandra would be further exposed to sheltered instruction strategies in social studies, science, etc. Alejandra may also attend after school tutoring, Saturday school, and/or summer enrichment programs.

Alejandra would be continuously progress monitored to make sure that instruction is meeting her academic needs. If not, instruction would be adjusted as necessary.

Alejandra's parents would also be invited to several family engagement events as well as parenting classes. MANN administration and staff will work very closely with its families to establish a strong sense of community. Alejandra and her parents will have at least three meetings with her teacher, ELL Coordinator, and other supports needed to monitor her progress and keep her parents informed.

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

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

Data for All Tested Grades			Math				RLA			
Yr.	Subgroup	valid tests	pct_below_bsc	pct_bsc	pct_prof	pct_adv	pct_below_bsc	pct_bsc	pct_prof	pct_adv
2012	All Students	131	30.6	51.1	14.5	3.8	29.8	49.6	16.8	3.8
	Students with Disabilities	23	26.2	47.8	13	13	34.9	30.4	13	21.7
	Non-Students with Disabilities	108	31.4	51.9	14.8	1.9	28.7	53.7	17.6	0
2013	All Students	116	26.7	40.5	25	7.8	46.5	41.4	11.2	0.9
	Students with Disabilities	20	50	50	0	0	75	25	0	0
	Non-Students	96	21.9	38.5	30.2	9.4	40.7	44.8	13.5	1

Data for All Tested Grades			Math				RLA			
	with Disabilities									
2014	All Students	113	30.1	38.9	24.8	6.2	44.2	43.4	12.4	0
	Students with Disabilities	14	57.2	28.6	7.1	7.1	57.2	35.7	7.1	0
	Non-Students with Disabilities	99	26.2	40.4	27.3	6.1	42.5	44.4	13.1	0

**Data Trends Noted in Performance of Students with Disabilities:**

- Goals for SWD student achievement and growth are not being met.
- From 2012, there is a downward trend in SWD achievement. In 2012, 6 SWD students were proficient or better in math and 8 in RLA. Yet in 2013, no SWD students were proficient in math or RLA, and in 2014, 2 SWD students were proficient or better in math and only 1 in RLA.
- The “valid tests” of SWD students is trending down as a total share of students taking the test each year. There is also a downward trend in the total number of students taking the test each year.
- With the small numbers of SWD students, changes of 1-2 students becoming proficient or better have significant impact on the overall data. For example, the percentage of SWD students testing proficient or better in 2012 in RLA was 34.7%, yet that percentage only amounted to 8 students, 5 who were advanced.
- High percentages of SWD and non-SWD students are performing at below basic and basic levels, and very low percentages are performing at advanced levels.
- SWD student performance in math declined from 2012 to 2013, and increased slightly in 2014. SWD performance in RLA decreased from 2012 to 2013, and only slightly increased in 2014. At the same time, non-SWD student performance in RLA declined from 2012 to 2013 and slightly declined in 2014.
- Overall student performance appears to be trending downward, with a small percentage of students exceeding the standard and large percentages of students performing below the expected standard.

**Initial Reactions to Data Trends:**

- SWD student performance as well as non-SWD student performance are below expectations indicating school wide issues with regard to student achievement.
- The downward trend in the number of SWD and non-SWD students having “valid tests” indicates need for investigation of possible testing issues.
- The small numbers of SWD students indicates that an intense focus on the individual student achievement level could make a big difference in the performance of SWD students.

- The high percentages of SWD and non-SWD students performing below basic and basic levels, and low percentages performing at advanced levels indicates need for investigation of the RTI processes and other procedures for identification of and interventions used with special student populations including not only students with varied disabilities but also ELL and Gifted and Talented students.

**Next Steps:**

Create a detailed plan of action for meeting goals within the upcoming academic year with the following steps and accountability measures. The plan will be created, implemented, and monitored by a comprehensive team consisting of board members, teachers, administrators, mentor/coaches/curriculum specialists, parents, and community partners. Leadership over the improvement plan will be vested in the board and MANN administrative and teacher leader team.

- Drill down on the data
  - Disaggregate and analyze SWD performance by grade level, classroom, teacher, and individual students to determine gaps in specific achievement areas; determine need for adaptation and/or addition of curriculum/resources to increase student performance; understand the needs for intentional professional development, training and coaching to obtain needed improvements for grade levels and/or specific teachers.
  - Analyze data to determine if there are other demographic groups where achievement gaps may exist. If, for example, data reveals that FRL students are performing low relative to non-FRL students, regardless of the student's SWD status, targeted intervention programs to close this gap will impact overall achievement.
  - Examine school-level academic data, including but not limited to student class, midterm, and final examination grades and internal school data such as pre and post assessments/benchmark tests to determine if the poor results evident in the state test data were foreseeable. If the school level academic data showed that students should have performed better on the state test, additional research will be needed to determine whether (1) classroom grades and school wide internal assessments were not rigorous enough to prepare students; (2) students may need additional development, exposure and/or encouragement (i.e., pep rallies, exciting school wide test-related activities, etc.) to increase performance on tests.
  - Review testing procedures school wide to ensure that all students are being tested and that student tests are not being invalidated. Review testing environments to ensure that proper testing procedures are being followed and that testing is being conducted in an environment free of distraction and intimidation
  - Review school attendance records and disciplinary records to determine whether there is any relationship between student attendance patterns and/or disciplinary infractions (including time spent out of school for disciplinary reasons) and academic achievement, especially for SWD students.
  - Review SWD and non-SWD student test data to determine and compare student performance in relation to those who have been continuously enrolled in the school vs. those new to the school. This data will inform curricular program actions as well as targeted academic interventions needed.

- Due to low numbers of students exceeding expectations and large percentages of students performing below expectations, review identification processes for special population groups. Determine if teachers need to be retrained to be aware of signs students may fall into special categories such as ELL, IEP, at-risk and gifted and talented, etc. and the steps for moving forward in these procedures. Additionally, there may be a significant population of students who were formally receiving services, tested out, but still require supports. Examination of student records prior to enrollment at the school will assist in determining whether some services are still necessary or required.
- Analyze test data with IEPs of SWD students to determine adjustments needed to increase student performance. Assess whether the IEP includes targeted, research-based interventions to address identified achievement gaps noted in state test.
- Following comprehensive, data disaggregation and analysis, identify Smart Goals with specific student outcomes monitored and measured by specific, periodic assessments.
- On the basis of the Smart Goals, determine whether additional staff and/or reallocation of staff is needed to strategically offer professional development and training to existing staff to better support SWD. As stated previously, the relatively small number of SWD provides a meaningful opportunity to significantly increase student performance with strategic investment/allocation of human capital. Additional supports to SWD will also benefit non-SWD students, as they will often have another in-class resource.
- Create a detailed action plan for each goal identifying curricular areas of emphasis, specific resources to be used, a timeline of specific action steps to be taken, professional development training required to successfully implement needed action steps, timeline of internal school wide benchmark assessments administered to monitor student performance, actions to be taken following assessment results to make adjustments in instruction/ academic interventions to increase student performance, and steps to be taken to monitor action plan implementation.
- The action plan created will be communicated to the entire school community including all stakeholders, i.e., teachers, administration, students, parents, and community partners.
- The leadership team will continuously use benchmark assessments to guide and adjust the action plan as needed. Identified artifacts such as anecdotal records, observation logs, lesson plans, etc. will be gathered during action plan implementation to ensure fidelity and determine whether actions implemented are having a direct impact on increasing student achievement.
- The effectiveness of the action plan will be assessed following 2015 end-of-the-year internal school wide testing and state testing.

## **OPERATIONS PLAN**

### **LEADERSHIP TEAM**

- (1) Describe the proposed organizational model; include the following information:
- (a) Organizational charts for year one **and** one for when the school is at full capacity
  - (b) Job descriptions for each leadership role (provide as Attachment 2)
  - (c) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2017-18 school year.
  - (d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)

Please see Attachments 2 and 8.

MANN has not identified a school leader at this time but is confident that with it will identify a high quality leader with the support of Mater Academy of Nevada, Academica Nevada, Mater Academy Inc., and other community partners. Please see Attachment 3 for student achievement data of MANN's affiliate, Mater Academy, Inc.

- (2) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
- (a) School leadership, operations, and governance;
  - (b) Curriculum, instruction, and assessment;
  - (c) At-risk students and students with special needs;
  - (d) Performance management; and
  - (e) Parent and community engagement.

The school leadership team has not been identified at this time. Attachment 2 provides the qualifications and experience needed.

- (3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 4).

Through the Mater Academy, Inc. affiliation, the school leader will receive coaching and training regarding the Mater Academy, Inc. instructional model. Please see Attachment 4.

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

Once MANN's school leader is selected, he/she will be responsible, with direction from the board and administrative support from Academica Nevada (such as coordinating travel to recruitment fairs and listing job postings but not making hiring decisions), for hiring a team of qualified personnel to execute MANN's mission and vision. The school leader will attend recruitment fairs to

identify qualified personnel, then will ensure appropriate professional development is provided to make sure all personnel are continually prepared to educate students in the targeted community. The school leader will be responsible for fostering a culture of equity, collaboration, and communication that allows both teachers and students to thrive. Additionally, the school leader and board will work together to provide competitive compensation and benefits packages to assist in the retention of high quality educators.

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

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

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

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

## **LEADERSHIP FOR EXPANSION**

(1) Describe the school and the EMO's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

This is not applicable, as there is no current plan in place for expanding the MANN network to additional sites until the performance of the school can be assessed.

(2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 5). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

- (a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 5) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that applicants proposing schools with the intent or potential to add multiple campuses identify the regional leader (*Regional Director, Executive Director, etc.*) in the application or by the time of the capacity interview. The SPCSA reserves the right to require such applicants to defer opening until the 2017-18 school year and to add additional criteria to the pre-opening requirements for such schools.

This is not applicable, as MANN has no plan to hire a regional director or expand to multiple sites until the performance of the school can be assessed.



## STAFFING

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

### *Proposed New School*

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Management Organization Positions</b>						
Chief Operating Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Executive Officer	1	1	1	1	1	1
Bookkeepers	3	3	4	4	4	5
Chief Legal Officer	1	1	1	1	1	1
Paralegal, Director of Growth & Development	2	2	2	2	2	2
Procurement Dir., Facility Manager	3	3	3	3	3	3
HR, Event Coordinator, Public Policy Dir.	3	3	3	3	3	3
Total Back-Office FTEs	15	15	16	16	16	17
<b>School Staff</b>						
Principals	1	1	1	1	1	1
Assistant Principal	0	0	1	1	1	1
Lead Teacher	1	1	1	1	1	1
Counselor	0	0	1	1	2	2
Curriculum Coach	0	0	0	1	1	1
ELL Coordinator	.5	1	1	1	2	2
Classroom Teachers (Core Subjects)	13	15	18	23	25	27
Classroom Teachers (Specials)	3	4	4	7	7	9
Special Ed. Teachers (General)	1.5	2	2.5	3	3.5	3.5
Office Manager and Registrar	1	1	1	2	2	2
School Operation Support Staff [Receptionist, FASA, Campus Custodian]	2	2	3	3	4	4
Teacher Aides and Assistants	2	3	3	4	4	5
Total FTEs at School	25	30	36.5	48	53.5	58.5
Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

### *Network*

N/A. MANN does not anticipate or plan on growing to additional sites until the performance of the school can be assessed.

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of elementary schools						
Number of middle schools						
Number of high schools						
<b>Total schools</b>						

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Student enrollment						
<b>Management Organization Positions</b>						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
<b>Total Back-Office FTEs</b>						
<b>Elementary School Staff</b>						
Principals						
Assistant Principals						
Add'l School Leadership Position 1 [Specify]						
Add'l School Leadership Position 2 [Specify]						
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
<b>Total FTEs at Elementary Schools</b>						
<b>Middle School Staff</b>						
Principals						
Assistant Principals						
Add'l School Leadership Position 1 [Specify]						
Add'l School Leadership Position 2 [Specify]						
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [e.g., Social Worker]						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Total FTEs at Middle Schools</b>						
<b>High School Staff</b>						
Principals						
Assistant Principals						
Deans						
Add'l School Leadership Position 1 [Specify]						
Add'l School Leadership Position 2 [Specify]						
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
<b>Total FTEs at High Schools</b>						
<b>Total Network FTEs</b>						

## HUMAN RESOURCES

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

MANN understands the importance of ensuring a high quality, committed, and consistent staff of teachers and leaders. As such, the school has specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. MANN's principal will be responsible for staffing selections. As explained in question 4 (leadership team), MANN's principal will use multiple means by which to identify qualified staff including attending recruitment fairs, teacher-teacher, etc. The principal will begin staff recruitment by January 1<sup>st</sup>, 2017 and conclude by July 15<sup>th</sup> (as shown in Attachment 12).

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

1. Recruit, select, employ, train, and retain the most qualified personnel available to staff the school. MANN will seek to recruit staff that have training, education or actual experience in working with at-risk student populations.
2. Provide equal employment opportunities for all candidates for positions in accordance with MANN's Non-Discrimination Policy.
3. Develop high quality human relationships conducive to high levels of staff performance and satisfaction.
4. Interview committees may consist of members of the personnel committee, principal, other staff members, and others appointed by the principal.
5. Develop and manage staff compensation, leave, and benefit programs in ways that attract and retain qualified employees.

6. Manage the development and updating of job descriptions by appropriate administrators.
7. Oversee an employee evaluation program that contributes to the improvement of staff performance and professional development.
8. Administer contracts and personnel policies with the aim of safeguarding good relations between the board and its staff.

MANN supports the development of high quality teachers with strategic recruitment, frequent feedback through observations and evaluations, and supportive mentoring.

MANN is committed to the implementation of instructional strategies and methods focused on the key areas of collaboration, communication, creativity and critical thinking. To achieve this goal, the school must attract and retain highly qualified teachers who are committed to the ideas behind these strategies and willing to do the work necessary to create an engaging learning environment. MANN will develop a recruiting plan that identifies and hires effective teachers who have experience working with or a desire to work with at-risk students. MANN will then provide the professional development and compensation plans necessary to ensure a high retention rate.

MANN is fully committed to addressing the needs of the whole child (social-emotional, physical, and mental health) and will employ a counselor to assist in servicing the needs of their students. In year one and two, MANN will designate the responsibilities of counselor to the principal and lead teacher. In year three, MANN will employ a full time counselor (please see staffing chart in the Operations Plan section).

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

The salary ranges for all employees will be as follows:

<b>Position</b>	<b>Salary Range</b>
Principal	\$90,000 - \$110,000
Assistant Principal	\$70,000 - \$85,000
Counselor	\$40,000 - \$50,000
Instructional Coach	\$50,000 - \$60,000
Office Manager	\$38,000 - \$42,000
Registrar	\$30,000 - \$35,000
Teachers	\$35,000 - \$50,000
Secretary/Receptionist	\$10.00 - \$12.00/hour
Security/Maintenance Personnel	\$10.00 - \$12.00/hour

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

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

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

(3) Explain how the relationship between the school’s senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a “typical” school.

MANN’s professional culture will be one of caring and collaboration that fosters empathy among all its members. All staff (administration, teachers, and support staff) understand that whole child learning means educating to develop a child’s intellectual, emotional and social skills. MANN teachers and administrators will actively engage in a variety of collaborative learning tasks to develop, learn, and implement cultural integration strategies within the curriculum. Teachers will be encouraged to take initiative in the development of the implementation of MANN’s academic plan. Teachers will take on leadership roles within the school participating in different committees (data team, RTI, and others). All staff will be involved in school level decision-making, problem-solving, and in developing new initiatives. The principal will take the initiative to create and maintain this environment through modeling, team-building, highlighting strengths, and encouraging all to participate. It is especially important for a charter school to have this type of environment—an environment that empowers all staff members will result in a successful school. The principal will have final authority regarding school level decision-making.

The anticipated teacher-student ratio for kindergarten through fifth (5<sup>th</sup>) grade will be 1:25 and for grades sixth (6<sup>th</sup>) through eighth (8<sup>th</sup>), it will be 1:30. The adult to student ratios will change as the school matures (Please see Staffing and Enrollment Plan). Those ratios are as follows:

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total Students	350	400	505	655	715	775
Total Adults	25	30	36.5	48	53.5	58.5
<b>≈Ratio</b>	<b>14:1</b>	<b>13:1</b>	<b>14:1</b>	<b>14:1</b>	<b>13:1</b>	<b>13:1</b>

(4) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

In compliance with NRS 391 and NRS 388A.515 through 388A.547, MANN's procedures for hiring and dismissing school personnel are as follows:

Hiring Support Staff – The appropriate administrator, with assistance from Academica Nevada, shall plan, organize and direct a program of recruitment and selection to obtain the best qualified applicants to be considered for employment.

- Based on MANN's needs, positions may be advertised in multiple publications and websites.
- The appropriate administrator will coordinate screening of applications or resumes for qualifications, interview candidates, and coordinate final screening activities for candidates who meet the qualifications and are selected for consideration.
- Applicants must submit a comprehensive resume, past evaluations (if available), and letters of recommendation.
- In accordance with Nevada law, all new and returning support staff employees must be fingerprinted by the Central Repository for Nevada Records of Criminal History and the Federal Bureau of Investigation.
- All employees must complete an Employment Eligibility Verification I-9 form.

Hiring Licensed Employees – The appropriate administrator, with assistance from Academica Nevada, shall plan, organize and direct a program of recruitment and selection to obtain the best qualified applicants to be considered for employment in positions requiring a license.

- Recruitment contacts will be made with teacher placement offices at accredited colleges and universities; referrals will be requested from community sources and employees; position vacancies will be posted on the school website.
- All applicants must submit official copies of transcripts, names and current addresses of professional references, teacher placement files (when available), proof of NCLB Highly Qualified Status, and all applicable valid licenses.
- Consideration will be given to applicants who meet the minimum training qualifications specified in the Nevada Administrative Code.
- The appropriate administrator will coordinate screening of applications or resumes for qualifications, interview candidates, and coordinate final screening activities for candidates who meet the minimum qualifications and are selected for consideration.
- In accordance with Nevada law, all new employees must be fingerprinted by the Central Repository for Nevada Records of Criminal History and the Federal Bureau of Investigation.

Upon renewal of their license, returning licensed employees must also be re-fingerprinted and go through the criminal history and background check process.

- Applicants shall provide information which explains any prior arrests, investigations, and/or convictions, including a confidential letter of explanation, copies of arrest records, copies of court disposition documents, or additional information as requested by the administration.
- All employees must complete an Employment Eligibility Verification I-9 form.
- The principal has the final decision on hiring licensed personnel.
- An offer letter, executed by the principal, is sent to the proposed licensed employee.
- An Employment Contract must be executed by the Licensed Employee and the principal.

Hiring Administration – The Committee to Form and/or the board, with assistance from Academica Nevada, oversee the principal and Executive Director selection and appointment process. The principal will plan, organize and implement a program of recruitment and selection to obtain the best qualified applicants to be considered for employment as Assistant Principal.

- An administrative position will be posted on state and national job posting services. The posting shall include the minimum qualifications for the position, position expectations, and the requirements to apply.
- Applicants must submit a comprehensive application, copies of transcripts, names and current addresses of professional references, letters of recommendation, and all applicable valid licenses.
- The Committee to Form and/or the board, with assistance from Academica Nevada, shall screen the applicants for qualifications, interview candidates, and coordinate final screening activities for candidates who meet the qualifications and are selected for consideration for the position of a principal. The principal shall screen the applicants for qualifications, interview candidates, and coordinate final screening activities for candidates who meet the qualifications and are selected for consideration for the position of an Assistant Principal.
- In accordance with Nevada law, all new employees must be fingerprinted by the Central Repository for Nevada Records of Criminal History and the Federal Bureau of Investigation. Upon renewal of their license, returning licensed employees must also be re-fingerprinted and go through the criminal history and background check process.
- Applicants shall provide information which explains any prior arrests, investigations, and/or convictions, including a confidential letter of explanation, copies of arrest records, copies of court disposition documents, or additional information as requested by the administration.
- All employees must complete an Employment Eligibility Verification I-9 form.
- The Committee to Form and/or the board has the final decision on hiring the principal. The principal has the final decision on hiring the Assistant Principal.
- An Employment Contract must be executed by the Administrator and the Board Chair.

Dismissal of Employees - Licensed and non-licensed administrative employees may be suspended, dismissed, demoted, or not reemployed for any reason listed in NRS 391.750. Compliance with the procedures set forth in NRS 391.650 to 391.830, inclusive, shall be required for all employees.

Under the applicable contract, the principal, and teachers agree that the following events may result in termination, yet are not exhaustive. The school may immediately terminate the Employment Agreement, during its term, if the contracted employee fails to perform essential duties and/or the contracted employee engages in any of the following:

1. Dishonest conduct;
2. Gross misconduct or gross dereliction of duty;
3. Material fraud against the school and/or governing board or material misrepresentations;

4. Violations of any federal or state criminal law;
5. Acts of moral turpitude or criminal conduct;
6. Illegal or questionable activities that would reflect poorly on the school and/or Governing Board;
7. Insubordination toward the Governing Board;
8. Failure to perform the duties as prescribed in the Employment Contract;
9. Acts which jeopardize the health, safety, or welfare of the students/School.
10. Failure to correct any material deficiency of which the Board has given prior written notice of such deficiency;
11. Any other good cause shown.

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

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

All MANN faculty will receive one to two weeks (at minimum) of on-site professional development prior to the inaugural school year.

Additionally, teachers will receive professional development on other instructional best practices based on their needs identified in the annual teacher survey, including but not limited to:

- Opening of School Policies and Procedures Training- All personnel will participate in policy and procedures training (conducted by principal and lead staff);
- MANN's Mission, Vision, and Educational Philosophy;
- Data-Driven Decision Making- An interactive workshop to teach faculty how to use specific performance indicators to identify student needs and target instruction;
- Curriculum Implementation by Grade Level/Subject/Specialty- Teachers will participate in school wide and grade level/department training throughout the school year related to curriculum implementation. These include but are not limited to: Horizontal and Vertical Team Planning, Textbook (Wonders, Investigations, SpringBoard, etc.) Training, etc.;
- Serving Exceptional and Educationally Disadvantaged Students- Teachers will receive professional development on working with students with special needs. This will include, but is not limited to: Differentiated Instruction for at-risk learners, Special Education Students, and Gifted and Talented Students; Sheltered Instruction Content Model for ELL students. WIDA Screening and Assessment professional development will be provided to identify faculty. Based on the student population and faculty survey, additional training may be offered to support the needs of the student body;



- Differentiated Instruction-Teaches faculty how to differentiate and individualize instruction in order to create effective targeted instructional lesson and tutoring to increase student achievement and maximize instructional time;
- Positive Behavioral Support- This training will ensure that teachers have the necessary strategies to implement classroom intervention strategies (Tier 1-3);
- Check-In Check-Out-This training will instruct teachers on the Check-In Check-Out Mentoring System;
- Technology- Teachers will participate in hands-on technology workshops to learn how to intergrade technology into the classroom. The purpose is to ensure the school is growing with technology to ensure students and teachers are prepared for the expectations of the 21<sup>st</sup> century and national technology standards; and
- Safety and Security- This training will include: daily safety procedures, the school safety plan, and Crisis Prevention Institute trainings (CPI). Safety trainings, such as blood borne pathogens, will be offered to meet Occupational Safety and Health Administration (OSHA) requirements.
- Additionally, the staff will receive professional development on applicable state, federal, and all applicable laws, regulations, and policies.

### ***Evaluations***

In line with best practices, the principal should administer reviews/evaluations of teachers and staff members annually. The evaluations will comply with NRS 391.675 through 391.730, as applicable. The principal will observe the staff in day-to-day activities to determine strengths and areas of deficiency, and if necessary, the appropriate remediation. The principal will provide regular performance feedback to staff members including but not limited to, constructive remediation, problem-solving support, and recognition for exemplary performance, formal and informal evaluations.

All employees will be observed on an ongoing basis by the principal, using both formal and informal observations. Formal observations may include a pre-observation conference as well as a post-observation feedback session. First and second year teachers will have at least two formal observations per year. All teachers will have at least one formal observation per year.

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

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

### ***Formal Evaluations - Returning Employees***

For returning staff members, there shall be a minimum of one formal review six months after the start of the year. The formal evaluation will provide an opportunity to review progress toward the employee's professional development plan and goals. In addition, the employee may provide feedback to the principal on the principal's job performance. At that time, the principal may inform the employee and report to the Board of Directors whether the school intends to continue employment for the subsequent school year. Results of the formal evaluation will be put in writing, signed by employee and principal, and copies placed in the employee's personal portfolio and employment file.

### ***Response to Observations and Evaluation Findings***

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

Please see Attachment 6 for example teacher evaluation tool.

(6) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 7, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

The principal shall be evaluated by the Board of Directors. This evaluation may take place twice a year (mid-year and end-of-year) but at least once. The evaluation process will give the administrator an opportunity to set personal and professional goals in alignment with the charter prior to the beginning of the school year. The formal evaluation will include the review of principal's progress towards meeting school and professional goals and end of year surveys from teachers/parents. The evaluation process should also provide opportunities to recognize exemplary performance or correct concerning behavior.

Please see Attachment 7 for leadership evaluation tool(s).

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

MANN understands the importance of ensuring a high quality, committed, and consistent non-classroom staff for the support of the families, students, teachers, and school leadership. The school leadership will develop reviews and specific policies to support its goals to ensure fairness and compliance with state and federal law. To achieve these goals, MANN will develop collaborative hiring and employee evaluation process that involves both teachers and administrators along with feedback from students and families.

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

MANN recognizes that the skills and knowledge of its employees are critical to its success and future. In addition to the annual professional development mentioned above, MANN will have an

Educational Leadership Reimbursement Program to cultivate and develop future school leadership. Under this program, full-time certified teachers who have been teaching for at least three (3) years, have been teaching at MANN for at least one (1) year, and have consistently exceeded their performance standards on their employee evaluations may receive reimbursement of graduate level courses required to obtain state certification in educational leadership. Preliminary approval for educational leadership tuition reimbursements will be granted at the sole discretion of the principal.

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

For an explanation on how the school and organization intend to identify unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover, please refer to responses to Questions (4), (5), and (6) under this section.

Should unsatisfactory leadership performance be identified after evaluation, the board will address the deficiency with the school principal noting area(s) of concern. The board and principal will develop a plan to address the area(s) of concern. Should teacher performance be identified as unsatisfactory, the principal will follow the procedures outlined in Question (5) of this section.

MANN anticipates that the culture and environment of the school will create a high teacher retention rate. MANN has budgeted \$3,000 for teacher recruitment in year 1 and \$1,500 for subsequent years.

(10) Does your EMO utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you are / will be using.

The EMO, Academica Nevada, does not provide a HRIS. However, should MANN choose to contract with a payroll company such as PayPros, they will have access to an HRIS.

(11) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

Most support for core human resource functions will be managed by Academica Nevada. Academica will manage human resources, in addition to many other aspects of the operations for MANN. Under this structure, the principal's focus will remain on day-to-day school operations. Academica assists charter schools in many aspects of human resources, including but not limited to:

- Identifying staffing needs;
- Recruiting and hiring of new employees;
- Employee Orientation regarding employee benefits and payroll;
- Proper handling of employee discipline and dismissal;
- Payroll coordination with PayPros, Inc.;
- Governmental compliance; and
- Benefit coordination (health insurance, property insurance, general liability insurance, etc.).

## SCALE STRATEGY

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the EMO and the new schools.

If MANN chooses to scale to a new site, the board will work with multiple parties. Resources that the board will have at their disposal include the existing principal, Mater Academy, Inc., Academica Nevada, and local community partners. The principal will be used as a resource for the new site administration by assisting with curriculum decisions, lesson plans, staffing schedules, school calendars, professional development, etc.

Mater Academy, Inc. can be used by the board as a resource to help identify a new school administrator, provide professional development for new staff, assist in how to conduct teacher/administrative evaluations, etc. Mater Academy, Inc. has opened multiple sites in Florida and also assisted with the establishment of Mater Academy of Nevada (Las Vegas). The affiliation with Mater Academy, Inc. can be used as a constant resource to the board and/or the new school administration in helping set up the new campus properly.

Academica Nevada can help MANN scale its model to new sites by helping with facility procurement, procurement of financing, principal search, teacher recruitment, office staff training, and other operational needs. Academica Nevada and the existing principal will assist the new site administrator in procuring or developing all necessary policies and procedures to allow the new site to run smoothly in its first year.

(2) If your organization operates schools in other states, compare the EMO's efforts to scale operations to Nevada to past scale efforts in other states.

This question is not applicable to Academica Nevada because although Academica nationally supports charter schools across several states, Academica Nevada has operated in Nevada since 2011 and already supports five high performing, organizationally sound, and financially prudent charter schools across fifteen campuses in Nevada.

MANN anticipates that the efforts made by Academica Nevada to scale operations of Mater Academy in Las Vegas will be similar. Academica Nevada was able to assist the Las Vegas-based Mater Academy in identifying a site, procuring facility and equipment financing, recruiting staff, enrolling students, creating marketing materials, and providing training on school policies and procedures.

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

This is not applicable, as MANN does not anticipate or plan on growing to additional sites until the performance of the school can be assessed.

(4) Explain any shared or centralized support services the EMO or its affiliates will provide to schools in Nevada.

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

- Assist the board in creating budgets and financial forecasts;
- Assist the board in preparing applications for grant funds;
- Monitor and ensure compliance with all state reports;
- Assist the board in locating and securing a school facility;

- Maintain the financial books of the school;
- Assist with systems development;
- At the board's direction, prepare agendas and post notices of all board meetings;
- Assist the board in identifying and retaining an employee leasing company;
- Provide human resources-related services, such as dispute resolution and contract preparation and review; and
- Assist the board in renewing the school's charter.

Mater Academy, Inc. will primarily provide:

- On site principal training and professional development;
- On site teacher training and professional development;
- Classroom critique and assessment;
- Technology training; and
- Help attaining accreditation

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 13. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity. Beginning January 1, 2016, sponsors will also be permitted to grant charters directly to non-profit Charter Management Organizations which directly hold charters in other states or to Nevada non-profit corporations which were formed for the sole purpose of submitting an application in conjunction with such a Charter Management Organization.

Please see Attachment 13.

(6) Identify any school positions which will be employed by the EMO or may be employed by the EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual's activities by school employees or the board?

Academica Nevada will not employ school staff. All school employees, including teachers, administrators, and support staff, will be directly hired by the board (principal only), the school administrators, or by a 3<sup>rd</sup> party staffing agency.

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

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	Academica Nevada does not set school-based performance goals.	The board will set annual goals to address student performance and	The school leader will set quarterly student performance goals. The administration will be

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
		organizational management	responsible for monitoring student assessment throughout the school year to assess student and teacher performance.
Curriculum	Academica will work with the school's administration to procure curriculum.	The board will delegate the identification of curriculum to the school's leader. The board will verify that most curriculum purchased by the school is aligned with required state/federal testing.	Based upon teacher and student feedback and student performance data the school leader will align curriculum to ensure success.
Professional Development	Academica assist to identify opportunities for board member, teacher, and administrator professional development.	The board will participate in a minimum of (4) hours of professional development annually.	A member of the administrative team will oversee, coordinate, assist and monitor the staff development process. The administrative team will be responsible for collaborating with Mater Academy, Inc. for joint professional development and training.
Data Management and Interim Assessments	Academica will work to identify and procure data management systems and interim assessments for the school.	The board will oversee that data management is being compiled in a compliant and effective way. The board will provide resources to the administration to procure highly effective assessment tools for the school.	The administrators will determine the best possible interim assessment systems to use for the progression of their students. The administration and teachers will be responsible for interpreting the data.
Promotion Criteria	Academica will assist if requested in making suggestions to the board in creating promotion criteria that is used in successful charter school systems throughout the country.	The board will adopt a Pay for Performance model that includes input from the teachers and administration. Additionally, the board will receive input from Mater Academy of Nevada, its affiliate school.	Administrative team will be responsible for communicating promotion criteria to staff and making evaluations of staff.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Culture	At the direction of the board, Academia will create a school culture survey and disaggregate the data to be presented to the board and principal at least annually.	The board will create/adopt policies and procedures to help create a culture that fosters the mission and vision of MANN.	The school leadership will lead in a way to promote a healthy and enjoyable environment for their teachers, students and parents.
Budgeting, Finance, and Accounting	Academica will be responsible developing the school's annual budgets and financial forecasting. Academia will help implement and draft financial policies under the direction of the board to help the school maintain financial viability. Academia will be responsible for bookkeeping and monitoring the school accounts to keep the school within its budget. Academia will assist the board's chosen accounting firm in the annual audit.	The MANN board will oversee all aspects of the fiscal management of the school. The board's Treasurer specifically will be responsible for reviewing and approving school financials. The board will adopt a financial policies and procedures manual that is in line with financial best practices of charter schools across the country.	The principal will oversee portions of the budget such as expenses related to office supplies, travel, copier, etc. The principal will review his/her budget with Academia on a bi-monthly basis.
Student Recruitment	Academica will assist the board and the administration to develop and implement recruitment plans, including but not limited to: websites, social media, flyers, mailers, advertisements, open houses, etc.	The board will develop a budget in its start-up year for marketing and student recruitment. If the school is unable to attain the full enrollment, funds will be allocated for student recruitment.	The school leader will be responsible for attending open house meetings to help recruit students. The school leader be instrumental and a focal point in recruiting students during start-up and operational years of the school.
School Staff Recruitment and Hiring	Academica will assist the board if requested to help identify candidates for the principal position. Academia if asked will assist the board in its principal search by	The board will develop and review specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. The	The principal and other administrators will interview and hire all teachers and support staff. School leadership will attend teacher recruitment fairs if needed.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
	conducting a national recruiting campaign.	board will interview and hire the principal.	
HR Services (payroll, benefits, etc.)	Academica at the board's request will identify and recommend a 3rd Party payroll company. Academica will be a School resource for questions or issues related to payroll, benefits. Academica will help the board and school leadership with HR Services to make sure that all proper steps and procedures are taken when dealing with staff, students and parents.	The board will choose a 3rd Party payroll company to contract with for the processing of payroll. The board will work to implement benefits and incentives for the school employees.	The school leadership will serve as a HR resource to their teachers and staff. The school leadership will work with Academica to make sure that HR policies and procedures are followed correctly.
Development/ Fundraising	Under the direction of the board, Academica will use its resources to find development/financial groups to work with the school. Academica will be a resource to the board in the development phase as they have opened more than 100 schools across the country.	With the assistance of the administration and Academica, the board will fundraise through its relationships in the community. The board will decide which development groups they will deal with for the building of a facility.	The principal will assist the board in its development and fundraising efforts.
Community Relations	Academica will assist the board and school leadership with public relations and planning events within the community.	The Committee to Form and the board will build relationships with groups and organizations in the community that support MANN's vision and mission	The principal will also network and engage community businesses and organizations for the purposes of after-school programs, fundraising, field trips, educational programs, guest speakers, etc.
IT	Academica at the request of the board will identify a 3rd party IT service provider.	The board will choose a 3rd party IT company to contract with for IT services.	The principal will be responsible for reviewing the service provided by the IT company.



Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Facilities Management	With input and approval from the school administrators and board, Academica will manage third party contractors for the maintenance and repair of MANN's facility.	In compliance with all public bidding laws, the board will select vendors	The principal will have her staff notify her of any facility concerns. The principal will contact Academica with any issues regarding the facility for repair.
Vendor Management / Procurement	Under the direction of the board, Academica will issue requests for proposals from vendors, review contracts and offer recommendation. Academica will be responsible for procurement of the school's furniture, fixtures and equipment.	In compliance with all public bidding laws, the board will select vendors	The school leadership will give feedback to the board and Academica regarding the quality of service provided by vendor. School leadership will contact Academica for any changes or corrective action that needs to take place with Vendor.
Student Support Services	If requested, Academic Nevada will help MANN to identify 3rd Party Student Support Organizations.	The board will allocate resources to the school leader for student support services.	The principal will develop programs within the school to assist students in overcoming personal concerns and academic deficiencies that could impair their ability to succeed as students
Other operational services, if applicable			

(8) Provide, as Attachment 8, the following organization charts (including both network management and schools within the network):

- (a) Year 1 network as a whole
- (b) Year 3 network as a whole
- (c) Year 6 network as a whole

The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the EMO's role and the role of positions employed by the EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

Please see Attachment 8

## **STUDENT RECRUITMENT AND ENROLLMENT**

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

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools 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.

MANN will market via multiple modes to ensure that all families are informed of their educational options. To reach the school's target student population, MANN's primary marketing will be focused on the areas surrounding the Boys and Girls Club of the Truckee Meadows. MANN will use multiple marketing strategies to provide equal access to interested students and families.

MANN will engage in a grassroots recruitment campaign to ensure parents and students are aware of the new choice program and their eligibility to apply. A grassroots marketing campaign will include: 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. Given the high percentage of ELL students in the target community, MANN will print marketing materials in both English and Spanish. Marketing materials will also include inclusive language for students with disabilities. MANN will post flyers in local public facilities, such as community centers and other locations of public access. Promotional flyers and/or postcards will be distributed via direct mail and/or directly to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. Unless a prior waiver is provided by SPSCA, mailers will be distributed to the target community notifying them of the enrollment period in compliance with SB208 and/or NRS.

MANN anticipates partnering with the Boys and Girls Club by occupying its facility located on 9th Street in Reno and working with them to provide before and after school programs. The Boys and Girls Club's 9th street location serves hundreds of members daily. MANN will work with the Boys and Girls Club to distribute marketing materials to its members.

- (a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

If approved, MANN plans to begin operations during the 2017-18 school year, and open enrollment will commence on January 9, 2017 and continue through February 28, 2017. On March 1<sup>st</sup>, 2017, the school registration team will run the lottery. Families will be notified via email or phone of their child's acceptance into MANN through the computerized lottery program. Families that are not accepted during the initial lottery will be notified of their waitlist status. Subsequent lotteries will adhere to the same timeline as listed above.

The Office for Civil Rights enforces Federal statutes that prohibit discrimination in programs and activities that receive Federal financial assistance from the Department of Education. MANN is committed to providing an equal educational opportunity to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all applicable federal, state and local laws.

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

The board and principal will strive to attain the enrollment target as set forth in the table shown below in the response to Question (3)(a)(b) in this section. Enrollment targets will be regularly monitored by the board, principal, registration team, and Academica Nevada. Target reenrollment for MANN in year two will use the reenrollment percentage as a baseline and set progressive goals to address subsequent years.

- (c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

MANN will provide various legal trainings to staff to ensure they are educated about requirements for charter school enrollment. Training will be provided during professional development at the beginning of the year, as well as at the last professional development session before the open enrollment period. The principal and Academica Nevada will train the staff on NRS 388A.450 through 388A.459 and other applicable state and federal laws that require charter schools to enroll and serve all students, including those with disabilities or other special needs (e.g., ELL and gifted and talented).

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

The board, principal, and Academica Nevada will work together to develop a recruitment plan once the school has been opened. MANN will continue to use many of the marketing strategies discussed in Question 1 above. MANN will also work to raise public awareness about school events that may showcase the Mater Academy program. Additionally, MANN will publicize student achievement and success through various media networks.

MANN will accept student applications throughout the entire school year. Should vacancies occur, MANN will backfill those vacancies from waitlists and new applications in all grade levels.

- (3) Complete the following tables for the proposed school to open in 2017-18. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2017.

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

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0					
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	50	50	50	50	50	50
3	25	25	25	25	25	25
4	25	25	25	25	25	25
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	200	200	200	200	200	200

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

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0	0	0	0	0	0
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	50	50	50	50	50	50
3	50	50	50	50	50	50
4	75	50	50	50	50	50
5	75	75	75	75	75	75
6	00	75	90	150	150	150
7	0	0	90	90	150	150
8	0	0	0	90	90	150
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	350	400	505	655	715	775

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

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0	0	0	0	0	0
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	50	50	50	50	50	50
3	75	50	50	50	50	50
4	75	75	50	50	50	50

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
5	75	75	75	75	75	75
6	00	75	120	150	150	150
7	0	0	90	150	150	150
8	0	0	0	90	150	150
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	375	425	535	715	775	775

(4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

MANN is looking to follow the same enrollment model previously used by Mater Academy of Nevada (Las Vegas). Mater Academy of Nevada (Las Vegas) opened with approximately 300 students in year 1, serving grades K-5. Representatives of Mater Academy of Nevada (Las Vegas) found that opening with approximately 300 students allowed the school to offer additional electives and a more robust educational program than otherwise would have been afforded if they had opened with fewer than 300 students. In addition, as this is a replicated model, MANN will receive assistance from Mater Academy, Inc. and Mater Academy of Nevada (Las Vegas) to help support the principal and school leadership proactively address many of the organizational and academic challenges that typically arise with serving a new student body in a start-up environment.

## BOARD GOVERNANCE

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

The governance philosophy of MANN will be to set the general direction and policy of the school, not to manage it on a daily basis. The board will promote involvement from key stakeholders in the decision-making processes that govern the school. Processes whereby key stakeholders may influence the board include, but are limited to, service on board-created committees (Academic Committee, etc.), Parent Teacher Organization, and participation at board meetings.

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

MANN seeks to ensure parental, educator, and community involvement in the governance and operation of the school. In line with state law, MANN's Bylaws require that board membership includes parents of enrolled students, licensed educators, and professionals from the community with expertise in areas that will most assist the board in effectively governing the school. By mandating that these community interests are represented on the board, MANN can ensure a Board of Directors with the knowledge, experience, and community involvement necessary for the success of the school.

In addition, MANN will be accountable to the public through the school's goals and accountability measures. MANN's Bylaws establish an Academic Committee that must consist of at least one parent of an enrolled student. The board will work closely with this Committee to ensure academic expectations and goals are being met. Furthermore, MANN will work closely with the school's Parent-Teacher Organization, as well as engaged and interested parents and community stakeholders to ensure that all members of the community have an active voice in the school's governance and operations.

MANN's on-site administration will consist of a principal and administrative team (Cross Cultural Integration Coach/Lead Teacher, Special Education Teacher, etc.) who are responsible for curriculum development, working with the teaching staff, addressing student-related issues, and administering programs for Exceptional and Special Needs Student Populations. The principal or member of the administrative team will report to the board at each board meeting. The administrative team, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The principal will be an employee of the school, not an employee of Academica Nevada. The principal, with the support of the administrative team, will ensure that the operations of the school (resources, courses, policies) are carried out in accordance with MANN's mission and vision. The principal will be evaluated at least annually by the board through a process that includes student and parent feedback, as well as a review of school data and performance to determine the principal's success toward fulfilling the goals required to meet MANN's mission and vision.

*(3) Summarize the qualifications and experience of proposed members of the governing body of the school. Please submit board member information in the provided Board Member Template (provide as Attachment 9). Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2017-18 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.*

The CTF consists of a diverse, highly qualified, and passionate group of educators, parents and professionals. The CTF has a current Assemblywoman whose full-time occupation as a social worker provides her with insight into the target population. Moreover, she is a parent who strongly believes in providing all students with a quality education like the one that will be offered at MANN. Another member of the CTF is an aviation administrator who manages the Airside Operations and Communications for the Reno Tahoe Airport Authority. This member also spends significant time volunteering in the Hispanic community, as well as serving as a commissioner on the City of Reno Parks and Recreation Commission. The CTF also benefits from the presence of a financial advisor who donates his time to serve on the Boys and Girls Club Youth Leadership Committee. An additional CTF member is an attorney who spent his first 3 years of practice in public accounting; he also serves on the Boys and Girls Club Youth Leadership Committee. Finally, the CTF consists of two educators, one of whom is retired and spent a significant part of her career as a Special Education Administrator. The other educator has received her ELL endorsement and brings a

wealth of varied educational experiences to the board, including as an instructional coach for the Washoe County School District. Please see Attachment 9.

(4) Provide, as Attachment 10, a completed and signed Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

Please see Attachment 10.

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

MANN anticipates that all current CTF members will transition to board members if the application is approved.

(6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 11, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

Please see Attachment 11.

(7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

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

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

The board has set a goal to obtain at least 4 hours of professional development annually, which will include, but not be limited to, attendance at National Charter School Conferences to learn about best practices, involvement in the Charter School Association of Nevada, and other trainings on fiscal management for nonprofit organizations.

(9) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Initially, new board members will receive an orientation from Mater Academy, Inc. and visit other Mater Academy school sites. Further, all board members will be required to attend a yearly board retreat where the goals of the board are defined. A board self-evaluation meeting shall be conducted each year where the performance of the board will be critiqued. Additional meetings may be held during the year where outside speakers present information on effective board leadership and/or other pertinent topics.

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

(10) 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.

MANN's principal shall be expected to attend all board meetings in compliance with the attendance policy set forth for board members herein. The principal shall make day-to-day management decisions and are responsible for all administrative duties for the school. The principal shall report directly to the board and serve at the pleasure of the board.

A representative of Academica Nevada, the educational management organization, shall also be expected to attend all board meetings. The role of Academica Nevada is to serve at the will and guidance of the board. Academica Nevada will carry out the defined responsibilities found in the EMO contract (Attachment 13).

Both the principal and Academica Nevada will report to the board at each board meeting (a minimum of four meetings per year). The principal's report will include academic data, when available, and other academic reports. Academica's reports will include up-to-date financial data and operational reports.

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

Please see Attachment 11, Bylaws of Mater Academy of Northern Nevada, Section 13.

(12) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school, he/she will be instructed to follow MANN's adopted grievance policy.

The school's administration and board both expect that the conflict will be addressed and proactively dealt with following the fewest number of steps possible. The steps include:

- (1) Addressing the situation directly with the other person(s) involved;
- (2) Enlisting the assistance of an administrator to assist in facilitating a resolution;
- (3) Preparing a written grievance for the principal, who then reviews and acts upon that grievance as appropriate; and
- (4) Preparing a written grievance for the Board of Directors, who then may choose to hear additional information at a board meeting and will ultimately make a final decision, not subject to appeal.

It is important to emphasize that the board will not become involved in a grievance until the final step of the process. Board members are expected to refer any member of the school community who may approach them with a grievance to the school's grievance policy and the proper process for resolving the issue. This process is designed to avoid board micromanagement and the creation of factions within the school.

(13) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. You may add rows as appropriate. What actions would trigger removal from the board and under what process?

Operations Plan



Each board member will conduct a written annual self-evaluation, including consideration of whether the board and its committees are independently knowledgeable concerning school matters or are relying too heavily upon the principal and other school personnel for guidance in establishing and maintaining policies.

Goal	Purpose	Outcome Measure
Fulfill Board and Committee responsibilities	Support MANN, its Mission and Vision, and the community served.	Ensure quorum is met for all board meetings.
Attend at least two PTO meetings or events per year	Show support and encouragement for the school, parents, and community.	100% participation documented by sign in sheets of professional development by all board members and recorded by the board Secretary.
Participate in a minimum of four (4) hours of professional development every year, two (2) of which must be specific to their office within the board	Foster effective board leadership	100% participation documented by sign in sheets of professional development by all board members and recorded by the board Secretary.
Attend a yearly board retreat	Foster effective board leadership	100% participation documented by sign in sheets and recorded by the board Secretary.
Conduct a board "Visit Day" at least once every academic year	Visit the school, its students, faculty, and administration. Sit in on classrooms, instruction, activities, etc.	100% participation documented by sign in sheets recorded by the board Secretary
Read and abide by the Nevada Open Meetings Law, NRS Chapter 241	Compliance with Open Meetings Law.	No violations of Open Meetings Law by board members.

Actions that would trigger consideration for board member removal include lack of attendance, undisclosed conflict of interest, unprofessional demeanor, behavior detrimental to the school, etc. Any member of the board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

#### **INCUBATION YEAR DEVELOPMENT**

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2016-2017) to ensure that the school is ready for a successful launch in fall 2017. Using the

template provided, outline key activities, responsible parties, and milestones and submit as Attachment 12.

Please see Attachment 12

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

In the initial search for a principal, MANN will be looking to identify an individual that has experience working with at-risk students, and especially ELL students. Once hired by the board, the principal will immediately receive training from Mater Academy, Inc. and Mater Academy of Nevada (Las Vegas). The main focus of the training will be on how to implement the Mater Academy educational philosophy. The principal will receive a multi-day training in Florida from Mater Academy, Inc. administrators, as well as weekly communication regarding the implementation of the Mater educational model. During the start-up period, the principal will also visit the Mater Academy campus in Las Vegas to receive on-site training. Training will intensify and be extended to all teachers during July and August 2017 immediately before school starts.

(3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

As shown in Attachment 12, 'Incubation Year Planning Table', key personnel working on a full-time or nearly full-time basis will include the school principal (once identified) and two Academica personnel located in Reno. A stipend of \$12,000 is included in the Financial Plan Workbook (Attachment 19) for work completed by the principal during the start-up phase. Academica will not charge the school for any personnel costs incurred during the start-up phase.

## **SCHOOL MANAGEMENT CONTRACTS**

(1) How and why was the EMO selected?

CTF members researched the track record of Mater Academy and its success with student populations similar to the proposed target population of MANN. CTF members also researched the track record of Academica and the market rates for EMOs and CMOs. The CTF felt that it would be in the best interest of the board and school to hire an experienced and successful management organization to assist in the operations of the school.

The board has also elected to affiliate with Mater Academy, Inc. Mater Academy, Inc. is a successful school model that has a long track record of providing a seamless, high quality K-12 education that maximizes upon student potential and kindles a pursuit of lifelong learning. By replicating Mater Academy, Inc.'s best practices and procedures, the school expects to attain improved educational results for these student populations.

(2) 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.

The governing board will determine the academic direction and oversee the operation of the school. It shall be the responsibility of the governing board to establish annual budgets, adopt financial

policies and procedures, set human resources policies, and select the school's legal counsel. The role of the service provider, Academica Nevada, is to serve at the will and guidance of the board. Academica Nevada will be expected to carry out the defined responsibilities found in its contract in a consistent manner that assists the board in implementing its vision and mission. Academica's services will include, but are not limited to, the following:

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

The board expects Academica Nevada to perform each of the specific duties listed above and/or as outlined in Attachment 13. Academica Nevada is expected to work in such a manner that the school's annual financial audits do not have any material deficiencies. The board further expects Academica Nevada to monitor the school's finances to maintain an annual year end surplus of not less than 5% of revenues. All state reports must be responded to in a timely manner and to the expectations of the specific state agencies. Academica Nevada should work in a manner that is supportive and allows the principal to focus on educational goals. The principal should be able to discuss and get immediate advice on day-to-day operational issues.

Annually, each board member and the principal will evaluate the service provider in eight areas, including Financial Reporting, Financial Management, Human Resource Management, School Operations Management, Start-up and Expansion, Mission Support, Job Knowledge, and Executive Leadership. In evaluating the Service Provider, the board members and the principal will use the following rubric:

**Exceeds Expectations:** The Service Provider exceeds the expectation of the school organization by providing an excellent level of service. Provider anticipates problems and responds immediately to urgent requests, working extraordinarily flexible hours to meet the school organization's needs.

**Satisfactory:** The Service Provider consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare event of failing to meet expectations, the Service Provider acknowledges the deficiency and takes clear and decisive action to address it.

**Needs Improvement:** The Service Provider has occasionally failed to meet the school organization's expectations, or has made a material error but otherwise has performed satisfactorily. In response to such failure, the Service Provider is slow to respond or challenges the facts rather than focusing on solving the problem proactively.

**Unsatisfactory:** The Service Provider consistently fails to meet the school organization's expectations, is inflexible when urgent or ad hoc requests are made, does not respond

quickly to calls of emails, subverts the school organization's mission by its actions and behaviors, and does not embody the values of the school organization.

(3) 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.

There are no existing or potential conflicts of interest between the school governing board and the proposed services 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.

(4) Please provide the following in Attachment 13:

- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);
- (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
- (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

Please see Attachment 13.

(5) Provide, as Attachment 21, a copy of the education management organization's three most recent audits and other historical financial documents for the EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with

its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.

Please see Attachment 21.

(6) Complete the Summary and Contact Information worksheet in the EMO Data Request template for each of the EMO's schools as Attachment 23.

Please see Attachment 23.

(7) Complete the EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the EMO Data Request template for each of the EMO's schools as Attachment 23.

Please see Attachment 23.

(8) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year as part of Attachment 22.

Please see Attachment 22.

#### **DUAL-CREDIT PARTNERSHIPS**

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

(9) 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.

Not Applicable: MANN is only offering grades K-8.

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

Not Applicable: MANN is only offering grades K-8.

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

Not Applicable: MANN is only offering grades K-8.

(12) 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.

Not Applicable: MANN is only offering grades K-8.

(13) 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.

Not Applicable: MANN is only offering grades K-8.

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

Not Applicable: MANN is only offering grades K-8.

(15) Provide as Attachment 14, 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.

Not Applicable: MANN is only offering grades K-8.

## **SERVICES**

(1) Provide, as Attachment 15, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

- (a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
- (b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
- (c) Facilities maintenance (including janitorial and landscape maintenance)
- (d) School health and nursing services
- (e) Purchasing processes
- (f) Safety and security (include any plans for onsite security personnel)

Please see Attachment 15.

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

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

- Internet will be provided by a reliable Internet Service Provider protected by an enterprise router.
- Local area networking will be provided by managed switches and wireless access points.
- Hardware: Each classroom will have one teacher computer, two student computers, and smart board technology. Each office staff member will have a computer to utilize. The chosen facility will include a computer lab, and the school will purchase portable laptop carts that hold approximately 30 laptops.

- MANN will contract with an IT service provider for support with firewall maintenance, server set-up and maintenance, computer/laptops/smartboards/switches/access point set-up and maintenance, and teacher and student user support.
- MANN will develop an Acceptable Use Policy for staff and students.

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

The school is partnering with Academica Nevada. For the past five years, Academica has provided service in Nevada. Academica Nevada's staff is well-versed in managing student information using the statewide Infinite Campus system. The office manager/registrar in years 1 and 2 will be the school wide leader for managing the infinite campus system. The registrar position will grow into a full-time position in the school's third year of operation. Academica will provide registrar trainings specifically on Infinite Campus. Additionally, the school registrar and Academica staff will attend trainings hosted by the SPCSA.

(4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

The governing board will delegate to the principal the task of ensuring student records are maintained accurately and up-to-date, as well as safe and with limited access to only appropriate personnel. The governing board will ensure student records are maintained in accordance with all state laws. Only authorized staff and administration will have access to the files.

In accordance with NRS 385A.800 through 385A.820, the school will participate in SAIN Automated Student Information System and will thereby use software, hardware, and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The school will report data required by NRS 385A.820 to its sponsor by the beginning of the school's first year of operation. The school, sponsored under the auspices of the Nevada State Board of Education, will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education.

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

The governing board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed. A governing board chair has not yet been selected; however, this information will be provided as soon as the board makes a selection.

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

permanent record of the student to the office of student records of the school district in which the student resides. When a student graduates from the charter school, or completes the eighth grade year (the final year for which this school is chartered), the school shall forward the permanent record of the pupil(s) to the office of student records of the school district in which the pupil resides.

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

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

In addition, MANN will comply with NRS 388.291 to ensure that any and all school service providers as defined in NRS 388.283 and 388.284 provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security pursuant to NRS 388.293. Strict compliance with this statute will be enforced by the Board Chair and the principal prior to purchasing any school service. Additionally, pursuant to NRS 388.294, the principal will ensure that all teachers and other licensed educational personnel complete professional development regarding the use of school service providers and the security of data concerning pupils.

## **FACILITIES**

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

MANN anticipates entering into a long term lease with the Boys and Girls Club of the Truckee Meadows for use of its facility located at 2680 E. 9<sup>th</sup> Street in Reno. The facility of the Boys and Girls Club is located in the heart of MANN's target area. MANN has designated Academica Nevada to assist in the process of lease negotiations and tenant improvement plans with the Boys and Girls Club. Academica Nevada will work with an architect and general contractor to identify necessary planning for permits, construction costs, and timelines. Academica Nevada will work with the Boys and Girls Club to identify financing arrangements necessary for tenant improvements. Once permits, construction estimates, timelines, and financing have all been established, a lease will be brought forth to the MANN Board for its consideration. The board, before making a final decision,



will have its legal counsel and the SPCSA review the lease to ensure that the terms and conditions within the lease are appropriate for a public school.

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

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

A facility location has been identified and discussions regarding facility pricing have begun.

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions.

Please see Attachment 16 for facility description, letter of intent to provide facility (Boys and Girls Club of Truckee Meadows), letter of intent to provide financing (Building Hope), site location (google map), and architectural drawings.

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

The MANN Board's selected educational management organization, Academica Nevada, has assisted charter schools in Nevada secure more than 15 facilities over the last 5 years, including joint-use facility locations similar to the proposed Boys and Girls Club location. Joint-Use facilities secured by Academica Nevada for charters include Somerset Academy's Emerson Campus (Church), Somerset Academy's Oasis Campus (Church), and Mater Academy of Nevada (Church). Each of the referenced facilities required zoning permit revisions, financing, and build-outs/renovations.

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

MANN is currently working with the Boys and Girls Club to identify the responsibilities of the school in maintaining the facility. To maintain the integrity of the facility the school anticipates contracting with a third party to clean the facility nightly. The school will have a campus monitor/custodian who will be responsible for cleaning the lunch area, as well as other situational needs of the school during the day. MANN will also have a maintenance line item in the budget which will provide for repainting the building every summer and additional maintenance provisions for which the school will be responsible.

(6) Will the EMO's operations be run out of a school site or out of another facility?

The EMO's operations will be run out of another facility.

## **ONGOING OPERATIONS**

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

MANN treats the safety and security of its students, staff, and visitors extremely seriously. To ensure best-case outcomes for regular practices and emergencies, the principal will create, and the board will approve, an Emergency Management Plan developed in conjunction with local, state, and federal policies, regulations, and laws. Safety and security is the job of every member of the MANN community, but the principal and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan. To that end, staff and students will receive regularly-scheduled trainings and drills regarding a variety of emergency/crisis situations, including, but not limited to, chemical spills, active shooter, and fire drills.

Depending on the physical layout of MANN's facility and the advice and counsel of local authorities, MANN's Emergency Management Plan will also address issues relating to emergency communications such as two-way radios, intercom systems, or other technologies for communicating in crisis situations.

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

(2) Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

Please see Attachment 17.

## **FINANCIAL PLAN**

(3) 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.

The MANN Board will oversee all aspects of the fiscal management of the school. The auditors, accountants, and educational management organization retained by the board will work as a team to develop financial statements and accounting templates to ensure compliance with state and federal reporting guidelines.

Under the supervision of the board, and specifically the board's Treasurer, Academica Nevada will be responsible for the school's bookkeeping, financial reporting, and financial forecasting. The principal of the school will supervise the day-to-day cash collections.

The person designated to draw all orders pursuant to NRS 388A.420 for payment of monies belonging to the charter school is to be determined by the governing body. It is contemplated that such person will be the principal. The school also intends to hire as part of the office staff an individual with business experience (the office manager) who would interface with the EMO. All claims for payment from charter school funds will be processed by Academica Nevada in conformance with charter school procedures. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers approved by the governing body. The principal will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget.

The board anticipates outsourcing the payroll process to a third party vendor. Preparation of payroll, including time schedules and payroll periods, will be completed 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 their respective agreements. Mandatory payroll deductions will be withheld as required by state and federal law. Payroll information will be timely uploaded by the office manager into a portal for the payroll vendor to process.

MANN intends to adopt and comply with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The purchasing agent will be appointed by the governing body. He/She will be responsible for developing and administering the charter school's purchasing program. No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by a 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. 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.

(4) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 18. Include the following:

- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Please see Attachment 18.

- (5) Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.

Please see Attachment 19.

- (6) Submit, as Attachment 20, a detailed budget for the operator at the regional network level (the format of this is left to the applicant's discretion).

Please see Attachment 20.

- (7) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

Audits will be conducted on a yearly basis in accordance with the Requirements of the Financial Accountability System Resource Guide (FASRG), as well as other required state reports. Guidelines for financial accounting and reporting to be followed are derived from generally accepted accounting principles (GAAP). The Financial Accounting Standards Board (FASB) defines GAAP in statements of financial accounting standards and other pronouncements. Some of the FASB statements that apply specifically to charter schools are identified below. Other FASB statements, as applicable, may also apply to the school's financial accounting and reporting structure. Forthwith are some of the applicable standards and is not all-inclusive: Statement of Financial Accounting Standards No. 93, Recognition of Depreciation by Not-for-Profit Organizations; Statement of Financial Accounting Standards No. 116, Accounting for Contributions Received and Contributions Made; Statement of Financial Accounting Standards No. 117, Financial Statements of Not-for-Profit Organizations; Statement of Financial Accounting Standards No. 124, Accounting for Certain Investments Held by Not-for-Profit Organizations; and Statement of Financial Accounting Standards No. 136, Transfers of Assets to a Not-for-Profit Organization or Charitable Trust That Raises or Holds Contributions for Others.

In the absence of other specific guidance, the charter holder will follow GAAP. The selected EMO will be the liaison to and will work with the audit firm selected by the governing board to ensure

Financial Plan

completion of the annual audit. In preparing budgets for grant applications, particular attention will be paid to proper coding to ensure that all expenses are allowable. There will be strict adherence to the designated use of restricted and temporarily restricted funds. There will be timely draw down of funds, report generation, and filing. All parties will be held accountable for the results of the external audit. Exceptions noted by external auditor will be reported to the governing board and will be considered during the annual review of performance of the principal and contractors.

The governing board will use the information received from the annual audit to assess the performance of the school, the principal, the selected EMO, and other related parties. The audit will be presented no later than four months after the school's fiscal year-end.

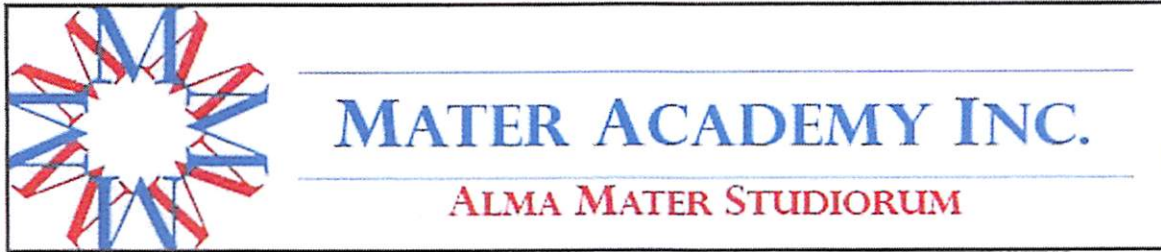
(8) Provide independent audits for each schools for each of the past three years for any under management at any point during that period as Attachment 22.

Please see Attachment 22.

(9) Complete the audit data worksheet in Attachment 23. 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 22.

Please see Attachments 22 and 23.

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



July 12, 2016

To whom it may concern:

Mater Academy Incorporated is proud to support the charter school application of Mater Academy of Northern Nevada (MANN). The vision of Mater Academy Inc. is to provide a viable educational choice by offering an innovative, rigorous and seamless college preparatory curriculum that gives Mater students a competitive advantage, while creating confident self-directed and responsible, life-long learners. Mater Academy Inc. is proud of the educational opportunities that it has afforded its students while helping eliminate the achievement gap in areas that it serves. Mater Academy Inc. provides students with a full range of opportunities in the classroom, as well as through clubs and community service, to learn and develop skills that will empower them to become lifelong learners.

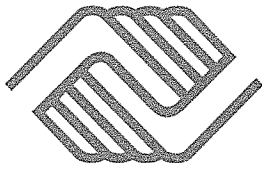
The Board of Mater Academy Inc. will operate with MANN under an affiliation agreement that services to ensure proper operations and delivery of their educational model to the Nevada school. Services will include but are not limited to:

- On site principal training
- On site teacher training
- Classroom management critique and assessment
- Curriculum Identification
- Technology training
- Accreditation training

At Mater Academy Inc. we look forward to working with MANN in helping their students become life-long learners and college ready.

Sincerely,

Judith C. Marty,  
Head of Schools Mater Academy Incorporated



**BOYS & GIRLS CLUB**  
OF TRUCKEE MEADOWS

**Donald W. Reynolds Facility**

2680 East Ninth Street

Reno, NV 89512

Admin: (775) 331-KIDS

www.bgctm.org

July 13, 2016

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State Public Charter School Authority

Executive Director Patrick Gavin

1749 North Stewart Street Suite 40

Carson City, Nevada 89706

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Par Tolles

Dear, SPCSA Members,

As Executive Director of the Boys and Girls Club of Truckee Meadows (BGCTM) I am pleased with the opportunity to partner with Mater Academy of Northern Nevada. I have begun discussions with Mater Academy of Northern Nevada regarding the possibility of providing facility accommodations under a lease agreement at our 9<sup>th</sup> Street location. The BGCTM and Mater Academy of Northern Nevada also have begun discussions regarding the use of the Boys and Girls Club for a before and after school program for students.

BGCTM has been a long standing member of Washoe County supporting youth from all walks of life. Our mission is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. I feel that our partnership with Mater Academy of Northern Nevada will be mutually beneficial in advancing the mission of our organizations while providing additional education options to the young people of Reno-Sparks area.

Please feel free to contact me for further discussion.

Sincerely,  


Michael P. Wurm

Executive Director

Boys & Girls Club of Truckee Meadows

**Emeritus:**

Chris Aramini\*

Dan Gaddis

Craig Holt\*

Greg Martinelli\*

**Lifetime Members:**

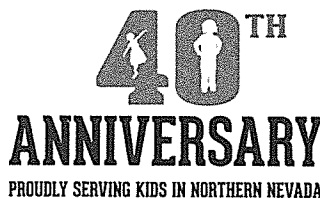
Bob Capurro\*

Fred Taeubel

Nick Webber\*

\*Past Presidents

Attachment 1





677 Casazza Drive  
Reno Nevada 89502

Reno Nevada 07/06/2016.

Dear Nevada State Public Charter School Authority,

We at the Latin American Chamber of Business are happy to lend our support to Mater Academy of Northern Nevada's charter school application. We realize that Washoe County School District schools are overcrowded and with continued growth on the horizon, the region is in immediate need of new schools. We believe Mater Academy can help to fill a void that so clearly exists.

Moreover, the target community is one that is underserved and desires educational opportunities like those provided by Mater. We at the Latin American Chamber of Business represent a growing number of Hispanic owned business and all of our members have families and children who are begging for alternatives in public education. The low income and minority populations in Northeast Reno want better schools and more focused educational services for their children. With a school like Mater Academy, the students in this neighborhood will flourish, placing them on a level playing field with their peers in other areas of the region.

Because of these and other reasons, we fully support establishing a Mater Academy campus in Northern Nevada and look forward to a collaborative partnership with the school.

Sincerely,

CEO Andres Gonzalez





**Big Brothers Big Sisters**  
of Northern Nevada

Link Piazza Nonprofit Center  
1300 Foster Drive, Suite 210  
Reno, NV 89509  
775-352-3202  
Fax 775-322-8898  
[www.bbbsnn.org](http://www.bbbsnn.org)

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Jennifer Smith  
Ted Stoeber  
Amy Tine

**Chief Executive Officer**  
Liza Maupin

June 24, 2016

Dear Nevada State Public Charter School Authority,

It is with great enthusiasm that we support Mater Academy of Northern Nevada's charter school application. Washoe County School District schools are overcrowded and with continued growth on the horizon, the region is in immediate need of new schools. We believe Mater Academy can fill a void that so clearly exists.

Moreover, the target community is one that is underserved and desires educational opportunities like those provided by Mater. The low income and minority populations in northeast Reno want better schools and more focused educational services for their children. With a school like Mater Academy, the student in this neighborhood will flourish, placing them on a level playing field with their peers in other areas of the region.

Big Brothers Big Sisters of Northern Nevada provides children like those who will attend Mater Academy with strong and enduring, professionally supported, one-to-one mentoring relationships that change their lives for the better in significant ways. Children in our program, with the help and support of their adult mentors experience an 88% high school graduation rate. We are confident that in the supportive environment of Mater Academy at the direction of their dedicated educators, that students of the school will achieve improved educational outcomes and find success as adults.

We fully support establishing a Mater Academy campus in Northern Nevada and look forward to a collaborative partnership with the school.

Sincerely,

Liza Maupin  
Chief Executive Officer

*Big Brothers Big Sisters of Northern Nevada, Inc. is a tax exempt 501(c)(3), whose mission is to provide children facing adversity with strong and enduring, professionally supported, one-to-one relationships that change their lives for the better, forever. Tax ID # 32-0147198.*

July 6, 2016



**Sierra Arts Foundation**

17 S. Virginia St., Suite 120  
Reno, NV 89501

Phone: (775) 329-ARTS (2787)

Fax: (775) 329-1328

www.sierra-arts.org

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Chuck Shapiro  
Mike Steedman  
David Vogt

**Liaisons**

City of Reno, Alexis Hill

Dear Nevada State Public Charter School Authority,

It is with great enthusiasm that Sierra Arts Foundation supports Mater Academy of Northern Nevada's charter school application. Washoe County School District schools are overcrowded and with continued growth on the horizon, the region is in immediate need of new schools. We believe Mater Academy can fill a void that so clearly exists.

Moreover, the target community is one that desires educational opportunities like those provided by Mater. The low income and minority populations in Northeast Reno want better schools and more focused educational services for their children. With a school like Mater Academy, the students in this neighborhood will flourish, placing them on a level playing field with their peers in other areas of the region.

Sierra Arts Foundation's mission as a local arts agency is to be the region's premier arts organization with an emphasis on teaching, nurturing and supporting the arts in our community. We provide education opportunities for artists of all ages including our Arts in Education Program. The Arts in Education program began in 1977 as a partnership with Sierra Arts Foundation and Washoe County School District. The purpose of the program is to provide excellent arts education to elementary school students who do not normally receive arts instruction in their school's curriculum. The program provides discipline-based art education taught by professional artists who specialize in the fields of visual arts, theater, creative writing and dance. For many students, this will be the only arts education, taught by a professional artist, that they will have the opportunity to participate in until middle and high school.

We fully support establishing a Mater Academy campus in Northern Nevada and look forward to a collaborative partnership with the school.

Sincerely,

A handwritten signature in black ink, appearing to read "Annie Zucker".

Annie Zucker  
Executive Director

TEACHING NURTURING SUPPORTING LOCALLY

Sierra Arts Foundation is a 501(c)(3) tax-exempt charity

# SIERRA NEVADA BALLET

# SNB

ROSINE BENA, ARTISTIC DIRECTOR

To Whom It May Concern:

As the Artistic Director of Sierra Nevada Ballet, the professional ballet company for northern Nevada, I am writing in support of Mater Academy. Mater Academy's highly successful educational model has benefited thousands of at-risk students in both Miami and Las Vegas.

The Sierra Nevada Ballet is a non-profit dance company created to cater to the increasingly culturally diverse audience members of Northern Nevada and contribute to the physical, emotional and spiritual health of the community. The purpose of Sierra Nevada Ballet is to bring cultural enrichment and a fine arts education and promote a healthy life style in Reno/Tahoe/Carson communities and to collaborate with other arts organizations to expand and educate members of the community.

SNB is designed in two branches: the performing branch and the educational and health outreach branch. This design helps to expose and educate young people and members of the community in order to promote a healthy living environment in the northern Nevada region.

The SNB arts education component is made up of the Dancing In The Schools Program, The Educational Outreach Program and the Apprentice Trainee Program. In addition to these successful educational programs already in place, SNB is presently in discussion with Eddie Guth, the Art Coordinator for the Boys and Girls Club of Truckee Meadows, to partner in the creation of an SNB Youth Performing Group to benefit young people throughout northern Nevada.

Arts education stimulates learning and SNB has seen what exposure and education can do for young people. SNB performs *The PEANUTCRAKER-The Story In A Nutshell* for an average of 4,000 school children per year and offers free and reduced priced tickets for at-risk students as well as free busing for schools unable to afford transportation.

Washoe County elementary schools transiency rate ranges from 30% - 80%, with 81% of students receiving free or reduced lunch, and 47% of students in ESL. Also, twelve out of thirteen Washoe elementary schools received only a two-star ranking by the district in a recent evaluation that awarded the top schools five stars. The final school received the

lowest rating of one-star. This rating indicates that the students are well below the average Nevada school proficiency and growth in reading, math and science.

It is our belief that the community has a great need for the development of a quality education program such as that of Mater Academy. In order for the Academy to succeed, it must collaborate with additional community partners to provide healthy and vibrant learning opportunities within the school. SNB is dedicated to help promote and foster better education through partnering with fine organizations such as Mater Academy. We believe that their approach to education is something that is needed in Nevada, and we fully support their growth throughout the state.

We look forward to a continued relationship with Mater Academy for many years to come.

Sincerely,

Rosine Bena

Artistic Director  
Sierra Nevada Ballet



July 7, 2016

To whom it may concern:

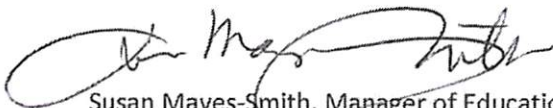
KNPB Channel 5 Public Broadcasting in Reno, Nevada, focuses not only on broadcasting, but on educational outreach in the community. Part of the mission of this PBS local affiliate is to contribute to an educated citizenry through support of educational initiatives throughout the community, both outside and inside the classroom.

We have partnerships with numerous elementary schools. We offer enrichment workshops in literacy through curriculum in STEAM---"Science, Technology, Engineering, Art and Math" ....for all levels of learning and for all populations and demographics of students. We spend more than half our resources on assisting underserved students and their families to become more engaged in the learning process. KNPB teacher facilitators give workshops in Head Start programs, the Women's Shelter, Boys and Girls Club and after school programs, in addition to in-class support. In addition, we serve over 30 elementary schools in Washoe County School District, Carson County and Douglas County, including charter schools and private schools.

It is our recommendation that the Nevada State Public Charter School Authority approve the application of Mater Academy. Nearly half of the children entering kindergarten and first grade in Washoe County School District are second language learners--and over a third of those students live below the poverty level. Overcrowding and limited resources in low-income neighborhoods contribute to low academic achievement. Mater Academy's charter and mission will offer an alternative to the low-performing neighborhood schools. KNPB will offer the school enrichment resources that are provided at our other "partner schools" at no cost to them, in order to enhance literacy.

We support the establishment of Mater Academy and celebrate the potential for success of each student who enrolls at this school.

Sincerely,



Susan Mayes-Smith, Manager of Education Services  
KNPB Public Broadcasting



## JOB DESCRIPTION

**POSITION TITLE:** Principal

**CONTRACT YEAR:** Twelve Months

## QUALIFICATIONS

**EDUCATION:** An earned master's degree (or higher) from an accredited institution.

## EXPERIENCE

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

**REPORTS TO:** Governing Board.

**SUPERVISES:** All administrative, instructional, and non-instructional staff at the school.

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

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Principal shall:

- Pursue the vision and execute the mission of the school.
- As head of school, he/she will provide leadership and direction to all instructional and non-instructional staff.
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Hire, evaluate, and terminate staff; except that such action with respect to the director of finance and operations position shall be subject to review and/or approval by the Board.
- Administer MANN scheduling, enrollment and curriculum.
- Serve as liaison to the Board, including but not limited to providing formal and informal reports to the Board and charter entity.
- Prepare materials in conjunction with director of finance and operations for Board meetings, including student academic achievement data based on comparative and longitudinal measures.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Ensure proper budgeting, accounting, auditing, and financial planning.
- Create and continue to develop open communications with all parents of MANN enrolled families.

- Attend ongoing training to maintain practices are implemented in MANN.
- Perform other duties as assigned by the Governing Board.

## **JOB DESCRIPTION**

**POSITION TITLE:** Assistant Principal (Hired in Year 4)

**CONTRACT YEAR:** Twelve (12) Months

### **QUALIFICATIONS**

**EDUCATION:** An earned bachelor's or master's degree from an accredited institution.

### **EXPERIENCE**

**REQUIRED:** A minimum of five (5) years of combined school-based work experience. Prior experience, exposure to, training in, and appreciation of Cross Cultural Integration is preferred.

**REPORTS TO:** Principal.

**POSITION GOAL:** To directly support the Principal in the day-to-day management of all aspects of operating MANN.

### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

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

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



## JOB DESCRIPTION

**POSITION TITLE:** Cross Cultural Integration Coach/Lead Teacher

**CONTRACT YEAR:** Ten (10) Months

## QUALIFICATIONS

**EDUCATION:** An earned bachelor's and/or master's degree from an accredited institution. The Lead Teacher must be highly qualified in compliance with all applicable State and Federal laws.

## EXPERIENCE

**REQUIRED:** A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience. Prior experience, exposure to, training in, and/or appreciation of Cross Cultural Integration is preferred.

**REPORTS TO:** Principal.

**POSITION GOAL:** To assist and support the Principal and teachers with the implementation and support of Cross Cultural Integration.

## ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Lead Teacher shall:

- Attend all curriculum related meetings and in-service events.
- Assist grade levels in implementation of the Cross Cultural Curriculum.
- Assist grade levels in the development of units.
- Develop storage and checkout system for grade-level instructional materials; coordinate with grade level chairs to maintain grade-level instructional materials.
- Deliver, and coordinate with outside resources to develop in-house professional development regarding Cross Cultural Integration.
- Coordinate school visits by parents, central office administrators, and community members. Example: One day a week as "visitation" day (not Mondays or Fridays)
- Provide assistance and training for new teachers to sustain implementation.
- Perform other duties as assigned by the Principal.
- **Note:** A Lead Teacher facilitates completion of these tasks, but usually acts in collaboration with the Principal and colleagues.

## JOB DESCRIPTION

**POSITION TITLE:** Special Education Teacher

**CONTRACT YEAR:** Ten (10) Months

### QUALIFICATIONS

**EDUCATION:** An earned bachelor's or master's degree from an accredited institution. Must hold a Nevada Special Education license (Exceptional Pupils K-12: Endorsement for General Resource Room).

### EXPERIENCE

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

**REPORTS TO:** Principal.

**POSITION GOAL:** To develop, implement, coordinate and monitor Special Education program.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Special Education Teacher shall:

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

- Participate successfully in the training programs offered to increase the skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Assist teachers to align, interpret, implement and assess the K-8 arts, reading, ELA, math, science, physical education and social studies.
- Has knowledge of research-based best practices in art, reading, ELA, math, science, physical education and social studies, identifies learning problems in those areas and provides coaching on best practices as well as provides modeling to assist teachers and students.
- Plans, coordinates and presents staff development programs in the arts, reading, ELA, math, science, physical education and social studies content and methodology including facilitation of Professional Learning Communities and Lesson Study.
- Coordinates the development of instructional materials that are consistent with the total education philosophy of the school.
- Perform other duties as assigned by the Principal.

## JOB DESCRIPTION

**POSITION TITLE:** English Language Learner (ELL) Coordinator

**CONTRACT YEAR:** Ten (10) Months

### QUALIFICATIONS

**EDUCATION:** An earned bachelor's or master's degree from an accredited institution. Must hold a Nevada TESL endorsement. The ELL Coordinator must be highly qualified in compliance with all applicable state and federal laws.

### EXPERIENCE

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

**REPORTS TO:** Principal.

**POSITION GOAL:** To assist and support the Principal and teachers with the implementation and support of ELL services.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The ELL Coordinator shall:

- Administer all aspects of the ELL program.
- Work with teachers to improve student learning and teacher practice with regard to ELL.
- Plan and implement individual and group professional learning that will expand and refine understanding about research-based effective ELL instruction.
- Attend all curriculum related meetings and in-service events.
- Advocate for the needs of ELL students with teachers and leaders.
- Coordinate and administer the WIDA ACCESS and W-APT.
- Ensuring compliance with state and federal mandates for ELL students.
- Provide language instruction to ELL students in an inclusive setting using a variety of instructional strategies.
- Understand developmental levels of scholars and appropriately differentiate instruction.
- Understand and use a variety of data and data sources for lesson planning.
- Monitor student language progress.
- Modify and adapt lesson plans to meet the needs of all ELL students.
- Align instruction with Common Core Standards and MANN Curriculum.
- Build relationships within school community, e.g. parents, guardians, community stakeholders.
- Keep current on trends, legislation and developments related to ELL services.
- Provide assistance and training for new teachers to sustain implementation.
- Perform other duties as assigned by the Principal.

## **JOB DESCRIPTION**

**POSITION TITLE:** Counselor (Hired in Year 3)

**CONTRACT YEAR:** Ten (10) Months

### **QUALIFICATIONS**

**EDUCATION:** Master's degree required. Must hold current Nevada Specialized Personnel K-12 (Endorsement as a School Counselor) License.

### **EXPERIENCE**

**REQUIRED:** Minimum of 2 years working in a school environment.

**REPORTS TO:** Principal

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

### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

The Counselor shall:

- Effectively and appropriately assess and address the needs, characteristics, and interactions of students, families, and community.
- Use knowledge and understanding of the reciprocal influences of home, school, and community to intervene for student success via such practices as assessment, crisis intervention, home visits, conflict resolution, individual and group counseling, consultation, program development, dropout prevention, and coordination of school and community services.
- Advocate for appropriate services for students and their families. Provide social and emotional counseling for all students.
- Consult and collaborate with stakeholders on behalf of students and their families.
- Effectively plan, implement, and evaluate programs that promote student and family success.
- Use assessment and evaluation results to develop appropriate interventions for students, families, schools and communities.
- Develop long-term and short-term intervention plans consistent with curriculum, with students' needs, strengths, diversity and life experiences, and with other social and emotional factors.
- Provide services to students in ways that build upon individual strengths and offer students maximum opportunities to participate in the planning and direction of their own learning experience.
- Provide appropriate follow-up to ensure that students' needs are being met.
- Act as a point of contact for outside organizations working with students and their families.
- Perform other duties as assigned by the Principal.

## Mater Academy of Florida 2014-2015 School Grades

School Name:	School Grade	Minority %	Economically Disadvantaged %	Enrollment
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Mater Academy, Inc.

Imater Academy	B	99%	91%	380
Imater Academy Middle School	B	99%	86%	551
Imater Preparatory Academy High School	B	99%	82%	203
International Studies Charter High School	A	74%	61%	402
International Studies Charter Middle School	A	75%	62%	294
Mater Academy	A	99%	90%	747
Mater Academy At Mount Sinai	B	88%	50%	110
Mater Academy Charter High	A	98%	83%	1723
Mater Academy Charter Middle	A	99%	87%	1365
Mater Academy East Charter	A	99%	83%	635
				117
Mater Academy East Charter High School	A	98%	96%	353

# Mater Academy of Florida 2014-2015 School Grades

<i>School Name:</i>	<i>School Grade</i>	<i>Minority %</i>	<i>Economically Disadvantaged %</i>	<i>Enrollment</i>
Mater Academy High School (Miami Beach)	B	91%	72%	23
Mater Academy High School Of International Studies	B	100%	100%	26
Mater Academy Lakes High School	A	94%	74%	1013
Mater Academy Lakes Middle School	A	97%	76%	798
Mater Academy Miami Beach	C	89%	65%	529
Mater Academy Middle School Of International Studies	A	99%	94%	190
Mater Academy Of International Studies	C	99%	98%	572
Mater Brickell Preparatory Academy	A	94%	51%	173
Mater East Academy Middle School	C	99%	96%	355
Mater Gardens Academy	A	97%	53%	566
Mater Gardens Academy Middle School	A	91%	60%	234
Mater Grove Academy	A	96%	56%	135
Mater Performing Arts & Entertainment Academy	A	97%	79%	239
				<b>118</b>
Miami Children's Museum Charter School	A	74%	15%	309

## COMPETENCIES FOR SCHOOL LEADER SELECTION

Please see the following job description

**POSITION TITLE:** Principal

**CONTRACT YEAR:** Twelve Months

### QUALIFICATIONS

**EDUCATION:** An earned master's degree (or higher) from an accredited institution.

### EXPERIENCE

**REQUIRED:**

- A total of five (5) years of school experience is required, including a minimum of three (3) years of experience as a Principal/Assistant Principal.
- Prior experience, exposure, training, and/or appreciation of Cross Cultural Integration is preferred.
- Must hold a NDE-issued Administrator of a School License or be eligible to receive the same within 1 year.

**REPORTS TO:** Governing Board.

**SUPERVISES:** All administrative, instructional, and non-instructional staff at the school.

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

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

The School Principal Shall:

- Pursue the vision and execute the mission of the school
- As Head of School, he/she will provide leadership and direction to all instructional and non-instructional staff
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs
- Hire, evaluate, and terminate staff; except that such action with respect to the Director of Finance and Operations position shall be subject to review and/or approval by the Board of Trustees
- Administer MANN scheduling, enrollment and curriculum



- Serve as liaison to the Board of Trustees, including but not limited to providing formal and informal reports to the Board and charter entity
- Prepare materials in conjunction with Director of Finance and Operations for Board meetings, including student academic achievement data based on comparative and longitudinal measures
- Implement and follow policies and procedures
- Provide a safe environment for learning
- Ensure proper budgeting, accounting, auditing, and financial planning
- Create and continue to develop open communications with all parents of MANN enrolled families
- Attend ongoing training to maintain Cross Cultural Integration practices are implemented in MANN
- Perform other duties as assigned by the Governing Board

Attachment 5 (regional director resume or job description) is not applicable, as MANN has no plan to hire a regional director or expand to multiple sites until the performance of the school can be assessed.

## Example of Possible Mater Academy of Northern Nevada Supervision Process

MANN will work with the principal, teachers and other stakeholders to develop a fair and equitable teacher evaluation process. Below is an example of a teacher evaluation process that MANN may use.

The research supported, *Charlotte Danielson Framework for Teaching*, serves as the basis for a unique Pay for Performance Based Compensation Framework (PCF) used to annually attract, recruit, and select teachers by increasing salaries differentiated for Effective, Highly Effective, and Exceptional Teachers. Leadership training and development is addressed by teacher mentors, peer coaches, and Framework for Teaching (FfT) facilitators receiving additional training and opportunities that will further their professional skills in assisting novice and experienced teachers with effective implementation of the domains, components, and elements of the FfT. The teachers serving as mentors and coaches will be instrumental in increasing teaching performance in the classroom.

**June through August** - Prior year data is analyzed and utilized to determine school-wide goals and thereby guide instruction. "Pay for Performance" is calculated, distributed, and explained to staff in detail.

**August** - All administrators, lead teachers, and coaches **will** attend training to increase knowledge and implementation of Danielson FfT those new to the Framework for Teaching (FfT) explore the Domains and Components of the FfT. They **will** deepen their understanding of the levels of performance of the rubric and practice ways to use the language of the rubric to guide teachers in improving their instructional practice in the classroom in order to increase student learning. Administrators who have prior experience using the FfT will have the opportunity to hone their skills regarding use of the FfT for improving student learning.

**August/September** - Administrator **will** inform probationary teachers of the procedures used in the evaluation process. Throughout the year the teacher **will** collect evidence of student learning and professional activities, and the administration **will** conduct informal observations of professional practice.

**August/September** - Teachers **will** identify a goal and complete a Professional Growth Plan. Teachers **will** complete a Professional Development log to ensure steps are taken to achieve their goal.

**August/September** – Administrators will inform all staff of changes in legislation.

**September** - Administrators **will** conduct their first formal observation which includes pre-and post-conferencing.

**Mid-September** - Administrator's **will** identify a Teaching (FfT) Facilitator at each school campus. The identified employee is expected to have extensive knowledge pertaining to working with novice teachers and familiarity with the Danielson Framework for Teaching (FfT).

**Mid-September** - Administrator's **will** identify Teacher Mentors at each school who will work in conjunction with the FfT Facilitator to provide classroom instruction support and increase the knowledge of novice teachers with relation to FfT domains, components, and elements.

**September through April:** The FfT, and at times, the Teacher Mentors will work with (National Danielson Consultant) on a year-long plan focusing on meeting the needs of a novice teacher. The plan will involve coaching and supporting teacher growth and development through the use of FfT and the FfT rubric for performance.

**October** - Administrators new to using the FfT will develop skills around a collaborative observation process. Participants will be involved in activities that focus on understanding the issue of bias, collecting evidence during an observation of videotaped classroom lessons, interpreting evidence against the levels of performance, and differentiated coaching conversations to support teacher growth and development. Administrators who have prior experience using the FfT will build upon their knowledge of the FfT, hone their observation skills and discuss ways to assist their teachers in improving classroom teaching practices so as to increase student learning.

**December** - Administrators **will** conduct second formal observation.

**January** - Administrators and teachers **will** conduct conferences pertaining to collection of artifacts.

**January through April** - Facilitators will learn ways to coach and support teacher growth and development through use of the FfT and rubric. They will learn practical tools and methods for providing teachers with standards-based, data-rich feedback that promote professional growth and development.

**March** - FfT Facilitators will hone their coaching skills by watching videos of classroom teaching and capturing evidence of practice. They will review their evidence and then practice ways to coach the teacher to improve his/her practice, based on the evidence they collected.

Novice and experienced teachers will practice analyzing their own teaching by reviewing a second videotape of segments of their own classroom instruction. They will align specific evidence to the FfT Components and then place the evidence on the rubric to determine their current level of performance. Each teacher will then share their evidence and discuss, in relation to the rubric, their findings with their FfT Facilitator/Teacher Mentor.

**March** - Portfolios and end of the year growth plans **will be** submitted. Administrators **will** complete annual evaluations and holds conference with teachers.

**April/May** - Action planning for the 2016-2017 school year will be the focus of this culminating training. Administrators will review and discuss the various ways teachers, in their respective campuses, improved practice to increase student learning throughout the school year. Findings

based on their own school data, compiled throughout the year, relative to the FfT, will be shared. Ideas for ways to further improve teacher practice will be identified.

**May through June:** Teachers will review, assess and record outcomes achieved through the implementation of their individual Professional Growth Plan.

Attached is the rubric form that we **will** utilize during the observation process, coupled with unscheduled observations. If a teacher is struggling, multiple observations **will** be conducted utilizing the Framework Rubric (Involves pre and post conferencing). Administrators **will** utilize the Framework form with all employees, however this may only occur once with highly proficient and effective teachers. Other abbreviated forms would or could be utilized during the other observations.

Also, attached is a "Supervision Summary" form that would be attached to the Framework Form.

Last but not least is the final "Evaluation Document," this would summarize the year and be presented in March/April.

# Mater Academy Summary

**Name:**

**Date:**

**Grade Level/Content:**

**School Year:**

The following appraisal report represents a synthesis of classroom observations and supervisory interactions conducted on \_\_\_\_\_(date) for a total of \_\_\_\_\_ minutes in accordance with NRS 391.

---

**PERFORMANCE SUMMARY:**

**INSTRUCTIONAL SUMMARY:**

**GROWTH GOALS/DIRECTIONS:**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee Signature

I certify that I have supervised and evaluated the professional performance of the above named \_\_\_\_\_probationary  
\_\_\_\_\_ post probationary employee.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

# Mater Academy Performance Appraisal

**Name:**

**Date:**

**Grade Level/Content:**

**School Year:**

The following appraisal report represents a synthesis of classroom observations and supervisory interactions conducted on \_\_\_\_\_ (date) for a total of \_\_\_\_\_ minutes in accordance with NRS 391.

## DOMAIN 1: PLANNING AND PREPARATION

	Exceptional	Highly Effective	Effective	Marginally Effective	Ineffective
<b>1a) Demonstrating Knowledge of Content and Pedagogy</b> •Content knowledge •Prerequisite relationships •Content pedagogy					
<b>1b) Demonstrating Knowledge of Students</b> •Child development •Learning Process •Special needs •Students skills, knowledge, and proficiency •Interests and cultural heritage					
<b>1c) Setting Instructional Outcomes</b> •Value, sequence, and alignment •Clarity •Balance •Suitability of diverse learners					
<b>1d) Demonstrating Knowledge of Resources</b> •For classroom •To extent content knowledge •For students					
<b>1e) Designing Coherent Instruction</b> •Instructional materials and resources •Instructional groups •Lesson and unit structure					
<b>1f) Designing Student Assessments</b> •Congruence with outcomes •Criteria and standards •Formative assessment •Use of planning					

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

	Exceptional	Highly Effective	Effective	Marginally Effective	Ineffective
<b>2a) Creating an Environment of Respect and Rapport</b> •Teacher interaction with students •Student interaction with students					
<b>2b) Establishing a Culture for Learning</b> •Importance of content •Expectations for learning and achievement •Student pride in work					
<b>2c) Managing Classroom Procedures</b> •Instructional Groups •Transitions •Materials and supplies •Non-instructional duties •Supervision of volunteers and paraprofessionals					
<b>2d) Managing Student Behavior</b> •Expectations •Monitoring behavior •Responses to misbehavior					
<b>2e) Organizing Physical Space</b> •Safety and accessibility •Arrangement of furniture and resources					

## DOMAIN 3: INSTRUCTION

	Exceptional	Highly Effective	Effective	Marginally Effective	Ineffective
<b>3a) Communicating With Students</b> •Expectations for learning •Directions and procedures •Explanations of content •Use of oral and written language					
<b>3b) Using Questioning and Discussion Techniques</b> •Quality of questions •Discussion techniques •Student participation					
<b>3c) Engaging Students in Learning</b> •Activities and assignments •Student groups •Instructional materials and resources •Structure and pacing					
<b>3d) Using Assessment in Instruction</b> •Assessment criteria •Monitoring of student learning •Feedback to students •Student self-assessment and monitoring					
<b>3e) Demonstrating Flexibility and Responsiveness</b> •Lesson adjustment •Response to students •Persistence					

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	Exceptional	Highly Effective	Effective	Marginally Effective	Ineffective
<b>4a) Reflecting on Teaching</b> •Accuracy •Use of future teaching					
<b>4b) Maintaining Accurate Records</b> •Student completion of assignments •Student progress in learning •Non-instructional records					
<b>4c) Communicating with Families</b> •About instructional program •About individual students •Engagement of families in instructional program					
<b>4d) Participating in the Professional Community</b> •Relationships with colleagues •Participation in school projects •Involvement of culture of professional inquiry •Service to school					
<b>4e) Growing and Developing Professionally</b> •Enhancement of content knowledge/pedagogical skill •Receptivity to feedback from colleagues •Service to the profession					
<b>4f) Showing Professionalism</b> •Integrity/ethical conduct •Service to students •Advocacy •Decision-making •Compliance with school/district regulations					

## PERFORMANCE SUMMARY:



**INSTRUCTIONAL SUMMARY:**

**GROWTH GOALS/DIRECTIONS:**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee Signature

I certify that I have supervised and evaluated the professional performance of the above named \_\_\_\_\_probationary  
\_\_\_\_\_ post probationary employee.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

## Framework for Teaching Instrument

### Domain 1: Planning and Preparation

	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>Teacher makes content errors.</li> <li>Teacher does not consider prerequisite relationships when planning.</li> <li>Teacher's plans use inappropriate strategies for the discipline</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is familiar with the discipline but does not see conceptual relationships.</li> <li>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</li> <li>Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher can identify important concepts of the discipline, and their relationships to one another.</li> <li>The teacher consistently provides clear explanations of the content.</li> <li>The teacher answers student questions accurately and provides feedback that furthers their learning.</li> <li>The teacher seeks out content-related professional development.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>Teacher cites intra- and inter-disciplinary content relationships.</li> <li>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</li> </ul>

**Evidence:**

	Unsatisfactory	Basic	Proficient	Distinguished
<b>1b: Demonstrating Knowledge of Students</b>	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>Teacher does not understand child development characteristics and has unrealistic expectations for students.</li> <li>Teacher does not try to ascertain varied ability levels among students in the class.</li> <li>Teacher is not aware of student interests or cultural heritages.</li> <li>Teacher takes no responsibility to learn about students' medical or learning disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher cites developmental theory, but does not seek to integrate it into lesson planning.</li> <li>Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."</li> <li>The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</li> <li>The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher knows, for groups of students, their levels of cognitive development.</li> <li>The teacher is aware of the different cultural groups in the class.</li> <li>The teacher has a good idea of the range of interests of students in the class.</li> <li>The teacher has identified "high," "medium", and "low" groups of students within the class.</li> <li>The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.</li> <li>The teacher is aware of the special needs represented by students in the class.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</li> <li>The teacher seeks out information about their cultural heritage from all students.</li> <li>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</li> </ul>
<b>Evidence:</b>				

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1c: Setting Instructional Outcomes</b>	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Outcomes lack rigor.</li> <li>• Outcomes do not represent important learning in the discipline.</li> <li>• Outcomes are not clear or are states as activities.</li> <li>• Outcomes are not suitable for many students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent a mixture of low expectations and rigor.</li> <li>• Some outcomes reflect important learning in the discipline.</li> <li>• Outcomes are suitable for most of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes represent high expectations and rigor.</li> <li>• Outcomes are related to “big ideas” of the discipline.</li> <li>• Outcomes are written in terms of what students will learn rather than do.</li> <li>• Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.</li> <li>• Outcomes are suitable to groups of students in the class, differentiated where necessary.</li> </ul>	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>• Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</li> <li>• Teacher connects outcomes to previous and future learning</li> <li>• Outcomes are differentiated to encourage individual students to take educational risks.</li> </ul>

**Evidence:**

	Unsatisfactory	Basic	Proficient	Distinguished
<b>1d: Demonstrating Knowledge of Resources</b>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The teacher only uses district-provided materials, even when more variety would assist some students.</li> <li>• The teacher does not seek out resources available to expand his/her own skill.</li> <li>• Although aware of some student needs, the teacher does not inquire about possible resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses materials in the school library, but does not search beyond the school for resources.</li> <li>• The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.</li> <li>• The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts are at varied levels.</li> <li>• Texts are supplemented by guest speakers and field experiences.</li> <li>• Teacher facilitates Internet resources.</li> <li>• Resources are multi-disciplinary.</li> <li>• Teacher expands knowledge with professional learning groups and organizations.</li> <li>• Teacher pursues options offered by universities.</li> <li>• Teacher provides lists of resources outside the class for students to draw on.</li> </ul>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> <li>• Texts are matched to student skill level</li> <li>• The teacher has ongoing relationship with colleges and universities that support student learning.</li> <li>• The teacher maintains log of resources for student reference.</li> <li>• The teacher pursues apprenticeships to increase discipline knowledge</li> <li>• The teacher facilitates student contact with resources outside the classroom.</li> </ul>
<b>Evidence:</b>				

	Unsatisfactory	Basic	Proficient	Distinguished
<b>1e: Designing Coherent Instruction</b>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>• Materials are not engaging or meet instructional outcomes.</li> <li>• Instructional groups do not support learning.</li> <li>• Lesson plans are not structured or sequenced and are unrealistic in their expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are moderately challenging.</li> <li>• Learning resources are suitable, but there is limited variety.</li> <li>• Instructional groups are random or only partially support objectives.</li> <li>• Lesson structure is uneven or may be unrealistic in terms of time expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are matched to instructional outcomes.</li> <li>• Activities provide opportunity for higher-level thinking.</li> <li>• Teacher provides a variety of appropriately challenging materials and resources.</li> <li>• Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</li> <li>• The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Activities permit student choice.</li> <li>• Learning experiences connect to other disciplines.</li> <li>• Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</li> <li>• Lesson plans differentiate for individual student needs.</li> </ul>
<b>Evidence:</b>				

	Unsatisfactory	Basic	Proficient	Distinguished
<b>1f: Designing Student Assessments</b>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>Assessments do not match instructional outcomes.</li> <li>Assessments have no criteria.</li> <li>No formative assessments have been designed.</li> <li>Assessment results do not affect future plans.</li> </ul>	<ul style="list-style-type: none"> <li>Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>Assessment criteria are vague.</li> <li>Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul>	<ul style="list-style-type: none"> <li>All the learning outcomes have a method for assessment.</li> <li>Assessment types match learning expectations.</li> <li>Plans indicate modified assessments for some students as needed.</li> <li>Assessment criteria are clearly written.</li> <li>Plans include formative assessments to use during instruction.</li> <li>Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>Assessments provide opportunities for student choice.</li> <li>Students participate in designing assessments for their own work.</li> <li>Teacher-designed assessments are authentic with real-world application, as appropriate.</li> <li>Students develop rubrics according to teacher-specified learning objectives.</li> <li>Students are actively involved in collecting information from formative assessments and provide input.</li> </ul>
<b>Evidence:</b>				

## Domain 2: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Excellent
<b>2a: Creating an environment of respect and rapport</b>	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.</li> <li>• Students use disrespectful talk towards one another with no response from the teacher.</li> <li>• Teacher displays no familiarity with or caring about individual students' interests or personalities.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</li> <li>• Teacher attempts to respond to disrespectful behavior among students, with uneven results.</li> <li>• Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk between teacher and students and among students is uniformly respectful.</li> <li>• Teacher responds to disrespectful behavior among students.</li> <li>• Teacher makes general connections with individual students.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Teacher demonstrates knowledge and caring about individual students' lives beyond school.</li> <li>• When necessary, students correct one another in their conduct towards classmates.</li> <li>• There is no disrespectful behavior among students.</li> <li>• The teacher's response to a student's incorrect response respects the student's dignity</li> </ul>
<b>Evidence:</b>				



	Unsatisfactory	Basic	Proficient	Distinguished
<b>2b: Establishing a culture for learning</b>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</li> <li>• The teacher conveys to at least some students that the work is too challenging for them.</li> <li>• Students exhibit little or no pride in their work.</li> <li>• Class time is devoted more to socializing than to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."</li> <li>• The teacher conveys high expectations for only some students.</li> <li>• Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.</li> <li>• Many students indicate that they are looking for an "easy path."</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</li> <li>• The teacher demonstrates a high regard for student abilities.</li> <li>• Teacher conveys an expectation of high levels of student effort.</li> <li>• Students expend good effort to complete work of high quality.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• The teacher communicates a genuine passion for the subject.</li> <li>• Students indicate that they are not satisfied unless they have complete understanding.</li> <li>• Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</li> <li>• Students recognize the efforts of their classmates.</li> <li>• Students take initiative in improving the quality of their work.</li> </ul>

**Evidence:**

	Unsatisfactory	Basic	Proficient	Distinguished
<b>2c Managing Classroom Procedures</b>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Students not working with the teacher are not productively engaged or are disruptive to the class.</li> <li>• There are no established procedures for distributing and collecting materials.</li> <li>• Procedures for other activities are confused or chaotic.</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups are only partially engaged while not working directly with the teacher.</li> <li>• Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</li> <li>• Classroom routines function unevenly.</li> </ul>	<ul style="list-style-type: none"> <li>• The students are productively engaged during small group work.</li> <li>• Transitions between large and small group activities are smooth.</li> <li>• Routines for distribution and collection of materials and supplies work efficiently.</li> <li>• Classroom routines function smoothly.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Students take the initiative with their classmates to ensure that their time is used productively.</li> <li>• Students themselves ensure that transitions and other routines are accomplished smoothly.</li> <li>• Students take initiative in distributing and collecting materials efficiently</li> </ul>
<b>Evidence:</b>				

	Unsatisfactory	Basic	Proficient	Distinguished
<b>2d Managing Student Behavior</b>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The classroom environment is chaotic, with no apparent standards of conduct.</li> <li>• The teacher does not monitor student behavior.</li> <li>• Some students violate classroom rules, without apparent teacher awareness.</li> <li>• When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</li> <li>• Teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>• The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of conduct appear to have been established.</li> <li>• Student behavior is generally appropriate.</li> <li>• The teacher frequently monitors student behavior.</li> <li>• Teacher's response to student misbehavior is effective.</li> <li>• Teacher acknowledges good behavior.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Student behavior is entirely appropriate; no evidence of student misbehavior.</li> <li>• The teacher monitors student behavior without speaking – just moving about.</li> <li>• Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</li> </ul>

**Evidence:**

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2e: Organizing physical space</b>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• There are physical hazards in the classroom, endangering student safety.</li> <li>• Many students can't see or hear the teacher or the board.</li> <li>• Available technology is not being used, even if available and its use would enhance the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The physical environment is safe, and most students can see and hear.</li> <li>• The physical environment is not an impediment to learning, but does not enhance it.</li> <li>• The teacher makes limited use of available technology and other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom is safe, and all students are able to see and hear.</li> <li>• The classroom is arranged to support the instructional goals and learning activities.</li> <li>• The teacher makes appropriate use of available technology.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Modifications are made to the physical environment to accommodate students with special needs.</li> <li>• There is total alignment between the goals of the lesson and the physical environment.</li> <li>• Students take the initiative to adjust the physical environment.</li> <li>• Teachers and students make extensive and imaginative use of available technology</li> </ul>
<b><u>Evidence:</u></b>				

### Domain 3: Instruction

	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Communicating with students</b>	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>At no time during the lesson does the teacher convey to the students what they will be learning.</li> <li>Students indicate through their questions that they are confused as to the learning task.</li> <li>The teacher makes a serious content error that will affect students' understanding of the lesson.</li> <li>Students indicate through body language or questions that they don't understand the content being presented.</li> <li>Teacher's communications include errors of vocabulary or usage.</li> <li>Vocabulary is inappropriate to the age or culture of the students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</li> <li>Teacher must clarify the learning task so students can complete it.</li> <li>The teacher makes no serious content errors, although may make a minor error.</li> <li>The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</li> <li>Vocabulary and usage are correct but unimaginative.</li> <li>Vocabulary is too advanced or juvenile for the students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher states clearly, at some point during the lesson, what the students will be learning.</li> <li>If appropriate, the teacher models the process to be followed in the task.</li> <li>Students engage with the learning task, indicating that they understand what they are to do.</li> <li>The teacher makes no content errors.</li> <li>Teacher's explanation of content is clear, and invites student participation and thinking.</li> <li>Vocabulary and usage are correct and completely suited to the lesson.</li> <li>Vocabulary is appropriate to the students' ages and levels of development.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>The teacher points out possible areas for misunderstanding.</li> <li>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>All students seem to understand the presentation.</li> <li>The teacher invites students to explain the content to the class, or to classmates.</li> <li>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</li> </ul>
<b>Evidence:</b>				

	Unsatisfactory	Basic	Proficient	Distinguished
<b>3b: Using Questioning / Prompts and Discussion</b>	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Questions are rapid-fire, and convergent, with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• All discussion is between teacher and students; students are not invited to speak directly to one another.</li> <li>• A few students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher frames some questions designed to promote student thinking, but only a few students are involved.</li> <li>• The teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li>• Teacher calls on many students, but only a small number actually participate in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses open-ended questions, inviting students to think, and/or offer multiple possible answers.</li> <li>• The teacher makes effective use of wait time.</li> <li>• The teacher builds on uses student responses to questions effectively.</li> <li>• Discussions enable students to talk to one another, without ongoing mediation by the teacher.</li> <li>• The teacher calls on most students, even those who don't initially volunteer.</li> <li>• Many students actively engage in the discussion.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Students initiate higher-order questions.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students invite comments from their classmates during a discussion.</li> </ul>

**Evidence:**

	Unsatisfactory	Basic	Proficient	Distinguished
<b>3c: Engaging Students in Learning</b>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Few students are intellectually engaged in the lesson.</li> <li>• Learning tasks require only recall or have a single correct response or method.</li> <li>• The materials used ask students only to perform rote tasks.</li> <li>• Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</li> <li>• Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>• The lesson drags, or is rushed</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are intellectually engaged in the lesson.</li> <li>• Learning tasks are a mix of those requiring thinking and recall.</li> <li>• Student engagement with the content is largely passive, learning primarily facts or procedures.</li> <li>• Students have no choice in how they complete tasks.</li> <li>• The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</li> <li>• The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</li> <li>• The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students are intellectually engaged in the lesson.</li> <li>• Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</li> <li>• Students have some choice in how they complete learning tasks.</li> <li>• There is a mix of different types of groupings, suitable to the lesson objectives.</li> <li>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li>• The pacing of the lesson provides students the time needed to be intellectually engaged.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• Virtually all students are highly engaged in the lesson.</li> <li>• Students take initiative to modify a learning task to make it more meaningful or relevant to their needs</li> <li>• Students suggest modifications to the grouping patterns used.</li> <li>• Students have extensive choice in how they complete tasks.</li> <li>• Students suggest modifications or additions to the materials being used.</li> <li>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>
<b>Evidence:</b>				

	Unsatisfactory	Basic	Proficient	Distinguished
<b>3d: Using Assessment in Instruction</b>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The teacher gives no indication of what high quality work looks like.</li> <li>• The teacher makes no effort to determine whether students understand the lesson.</li> <li>• Feedback is only global.</li> <li>• The teacher does not ask students to evaluate their own or classmates' work.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students</li> <li>• Teacher requests global indications of student understanding.</li> <li>• Feedback to students is not uniformly specific, not oriented towards future improvement of work.</li> <li>• The teacher makes only minor attempts to engage students in self- or peer-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students indicate that they clearly understand the characteristics of high-quality work.</li> <li>• The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</li> <li>• Feedback includes specific and timely guidance for at least groups of students</li> <li>• The teacher attempts to engage students in self- or peer-assessment.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• There is evidence that students have helped establish the evaluation criteria.</li> <li>• Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</li> <li>• Teacher makes frequent use of strategies to elicit information about individual student understanding.</li> <li>• Feedback to students is specific and timely, and is provided from many sources, including other students.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> </ul>
<b>Evidence:</b>				



	Unsatisfactory	Basic	Proficient	Distinguished
<b>3e: Demonstrating flexibility and responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Teacher ignores indications of student boredom or lack of understanding.</li> <li>• Teacher brushes aside student questions.</li> <li>• Teacher makes no attempt to incorporate student interests into the lesson.</li> <li>• The teacher conveys to students that when they have difficulty learning, it is their fault.</li> <li>• In reflecting on practice, the teacher does not indicate that it is important to reach all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's efforts to modify the lesson are only partially successful.</li> <li>• Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</li> <li>• The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</li> <li>• In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</li> <li>• Teacher incorporates students' interests and questions into the heart of the lesson.</li> <li>• The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</li> <li>• In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• The teacher's adjustments to the lesson are designed to assist individual students.</li> <li>• Teacher seizes on a teachable moment to enhance a lesson.</li> <li>• The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use.</li> <li>• In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.</li> </ul>
<b>Evidence:</b>				

## Domain 4 Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Excellent
<b>4a Reflecting on Teaching</b>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</li> <li>The teacher makes no suggestions for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a general sense of whether or not instructional practices were effective.</li> <li>The teacher offers general modifications for future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher accurately assesses the effectiveness of instructional activities used</li> <li>The teacher identifies specific ways in which a lesson might be improved.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness</li> <li>Teacher's suggestions for improvement draw on an extensive repertoire.</li> </ul>

### Evidence:

In general, how successful was the lesson? Did the students learn what you intended them to learn? How do you know?

If you were able to bring samples of student work, what do those samples reveal about those students; levels of engagement and understanding?

Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

Did you depart from your plan? If so, how and why?

Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources).

If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4b Maintaining Accurate Records</b>	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>Absence of a system for either instructional or non-instructional records.</li> <li>Record-keeping systems that are in disarray so as to provide incorrect or confusing information.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.</li> <li>The teacher's process for tracking student progress is cumbersome to use.</li> <li>The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</li> <li>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</li> <li>The teacher's process for recording non-instructional information is both efficient and effective.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>Students contribute to and maintain records indicating completed and outstanding work assignments.</li> <li>Students contribute to and maintain data files indicating their own progress in learning.</li> <li>Students contribute to maintaining non-instructional records for the class.</li> </ul>

**Evidence:**

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4c: Communicating with Families</b>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• Little or no information regarding instructional program available to parents.</li> <li>• Families are unaware of their children's progress.</li> <li>• Lack of family engagement activities.</li> <li>• Culturally inappropriate communication</li> </ul>	<ul style="list-style-type: none"> <li>• School or district-created materials about the instructional program are sent home.</li> <li>• Infrequent or incomplete information sent home by teachers about the instructional program.</li> <li>• Teacher maintains school-required grade book but does little else to inform families about student progress.</li> <li>• Teacher communications are sometimes inappropriate to families' cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about the instructional program is available on a regular basis.</li> <li>• The teacher sends information about student progress home on a regular basis.</li> <li>• Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>• On a regular basis, students develop materials to inform their families about the instructional program.</li> <li>• Students maintain accurate records about their individual learning progress and frequently share this information with families.</li> <li>• Students contribute to regular and ongoing projects designed to engage families in the learning process.</li> </ul>
<b>Evidence:</b>				

	Unsatisfactory	Basic	Proficient	Distinguished
<b>4d: Participating in a Professional Community</b>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>The teacher's relationship with colleagues is characterized by negativity or combativeness.</li> <li>The teacher purposefully avoids contributing to activities promoting professional inquiry.</li> <li>The teacher avoids involvement in school activities and school district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has pleasant relationship with colleagues.</li> <li>When invited, the teacher participates in activities related to professional inquiry.</li> <li>When asked, the teacher participates in school activities, and school district and community projects.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has supportive and collaborative relationships with colleagues.</li> <li>The teacher regularly participates in activities related to professional inquiry.</li> <li>The teacher frequently volunteers to participate in school events and school district and community projects.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>The teacher takes a leadership role in promoting activities related to professional inquiry.</li> <li>The teacher regularly contributes to and leads events that positively impact school life.</li> <li>The teacher regularly contributes to and leads significant school district and community projects.</li> </ul>

**Evidence:**

	Unsatisfactory	Basic	Proficient	Distinguished
<b>4e: Growing and Developing Professionally</b>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>The teacher is not involved in any activity that might enhance knowledge or skill.</li> <li>The teacher purposefully resists discussing performance with supervisors or colleagues.</li> <li>The teacher ignores invitations to join professional organizations or attending conferences.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher participates in professional activities when required or when provided by the school district.</li> <li>The teacher reluctantly accepts feedback from supervisors and colleagues.</li> <li>The teacher contributes in a limited fashion to educational professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher seeks regular opportunities for continued professional development.</li> <li>The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.</li> <li>The teacher actively participates in professional organizations designed to contribute to the profession.</li> </ul>	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>The teacher seeks regular opportunities for continued professional development, including initiating action research.</li> <li>The teacher actively seeks feedback from supervisors and colleagues.</li> <li>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</li> </ul>
<b>Evidence:</b>				

	Unsatisfactory	Basic	Proficient	Distinguished
<b>4f: Showing Professionalism</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>Teacher is dishonest.</li> <li>Teacher does not notice the needs of students.</li> <li>The teacher engages in practices that are self-serving.</li> <li>The teacher willfully rejects school district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is honest.</li> <li>Teacher notices the needs of students, but is inconsistent in addressing them.</li> <li>Teacher does not notice that some school practices result in poor conditions for students.</li> <li>Teacher makes decisions professionally, but on a limited basis.</li> <li>Teacher complies with school district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is honest and known for having high standards of integrity.</li> <li>Teacher actively addresses student needs.</li> <li>Teacher actively works to provide opportunities for student success.</li> <li>Teacher willingly participates in team and departmental decision-making.</li> <li>Teacher complies completely with school district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>Teacher is highly proactive in serving students.</li> <li>Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</li> <li>Teacher takes a leadership role in team and departmental decision-making.</li> <li>Teacher takes a leadership role regarding school district regulations.</li> </ul>
<b>Evidence:</b>				



## Domains of Leadership

The Principal and Governing Board may choose other measures that more accurately reflect how a descriptor is assessed.

Domains	Descriptors	Examples of Measurement
Domain 1: Student Educational Outcomes	<ul style="list-style-type: none"> <li>Promotes and supports students' progress and performance</li> <li>Provides relevant resources to support and increase student learning</li> <li>Develops strong school-community leadership teams</li> <li>Builds instructional leadership in teachers</li> <li>Identifies and implements positive changes and practices that influences student achievement</li> <li>Aligns management style to change initiatives</li> <li>Implements and supports rigorous curriculum and instruction that is meaningful and relevant</li> <li>Supports and models research-based assessment and accountability practices</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Rate</li> <li>High School Readiness</li> <li>Discipline</li> <li>Achievement Gap Rate</li> <li>Promotion to High School</li> <li>NV State Math Proficiency</li> <li>NV State Reading Proficiency</li> <li>NV State Science Proficiency</li> <li>Median Student Growth Percentile</li> <li>Other</li> </ul>
Domain 2: Professional Growth and Learning	<ul style="list-style-type: none"> <li>Initiates professional development to improve leadership practice</li> <li>Reflects on leadership practices</li> <li>Identifies strengths and areas for improvement</li> <li>Considers feedback from faculty, staff, parents, students and community/university partners in identifying strengths and needs</li> <li>Demonstrates commitment to continuous learning</li> <li>Promotes partnerships and alliances to strengthen leadership skills and practices</li> </ul>	<ul style="list-style-type: none"> <li>Attendance rate</li> <li>Benchmark assessment</li> <li>Conducts and leads staff professional development</li> <li>Formative and summative teacher test data</li> <li>Incorporates new learning in school programs</li> <li>Multiple measures of student learning</li> <li>Professional Development Plan</li> <li>Professional portfolio or artifacts</li> <li>Grants</li> <li>Seeks and incorporates new learning in current practices</li> <li>Special recognition and accomplishments</li> <li>Use of scoring/grading rubrics</li> <li>Work Samples and scores</li> <li>Other</li> </ul>
Domain 3:	<ul style="list-style-type: none"> <li>Develops an effective school improvement plan that is based on:</li> </ul>	<ul style="list-style-type: none"> <li>Academic school improvement plan</li> <li>Attendance rate</li> </ul>

<b>Domains</b>	<b>Descriptors</b>	<b>Examples of Measurement</b>
School Planning and Progress	<ul style="list-style-type: none"> <li>– A well-crafted needs assessment;</li> <li>– A clearly defined and inclusive process for creating the plan;</li> <li>– A defined implementation process; and</li> <li>– An identified monitoring and evaluation system.</li> <li>• Identifies a networking system to actively engage all audiences of the school community and stakeholders in the school improvement process</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark assessment</li> <li>• Formative and summative teacher test data</li> <li>• Interviews/questionnaires</li> <li>• Multiple measures of student learning</li> <li>• Principal’s reflection</li> <li>• Professional portfolio or artifacts</li> <li>• School improvement Plan data and outcomes (such as student attendance, behavior, student outcomes)</li> <li>• Special recognition and accomplishments</li> <li>• Use of scoring/grading rubrics</li> <li>• Work samples and scores</li> <li>• Other</li> </ul>
Domain 4: School Culture	<ul style="list-style-type: none"> <li>• Develops and maintains a positive school culture</li> <li>• Sets high expectations for all the school community</li> <li>• Enables teachers and students to work collaboratively and cooperatively</li> <li>• Positively influences teachers and staff working conditions</li> <li>• Sets a tone that supports continuous professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance rate</li> <li>• Benchmark assessment</li> <li>• Exit interviews of employees and students</li> <li>• Formative and summative teacher test data</li> <li>• Multiple measures of student learning</li> <li>• News clippings, media and school publications</li> <li>• Observations</li> <li>• Participation in school activities</li> <li>• Professional portfolio or artifacts</li> <li>• Recruitment and retention of faculty and teachers</li> <li>• Scholarships</li> <li>• School climate surveys of faculty and staff</li> <li>• Special recognition and accomplishments</li> <li>• Student, parent, teachers, staff and community interviews</li> <li>• Use of scoring/grading rubrics</li> <li>• Work Samples and scores</li> <li>• Other</li> </ul>
Domain 5: Professional Qualities and Instructional Leadership	<ul style="list-style-type: none"> <li>• Demonstrates a shared responsibility and shared vision and mission</li> <li>• Monitors and continuously improves teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance rate</li> <li>• Benchmark assessment</li> <li>• Degree to which a principal achieves benchmark goals in the previous year’s professional development plan</li> <li>• Formative and summative teacher test data</li> </ul>

Domains	Descriptors	Examples of Measurement
	<ul style="list-style-type: none"> <li>• Manages the organization and system effectively and provides resources for a safe and high performing learning environment</li> <li>• Models integrity, fairness and high ethical standards on a consistent basis</li> <li>• Advocates for teachers and students</li> <li>• Promotes civic responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple measures of student learning</li> <li>• Observations of Principal's practice</li> <li>• Professional Portfolio</li> <li>• Self-reflection/analysis</li> <li>• Special recognition and accomplishments</li> <li>• Work Samples and scores</li> <li>• Support systems for new teaching staff</li> <li>• Other</li> </ul>
Domain 6: Stakeholder Support and Engagement	<ul style="list-style-type: none"> <li>• Initiates and facilitates parent and community participation in school-wide activities and initiatives</li> <li>• Engages openly in shared problem-solving and decision making, maintaining a school culture of transparency and trust within the school community</li> <li>• Promotes open, effective and collaborative modes of communication with staff, families and the surrounding community</li> <li>• Builds positive relationships that are culturally responsive to diverse stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership, Team structures</li> <li>• Letters of continuing support, thank you letters and letters of appreciation from stakeholders</li> <li>• News releases</li> <li>• Newsletters</li> <li>• Professional portfolio or artifacts</li> <li>• School Assessments</li> <li>• School Improvement plan</li> <li>• Special recognition and accomplishments</li> <li>• Student, parent, community surveys</li> <li>• Other</li> </ul>

## Professional Development Plan

All Principals must develop a Professional Development (PD) Plan and submit to the Governing Board after the initial Pre-Evaluation Conference. The PD plan should be a basis for open dialogue throughout to identify and discuss best practices and supports. The PD plan may be used to measure (evaluate) progress on specific goals for Domain 2-6.

**DURATION** \_\_\_\_\_

### **I. List one or more Professional Development Goal(s):**

**Target Date(s)**

--	--

### **II. List one or more Strategies / Activities that you will implement to achieve goal(s):**

**Target Date(s)**

1.	
2.	
3.	
4.	
5.	
6.	

### **III. Reflection: Write two or more paragraphs sharing insights about your learning and leadership experiences.**

Examples: Summarize impressions, recall supporting information, analyze learning and construct new learning(s).

How does this compare to what you already knew about school improvement?

What made the difference in the outcomes?

What are your thoughts about your next steps?

# Sample Parent and Teacher Survey

(Taken from Mater Academy of Northern Nevada's  
yearly survey)

Parent Survey
Each question is rated on a Likert 5 point scale system from Extremely Agree to Extremely Disagree?
Does the School Provide a Welcoming Environment?
Does the School Provide a Safe and Secure Environment?
Does My Child Receive Quality Instruction in Reading/Language Arts at this School?
Do I feel the Reading Curriculum is Preparing My Child for Success in the Next Grade Level?
Does My Child Receive Quality Instruction in Math at this School?
Do I feel the Math Curriculum is Preparing My Child for Success in the Next Grade?
Is the Principal Available and Easy to Talk to?
Does the Principal Resolve Matters in a Timely Manner?
Does the School Allow Input and Welcome Parent Contributions?
Is the Office Staff Courteous and Helpful?
Does My Child's Teacher Communicate His / Her Progress Regularly?
Is My Child's Teacher Available to Me?
Do the Teachers at the School Provide Meaningful Homework?
Does My Child(ren) Feel Comfortable in the Classroom?
Does My Child(ren) Feel Comfortable in the Lunchroom and Playground?
Do the Teachers Effectively Handle Classroom Disruptions?
Does My Child's Teacher Take an Interest in His / Her Education?
Does the Classroom Support Staff Meet the Needs of My Child?
I Would Recommend this School to Other Parents?
Overall, What Grade Do You Give this School (this is graded on an A-D Scale)?

### Teacher Survey

**Each question is rated on a Likert 5 point scale system from Extremely Agree to Extremely Disagree**

School Leaders Invite Teachers to Play a Meaningful Role in Setting Goals and Making Decisions for the School?

The Communication I Receive from by Administrator is Efficient and Helpful?

My Administrator is Readily Available When I need Them?

I feel Support from the Following People:

Principal

Assistant Principal / Lead Teacher

School Counselor

Curriculum Coaches

Office Staff

The Evaluation Process is Fair and Objective?

The Current Teacher Evaluation Helps Teachers Improve Their Instructional Performance by Providing Specific and Useful Feedback?

The Expectations for Student Achievement are Reasonable?

Teachers in My School Respect Colleagues and Work Together in Teams to Improve Their Instructional Practices?

I Feel Our School Promotes a Safe and Orderly Environment?

Teachers and School Leaders in My School Use Information From Parents to Improve Instructional Practices and Meet Student Learning Needs?

At My School the Line of Communication With Parents is Open and Parents are Actively Involved in the School?

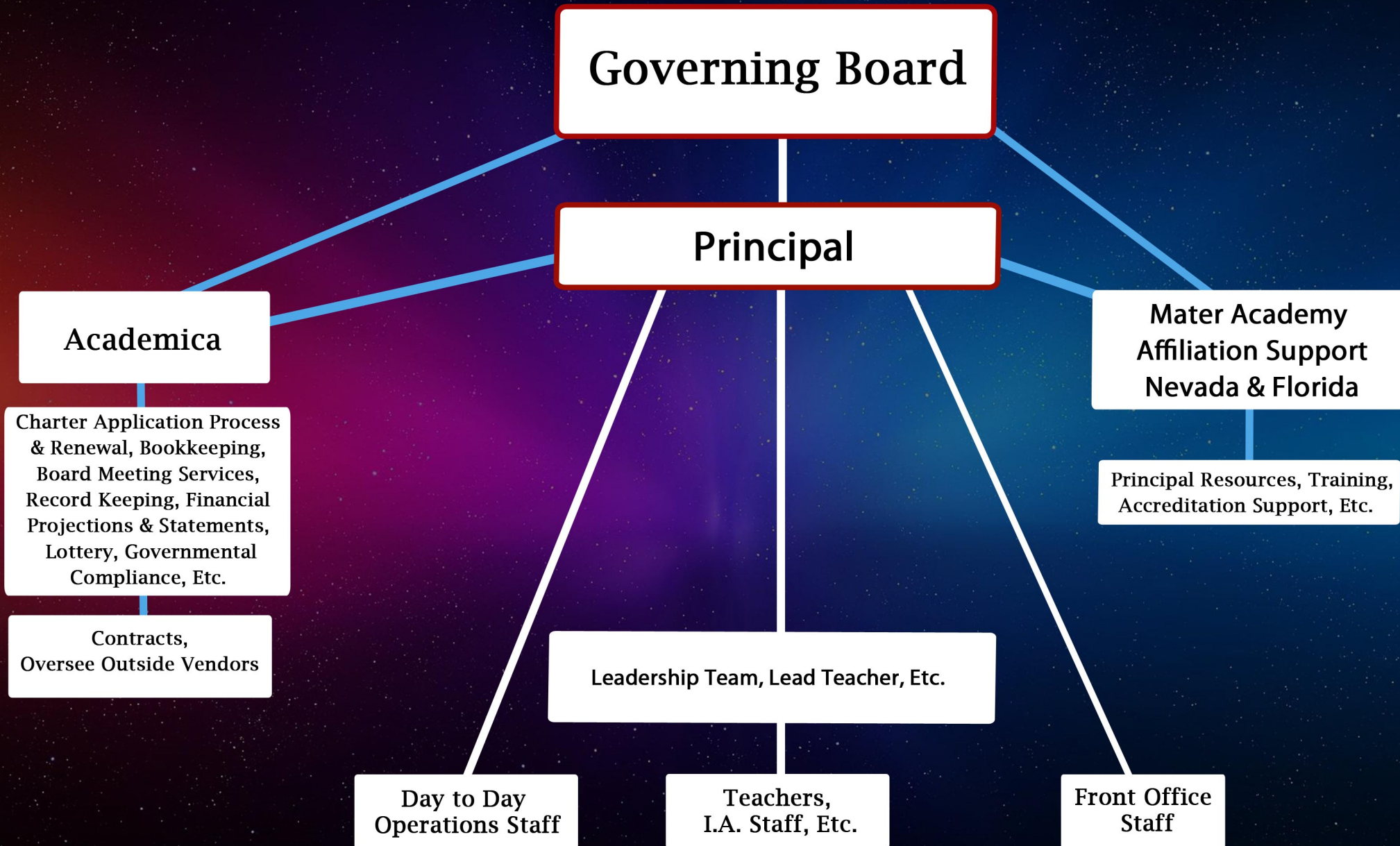
Overall, Are you Satisfied with the Teaching Experience at this School?

As a Teacher, I get the Support I Need at My School to Address Student Behavioral Issues?

Overall, my Professional Development Experiences this School Year Provided Me with Teaching Strategies to Better Meet the Needs of My Students?

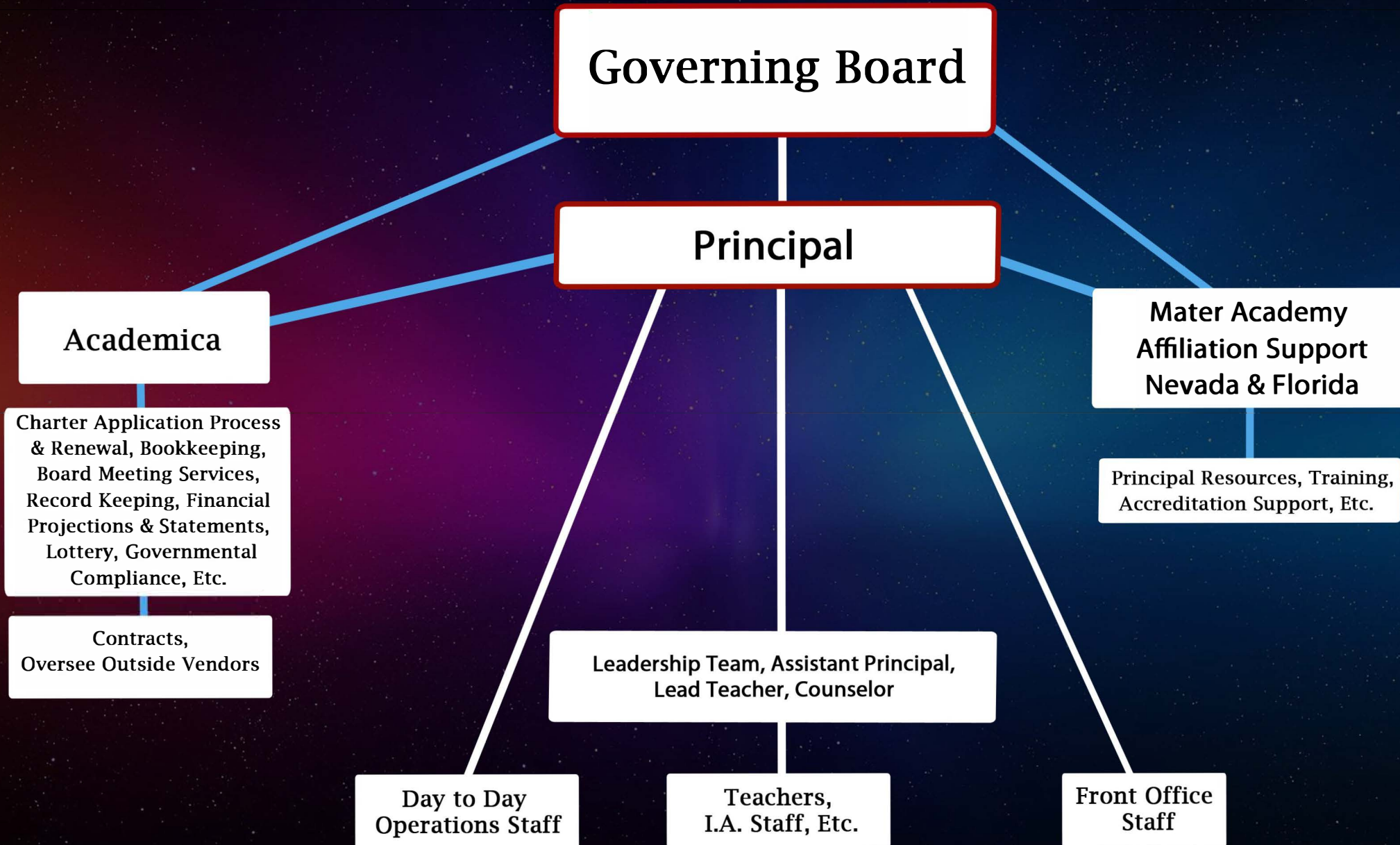
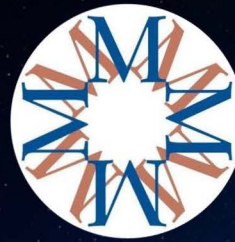
My Professional Development Experiences this School Year Included Enough Time to Think Carefully, Try and Evaluate New Ideas?

# Mater Academy of Northern Nevada Organizational Chart Year 1



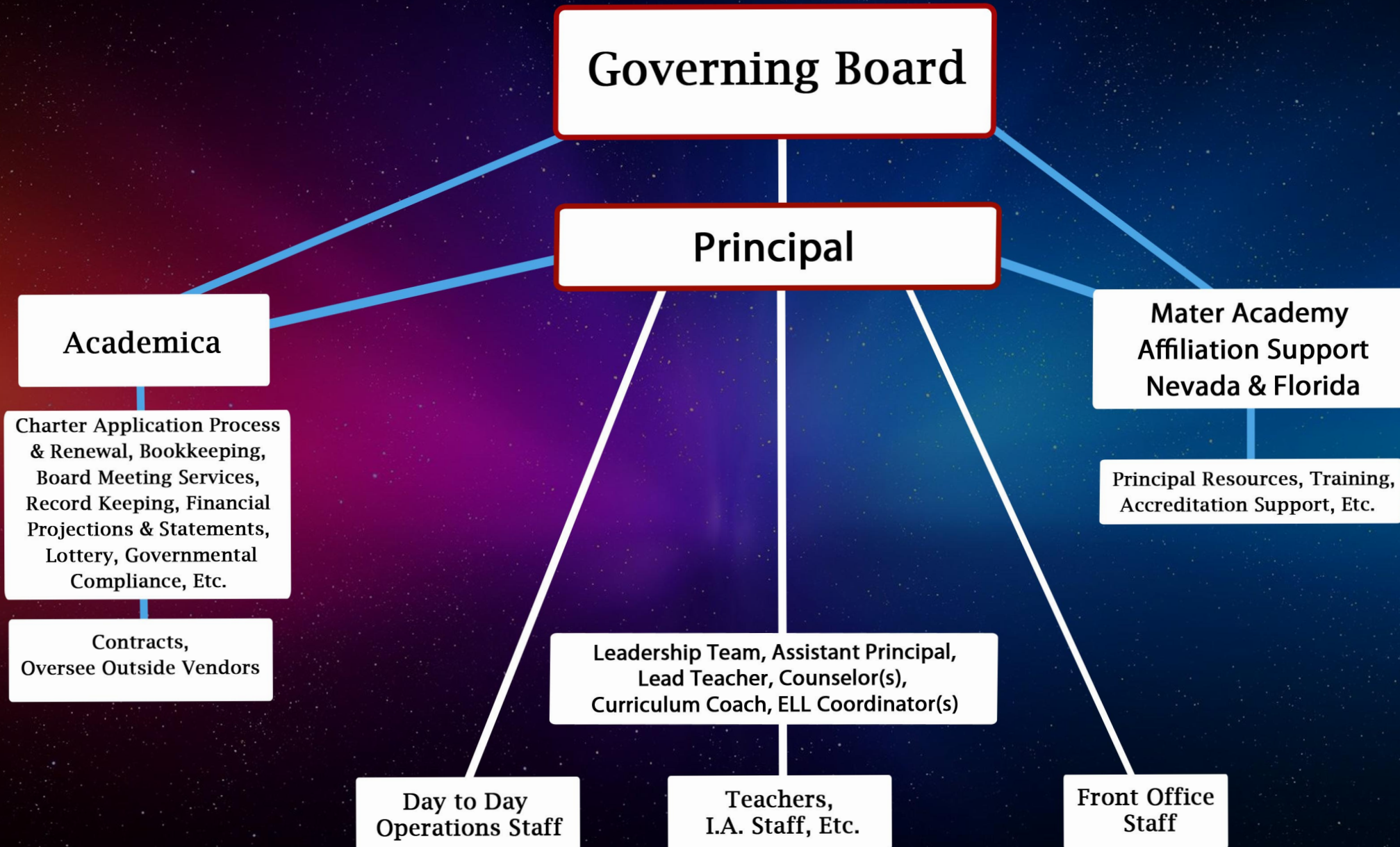


# Mater Academy of Northern Nevada Organizational Chart Year 3





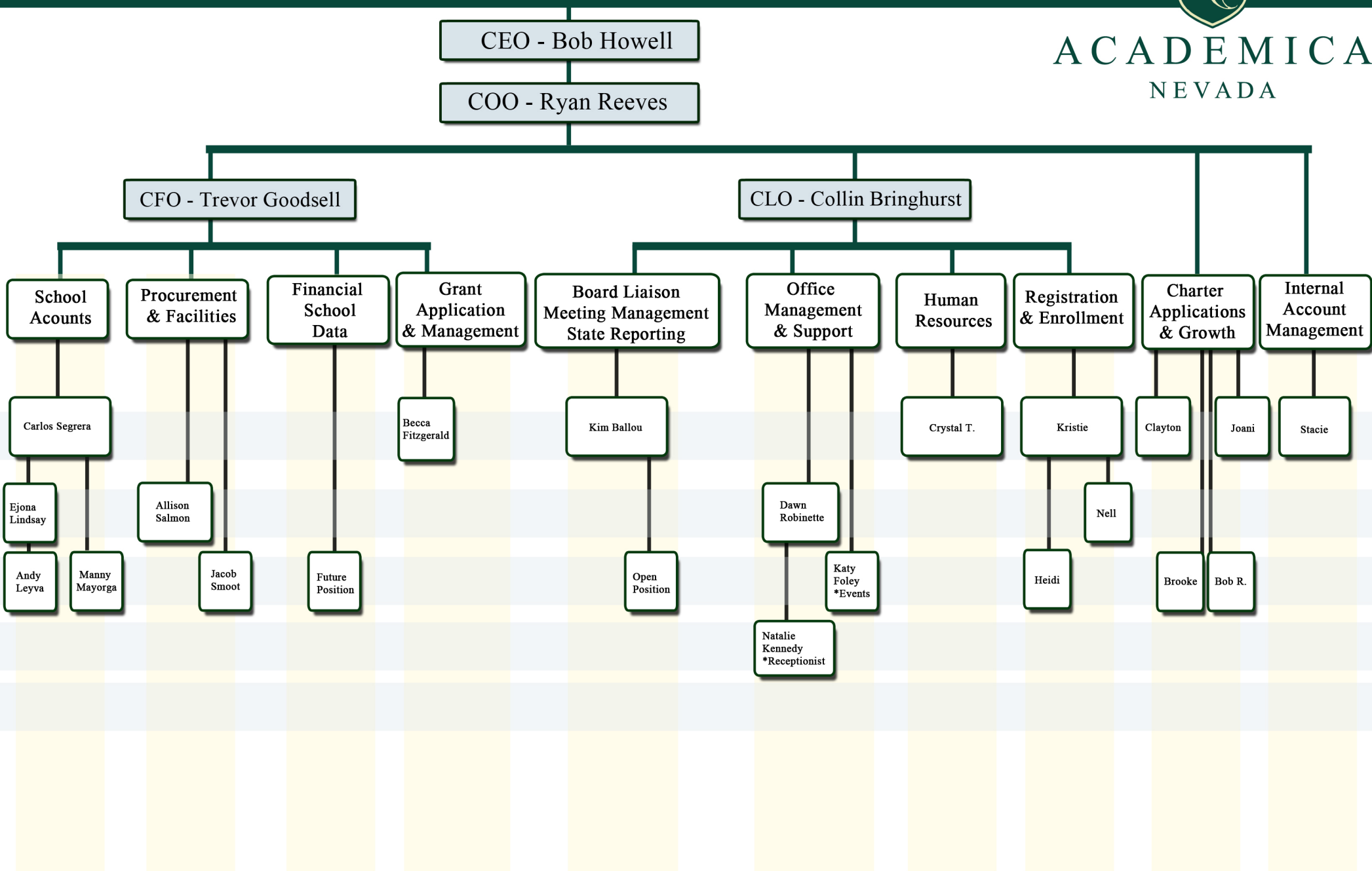
# Mater Academy of Northern Nevada Organizational Chart Year 5



# Employee Flow Chart



ACADEMICA  
NEVADA



## START-UP SCHOOL PROPOSED BOARD MEMBER ROSTER

	OCCUPATION	LARGEST BUDGET MANAGED/ OVERSEEN (\$ or N/A)	AREA OF EXPERTISE										COMMITTEE ASSIGNMENT				
			Accounting/Finance	Fundraising/Development	Construction/Real Estate	Legal	Technology	PR/HR/Communications	Education	Medical	Community/Volunteer	Board Experience	Development	Real Estate	Board Development	Finance	Governance
PROPOSED BOARD MEMBERS Name & Title on Board (if applicable)																	
Teresa Benitez-Thompson	Social Worker/Legislator/ Parent	Approx \$6.5 billion (State budget)	x	x		x					x	x	x	x		x	
Shari Dunn	Educator	\$350,000							x			x				x	
Jaime Edrosa (Board Liaison)	Administrator	\$2 million		x	x		x	x	x		x	x	x	x			
Leslie Jackson	Retired Educator	\$800,000		x				x	x		x						
Cris Novich	Financial Advisor	\$8 million	x	x							x	x				x	x
Luke Welmerink	Attorney	\$7 million	x	x		x					x	x		x	x	x	x

## Start-Up Charter School Board Member Information

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

**All forms must be signed by hand.**

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

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

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

### Background

1. Name of charter school on whose Board of Directors you intend to serve

Mater Academy of Northern Nevada

2. Full name

Teresa Benitez-Thompson

Home Address

4730 Scenic Hill Cr

Business Name and Address

Same

Phone Number

775-247-7665

E-mail address

Teresa\_Benitez@hotmail.com

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I am a licensed Social Worker and have worked in the child welfare and medical fields for the past 11 years. Since 2010, I have been elected to represent Assembly District 27 in the Nevada Legislature and have served on the following committees: Ways and Means, Taxation, Health and Human Services, Government Affairs, and Transportation committees.

I have been involved in educational issues for many years. I was the primary sponsor AB 224, which created the Office of Parental Involvement and Family Engagement within the State of Nevada Department of Education in 2012. I sat on the Ways and Means Education Subcommittee during the 2015 session. Lastly, I served on Washoe County's Public School Overcrowding and Repair Needs committee.

☒ Resume and professional bio are attached.

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

☐ Does

not apply to me.

5. Why do you wish to serve on the board of the proposed charter school? I believe Washoe County's children needs access to quality education that best address a child's needs. Mater

## **Start-Up Charter School Board Member Information**

Academy's vision appeals to me in general, but the target area they intent to serve is of most interest to me. As a first generation American on my Father's side, I identify with the challenges facing diverse, at-risk children. Washoe County public schools face an uphill challenge in acquiring desperately needed capital funding. I believe high quality charter school will be needed to ensure these children have an educational venue that caters to them.

6. What is your understanding of the appropriate role of a public charter school board member? First, diligent attention to fiduciary matters. Second, as a prospective parent with current and future school aged children, to ensure MANN is actively engaging parents and families of enrolled students, as well as the urban community surrounding the school. Lastly, to ensure MANN is meeting the education goals established by the board.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
Previous board experience includes: President, Nevada Empowered Women's Project 1996-2001; Northern Nevada Family R.A.V.E Foundation, Member at Large 2004-2007.

8. Describe the specific knowledge and experience that you would bring to the board.  
I bring a clear understanding of the State's Educational funding streams, experience as a committed board member with strong fiscal oversight and am a primary member of the community MANN seeks to serve.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs? The mission is prepare children to be critical and creative thinkers who are ready college ready and culturally competent.

2. What is your understanding of the school's proposed educational program?  
To close the achievement gap through use of research based curriculum that works especially well with English Language Learners and at-risk students.

3. What do you believe to be the characteristics of a successful school? Measured progress of student achievement, parental involvement to support student achievement and strong leadership at the school site.

4. How will you know that the school is succeeding (or not) in its mission? Academically, annual STAR Math, STAR Reading and other assessments will tell us about student achievement is hitting established goals set by the MANN board. Surveys to gauge parental satisfaction.

### **Governance**

1. Describe the role that the board will play in the school's operation. Set policies that allow for day to operations. Ensure financial health to support those operations.
2. How will you know if the school is successful at the end of the first year of operation? Results from STAR Math and STAR Reading results will tell us if academic goals have been met.

## Start-Up Charter School Board Member Information

Financially, the school should have health reserves and cash flow.

3. How will you know at the end of three years of the school is successful? Same response as above. However, I hope satisfaction from the community will translate into thriving engagement by parents.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The board must stay engaged in the financial and academic performance of the school. This has been a downfall in the Northern Nevada community, and has created a culture of skepticism surrounding charter schools.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? The issue has to be agenzized and discussed. Board members have to serve as the first line of accountability on all matters, especially ethical ones.

### Disclosures

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

## Start-Up Charter School Board Member Information

third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service

provider or school management organization.

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

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

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

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

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

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

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

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

☒ None. ☐ Yes

### Certification

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

Teresa Benitz Thompson  
Signature

7-12-16  
Date

## **Start-Up Charter School Board Member Information**



## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named,

Mater Academy of Northern Nevada,

(name of charter school)

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

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

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

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

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

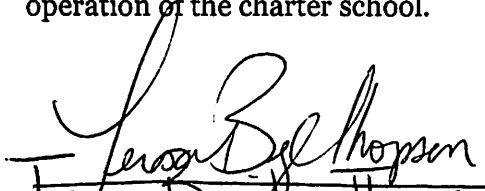
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school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

## Start-Up Charter School Board Member Information

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

### Notarized Statement

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

  
Teresa Benitez-Thompson

Signature of Certifying Charter School Official

Teresa Benitez-Thompson

Name Printed

Board Member

Title

7-12-16

Date

State of Nevada, County of Washoe

Subscribed and sworn to before me by  
Benitez-Thompson, Teresa Francisca

This 12 day of July 2016

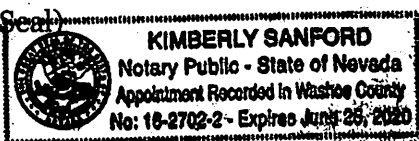
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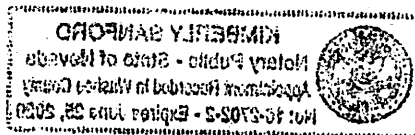
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(Notary Public Seal)





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## Profile

**Social welfare practice to address chronic inequities and enhance quality of life of community members. Experience working in private sector, non-profit and health care settings.**

19 years working in community organizing and public policy advocacy. 10 years professional engagement as a Licensed Social Worker in child welfare and hospice. Strengths include:

- Interdisciplinary Collaboration
  - Medicaid & Medicare knowledge
  - Documentation to Chronical and Support Metrics
  - Leveraging Resources
  - Synthesizing Complex Materials & Data
  - Individual & Community Need Assessments
- 

## Experience

### Medical Social Worker, Gentiva Hospice

**2010-Present**

Collaborate with Physicians and Registered Nurses to meet patient's end of life goals. Hospice is the delivery of palliative care in the patient's home. I work to ensure the safety and well-being of patients by leveraging resources.

- Develop Plans of Care to address patient and family needs based on face-to-face assessment in the home.
- Compassionate support for the patient and family throughout the dying process.
- Leverage community, state and medical resources to ensure patients can remain safely in their homes.

### Special Needs Adoption Recruiter, Washoe County Department of Social Services

**2005-2010**

The child welfare system ensures the safety of children inside their homes. When a court determines this cannot happen, the child has to be placed into an adoptive home. As the County's only recruiter, I actively cultivated adoptive homes.

- Public awareness and media campaign to increase the number of local adoptive homes.
- Compliance with Federal and State adoption laws, tracking metrics tied to federal funding.
- Ensure a child's best qualities show past labels and diagnosis, because they deserve to be loved.

### Program Improvement Plan, Practicum, NV Division of Child and Family Services

**2004**

The Division's response to a failed Child and Family Service Review. Comprised of 44 metrics, with 3-4 sub-metrics, I was charged with maintaining the state's master Program Improvement Plan.

- Extensive policy development based on best practices, evidence based outcomes and federal rules.
- Structured and maintained the Division's logic model for the federally required Program Improvement Plan.
- Coordination of data from stakeholders, statewide data inputs and regional child welfare agencies.

### Policy Analyst, Practicum, State of Michigan, Office of the Governor, Public Policy Division

**2004**

Supported Governor Granholm's legislative agenda on social welfare policy. I reported to senior staff, briefing them on social welfare trends, data and public policy.

- Analysis of health and human service legislation for Senior Staff and Governor's consideration.
- Management of high-level constituent communication regarding social welfare budgets and programs.

### Community Liaison, Nevada Hispanic Services

**2003**

A non-profit organization serving the needs of Hispanics in Northern Nevada. A six month project focused on large corporate foundations that sought to support the Latino community. I developed their fiscal accountability plan.

- Fiscal responsibility reports developed and reviewed with major donors and corporate supporters.
- Support to Executive Director to ensure healthy, productive relationships with donors.
- Developed community presentation overview of human service programs offered by N.H.S.

### Co-Founder, President, Nevada Empowered Women's Project

**1996-2001**

An anti-poverty, grassroots organization that mobilized local low-income thru self-advocacy. We were a small group of women who gradually found ourselves at the forefront of meaning social justice debates.

- Assumed legal and financial responsibility of building and maintaining a 501(C) 3.
- Development and cultivation of large donor program and foundation giving.
- Spokesperson, conducting press conferences, media campaigns, and organizing legislative testimony.
- Developed and conducted outreach activities with low-income communities and T.A.N.F. populations.

### Company Program Manager, Junior Achievement of Northern Nevada

**1997-2000**

Economic education to students provided by volunteers from the business community. The Company Program allowed high school students to incorporate, manufacture a product, market and sell the product.

- Supervised 30-50 high school student participants in the year long "Company Program" curriculum.
- Managed business sector volunteers, ensuring knowledge and compliance with established curriculum.
- Reported to the Executive Director regarding program statistics and compliance.

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## Education and Credentials

- Licensed Social Worker, 4757-S
  - M.S.W. University of Michigan; Ann Arbor: 2004
  - B.A.S. University of Nevada, Reno: 2001
- 

## Accolades

- Twenty Under 40 Award, Reno Gazette-Journal, 2010
  - Nevada Women's Fund, Woman of Achievement Award 2003
  - Miss Nevada 2002; Third Runner-Up to Miss America 2003
  - Washoe County Employee of the Year, Adelante Award, 2009
  - Achievements in Economic Justice, National Center for Law and Economic Justice, 2006
  - America Counseling Association, Human Right Award 2002
- 

## Leadership

- Co-Assistant Minority Leader, 2015 Nevada Legislative Session
  - Chair, Legislative Committee on Seniors, Veterans and Adults with Disabilities
  - Chair, Government Affairs, 2013 Nevada Legislative Session
  - President, Social Work Student Union, University of Michigan, 2004;
-

Teresa Benitez-Thompson  
Biographical Summary

I was raised in Reno, along with my two younger sisters, by my mother and my grandparents. My mother brought us here to seek a better life and a fresh start after alcoholism and domestic violence brought an end to her marriage to my father. Our grandparents lived in Reno, and they helped raise us and instilled in us a strong respect for tradition and discipline. We went to church on Sunday mornings, joined the children's choir, and enrolled into Vacation Bible School every summer. My grandparents worked hard to provide a stable life for us. They came out of retirement to help pay the bills, working janitorial and childcare jobs to make ends meet. My mother worked long, hard hours in the service industry as a waitress in local casinos and restaurants. Like many families, we had both joys and struggles.

Adding to both our happiness and our strained finances, my sister Mari had an unplanned pregnancy at age 14. The family pulled together to make sure my sister was taken care of, and could continue on to graduate high school. Grandma babysat, I got an after school job, and mom picked up extra shifts. Some of the road blocks we encountered led my mother and me to join a newly formed group of low-income single mothers fighting to break the cycle of poverty. The group would evolve into Nevada Empowered Women's Project (New Project), a non-profit whose mission was to further the rights of women and children living in or near poverty. I served as president for many years, and was honored by the National Center for Law and Economic Justice in 2006 for my work with NEW Project.

Between scholarships from Miss America (I was Miss Nevada in 2002) and the Nevada Women's Fund, I was able to afford to get not only an undergraduate degree from UNR, but also Master's Degree in Social Work from the University of Michigan.

I returned to Reno after receiving my graduate degree and, determined to put my degree to work for the community, began working in child welfare as an adoption social worker. I hosted a television show featuring children in foster care who needed loving adoptive homes. I now work as a Hospice social worker. The work is challenging, but very rewarding.



### Start-Up Charter School Board Member Information

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

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

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

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

#### Background

1. Name of charter school on whose Board of Directors you intend to serve Mater Academy of Northern Nevada, Inc.
2. Full name Shari Kay Dunn  
Home Address 560 W. Riverview Cir., Reno, NV 89509  
Business Name and Address \_\_\_\_\_  
Phone Number 775-233-1378 (cell)  
E-mail address skdunn@washoeschools.net
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.  
**Shari has worked for Washoe County School District for 25 years as a multi-age and straight grade classroom teacher (grades K-8), instructional coach (literacy and 21<sup>st</sup> Century Learning - grades K-12), university instructor (pre-service teachers), literacy program coordinator (instruction and assessment) and professional developer. She holds a K-8 elementary and special education degree, a master's degree in literacy studies, and endorsements in ELL, coaching, and administration. Shari has experience working in various educational settings, with diverse groups of individuals, to problem solve and work within the specifications of the projects' outlines.**
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent

## Start-Up Charter School Board Member Information

not otherwise indicated in your response to Item 3, above).

☐ Does not apply to me. ☒ Yes

**Shari has served on the Riverbend Homeowners Association Executive Board as both a member and a president for the past 5 years.**

6. Why do you wish to serve on the board of the proposed charter school?  
**Mater Academy of Northern Nevada plans to serve students in our community by providing innovative and challenging education, preparing students to be global citizens. Being a board member allows me to support this charter school in supporting students in my community in learning differently than the public school setting allows. In addition, with the emphasis on 21<sup>st</sup> century learning, I feel that I may be able to provide expertise in that area.**
7. What is your understanding of the appropriate role of a public charter school board member?  
**The board sets the mission and vision statements, determines the educational goals for the school, and oversees the operational procedures (expenses, insurance, etc.). In addition, the board chooses the principal and participates in various school activities. The board follows all open meeting laws and participates in training as required. The board should represent the interests of the community. Board members serve a 5 year term.**
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
**I have served on my local homeowners' association board. In this capacity, we work on a reserve budget/operating budget, maintain insurance and safety on the property, address homeowner requests and complaints, and work together as a board to compromise and make decisions to best serve our community.**
9. Describe the specific knowledge and experience that you would bring to the board.  
**My expertise is specifically in curriculum and instruction and professional development/coaching. I feel that 21<sup>st</sup> century pedagogy, using technology as a purposeful tool, supports student learning in all subject areas. My experience of serving on a board that must follow legal regulations may also be helpful.**

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
**The school believes in serving a local population of students, supporting these students by addressing student needs in an innovative and challenging environment with a focus on 21<sup>st</sup> century learning and multicultural education. In addition, the school strives for school community to be active in the school environment.**
2. What is your understanding of the school's proposed educational program?  
**Mater Academy will focus on the Nevada Academic Standards, utilizing both remediation and enrichment, with a focus on the whole child, as necessary for each student's success. A variety of resources will be used to develop multi-culturally sensitive lessons to accommodate the at-risk population that will be served. Research-**



## Start-Up Charter School Board Member Information

based best practices will be implemented including 21<sup>st</sup> century learning in order to prepare global citizens. The school's educational program will also include learning methods and strategies which have proven successful in accelerating low-performing students in reading and mathematics. Differentiation of instruction will be a focus.

3. What do you believe to be the characteristics of a successful school?  
**A successful school has a culture and climate that believes that all students can grow as a whole child, and all teachers embrace the philosophy of all students can learn and grow. The common belief that change is the only constant, and that we, as teachers, never "arrive" runs through the school. Peer review and shared practice is a daily event, focusing on proven effective techniques and materials. A focus on assessment (vs. testing) drives instruction for differentiation and scaffolding of instruction.**
4. How will you know that the school is succeeding (or not) in its mission?  
**The goal is for Mater academy to perform above State and District averages for proficiency, graduation, and college acceptance. This will be routinely monitored through various assessments and testing, as required, with a goal of meeting or exceeding 1.0 year's growth for each student. In addition, success will be measured through the school's ability to work within budget, following all legal guidelines, involve parents, retain teachers, and grow the school.**

### Governance

1. Describe the role that the board will play in the school's operation.  
**The board will support Mater Academy in its mission and vision. The business, affairs, and property of the school shall be managed by the board. The board will also enter into contracts and agreements, hire the principal, develop and approve budgets, keep minutes of meetings, and provide ongoing evaluation for public accountability.**
2. How will you know if the school is successful at the end of the first year of operation?  
**The goal is for Mater academy to perform above State and District averages for proficiency, graduation, and college acceptance. This will be routinely monitored through various assessments and testing, as required, with a goal of meeting or exceeding 1.0 year's growth for each student. In addition, success will be measured through the school's ability to work within budget, following all legal guidelines, involve parents, retain teachers, and grow the school.**
3. How will you know at the end of three years of the school is successful?  
**Two new directors will be elected, the school will show growth in academic areas specified and targeted, committees will be formed - as needed - and operational, the budget will be showing a 5% surplus goal for cash reserves after 3 years.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
**I believe that contracting with Academica is a step in the right direction for providing a management company. The board will need to budget for improvements and growth and generally finance the school. Examining the earlier schools (Florida and Las Vegas) will also provide meaningful information in creating an effective charter**

## Start-Up Charter School Board Member Information

**school. In addition, choosing an administrator who has the vision and skills desired will be key.**

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

**I would first need to look at the governing documents and bylaws for the board. If appropriate, I would approach the chairperson to discuss my concerns. I would follow all legal aspects in order to ensure appropriate action is taken.**

### Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.  
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.  
☒ I / we do not know any such persons. ☐ Yes



## Start-Up Charter School Board Member Information

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

### Certification

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

Shari Dunn  
Signature

7/11/16  
Date

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Mater Academy,  
(name of charter school)

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

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

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

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

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

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

## Start-Up Charter School Board Member Information

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

### Notarized Statement

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

Shari Dunn  
Signature of Certifying Charter School Official

Shari Dunn  
Name Printed

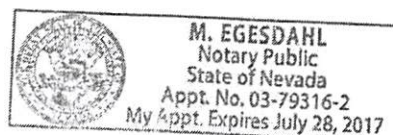
Board member  
Title

7/11/16  
Date

State of Nevada  
County of Washoe  
Subscribed and sworn to before me

This 12<sup>th</sup> day of July, 2016 by Shari Dunn.  
date month year

(Notary Public Seal)





# Shari Dunn

niel4@aol.com or skdunn@washoeschools.net

*"...utilizes data very effectively in planning and evaluating professional development activities, and is a master at helping school staffs to interpret and utilize data to improve instruction and student learning..."*

Sue Denning, former supervisor, RCTL

*"The success of the Instructional Coaching Project this year is due in large part to Shari's excellent planning, organization, presenting and follow-through skills. She has worked effectively and efficiently across departments with a variety of personalities in creating a well articulated program of professional development for our coaching cadre." Pati*

## Objective

*Instructional Leader position allowing for work with district staff, teachers and students toward implementation of the WCSD Strategic Plan through collaborative inter-departmental work addressing common curricular issues and initiatives.*

## Professional Experience

- ◆ **Instructional Coach, 21<sup>st</sup> Century Learning Division, WCSD, 2013 - present**
  - Co create position duties and responsibilities using TIF4 grant requirements
  - Develop accountability and record keeping around work done for TIF4 grant specifications
  - Meet with administration and develop plan for working with individual schools through coaching, meeting PLC groups, and professional learning opportunities
  - Create and facilitate professional learning in various flexible formats: on-line, blended, face-to-face, around best practice and current effective pedagogy
  - Work in schools with teachers to move toward 21<sup>st</sup> Century Learning pedagogy
  - Work in a collaborative coaching team geared toward moving teachers forward in elevating practice
  - Record and edit classroom learning and instruction for examples of 21<sup>st</sup> Century Competencies.
- ◆ **Professional Learning Specialist, Department of Professional Learning, WCSD, 2011 – 2013**
  - Co coordinate professional learning experiences for the district-wide Implementation Specialists
  - Create and coordinate professional learning experiences for the site-based Teacher Leaders/coaches
  - Produce and create videos for the Observing Teaching Modules housed on the WCSD website
  - Plan Professional Development utilizing the Observing Teaching Modules for use with the WCSD Teacher Performance Standards
  - Consult and coach in demonstration English Language Arts classroom housed in a WCSD middle school
  - Triangulated data in "2<sup>nd</sup> year needs improvement school" in order to determine professional learning focus, provided professional development, collaborated with administration, moved school to "high achieving school" in 1.5 years with capacity for future self-direction
  - Collaborate inter-departmentally to ensure alignment in project work, district professional learning opportunities, teacher performance standards, coaching, and professional development considerations
- ◆ **K-6 Literacy Program Coordinator, Washoe County School District, 2006-2011**
  - Developed and Coordinated district-wide professional development around adopted literacy series;
    - Reading, Writing, Word Study, Vocabulary, Engagement Strategies, Assessment.
  - Co-coordinated the ICoach (Instructional Coaching Project) 2007-2010
    - created a two-year Theory of Change Model, designed formative/summative assessments to monitor/adjust model
    - co-coordinated professional development
    - collected/managed data for grant
    - managed budget
  - Developed and Coordinated district-wide professional development for all WCSD K12 teachers
    - (approximately 800 teachers) in Kidwatching/Developmental Reading Assessment, 2010-

Falk,  
former  
director  
Regional  
Center for  
Teaching  
and  
Learning

*"...because of  
her passion  
for literacy  
development,  
Shari is  
constantly  
searching for  
resources to  
improve our  
classroom's  
reading,  
writing, and  
word study  
components."*

Marla  
Mentaberry,  
principal,  
former co-  
teacher

*"...your time  
and effort  
invested in my  
learning has  
helped to foster  
a writing buzz  
throughout our  
school. Thank  
you for assisting  
me in  
developing our  
school's writing  
focuses for the  
staff."*

Suzie  
Alegria,  
Instructional  
Coach

2011

- developed and coordinated district-wide professional development, acting project manager, managed budget
- collaborated with key developers /obtained presenters across district departments
- negotiated cost-saving PD with vendor/company, obtained extra materials training events
- Assisted schools in triangulating data to develop long-range professional development based on a case study model using Theory of Change model, incorporating formative/summative assessments to ensure impact on student achievement.
- Participated in Charter School monitoring, assisting in writing reports, developing new recording materials and observation procedure.
- Extensively participated in T4S (Teach For Success) observations, attended professional development, and presented observation results to school sites, determined professional development focuses from data.
- Participated in Baldrige Training to utilize in obtaining data and revising work effectiveness
- Attended Vendor product review, monitoring/approving new vendor products entering school district.
- Summer Symposium, 2010
- Assisted in development and planning, coordinated presentation staff, provided script for common message
- developed presentation materials, presented district-wide initiative information and assisted in symposium site organization and coordination
- ◆ **K-6 Nevada Early Literacy Intervention Program (NELIP), Regional Professional Development Program, 2004-2006**
  - Developed and delivered literacy training around Nevada Key Elements with NELIP site-based mentor teachers at all elementary sites.
  - Collaborated with Nevada Reading First Literacy Coordinators to provide training, information, materials (regional and in WCSD).
  - Incorporated Nevada Professional Development Standards (based on National Staff Development Council) while working with targeted schools in WCSD to improve and align literacy instruction on-site.
- ◆ **ExLL Literacy Coordinator/Coach, grades 3-6, Agnes Risley Elementary, 2001-2004**
  - Analyzed school data for professional development focus
  - clinically observed teachers for implementation of model
  - developed whole-school professional development
  - collaborated with primary coach and stakeholders

#### CLASSROOM/SITE-BASED

- ◆ ExLL Literacy Coordinator/Coach, grades 3-6, Agnes Risley Elementary, 2001-2004
- ◆ Multiage Classroom Teacher, grades 1-3, Agnes Risley Elementary, 1992-2001
- ◆ Multi-grade 4-6 Teacher, students with learning disabilities and behavioral concerns, 1991-1992
- ◆ Student-taught in combined, self-contained Spec.Ed. classroom, 7-8 grades, E.L. Pine Middle School, 1991
- ◆ Student-taught in multiage, grades 1-3 classroom, Early Learning Center (UNR), Sierra Vista Elem., 1990

#### RELATED EXPERIENCE

- ◆ **Home Owners Association Executive Board President, 2013 – present**
  - Harvested on-going education resources for all board members
  - Monitored expenses to work within budgets
  - Member of the Landscape committee
  - Worked closely with all members to mediate homeowner requests, suggestions and needs.
  - Improved communication through creating community website and monthly newsletter
- ◆ **International Independent Literacy Consultant, 1995 - present**
  - Mentor Teacher, Summer Reading Clinic, Center for Learning and Literacy, UNR, 1995-1999
  - Consultant for Word Study application in primary and intermediate grades, Agnes Risley Elementary, 1995-2004
  - Conference Coordinator and Presenter for “Words Your Way” National Conference at UNR, 1998-2008
  - Literacy Trainer in Nevada, 1998- present
  - Word Study/Literacy Consultant in California, Nevada, Idaho, New Jersey, Ohio, Utah, Puerto Vallarta, Virginia, Louisiana, Tennessee, 1997 – present
  - Cadre of Teacher Trainers, Washoe County School District, 1999 – 2008
  - Facilitating on-line classes using Moodle structures through KNPB, 2012-present
- ◆ **UNR, LOA instructor, 1995 - 2012, and 2015 - present**
  - Created instructional materials
  - Coordinated, clinically supervised, and evaluated mentor teachers
  - Clinically supervised participating students
  - University of Nevada, Reno, Letter of Appointment instructor for EDS 405/605 Literacy Instruction: Individual and Small Group, based at A. Risley E.S. and UNR.
- **Nevada Department of Education, 2004 – Present**
  - Served on bias review committee for 2012 CRT
  - Served on prompt/question writing committee for 2012 5<sup>th</sup> Grade Writing Assessment
  - Served on content review committee for 2011 5<sup>th</sup> grade CRT
  - Have participated in all facets of state assessment process from question writing to content and bias review to setting cut scores

### **Education, Credentials and Endorsements**

- ◆ Administrative Endorsement, 2012
- ◆ English as Second Language Endorsement, Sierra Nevada College, 2010
- ◆ ExLL Literacy Coordinator/Coach, University of California, Riverside, 2001
- ◆ Reading Specialist Endorsement, UNR, 1999
- ◆ M.Ed. Literacy Studies, University of Nevada, Reno, 1999
- ◆ State of Nevada K-8 Teaching Credential, Special Education Credential K-12, 1991
- ◆ B.S. Elementary Education with Special Education Endorsement, University of Nevada, Reno, 1991

### **Publications**

- ◆ Bear, D., & Barone, D. (S. Nielsen as contributing educator) (1998). *Developing Literacy: An integrated approach to assessment and instruction*. Boston, MA: Houghton Mifflin.
- ◆ Nielsen-Dunn, S (2002). *Picture This! Picture sorting for alphabets, phonemes and phonics*. San Diego, CA: Teaching Resource Center.
- ◆ Nielsen-Dunn, S (2003). *Picture This Too! Picture and word sorting for alphabets, phonemes and phonics*. San Diego, CA: Teaching Resource Center.

### **Honors**

- ◆ International Reading Association “Celebrate Literacy” Award, 1999
- ◆ Northern Nevada Mathematics Council Award for excellence in teaching Mathematics, 1999



- ◆ University of Nevada, Reno, Outstanding College of Education Alumni, 1999
- ◆ Outstanding Mentor Teacher, University of Nevada Reno, College of Education, 2003

**Professional References**

- ◆ Ms. Pati Falk, Proximal Partnerships, LLC, Washoe County School District, [patifalk@yahoo.com](mailto:patifalk@yahoo.com), (775) 857-7070
- ◆ Ms. Susan Denning, Principal, McQueen High School, 6055 Lancer St., Reno, NV 89523
- ◆ Dr. Sharyn Appolloni, Educational Specialist, Washoe County School District, 1150 Matley Ln., Suite 201, Reno, Nevada, 89502
- ◆ Ms. Marla Mentaberry, Principal, Katherine Dunn Elementary, 1135 O'Callahan Drive, Sparks, Nevada, 89434
- ◆ Mr. Robert Sidford, 21<sup>st</sup> Century Learning Division Coordinator, 14101 Old Virginia Rd., Reno, NV 89521



**Shari Dunn, M.Ed.** — WCSD 21<sup>st</sup> Century Instructional Coach

Shari Dunn currently serves students and teachers in Washoe County School District as a 21<sup>st</sup> Century Instructional Coach, working under the Teacher Incentive Fund grant. Ms. Dunn holds a Master's Degree in Literacy Studies, Reading Specialist Endorsement, and Administrative Endorsement from the University of Nevada, Reno. In addition, she holds an English as a Second Language and Literacy Coach/Coordinator Endorsements. She has 25 years experience as an educator working in a variety of public settings with diverse student populations from kindergarten through high school. Ms. Dunn has served in a number of roles as multi-age and straight grade classroom teacher, literacy coordinator/coach, staff developer, district literacy program coordinator (grades K-6), 21<sup>st</sup> century instructional coach, university instructor and educational consultant. Her responsibilities and expertise include: systems change efforts, curriculum and instruction, design and evaluation of professional development, instructional coaching, working under federal programs, and K-12 literacy. She has been active with the Nevada Department of Education as a member of the Nevada Early Literacy Program and Northwest Regional Professional Development Program, and has served as a state assessment bias reviewer. Ms. Dunn has contributed and authored several professional publications and video productions. She serves as a "Letter of Appointment" instructor at the University of Nevada, Reno, and does present at local, state, and national and international conferences.

### Start-Up Charter School Board Member Information

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All forms must be signed by hand.

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

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#### Background

1. Name of charter school on whose Board of Directors you intend to serve Mater Academy of Northern Nevada
2. Full name Jaime Edrosa  
Home Address 2155 Horse Prairie Road, Reno, NV 89521  
Business Name and Address Reno-Tahoe Airport Authority, PO BOX 12490, Reno, NV 89502  
Phone Number 775-846-5313  
E-mail address jedrosa@hotmail.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.  
I hold a Bachelor of Science degree in Aviation Management and Spanish with a minor in Flight Operations from the University of Dubuque, IA. I have over 15 years of Aviation Management Experience and have worked for various entities including the Metropolitan Airports Commission (MN), the Lambert-St. Louis International Airport and the Reno-Tahoe International Airport. Additionally, I once was in the education field first as a Bilingual Teacher's Aide and later as a Certified Transitional Bilingual Instructor for five years at the Galena Unit School District 120 (IL).
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
☒ Does not apply to me. ☐ Yes



## Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?  
Through my involvement within Latino community in the Reno-Sparks area I have seen that there is a need and demand for an educational institution like the one being proposed by the Mater Academy of Northern Nevada. I would like to use my experience growing up as an economically disadvantaged Latino that attended an academically superior public high school (Townsend Harris High School at Queens College) and was the first in his family to graduate from College and has experience in education to make the Mater Academy of Northern Nevada a successful school.
7. What is your understanding of the appropriate role of a public charter school board member?  
My understanding of the appropriate role of a public charter school member is to first set the school's mission, vision, and goals. Once this direction is set then the member monitors the progress of the school, including but not limited to the financial, administrative operations, and academic areas to ensure that the goals are being met.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have served on numerous boards and committees during my time in the Reno-Sparks area. I have served as the Vice-Chair of the Regional Transportation Commission's (RTC) Citizen's Advisory Committee (2007 – 2014), I was Appointed to U.S. Census 2010 Washoe County Complete Count Committee, and I was Chair of the Reno Chapter of National Hispanic Professional Organization (2009 – 2012).  
Currently I am on the Board of Tu Casa Latina, a nonprofit organization that helps immigrant women men and children who are victims of crimes, domestic violence, abuse, and trafficking in northern Nevada and I am the Chair of the City of Reno, Recreation & Parks Commission.
9. Describe the specific knowledge and experience that you would bring to the board.  
I would bring years of experience in education having been a Certified Transitional Bilingual Instructor in the State of Illinois, as well as over 15 years of Aviation experience. Additionally I have been working in the public service sector within the State of Nevada for almost 14 years and am very versed in the education system since I have four kids at home two of which have graduated from local high schools and two that are currently enrolled at the Damonte Ranch High School. I know what challenges we are facing in the State of Nevada with regard to education and want to bring all of my experience and knowledge to this board.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
The mission of Mater Academy of Northern Nevada is to provide an innovative, challenging, multi-cultural education, preparing students to be global citizens and have a competitive edge in the 21<sup>st</sup> century workforce.  
  
The vision of Mater Academy of Northern Nevada is to develop successful scholars with 21<sup>st</sup> century skills of communication, collaboration, critical thinking, and creativity. Students will be college and career ready with cross cultural competence.

## Start-Up Charter School Board Member Information

2. What is your understanding of the school's proposed educational program?  
The school's proposed educational program will consist of providing English Language Learners and at-risk students with the educational tools to make them progress and provide for their success.
3. What do you believe to be the characteristics of a successful school?  
The characteristics of a successful school are that there are positive experiences by students, parents, teachers, and administrators.
4. How will you know that the school is succeeding (or not) in its mission?  
We will know of the school is succeeding in its mission by providing a method for parents and teachers to provide feedback and suggestions and by gauging the retention of students and teachers as well as by gauging test results amongst other academic standards.

### Governance

1. Describe the role that the board will play in the school's operation.  
The board will set the direction for the school by providing a mission and vision. The board will hire a Principal that will adopt this direction as their own and be responsible for the day to day operations to ensure that the direction is followed. The board will then be responsible for monitoring the progress of the school.
2. How will you know if the school is successful at the end of the first year of operation?  
We will know if the school is successful at the end of the first year of operation by asking for and receiving positive feedback from parents and teachers, by gauging the retention of students and teachers, by analyzing the scores any standardized tests that were taken, and by taking a look at the success of achievement gap for English Language Learners. A 3 star Nevada Performance Framework rating would be adequate after the first year.
3. How will you know at the end of three years of the school is successful?  
Again, we will know if the school is successful at the end of the first year of operation by asking for and receiving positive feedback from parents and teachers, by gauging the retention of students and teachers, by analyzing the scores any standardized tests that were taken, and by taking a look at the success of achievement gap for English Language Learners. A 4 star Nevada Performance Framework rating would be adequate after the third year.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
First and foremost a charter school board needs to hire a superior Principal. Secondly the board must provide the Principal with the support needed for success. Lastly the board must be vigilant in overseeing the academic performance of the school as well as monitoring the school's operations and financial state.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
I would immediately contact the school board's legal counsel to alert them about the situation. I would follow the recommendations from legal counsel which may include calling a special board meeting to discuss the situation.



## Start-Up Charter School Board Member Information

### Disclosures

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

## Start-Up Charter School Board Member Information

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

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

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

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

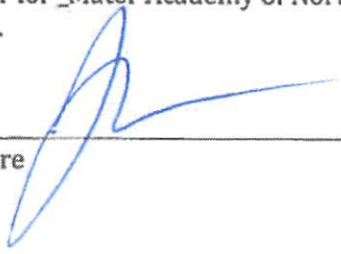
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

### Certification

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

Signature



Date

2/11/16

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Mater Academy of Northern Nevada,  
(name of charter school)

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

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

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

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

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

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

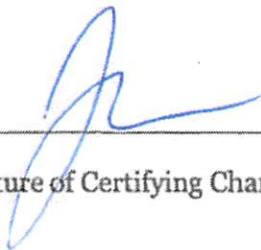


## Start-Up Charter School Board Member Information

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

### Notarized Statement

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

  
\_\_\_\_\_  
Signature of Certifying Charter School Official

Jaime Edrosa  
\_\_\_\_\_  
Name Printed

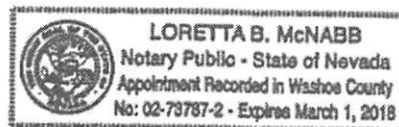
\_\_\_\_\_  
Committee Member/Liaison  
Title

\_\_\_\_\_  
7/11/2016  
Date

Subscribed and sworn to before me Loretta B. McNabb

This 11th day of July 2016  
date month year

(Notary Public Seal)



**JAIME O. EDROSA**  
2155 Horse Prairie Road  
Reno, NV 89521  
(775) 846-5313  
E-mail: [jedrosa@hotmail.com](mailto:jedrosa@hotmail.com)

**QUALIFICATIONS:**

- ❖ Applied experience and knowledge of 14 CFR Part 139 & ICAO Annex 14
- ❖ Applied experience and knowledge of 49 CFR Part 1542
- ❖ Extensive management, customer service, and teaching background
- ❖ Working knowledge of Airside, Landside, Security, Terminal Operations
- ❖ Extensive Emergency Management experience and training
- ❖ Graduate in Aviation Management, Spanish, and Flight Operations
- ❖ Private Pilot License with Instrument rating, circa 200 logged hours
- ❖ Full professional proficiency in Spanish, Elementary proficiency in French.

**EDUCATION:**

**University of Dubuque, Dubuque, IA**  
Bachelor of Science - December 1997  
Majors: Aviation Management and Spanish  
Minor: Complex Private Flight Operations

**RELATED EXPERIENCE:**

**Reno-Tahoe Airport Authority, Reno, NV**

Manager of Airside Operations & Communications (2012 - Present)

Manage the day-to-day activities of Airside Operations (Part 139) and the Airport Communications Center as well as the Emergency Operations Center (EOC). Responsible for the daily operations, special programs and projects, while assuming responsibility for airfield operations and ensuring the airport is operated in accordance with applicable federal, state, and local rules and regulations. Plan and conduct staff and tenant training in airport operations tasks and AOA driving ensuring consistent performance and adequate testing. Prepare and manage the Airside Operations, Communications, and EOC budget. Direct and oversee the testing of emergency plans and procedures. Represent the Airport Authority in meetings with the FAA, TSA, County/City emergency services agencies and other governmental agencies. Act as the EOC Manager when activated.

**Reno-Tahoe Airport Authority, Reno, NV**

Airport Operations Supervisor (2010 - 2012)

Acted as the Airport Duty Manager in the absence of Senior Management. Supervised various areas of airport operations including Airside, Landside and Security. Ensured the operational efficiency and safety of the airport. Served as a liaison between the Airport Authority and contractors on construction, service and maintenance projects. Prepared and communicated operational advisories, notifications and information to air carriers, general aviation operators, air traffic control, Tenants, governmental agencies and airport users. Responded to airfield and terminal emergencies. Monitored and inspected airport terminal systems to ensure proper operation. Interacted with tenants and the public. Managed the remain-overnight aircraft parking assignments; managed airfield escorts; maintained records and logs, prepared reports and correspondence. Assisted with the development of department goals and objectives, and budgets; performed other duties as assigned. Supervised the work of less senior Operations staff and Airport Communications Specialists. Designated as a Trusted Agent with authority to manage the Access Control System.

## **JAIME O. EDROSA**

### **Reno-Tahoe Airport Authority, Reno, NV**

#### **Airport Security Supervisor (2007 - 2010)**

Ensured the successful implementation of security measures per the Airport Security Program. Acted as the alternate Airport Security Coordinator. Ensured compliance with applicable Transportation Security Administration regulations. Supervised the work of sixteen (16) staff and fourteen (14) volunteers responsible for various security functions including, traffic control, parking enforcement, and other security services. Diplomatically handled a wide variety of issues with tenants, customers, the general public, and federal staff as needed. Directed regular safety and security inspections of airport buildings and grounds. As alternate Airport Security Coordinator responded to airport emergencies as necessary. Designated as a Trusted Agent and worked with the Access Control System within security badging area.

### **Reno-Tahoe Airport Authority, Reno, NV**

#### **Acting Landside Operations Manager (September 2008)**

Acted as the Senior Manager for the Landside Operations Division. Oversaw the daily operations of the division and ensured compliance to strict practices concerning the handling and documentation of thousands of dollars worth of daily revenue utilizing a Parking Revenue Control System. Administered and corrected discrepancies with the day to day operations of the division. Supervised the work of ten (10) staff responsible for all duties of the division including parking facility monitoring, collection of revenues, tenant communication and coordination, and equipment repairs. Diplomatically handled a wide variety of problems with tenants, customers, the general public, and federal staff as needed. Directed regular security and safety audits of all parking and ground transportation facilities with an Automated Vehicle Identification System.

### **Reno-Tahoe Airport Authority, Reno, NV**

#### **Airport Operations Officer (2002 - 2007)**

Oversaw and corrected discrepancies in airside/landside operations at the Reno-Tahoe International Airport. As the Senior Management Representative on duty after normal work hours, made decisions in response to emergency and non-routine situations using all available RTAA resources to maintain safety and efficiency of the airport. Maintained and enforced the airport's compliance with 14 CFR Part 139 provisions of the Airport Certification Manual, the Operations Manual, the Emergency Plan, and the Airport Security Program. Maintained and enforced the airport's compliance with all pertinent Federal, State, and local, laws, codes, and regulations including 49 CFR 1542.

### **City of St. Louis Airport Authority, Saint Louis, MO**

#### **Airfield Operations Specialist (2001-2002)**

Duties included performing safety and security inspections on the airfield, terminal facilities, and all airport property at Lambert-St. Louis International Airport; ensuring compliance with FAR Parts 139, 77 and all applicable Advisory Circulars. Enforced compliance by airport and tenants with 49 CFR Part 139. Commenced and managed activities to correct various operational problems that occurred on the airfield and in the terminals.

### **Galena Unit District No. 120, Galena, IL**

#### **ESL/ Bilingual Certified Teacher (1997-2001)**

Primary responsibility was to teach English as a Second Language to Limited English Proficient students in grades Pre-K-12. Provided teaching support for students in a variety of subjects. Acted as a liaison between parents, the school district, and the community. In addition to teacher responsibilities acted a JV Girls' Softball Coach, High School Student Council Advisor, and National Honor Society Advisor.

## **JAIME O. EDROSA**

### **Metropolitan Airports Commission, Minneapolis, MN**

#### **Airside Operations Intern (Summer 1997)**

Shadowed key personnel involved in the day to day operations of Minneapolis-St. Paul International Airport and area reliever airports. Assisted managers of airside operations in duties such as runway inspections, perimeter fence security checks, and terminal facilities troubleshooting. Attended public hearings and commission meetings regarding usage of area airports. Rotated assignments with the Landside Operations and Aviation Noise and Satellite Program departments.

#### **Additional Information:**

- Chair of City of Reno, Recreation & Parks Commission (Present)
- Board Member of Tu Casa Latina (Present)
- Chair of Reno Chapter of National Hispanic Professional Organization (NHPO), (2009 – 2012)
- Vice-Chair Regional Transportation Commission's (RTC) Citizen's Advisory Committee, (2007 – 2014)
- Recognized as the 2005 RTAA Hispanic Employee of the Year
- Appointed to U.S. Census 2010 Washoe County Complete Count Committee
- Recipient of Reno-Gazette Journal's *Twenty under 40 Award* honoring exceptional business and community leaders younger than 40 who work in the Reno-Tahoe market (2008)

#### **References**

Mrs. Romona Fisher  
Manager of Airport Security  
Reno-Tahoe Airport Authority  
(775) 224-4882  
[rfisher@renoairport.com](mailto:rfisher@renoairport.com)

Ms. Tracy Williams  
Assistant Airport Superintendent V  
Lihue Airport  
808-241-3939  
[tracy.l.williams@hawaii.gov](mailto:tracy.l.williams@hawaii.gov)

Mr. Mike Scott  
Vice-President of Operations & Public Safety  
Reno-Tahoe Airport Authority  
(775) 328-6407  
[miscott@renoairport.com](mailto:miscott@renoairport.com)

Mr. Paul Rosenquist  
Airfield Operations Supervisor  
City of St. Louis Airport Authority  
(314) 497-1941  
[parosenquist@lambert-stl.org](mailto:parosenquist@lambert-stl.org)

**JAIME O. EDROSA**  
2155 Horse Prairie Road  
Reno, NV 89521  
(775) 846-5313  
E-mail: [jedrosa@hotmail.com](mailto:jedrosa@hotmail.com)

**BIO:**

Jaime was born and raised in New York City, the son of two immigrants from El Salvador (mother) and Spain (father). Although Jaime was classified as an At-risk, economically disadvantaged student his parents saved all year long in order to send him and his sister to his paternal grandparents in Spain for the entire summer. He attended Elementary School, Middle School, and High School within the New York Department of Education system graduating from Townsend Harris High School at Queens College which ranked #60 in the National Rankings of *U.S. News and World Report* in 2016. He attended and graduated from the University of Dubuque, IA majoring in Aviation Management and Spanish with a minor in Flight Operations.

Jaime interned with the Metropolitan Airports Commission of Minneapolis, MN and took a brief hiatus from aviation to teach at the Galena Unit District #120 in Galena, IL as a Bilingual Teacher's Aide and then as a Certified Transitional Bilingual Instructor. Jaime then returned to Aviation first at the Lambert-St. Louis International Airport in St. Louis, MO and then at the Reno-Tahoe Airport Authority (RTAA) where he has remained for nearly 14 years. Jaime is currently the Manager of Airside Operations and Communications at the RTAA.

Jaime has been a part of the Reno-Sparks community and has held positions on numerous boards and committees including Chair of City of Reno, Recreation & Parks Commission, Board Member of Tu Casa Latina, Chair of Reno Chapter of National Hispanic Professional Organization (NHPO), Vice-Chair Regional Transportation Commission's (RTC) Citizen's Advisory Committee, Appointed to U.S. Census 2010 Washoe County Complete Count Committee. Jaime is also a recipient of Reno-Gazette Journal's *Twenty under 40 Award* honoring exceptional business and community leaders younger than 40 who work in the Reno-Tahoe market. Jaime enjoys playing soccer on his free time and taking vacations with his family.



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

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

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

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

### Background

1. Name of charter school on whose Board of Directors you intend to serve Mater Academy of No. NV
2. Full name Leslie Lynn Jackson  
Home Address 1780 Caughlin Creek Rd., Reno 89519  
Business Name and Address \_\_\_\_\_  
Phone Number 406-690-4015  
E-mail address lesliej920@gmail.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school? please see attached responses to all questions.
7. What is your understanding of the appropriate role of a public charter school board member?
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain

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

### **School Mission and Program**

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

### **Governance**

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

### **Disclosures**

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

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



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

Kevin L Jackson  
Signature

7-8-16  
Date

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Mater Academy of Northern Nevada  
(name of charter school)

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

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

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

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

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
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- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
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- Describe suspensions and expulsions; and
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5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

### Start-Up Charter School Board Member Information

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

### Notarized Statement

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

\_\_\_\_\_  
Signature of Certifying Charter School Official

\_\_\_\_\_  
Name Printed

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Title

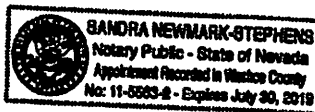
\_\_\_\_\_  
Date

Subscribed and sworn to before me

This \_\_\_\_\_ day of \_\_\_\_\_  
date month year

(Notary Public Seal)

*See attached Affirmation.*



6

Notarized Statement

Affirmation

State of Nevada

County of Washoe

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

Leslie L Jackson  
Signature of Certifying Charter School Official

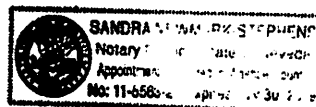
Leslie L Jackson  
Name Printed

MAN Board Member  
Title

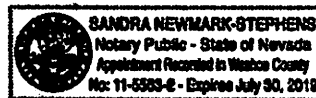
7-11-16  
Date

This instrument was acknowledged before me by Leslie Jackson on July 11, 2016.

Sandra Newmark-Stephens  
Notary Public



~~This instrument~~



## **BACKGROUND (1-2)**

**Mater Academy of Northern Nevada  
Leslie Lynn Jackson  
1780 Caughlin Creek Road, Reno NV 89519  
406-690-4015  
Lesliej920@gmail.com**

**3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.**

I have a Bachelor of Arts degree from the University of MT, 48 hours of additional course work in reading and special education, and a Masters of Education from the University of Nevada. I have been an educator for thirty years working with diverse populations. I retired in 2011 as the Director of Early Childhood for the Billings Public School District, MT. My classroom experiences include: teaching regular and special education from preschool classes through high school, as well as being a reading specialist. I have worked with school staffs as a teacher trainer, consultant, vice principal, special education administrator, and director of early childhood programs. I traveled for CEC, Council for Exceptional Children, as a trainer for Life Centered Career Education curriculum. I believe my prior experiences prepare me well for being a knowledgeable and dedicated volunteer for the MANN Charter School Board. I know the importance of parents, children, schools, and community working together to prepare our students for college, the workplace and, above all, a satisfying and productive life!

**4. Resume and professional bio attached**

**5. I have not served on a school board or not-for-profit corporation board**

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

As an educator, I have seen at risk children be successful within a traditional school setting and I have seen at risk children meet failure for so many different reasons. Some will make change within the system and do well, but some may need support in ways that cannot be achieved in their current setting. I believe families should have a choice as to the school setting that best meets their needs. Like MANN, I believe in high expectations for every student and a support system that provides; caring to build strong relationships, reachable but challenging goals, and a realistic path for each student to fulfill their dreams. The school will immediately have a strong connection to the community being located at

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

First and foremost, I am here to look out for students! I believe I must have a strong focus on student achievement and be aware of policies that will ensure success. Our school must be accountable and accessible to the public since we are spending their hard earned tax dollars. It is important to keep the vision and mission we have set forth as our guiding light. I look forward to working as a Board "team" member and collaborating with other Board members to bring success to our students. In a formal sense, as a member of the Governing Board, I will determine the academic direction and oversight of the operation of the school. It will be our responsibility to establish annual budgets, adopt financial policies and procedures, set human resources policies and select the school's legal counsel. The Board will hire, evaluate, and oversee the school principal. The Board will carry out the provisions of NRS 386.490 to 386.610. We will have training and orientation to fulfill these responsibilities. In addition, I will attend 2 PTO meetings per year, participate in professional development, attend a yearly Board retreat, conduct a Board "visit day", and abide by the NV Open Meeting Law, NRS Chapter 241.

8. Describe any previous experience you have that is relevant to serving on the charter school's board.

Teaching, supervising, training school staffs, state department special education district review, assistant principal, special education administrator, and director of early childhood all have given me extensive experience in decision making, working with varied groups, and curriculum knowledge for serving on the school board. I have set up programs to instruct parents how they can help their child in school and know the value parental involvement brings. Parents, grandparents, or persons caring for a child are the primary source for a child's success. They are the ones who know their child best and are the child's best advocate. We must listen to them. Setting up programs to involve families to help their child in school is fundamental to their success.

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

As mentioned in #8, my experiences have lead to my specific knowledge. Here is how I look at it. The larger part of my experience in education has been in special education. Every child's Individual Education Plan (IEP) is written to address specific needs for the child. These accommodations may require coordinating many services and many specialists. By doing this over the years, it is not surprising to learn that no two children learn the same way and at the same pace or time. Thinking more about this concept, I have concluded we do not need a label to be exceptional! I look at learning in a different way. No two children come to school equal or learn the same way and as educators we must be creative to engage, challenge, and provide achievable goals which will MOTIVATE each child. The child is my boss!

## School Mission and Program

MANN Mission Statement is the Board's path to follow. It is written to focus on our goals and give us an intended direction to achieve them. It gives hope for every family that their children will achieve and reach his or her potential. Every child enrolled in MANN will have the opportunity to pursue their direction and be successful. The key to success is the belief that each child learns differently. The school will constantly strive to take the best from a variety of approaches and match them to the learning style of each child. A successful school will be financially, academically, and socially strong. Staff evaluation, parent involvement, and leadership performance will guide high student achievement. A growing enrollment will indicate we are meeting high standards and receiving positive feedback from the community.

## Governance

The Board's role in the school's operation is first to be accountable to the students and to the community. As a member of the Board, it is not my responsibility to perform daily operational functions. My role is to ensure the school is run well and be able to hold the staff and leadership accountable for results. The Board needs to be cognizant that we are following our Mission and Vision, so that all children are achieving clear and measurable program goals including closing achievement gaps which lead to their success. The board will provide oversight to fiscal accountability. Success of the school will be measured by: student achievement and proficiency, excellence in teacher performance, creative leadership style, meeting budgeted goals, and increased enrollment.

Steps the school may take to ensure it is successful:

1. Fiscally sound
2. Highly skilled staff and leadership
3. Strong community partners
4. Strong leadership from the Board
5. High expectations for all
6. Supportive learning environment

Be the beacon of hope and "proof" that we cannot give up on public education- that all students will achieve if we teach them!

If I felt a person on the board was acting unethically or not in the best interest of the school, I would talk with the Board Chair. I may not have a good understanding of a situation and the Chair would be my best contact. It would diminish the Board's effectiveness if I were to talk to others. An effective Board functions as a team collaboratively. Our Board is an asset to our school because we have professional backgrounds with specific skill sets which are vital to the success of MANN. I am looking forward to serving on our Board.

## Leslie Jackson

1780 Caughlin Creek Road

Reno, NV 895191

406-690-4015

Lesliej920@gmail.com

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### Professional Summary

I have worked in education for thirty years and recently retired after working in several states and with many diverse populations. My classroom experiences include: teaching regular and special education preschool-high school as well as being a reading specialist. I have been a teacher trainer, consultant, vice principal, special education administrator, and director of early childhood. I worked for Council for Exceptional Children as a trainer for Life Centered Career Educational curriculum and observed many different teaching styles in schools across the United States. My experiences prepare me well for being a member of the Board of Mater Academy of Northern Nevada.

### Skills

- \*Extensive background in education
- \*An advocate for children
- \*Strong interpersonal and communication skills
- \*Resourceful team member
- \*Desire to work in a partnership with parents
- \*Highly motivated toward proficiency and achievement

### Experience

Billings Public School District, Billings MT	Director of Early Childhood	7 years-retired
Washoe Co School District, Reno NV	Special Education Administrator, Assistant Principal, Program Consultant, Reading Specialist, sped classroom	20 years
Additional classroom experience	CO, CA, MT	

### Educational Training and Certificates

Master of Education, University of Nevada, Reno  
Bachelor of Arts, University of Montana, Missoula

NV Teacher Certificate: k-12 Educationally Handicapped, K-12 Mentally Handicapped, K-12 Reading,  
K-8 Elementary Education

NV Administrative Certificate: K-12



Leslie Jackson

1780 Caughlin Creek Road  
Reno NV 895191

406-690-4015  
[Lesliej920@gmail.com](mailto:Lesliej920@gmail.com)

I came into this world blessed to be raised in eastern Montana on a wheat and cattle ranch. Living on the ranch taught me a life time appreciation that hard work brings joy and pride. For me it translated into my passion to build a career in education. I started my formal training at the University of Montana where I obtained a Bachelor of Arts Degree. I collected credits and state endorsements along the way and finalized my degrees by obtaining a Masters Degree in Education Leadership at the U of NV. I have always been driven by the excitement of children learning in a classroom and knowing the single most important thing to learning is the teacher in the classroom, I wanted to be that person. The children I have taught over the years have been larger than life and even more complex but realizing this, I knew I wanted to teach teachers so we could address the needs of all types of learners better. I learned a lot about myself being a trainer for CEC (Council for Exceptional Children) and for our schools in NV. Teaching teachers was as exciting as teaching children! Working as a Program Consultant, Vice Principal, Special Education Administrator, and Director of Early Childhood allowed me to continue teaching as an instructional leader. After thirty years as an educator working in several states and retiring in NV with Washoe County School District, there wasn't a year that went by that I didn't eagerly await the first day of school. A new day filled with hope and excitement for we were all on the same journey-a journey to teach high self esteem!

Today, after five years of being retired, my husband, Cody, and I live in Reno where we frequently visit three of our seven grandchildren. What a reward that is for us! Teaching and the joy of seeing children empower themselves with knowledge will always be in my heart. Serving on the MANN School Board helps me to continue my journey.

## Start-Up Charter School Board Member Information

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

All forms must be signed by hand.

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

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

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

### Background

1. Name of charter school on whose Board of Directors you intend to serve Mater Academy of Northern Nevada
2. Full name Cristofer W. Novich  
Home Address 380 Andrew Cahill Lane, Reno, NV 89503  
Business Name and Address 5310 Kietzke Lane Suite 102, Reno, NV 89511  
Phone Number 775-240-9663  
E-mail address cnovich@wradvisors.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
  - Bachelors from UNLV class of 2009.
  - Golf business for 10 years
  - Financial Advisors for the past 3 years
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?
  - This is an opportunity to give back to a community which needs help and I have the opportunity to help young people get the type of education needed in order to succeed in life later on.

## Start-Up Charter School Board Member Information

7. What is your understanding of the appropriate role of a public charter school board member?
  - Two stay out of the day to day operations of the principle (trust the person who we have hired to do their job) Put in place the policies in which the school is to run. Then make sure such policies, progress, and standards are being met. I am not an educator so I will not pretend to be. However, in my line of work I do see a major educational void in the actual subject matter related to the real world. I hope to help form the education to get kids ready and competent in the real issues they will face after school.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
  - Member of the Young Leaders Committee at the boys and girls club. The main function of this committee is to raise awareness for the Boys & Girls Club of Truckee Meadows. The same applies to populating a Charter School.
9. Describe the specific knowledge and experience that you would bring to the board.
  - I have an extensive knowledge in personal finance that goes well beyond balancing a check book. My experience allows me to manage assets and understanding growth and safety of those assets as they build over time. Making sure the school has a great foundation financially.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
  - The mission of Mater Academy of Northern Nevada is to provide an innovative, challenging, multi-cultural education, preparing students to be global citizens and have a competitive edge in the 21st century workforce. Mater Academy of Northern 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 Northern Nevada community actively involved in the learning of its students.
2. What is your understanding of the school's proposed educational program?
  - There will be state required curriculum that must be followed with an opportunity to implement some other curriculum that matches with the boards vision. There will be intensive intervention for children who are behind or fall behind. Along with individual help for all kids when needed
3. What do you believe to be the characteristics of a successful school?
  - More than anything the ability for its students to attack the real world head on. They must be competent in real life issues such as benefits of saving money and being able to make realistic decisions when it comes to college. Understanding the effects of Student Debt and Cost to Income situations
4. How will you know that the school is succeeding (or not) in its mission?
  - Setting certain parameters for success. Then monitoring them over time and adjusting if need be.

### Governance

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

## Start-Up Charter School Board Member Information

- Hiring the Principle and then reviews of student performance and working closely with Acedemica for making sure the back office is being run correctly. Setting policy and making sure said policy is upheld by staff.
2. How will you know if the school is successful at the end of the first year of operation?
    - A big factor will be parent and student feedback. If the students come in behind, are they showing signs of catching up. There are a number of different factors when it comes to measuring the success of the school.
  3. How will you know at the end of three years of the school is successful?
    - Enrollment and more importantly Re-Enrollment numbers. If the school is accomplishing the mission then there won't be a shortage of parents who want to enroll their children. We must also monitor student growth and test score results
  4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
    - We must hire a principle and staff that we believe in. After doing so we must remain hands off and let them work so that they can do things that need to be done in order to help educate the students. We want to be a school that eliminates as much red tape as possible. If we hire the right people then the results will come if they stay motivated and hungry to help kids. As a board we must consider our own professional development.
  5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
    - That would need to be brought to the boards attention and get the issue out in the open so that they board can work collectively to find a solution.

### Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
☐ I / we do not know any such trustees. ☒ Yes  
Luke Welmerink and I serve on the YLC (young leaders committee) for the Boys and Girls Club of Truckee Meadows together. I have known Luke for about 2 years now.
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
☒ I / we do not know any such employees. ☐ Yes

## Start-Up Charter School Board Member Information

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

☒ I / we do not know any such persons. ☐ Yes

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

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

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

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

☒ I / we do not know any such persons. ☐ Yes

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

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

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

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

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

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

There is an option of using the Boys and Girls Club of Truckee Meadows as a site facility for the school. I am part of the YLC for the Boys and Girls Club of Truckee Meadows. Our job is to create awareness and help the club in any way we can.

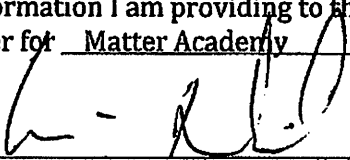
## Start-Up Charter School Board Member Information

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

☒ None. ☐ Yes

### Certification

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

  
Signature

7/7/16  
Date

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Mater Academy,  
(name of charter school)

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

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

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

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

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

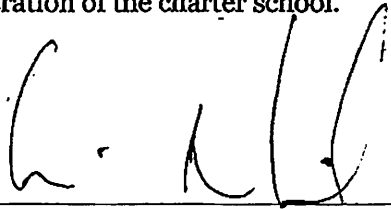
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school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

## Start-Up Charter School Board Member Information

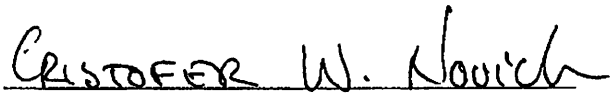
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

### Notarized Statement

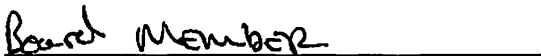
I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed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



Signature of Certifying Charter School Official



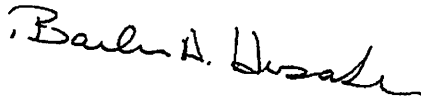
Name Printed



Title



Date

Subscribed and sworn to before me, 

Exp 2/27/2017

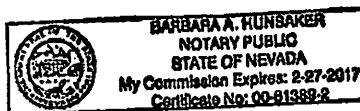
This 7th day of July 2016

date

month

year

(Notary Public Seal)





# **Cristofer W. Novich**

380 Andrew Cahill Reno, NV 89503: (775) 240-9663: Cnovich@wradvisors.com

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## **Objective**

I am seeking an opportunity to serve on the Board of the Charter School, Mater Academy.

## **Education**

**University of Nevada, Las Vegas**

B.S. in Recreation and Sport Management

**August 2005-2009**

**Las Vegas, NV**

**Robert McQueen High School**

Millennium Scholarship Recipient

**2001-2005**

**Reno, NV**

## **Work Experience**

**Waddell & Reed, Financial Advisors**

**Financial Advisor**

- Investment Management
- Financial Planning
- Advising Clients On Retirement and Portfolio Construction

**June 2013 - Present**

**Reno, NV**

**Somerset Golf and Country Club**

**First Assistant Golf Professional**

- Daily Golf Operations
- Teaching
- Tournament Operations

**January 2012- October 2013**

**Reno, NV**

**Somerset Canyon Nine**

**Golf Director**

- Daily operations
- Budgeting for the 2012 year
- Instructor for all clinics (juniors, women, men)
- All club related managing duties
- Supervised staff of 5 golf hut attendants
- Manager on duty for over 15 employees at a given time

**April 2011-Present**

**Reno, NV**

**The Hills Country Club**

**Assistant Golf Professional**

- Daily golf operations
- Assisted with outside tournament sales
- Created hand written scoreboards for major club events
- Regular tournament operations
- Teaching

**May 2009-2011**

**Austin, TX**

**Southern Highlands Golf Club**

**Caddie**

- Customer service skills tailored to a high profile clientele.

**August 2008-2009**

**Las Vegas, NV**

**GreenToTee Golf Academy**

**Intern Instructor**

- Involved in planning and running 9 weeks of junior golf camps.
- Instructed students (men, women, and juniors)
- Assisted director of instruction with clinics and individual lessons.
- Conceive and constructed club re-gripping and club repair station for golf academy.
- Extensive technology experience
  - Swing break down with video
  - TrackMann Systems
  - Science and Motion Putting Laboratory
- Supervising camp counselors and instructors

**May-August 2008**

**Glencoe, IL**

## **Volunteer Experience**

### **Boys & Girls Club**

**April 2012- Present  
Reno, NV**

#### **Mentor**

- Spend time with an at risk youth over a period of time to help them in any way possible

#### **YLC Member**

- Acting as a branch of the main board of the Boy and Girls Club of Truckee Meadows
- Raising awareness about the club throughout the community
- Fundraising for the club
- Volunteering at Events to help cut back on costs of the event
- Attending board meetings and understanding decisions the operations make

**Personal Bio:**

My name is Cristofer W. Novich, I am a lifetime resident of Reno, NV. Two years ago my wife and I had a son named Porter. We are also expecting a daughter in November of 2016.

I feel as though I would be a good fit because I am proven leader. Difficult decisions will need to be made throughout this process. Owning my own investment management practice I understand these types of decisions and have made them before. I have a strong sense of patriotism and feel as though the best way to serve the nation, outside of military service, is by getting the next generation ready for taking over where we left off. Education in Nevada is not in good compnay when compared to other states and this is a great way to start to turn that around.

I am involved with the YLC (Young Leaders Committee) at the Boys and Girls Club of Truckee Meadows. I am also involved in a Committee for the Waddell & Reed Called the Next Generation Committee. This committee discusses different topics on how to get young people more financially sound. It also discuss plans for allowing young people to get ahead as appose to playing catch up.

Mater Academy is a great opportunity to get young people involved in education the correct way. It also creates a culture of expected performance. Which means if you are here, you are here to learn and that is what is expected of you. Kids need more that today and with great confidence I believe that children will excel in this school.

Regards,

Cristofer W. Novich.

## Start-Up Charter School Board Member Information

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

All forms must be signed by hand.

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

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

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

### Background

1. Name of charter school on whose Board of Directors you intend to serve Mater Academy of Northern Nevada (MANN)
2. Full name Luke William Welmerink  
Home Address 20890 Ames Ln., Reno, NV 89521  
Anderson, Dorn & Rader, Ltd  
Business Name and Address 500 Damonte Ranch Pkwy, Suite 860, Reno, NV 89521  
Phone Number W: (775) 823-9455; H: (775) 453-9864  
E-mail address luke@wealth-counselors.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

For details around my educational and employment history, please see the resume attached.

As a licensed attorney with a professional background in accounting, finance, and tax, I believe that I can bring a unique and organized set of skills to assist with the governance, administration, and financial plan of the school. On a more personal level, I have been actively involved in supporting the Boys and Girls Club of Truckee Meadows ("BGCTM") for the past 3 years through my involvement with the Young Leaders Committee (a sub-committee formed under the Board of Directors, designed to mentor and teach young professionals about philanthropy, fundraising, and board development). The BGCTM provides a phenomenal benefit for many economically disadvantaged children, particularly those that are ELL students, in before school, after school, and lunch programs. My passion for helping these children in their personal development through

## Start-Up Charter School Board Member Information

the BCGTM is directly correlative, and in line with, the vision of MANN to develop successful scholars through communication, collaboration, critical thinking and creativity in the school for the same target demographic population.

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

See response in Item 3, above, regarding my involvement with the YLC Committee of the Board of the Boys and Girls Club of Truckee Meadows.

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

As mentioned above, through my involvement working with the at-risk youth through the BCGTM, I am passionate about meeting the needs and providing opportunities for otherwise economically disadvantaged children to succeed personally. MANN is modeled after a proven, highly successful charter school network that is dedicated to furthering the improvement of this target group of children.

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

The charter school board member is a part of the team that is responsible for organizing, monitoring, and governing the administration of the school from a management level. My role as a board member is not to be the school principal in managing day-to-day activities, but is to take a broader approach in making sure the mission, vision, and goals of the schools are on target, and to be involved in making decisions that affect the overall future of the school.

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

In my role on the YLC Committee of the Board of the Boys and Girls Club of Truckee Meadows, I have been involved in Board activities that include setting Club programs and analyzing the efficacy, security, and staffing of the day-to-day activities. As a member of the Finance and Audit Committee, I worked with other Board members and financial advisors to oversee and plan a multi-million dollar budget to ensure there were sufficient resources available to support the 14,000 children that are served on an annual basis in more than 20 locations through Northern Nevada. These skills, particularly those relating to governance, finance, and fundraising, are correlative of the activities I will perform as a board member.

Although not directly considered board service, I serve as the Northern Nevada Chairperson for the Serving Seniors Campaign of the State Bar of Nevada. As a Nevada attorney in this position, I am responsible for coordinating, training, and organizing two



## Start-Up Charter School Board Member Information

events each year (projected to grow to four events in 2016) that provide pro bono legal services for senior citizens in the area of estate planning. My organizational skills in working with many different governing bodies will help in being active in coordinate board activities.

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

As a former associate in a multinational public accounting firm gives me experience in being able to read, analyze, and comment on budgets, cash flow, financial statements, and audits. As an attorney, I have a unique skill set in being able to read and analyze Nevada Revised Statutes and the corresponding Administrative Code governing charter schools, open meeting laws, and other relevant legal areas. As an active member of the YLC, my experience in fundraising for the BGCTM will help in fundraising efforts and grants that may be needed for the school.

### School Mission and Program

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

The mission of the school is to provide an innovative, challenging, and multicultural education for at-risk student populations in Northern Nevada. The school intends to prepare students to be responsible individuals as they grow into the modern workplace. Through communication, collaboration, critical thinking, and creativity, students will become individually successful and the school can be a respected, active participant in the surrounding community.

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

Modeled after the Mater Academy in Florida, the educational program is to improve academic achievement of pupils, encourage effective and innovative methods of teaching, provide methods whereby academic achievement can be measured and evaluated, create transparency and accountability of the school and its affiliates, and to integrate school activities into the community in order to better the surrounding area, the students, parents, teachers, and third party providers.

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

A successful school should encourage creativity and should avail students of the opportunity to educate themselves in both traditional and innovative programs in a rapidly advancing world. A successful school involves parents, teachers, administrators, and other community leaders in creating plans and programs to benefit all involved. A successful school has an administrative and management team that is able to meet the individual needs of students, while staying within the financial constraints of the education system. Finally, a successful school can track, measure, and evaluate data to plan future growth to meet the current *and* future needs of its students.

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

The board plans to actively participate in the school community, and to get feedback from the students, teachers, administrators, parents, and third party affiliates. Any

## Start-Up Charter School Board Member Information

feedback received that indicates a failure to meet stated objectives will result in a remediation plan of action to ensure the school retains its mission and vision at the forefront of the school. By working alongside an EMO or similar organization, the school can evaluate data as it relates to similar schools in similar geographic and economic areas to evaluate the overall success of the teaching programs.

### Governance

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

The board is responsible for overseeing the management of the schools administration. This includes choosing and overseeing the activities of the principal, vice principals, counselors, and teachers. The board is responsible for setting forth educational objectives and an overall framework for the academic plan. Finally, the board is responsible for all material financial decisions and budgeting related to the school's operation.

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

The school's success will largely be evaluated through feedback, objective data on student performance, and through reviewing financial statements to ensure the overall plan of the school is on target. There are targets for the number of enrolled students during year one, and year two, that will be evidence as to the success of the school in growing.

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

Similar to the response in above item 2, at the end of three years we will be better able to look at historical year-over-year data to evaluate student performance, enrollment, and financial statements, as well as to track any remediation efforts taken during those years for any potential deficiencies.

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

It is imperative to work with community leaders, local providers, and organizations to set the school up for success. Our proposed board has a very diverse network and set of experiences to help broaden the reach of the board to facilitate these joint efforts. Close monitoring of compliance with local and state laws will ensure that the school is operating effectively.

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

These types of concerns of decisions are not to be taken lightly, and are not to be made by any one individual. These concerns would first need to be raised among the other board members to evaluate their merit. Any potential ethical violations would need be investigated first, and if they could not be mediated further action could be taken to remove the board member(s).



## Start-Up Charter School Board Member Information

### Disclosures

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

☐ I / we do not know any such trustees. ☒ Yes

**Christopher Novich and I both serve on the YLC Committee of the Boys and Girls Club of Truckee Meadows.**

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

☒ I / we do not know any such employees. ☐ Yes

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

☒ I / we do not know any such persons. ☐ Yes

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

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

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

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

☐ I / we do not know any such persons. ☒ Yes

**Megan (Nunn) Salcido is a personal friend of mine from high school. She is also an employee of the proposed education service provider.**

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

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



## Start-Up Charter School Board Member Information

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

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

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

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

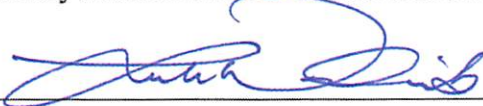
**I am a member of the Young Leader's Committee ("YLC"), a sub-committee of the Board of Directors of the Boys and Girls Club of Truckee Meadows. The Boys and Girls Club of Truckee Meadows has a location in Sparks, Nevada, that is being considered as the site to host the school.**

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

☒ None. ☐ Yes

### Certification

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

  
\_\_\_\_\_  
Signature

7/12/16  
\_\_\_\_\_  
Date

## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Mater Academy of Northern Nevada,  
(name of charter school)

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

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

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

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

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

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

## Start-Up Charter School Board Member Information

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

### Notarized Statement

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



Signature of Certifying Charter School Official

Luke Welmerink

Name Printed

Proposed Board Member

Title

July 12, 2016

Date

STATE OF NEVADA

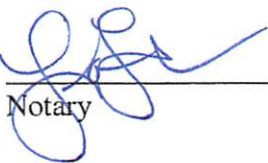
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SS

COUNTY OF WASHOE

)

This instrument was subscribed and sworn to me on July 12, 2016 by LUKE WELMERINK.



Notary



# LUKE W. WELMERINK, ESQ.

500 Damonte Ranch Blvd., Suite 860 | (775) 823-9455 | luke@wealth-counselors.com

## BAR ADMISSION

State Bar of California, Member #278126 (December 2, 2011)

State Bar of Nevada, Member #13279 (November 6, 2013)

## EDUCATION

Golden Gate University School of Law

San Francisco, CA

LL.M. in Taxation Law, with Honors

May 2013

Juris Doctorate

May 2011

*Class Rank:* LL.M. Top 1%, 3.912 GPA; JD Top 11%

*Law Review:* Executive Research Editor, *Golden Gate University Law Review*, 2010-2011

Staff Writer, *Golden Gate University Law Review*, 2009-2010

Comment, *Cleaning the Mess of the Means Test...*, GOLDEN GATE U. L. REV. (Fall 2010)

*JD Honors:* Jesse Carter Society; Honors Lawyering Program; Witkin Award for highest grade in Property II; CALI Award for Future Excellence: Property I, Legal Writing & Research I, Practical Legal Writing; Merit Scholarship Recipient; Dean's List: All semesters

*LL.M. Honors:* NASBTS Merit Scholarship Recipient for highest GPA

St. Mary's College of California Moraga, CA

Bachelor of Science, Business Administration with International Concentration May 2005

## EXPERIENCE

Anderson, Dorn & Rader, Ltd.

Reno, NV

*Associate Attorney*

May 2015 - Present

Draft living trusts, irrevocable trusts, wills, powers of attorney, health care directives, and other documents to help clients achieve long term wealth and legacy planning goals while minimizing estate taxes. Advise business owners on business and tax matters, including choice-of-entity and business succession planning. Administer trusts and probate proceedings.

Ormat Technologies, Inc.

Reno, NV

*Tax Manager*

January 2014 - Present

Oversee preparation and filing of U.S. tax returns including federal and state income tax, NPMT, property tax, and sales and use tax. Prepare and review quarterly and annual tax accruals for shareholder reporting and SEC filings. Represent the company in Nevada administrative hearings for tax abatement applications. Assist legal counsel with tax disputes.

PricewaterhouseCoopers, LLP

San Francisco, CA

*International Tax Services, Senior Associate*

January 2011 – April 2011, September 2011 – January 2014

Advised on tax and business planning opportunities for multinational corporations, REITs, LLCs, venture capital partnerships, and individual taxpayers. Researched and drafted memoranda on tax issues including tax treaty matters, credits, income deferral, PFICs, and withholding tax.

Golden Gate University, Braden School of Taxation

San Francisco, CA

*Adjunct Faculty, Advanced Federal Income Tax (TA 318)*

May 2012 – May 2013

Co-taught online course examining the basics of federal income taxation of individual taxpayers. Helped students identify tax issues and research statutory and common law authority. Prepared and delivered lectures.

## PROFESSIONAL AFFILIATIONS

State Bar of California: Taxation Section

State Bar of Nevada: Tax Law; EUCL; Young Lawyers Sections

American Bar Association: Taxation; RPTE, Business Law Sections; Young Lawyers Division

Washoe County Bar Association

## VOLUNTEER EXPERIENCE

State Bar of Nevada, YLS Serving Seniors Committee Chairperson

September 2014 - Present

Boys and Girls Club of Truckee Meadows, Young Leaders Committee

June 2014 – Present



## Luke Welmerink, Bio

Luke Welmerink is an attorney with Anderson, Dorn & Rader, Ltd., practicing primarily in the areas of estate, tax, and asset protection planning. Prior to joining the firm, Mr. Welmerink gained valuable experience working in finance, accounting, and tax planning matters. His experience helping individuals and businesses in these areas provides him with a unique set of skills to help his clients achieve their wealth and legacy planning goals.

Mr. Welmerink attended St. Mary's College of California as an undergraduate, where he obtained his Bachelor's Degree in Business Administration. He continued his education at the Golden Gate University School of Law in San Francisco, California, where he earned his Juris Doctorate degree in 2011 as a member of the Jesse Carter Society, and his LL.M. in Taxation degree in 2013.

Mr. Welmerink began his professional career as a business specialist for Wells Fargo Bank, N.A., where he advised small businesses and their owners. After finishing law school, he joined PricewaterhouseCoopers, LLP in San Francisco where he provided international tax consulting services to a wide range of clients. After relocating back to his hometown of Reno, Mr. Welmerink worked in-house managing all tax matters at Ormat Technologies, Inc., a multinational public corporation.

Mr. Welmerink is an active member of the Nevada State Bar, the California State Bar, and the Washoe County Bar Association. He is also a member of the Tax Law, Young Lawyers, and Probate and Trust Law Sections of the Nevada State Bar.

As a third generation Nevadan, Mr. Welmerink loves spending time with his wife and daughters in Reno and Lake Tahoe. He is proud to volunteer his time as the Treasurer of the Young Leaders Committee of the Boys and Girls Club of Truckee Meadows, and the Northern Nevada Chairperson of the Serving Seniors event with the Young Lawyers Section of the Nevada State Bar. In his free time, he enjoys playing golf, hiking, DIY projects, and playing guitar.

**BYLAWS**  
**OF**  
**MATER ACADEMY OF NORTHERN NEVADA**

**ARTICLE I**  
**INTRODUCTION AND**  
**LEGAL STATUS**

Section 1. Name, Location and Address. The name of the charter school is Mater Academy of Northern Nevada (hereinafter referred to as the “School”) also known as Mater Academy of Northern Nevada, Inc., a non-profit corporation. The School, is located in Washoe County. The address is \_\_\_\_\_.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the Nevada State Public Charter School Authority. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Authority and a non-profit corporation pursuant to NRS 386.553(2). The Board plans and directs all aspects of the school’s operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386, and all other applicable Nevada laws and regulations.

**ARTICLE II**  
**PURPOSE AND**  
**MISSION**

Section 1. Purpose and Mission. The School is dedicated to providing an innovative, challenging, multicultural education, preparing students to be global citizens and have a competitive edge in the 21st century workforce. The School aspires to have students obtain a thirst for knowledge and a belief in the students’ self-efficacy. We strive to have the School’s community actively involved in the learning of its students. The School will 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.

Additionally, the purpose of the School is to engage in any lawful act or activity for which corporations may be organized under Chapter 82 of the Nevada Revised Statutes, as limited by Chapter 386 of the Nevada Revised Statutes. Within the framework and limitations of the foregoing, the School is organized exclusively for one or more of the purposes as contemplated and specified in Sections 170(c)(2) and 501(c)(3) of the Internal Revenue Code.

Section 2. Non-Discrimination. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law in hiring or other employment practices. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies on the basis of basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

### **ARTICLE III GOVERNING BODY**

Section 1. Powers and Duties. For the foregoing purposes, the School shall operate in accordance with Chapters 82 and 386 of the Nevada Revised Statutes. The business, affairs, and property of the School shall be managed by a Board of Directors. The founding committee to form the school will become the first governing body of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) To develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) To submit a final budget to the state pursuant to statute and regulation;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (k) To ensure ongoing evaluation of the School and provide public accountability;

- (l) To uphold and enforce all laws related to charter school operations;
- (m) To improve and further develop the School;
- (n) To strive for a diverse student population, reflective of the community;
- (o) To ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Prohibited Purposes and Powers. Notwithstanding the foregoing statement of purposes and powers, the School shall have and exercise only such powers and engage in only such activities as are contemplated and permitted to be carried on by a corporation exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) thereunder and by a corporation described in and contributions to which are deductible for federal income tax purposes under Section 170(c)(2) of the Internal Revenue Code.

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

Section 4. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board Members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the Board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC 386.345 and all other applicable statutes.

Section 5. Qualifications; Election; Tenure. The Board shall be composed of seven (7) Directors unless and until changed by amendment of these Bylaws. Any amendments will be discussed in an open meeting and approved by the School's Sponsor.



requires one (1) active or retired teacher licensed by the State of Nevada, one (1) active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:

- (1) Accounting;
- (2) Financial services;
- (3) Law; or
- (4) Human resources.

- (b) A majority of Directors shall be residents of the county in which the school is located.
- (c) All Directors shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (d) The Directors shall serve five (5) year terms. Directors may serve no more than two (2) five year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. The Board shall establish the term for a newly elected Director before the election in order to stagger the terms of each member of the Board. To initially stagger the terms for the founding board, two Directors will serve three-year terms, two Directors will serve four-year terms, and the remaining three Directors will serve the usual five-year term. Those Board Members who will serve the three, four, and five year terms will be determined by lottery at the first official board meeting upon receipt of the charter.
- (e) When the term of a Director has expired or when a Director resigns, the remaining Board Members shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If, for any reason, the Board membership should drop below five (5) members, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any board vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws.
- (f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. The Board must seek candidates which adhere to the statutory requirements of NRS 386.549. To assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. The Board may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board. Insofar as is practical, the Board shall represent the diversity of the community it serves and shall be free from domination of members of the same religious, ethnic or racial group or related parties (by birth or marriage).

Department of Education with the new Director's resume and affidavit as required pursuant to NRS 386.549(1).

- (h) Directors shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.
- (i) The Board shall develop an orientation and training program for new Directors and an annual continuing program for existing Directors. Directors will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others.

Section 6. Conflict of Interest. The Board shall follow the attached Conflict of Interest Policy.

Section 7. Annual Meeting. The annual meeting of the Board shall be held at the School in July of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board Members and for the transaction of such business as may come before the meeting.

Section 8. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once per quarter and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Meetings shall be audio recorded. Minutes of each Board meeting shall be taken and shall be approved by the Board. Said minutes shall be kept at the School and will be made available to the public, upon request.

Section 9. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2). In addition to previously requested agenda items, any Board Member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 10. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Attachment 11. Section 11. Ex-Officio Members. There shall be no ex-officio governing body members. 233

Section 12. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 13. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees, each of which shall consist of at least one Board Member and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate their power to contract nor their budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

1. Academic Committee: The Academic Committee shall consist of at least one Board member, the School Principal/Administrator, at least one licensed teacher employed by the School, and at least one parent of an enrolled child. The Academic Committee shall meet at least two (2) times per school year. The purpose of the Academic Committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight into instructional activities that meet the specific needs of the students.
2. Governance Committee: The Governance Committee shall consist of at least two Board members, one of whom shall be an elected Officer of the Board. The Governance committee shall meet at least two (2) times per school year. The purpose of the Governance Committee shall be to plan and develop Board Member orientation and training and ensure Board operations and policies are updated and compliant with State law.
3. Financial Committee: The Financial Committee shall consist of at least two Board members, one of whom shall be the Board's Treasurer, and the School Principal/Administrator. The Financial Committee shall meet at least two (2) times per school year. The purpose of the Financial Committee shall be to prepare annual budgets for full Board review and approval, coordinate the Annual Audit, and develop long-term financial goals and plans for full Board consideration.

Section 14. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 15. Resignation. A resignation by a Director shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 16. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 18. Compensation. No member of the Board shall receive any compensation for serving in such office, except as allowable under NRS 386.549 and specifically authorized by a majority vote of the Board of Directors. The School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 19. Closed Sessions. Any Director may call a closed session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Directors may be excluded from such closed sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said closed session. No action may be taken in a closed session.

Section 20. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board Member is unable to attend a Board meeting, the Board Member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 21. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

## **ARTICLE IV OFFICERS**

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one (1) year and until their successors have been duly elected and qualified. Board Officers may serve no more than three (3) consecutive one-year terms in any office. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board Member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office, held by an officer, because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

## **ARTICLE V STAFF**

The Board shall appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

## **ARTICLE VI CONTRACTS, LOANS, AND DEPOSITS**

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board Member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of \$25,000.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

## **ARTICLE VII PROPERTY**

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the Board.

## **ARTICLE VIII INDEMNIFICATION**

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board Member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board Member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

## **ARTICLE IX AMENDMENTS**

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor.

## **ARTICLE X DISSOLUTION**

Revocation of Charter or Dissolution. Upon the dissolution of the School, assets shall be distributed for one or more purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the School is then located, exclusively for such purposes or to such organizations, as said Court shall determine, which are organized and operated exclusively for

such purposes. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of according to NRS 386.536 and other applicable laws and appropriate regulations.

**ARTICLE XI  
PURPOSE OF THE  
BYLAWS**

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

**CERTIFICATION**

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_, Secretary.

## **Mater Academy of Northern Nevada Conflict of Interest Policy**

### **For Directors and Officers and Members of a Committee with Board Delegated Powers**

#### **Article I – Purpose**

1. The purpose of this Board conflict of interest policy is to protect Mater Academy of Northern Nevada, Inc. (“MATER”) and its interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of MATER or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify “independent” directors.

#### **Article II – Definitions**

1. Interested person – Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial interest – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a. An ownership or investment interest in any entity with which MATER has a transaction or arrangement,
  - b. A compensation arrangement with MATER or with any entity or individual with which MATER has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which MATER is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director – A director shall be considered “independent” for the purposes of this policy if he or she is “independent” as defined in the instructions for the IRS 990 form or, until such definition is available, the director:
  - a. Is not, and has not been for a period of at least three years, an employee of MATER or any entity in which MATER has a financial interest;
  - b. Does not directly or indirectly have a significant business relationship with MATER which might affect independence in decision-making;



- c. Is not employed as an executive of another corporation where any of MATER's executive officers or employees serve on that corporation's compensation committee; and,
- d. Does not have an immediate family member who is an executive officer or employee of MATER or who holds a position that has a significant financial relationship with MATER.

### **Article III – Procedures**

1. Duty to Disclose – In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.
2. Recusal of Self – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. Determining Whether a Conflict of Interest Exists – After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.
4. Procedures for Addressing the Conflict of Interest
  - a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
  - b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
  - c. After exercising due diligence, the Board or Executive Committee shall determine whether MATER can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
  - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in MATER's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
5. Violations of the Conflicts of Interest Policy
  - a. If the Board or Executive Committee has reasonable causes to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an

opportunity to explain the alleged failure to disclose.

- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **Article IV – Records of Proceedings**

The minutes of the Board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, and a record of any votes taken in connection with proceedings.

#### **Article V – Compensation**

- a. A voting member of the Board who receives compensation, directly or indirectly, from MATER for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from MATER for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from MATER, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI – Annual Statements**

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
  - a. Has received a copy of the conflict of interest policy,
  - b. Has read and understands the policy,
  - c. Has agreed to comply with the policy, and
  - d. Understands MATER is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.

3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

### **Article VII – Periodic Reviews**

To ensure MATER operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to MATER's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

### **Article VIII – Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, MATER may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

## Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 2016-2017) to ensure that the school is ready for a successful launch in fall 2017. Feel free to add rows as needed.

<b>2016-2017 Planning Year Milestones (SMART Goals) by Work Stream</b>	<b>Activity</b>	<b>Key Personnel</b>	<b>Milestone Date(s)</b>
<i>INSTRUCTION</i>	Professional Development	Principal	Teacher Reporting – August 1, 2017. Training from MANN Principal.  Training from Mater Inc. - TBD
<i>INSTRUCTION</i>	Professional Development	Academica	End of July – Office Manager Training from Academica Staff
<i>TALENT</i>	Principal Recruitment (Referrals/Word of Mouth, Online Recruitment, Social Media Marketing, etc.)	Board, Academica, Mater Inc.	Conduct Search: October/November  Board Interview and Select Principal by December 15 <sup>th</sup> , 2016
<i>TALENT</i>	Teacher Recruitment (Teacher Fairs, Online Recruitment, Social Media Marketing, etc.)	Principal, Academica	Start Recruitment Jan 1 <sup>st</sup> 2017 Full Staff by July 15 <sup>th</sup>
<i>OPERATIONS</i>	Identify 3 <sup>rd</sup> Party Payroll, Insurance Policy (Adopt), Food Service Provider, Janitorial, Copier Contract.  Identify Legal Counsel	Board & Academica	Signed Contracts by July 15 <sup>th</sup> .  Jan 1 <sup>st</sup> , 2017
<i>Technology</i>	Identify IT Company	Board & Academica	June 1 <sup>st</sup> 2017
<i>OPERATIONS</i>	General Supplies Purchased	Principal	August 1 <sup>st</sup> 2017
<i>OPERATIONS</i>	Furniture, Curriculum & Technology	Board (Approve), Principal (Identify & Select), Academica (Procure)	Identify and Order by April 30 <sup>th</sup> , 2017  Install by July 30 <sup>th</sup> , 2017

<i>OPERATIONS</i>	Facility Move in Ready (Certificate of Occupancy)	Developer & Contractor	July 29 <sup>th</sup> , 2017
<i>FINANCE</i>	Enter into Lease Agreement for Facility	Board & Board Attorney & SPCSA	Have finalized lease signed by Jan. 1 <sup>st</sup> 2017. Prior approval & review needed by Board Legal Counsel and SPCSA
<i>PARENT &amp; COMMUNITY ENGAGEMENT</i>	Student Recruitment: Open Houses, Marketing Flyers, Door to Door, Social Media	Board, Principal, Academica	Majority of advertising done between Jan. 15 <sup>th</sup> and June 30 <sup>th</sup> 2017

## TERM SHEET

**Proposed Duration of Contract:** The proposed initial term of the contract is to run concurrent with the terms of the Charter Agreement between the State and Mater Academy of Northern Nevada. However, during the first two years of the initial term either party may terminate the Agreement at any time, with or without cause, by giving thirty (30) days written notice to the other party. Following the first two years of the contract, either party may terminate the agreement immediately for cause. Following the initial term, the parties may mutually agree, but shall have no obligation, to renew the terms of the agreement.

### Roles and Responsibilities

**School Governing Board:** The Governing Board will determine the academic direction and oversees the operation of the School. It shall be the responsibility of the governing body to establish annual budgets, adopt financial policies and procedures, set human resources policies, and select the school's legal counsel. The Board will hire, evaluate, and oversee the school principal. The Board will locate a Principal by recruiting talented individuals who have knowledge of and experience with instructional, educational, and school site matters. The Committee to Form agrees that, as the Board of Mater Academy of Northern Nevada, it will need to identify opportunities for growth for the administrator of the school and provide the administrator support to ensure the school achieves 4 or 5 Star status consistently. This will be an ongoing process. However, to ensure early success, MANN will partner with Mater Academy, Inc., which will provide the administrator with training, share best practices, and collaborate on educational programs and initiatives. This partnership will provide MANN's administrator with an immediate knowledge base and support team that will facilitate early and consistent success.

It is the responsibility of the Board to carry out the provisions of NRS 386.490 to 386.610. It shall be the responsibility of the Board to know the law and regulations governing the school, attend conferences and technical assistance meetings, avoid conflicts of interest, assign students' interests and academic achievement as the top priority of the school, maintain a diverse governing body, maintain accountability and transparency in all operations, and cooperate with the Board's Sponsor. The Board Chair will assure that the training and orientation set forth in the Bylaws of Mater Academy of Northern Nevada will focus on preparing the Board to fulfill these responsibilities. The Board will retain independent legal counsel and seek advice and assistance from legal counsel when any issue is in doubt. The Board's legal counsel will not be an employee or Board Member of Academica Nevada or Mater Academy, Inc.

**School Staff:** The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines. The School's on site administration (principal, assistant principal, and lead staff) will ensure the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the School. The principal, as the instructional leader, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The Principal will hire, oversee, and evaluate faculty and staff. The faculty and staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents' and the community.

The School's on-site administration consists of the principal and/or administrative support staff that is responsible for the curriculum development, working with the teaching staff, and addressing student-related issues. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The principal will be an employee of the school, not an employee of an Educational Management Organization. The principal, with the support of the administrative staff, will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school. The Principal will also be the person

authorized to draw purchase orders for payment of the school's money. The Principal will have authority to delegate additional administrative tasks to supporting administrative positions including but not limited to assistant principal, lead teacher, office manager, grade/department chairs, etc.

**Service Provider:** The role of Academica Nevada and Mater Academy, Inc., is to serve at the will and guidance of the Board. We expect Academica Nevada and Mater Academy, Inc., to carry out the defined responsibilities found in their respective contracts and set forth in the "Scope of Services" below in a manner that is consistent and assists the board meet its vision.

The School will hire Academica Nevada to provide specific business support services thereby freeing up the school administrator to focus on the educational goals set by the governing board. Support services that Academica Nevada will provide include, but are not limited to, the following:

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

As part of the commitment and relationship between Mater Academy of Northern Nevada and Academica Nevada, it is understood and agreed that Academica Nevada will NOT do the following:

- Employ the School Administrator or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the school's board and principal;
- Use fees paid by Mater Academy of Northern Nevada to benefit or subsidize schools located outside of Nevada.
- Permit the school's lease and management contract to be conditioned one upon the other.

Academica Nevada will assist Mater Academy of Northern Nevada in furthering the school's mission and purpose by enabling the School to obtain better facilities, lower pricing on furniture and equipment, more accurate budget projections, better insurance rates, better benefits packages for employees of the school and better financing rates than would otherwise be possible. These services will help Mater Academy of Northern Nevada serve more students and maintain financial surpluses without compromising the educational goals of the school.

The school will affiliate with Mater Academy, Inc. to provide the following services:

- On site principal training and professional development;
- On site teacher training and professional development;
- Classroom critique and assessment;
- Technology training; and
- Help attain accreditation.

None of the services provided by Mater Academy, Inc. will overlap those provided by Academica Nevada.

**Performance Evaluation Measures and Mechanisms:** The board expects Academica Nevada to perform each of the specific duties of the contract. Academica Nevada is expected to work in such a manner that school's annual financial audits do not have any material deficiencies. The board further expects Academica Nevada to guide the school to a surplus of not less than 5% of revenues. All state reports must be responded to in a timely manner and to the expectations of the specific state agencies. They should work in a manner that is supportive and allows the principals to focus on educational goals. The principals should be able to discuss and get immediate advice on day to day operational issues.

The board expects Mater Academy, Inc. to provide regular and effective professional development resources which result in improved instruction and academic performance, as measured by the administrator's teacher evaluations and student assessments. We expect Mater Academy, Inc. to successfully assist in completing the accreditation process. We expect Mater Academy, Inc. to work closely with the principal and instructors in developing open and ongoing communication which includes assistance in problem solving, successful planning strategies, and shared technology programs and training.

Annually, each Board Member and the Principals will evaluate the service provider in eight areas, including Financial Reporting, Financial Management, Human Resource Management, School Operations Management, Start-up and Expansion, Mission Support, Job Knowledge, and Executive Leadership. In evaluating the Service Provider, the Board Members and the Principal will use the following rubric:

Exceeds Expectations: The Service Provider exceeds the expectation of the school organization by providing an excellent level of service. Provider anticipates problems and responds immediately to urgent requests, working extraordinarily flexible hours to meet the school organization's needs.

Satisfactory: The Service Provider consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare event of failing to meet expectations, the Service Provider acknowledges the deficiency and takes clear and decisive action to address it.

Needs Improvement: The Service Provider has occasionally failed to meet the school organization's expectations, or has made a material error but otherwise has performed satisfactorily. In response to such failure, the Service Provider is slow to respond or challenges the facts rather than focusing on solving the problem proactively.

Unsatisfactory: The Service Provider consistently fails to meet the school organization's expectations, is inflexible when urgent or ad hoc requests are made, does not respond quickly to calls of emails, subverts the school organization's mission by its actions and behaviors, and does not embody the values of the school organization.

**Detailed Explanation of all fees and compensation to be paid to the provider:** The fee that Academica Nevada charges is per pupil based. As the number of students enrolled increases, Academica's services necessarily increase as well. For example, a larger student body requires a larger facility and a consequential increase in facilities management services. A larger student body requires more staff and an increase in Human Resources related services. A larger student body requires more equipment and fixtures which creates an increase in procurement, budget management and bookkeeping services. As a result, basing a fee on a fixed per pupil charge is "attributable to the actual services provided" and compliant with State law. Furthermore, since the fee is not a percentage of income, the fee does not increase with any increase in school funding which may be passed by the state legislature. Finally, the Academica contract contains a provision that allows the fee to be adjusted if the school is facing financial hardship.



Mater Academy, Inc., charges a fee 1% of annual revenues in exchange for the support services detailed above and the use of the Mater Academy, Inc. name and logo. The Mater Academy, Inc. fees will support the staff travel and materials necessary to provide the professional development services and accreditation support provided for in the services agreement.

Also, please see Paragraph 24 of the Proposed Management Contract, attached hereto as Attachment 13b.

**Financial Controls and Oversight:** The Board will adopt sound financial policies and accounting procedures in accordance with Nevada Law, which will be found in the Mater Academy of Northern Nevada's "Financial Policies and Procedures Manual." These policies ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a regular basis to ensure compliance with all statutory and regulatory authorities.

The school principal/administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The EMO, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal.

School invoices relating to daily operations will be managed by the Board-approved EMO. The principal will manage the daily operations and site-based finances, including expenditures and receivables and seek prior approval from the Board for expenditures over a pre-approved amount (as per Board policy). The Principal and EMO will report on a monthly basis to the Governing Board on all payroll reports, financial statements, and any other information requested by the Board.

The Board will contract with an independent accounting and audit firm to perform internal control testing and review annually. School Administration, Office Managers, and Academics Nevada staff are required to work closely with the independent accounting and audit firm to develop and implement all necessary internal controls to ensure accurate and honest accounting at all campus locations.

**Methods of Contract Oversight and Enforcement by the Governing Board and/or School Staff:**

The Board will hire independent counsel to advise and guide the Board in any necessary contract oversight and enforcement. The independent counsel will NOT represent Academica Nevada in any capacity.

**Investment Disclosure:** Academica Nevada does not invest any school funds.

**Conditions for Renewal and Termination of the Contract:** Please see Paragraphs 21 through 23 of the Proposed Management Contract, attached hereto as Attachment 13b.

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

BETWEEN

MATER ACADEMY OF NORTHERN NEVADA

AND

ACADEMICA NEVADA, LLC

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## CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

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

**WHEREAS**, Mater Academy of Northern Nevada (the “School” or “MANN”) may have a contract (“the Charter”) with the State Public Charter School Authority (the “SPCSA”) to operate a charter school;

**WHEREAS**, the School is governed by the Board of Mater Academy of Northern Nevada (the “Board”);

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

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

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

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

**WHEREAS**, Service Provider’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

**WHEREAS**, Service Provider’s officials are familiar with the funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for other charter school programs;

**WHEREAS**, Service Provider’s officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

**WHEREAS**, Service Provider and its affiliate companies provides services and supports a national network of charter schools and believes that there are benefits to having combined purchasing power and a wide variety of employment opportunities and options available to the employees of public charter schools serviced by

Service Provider;

**WHEREAS**, it is Service Provider's duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of MANN, and the Board of Director's duty to make all decisions and direct Service Provider to act accordingly on the Board's behalf.

**WHEREAS**, MANN and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction and to the extent instructed by the Board of Directors;

**NOW THEREFORE**, the parties to this Agreement agree as follows:

**DUTIES OF SERVICE PROVIDER:**

**1. Recitals**

The forgoing recitals are true, correct and incorporated herein.

**2. Engagement**

MANN engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

**3. Duties**

At the direction of the Board, Service Provider will coordinate the services required to support the School. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. If instructed by the Board, Service Provider's services may include, but not be limited to:

- a. identification, design and procurement of facilities and equipment,
- b. staffing recommendations and human resource coordination,
- c. regulatory compliance and state reporting,
- d. legal and corporate upkeep,
- e. public relations and marketing,

- f. the maintenance of the books and records of the Schools,
- g. bookkeeping, budgeting and financial forecasting.

The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

**4. Board of Directors Meetings**

Service Provider will attend the meetings of the Board and the staff of the School. Unless otherwise instructed by the Board, Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of NRS 388A.366 regarding such meetings and record keeping.

**5. Record Keeping**

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with NAC 392.360 and NAC 386.360 requirements for record keeping. In addition, Service Provider will ensure that designated on site staff receives proper training by the district or appropriate state agency for student school record keeping through its designated programs.

**6. Bookkeeping**

Service Provider serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Charter and State law.

**7. Staff Administration**

Service Provider shall identify and propose for employment by or on behalf of MANN qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by NRS 388A. Service Provider shall coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be MANN employees or employees leased to MANN, and will not be employees of Service Provider. Service Provider shall prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. Service Provider shall propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider Service Provider will coordinate such services. The Board will have complete

discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

#### **8. Financial Projections and Financial Statements**

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the Nevada School Accounting Manual and Standardized Account Code Structure at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State or District which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. MANN will provide annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than September 15<sup>th</sup> of each year.

#### **9. Designated Contact Person**

The designated contact person of Service Provider shall be the Managing Member of Academica Nevada LLC, Ryan Reeves.

#### **10. Grant Solicitation**

Service Provider will solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

#### **11. Financing Solicitation and Coordination**

Service Provider will coordinate obtaining financing from private and public sources for loans desired by the Board.

**12. Other Funding Sources**

Service Provider will coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

**13. Annual Reporting**

Service Provider will coordinate the preparation of the Annual Report for the School.

The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the State and Charter School legislation for the Annual Report.

**14. School Board Representation**

The Board President will serve as primary liaison with the State Public Charter School Authority and its officials on behalf of the School. Service Provider will also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

**15. Governmental Compliance**

Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider will also advise the Board on compliance with the School's Charter with the State. The School's Charter with the District is incorporated herein by reference.

**16. Charter Renewal Coordination**

Service Provider will assist the Board with renewal of the School's Charter on a timely basis. Service Provider will negotiate the terms of the renewal Charter with the State on behalf of the Board and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the State.

**17. Facilities Identification Expansion, Design and Development**

Service Provider will coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in



identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider will identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

#### **18. Systems Development**

Service Provider will identify and develop a Nevada based and state compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

### **TERM OF AGREEMENT**

#### **19. Initial Term**

The term of the Agreement shall commence on August 1, 2017 and shall continue through the duration of the Charter granted by the State, or other sponsor should the School's sponsor change, unless terminated earlier, as provided herein, or modified by written agreement between the parties.

#### **20. Renewal**

At the conclusion of the term of this Agreement the parties may mutually agree, but shall have no obligation, to renew the terms of this Agreement.

#### **21. Termination**

(a) During the first two years of the Agreement, either party may terminate this Agreement at any time, with or without cause, by giving thirty (30) days written notice to the other party.

(b) Following the first two years of the Agreement, either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, MANN may terminate this Agreement

immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a “significant event” shall be defined as an act or omission by the Service Provider which results in a breach of the School’s Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School’s operations and/or results in a threat to the School’s viability. Upon notice of termination under this Section, MANN shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

(c) Duties upon termination. In the event this Agreement is terminated, the parties shall work cooperatively to ensure that the School’s operations continue without interruption. Service Provider shall immediately and peaceably deliver to MANN any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

## **COMPENSATION**

### **22. Base Compensation**

MANN shall pay Service Provider a services and support fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that MANN receives such funds. The fee shall be payable in equal monthly installments, provided that MANN shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada. Such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. The fee may, at Service Provider’s discretion, be adjusted annually at each anniversary of this Agreement based on the change in the prior year’s Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. In the event that funding is decreased in future years to an amount less than the 2017-2018 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider will consider lowering the fee should the school experience severe financial distress. Fees charged by Academica Nevada, LLC will not subsidize or otherwise benefit school and programs not located in Nevada.

### **23. Additional Services**

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not

within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of MANN, of other professionals or

consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

#### **24. Reimbursement of Costs**

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

#### **25. Incurred Expenses**

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

### **OTHER MATTERS**

#### **26. Conflicts of Interest**

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees, principals or agents and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

#### **27. Insurance and Indemnification**

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect MANN the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the

acts, services, conduct or omissions of Service Provider, its employees or agents.

## **28. Miscellaneous**

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all if this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto.

All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Nevada and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Nevada.

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

If to Service Provider: **Academica Nevada, LLC**

1378 Paseo Verde Pkwy  
Henderson, NV 89012  
Attention: Ryan Reeves

If to **Board:** Mater Academy of Northern Nevada  
ADDRESS  
Reno, NV --  
---  
**Attention: Board Chair**

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of Mater Academy held on the \_\_\_\_\_ day of \_\_\_\_\_ 20 . At that meeting, the undersigned Chair of Mater Academy was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

**MATER ACADEMY OF NORTHERN NEVADA**

By: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_, **Board Chair**

**ACADEMIC NEVADA, LLC**

By: \_\_\_\_\_ Date: \_\_\_\_\_  
**Ryan Reeves, Managing Member**

Please see Attachment 13a Term Sheet, “Performance Evaluation Measures and Mechanisms”.

# SECRETARY OF STATE



## LIMITED LIABILITY COMPANY CHARTER

I, ROSS MILLER, the Nevada Secretary of State, do hereby certify that **ACADEMICA NEVADA, LLC** did on January 7, 2011, file in this office the Articles of Organization for a Limited Liability Company, that said Articles of Organization are now on file and of record in the office of the Nevada Secretary of State, and further, that said Articles contain all the provisions required by the laws governing Limited Liability Companies in the State of Nevada.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of State, at my office on January 18, 2011.

ROSS MILLER  
Secretary of State


Certified By: GJ Jaillet  
Certificate Number: C20110112-0709  
You may verify this certificate  
online at <http://www.nvsos.gov/>



ROSS MILLER  
Secretary of State  
204 North Carson Street, Suite 4  
Carson City, Nevada 89701-4520  
(775) 684 5708  
Website: www.nvsos.gov

## Articles of Organization Limited-Liability Company

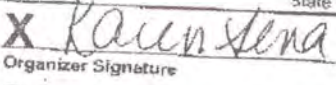
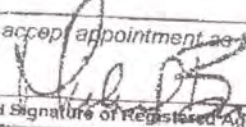
(PURSUANT TO NRS CHAPTER 86)

Filed in the office of   
Ross Miller  
Secretary of State  
State of Nevada

Document Number  
**20110022547-14**  
Filing Date and Time  
**01/07/2011 7:33 AM**  
Entity Number  
**E0025202011-0**

USE BLACK INK ONLY - DO NOT HIGHLIGHT

ABOVE SPACE IS FOR OFFICE USE ONLY

<b>1. Name of Limited-Liability Company:</b> (must contain approved limited-liability company wording; see instructions)	Academica Nevada, LLC			Check box if a Series Limited-Liability Company <input type="checkbox"/>
<b>2. Registered Agent for Service of Process:</b> (check only one box)	<input checked="" type="checkbox"/> Commercial Registered Agent: IncyourBiz Corp. Name  <input type="checkbox"/> Noncommercial Registered Agent (name and address below) <b>OR</b> <input type="checkbox"/> Office or Position with Entity (name and address below) Name of Noncommercial Registered Agent <b>OR</b> Name of Title of Office or Other Position with Entity 3540 W. Sahara #E6-135 Las Vegas Nevada 89102-5816 Street Address City Zip Code Mailing Address (if different from street address) City Nevada Zip Code			
<b>3. Dissolution Date:</b> (optional)	Latest date upon which the company is to dissolve (if existence is not perpetual):			
<b>4. Management:</b> (required)	Company shall be managed by: <input type="checkbox"/> Manager(s) <b>OR</b> <input checked="" type="checkbox"/> Member(s) (check only one box)			
<b>5. Name and Address of each Manager or Managing Member:</b> (attach additional page if more than 3)	1) Robert B. Howell Name 1959 N. Bella Vista Dr. Street Address Farmington UT 84025 City State Zip Code 2) Fernando Zulueta Name 6340 Sunset Drive Street Address Miami FL 33143 City State Zip Code 3) Ignacio Zulueta Name 6340 Sunset Drive Street Address Miami FL 33143 City State Zip Code			
<b>6. Name, Address and Signature of Organizer:</b> (attach additional page if more than 1 organizer)	Karen Sena Name PO Box 13092 Address Tucson AZ 85732  Organizer Signature			
<b>7. Certificate of Acceptance of Appointment of Registered Agent:</b>	I hereby accept appointment as Registered Agent for the above named Entity. <input checked="" type="checkbox"/>  Authorized Signature of Registered Agent or On Behalf of Registered Agent Entity Date 01/07/2011			

This form must be accompanied by appropriate fees.

Nevada Secretary of State NRS 86 LLC Articles  
Revised: 4-14-09



STATE OF NEVADA

ROSS MILLER  
*Secretary of State*



SCOTT W. ANDERSON  
*Deputy Secretary  
for Commercial Recordings*

OFFICE OF THE  
SECRETARY OF STATE

**Certified Copy**

January 18, 2011

**Job Number:** C20110112-0709  
**Reference Number:** 20110022547-14  
**Expedite:**  
**Through Date:**

The undersigned filing officer hereby certifies that the attached copies are true and exact copies of all requested statements and related subsequent documentation filed with the Secretary of State's Office, Commercial Recordings Division listed on the attached report.

<b>Document Number(s)</b>	<b>Description</b>	<b>Number of Pages</b>
20110022547-14	Articles of Organization	1 Pages/1 Copies



Respectfully,

A handwritten signature in black ink, appearing to read "Ross Miller".

ROSS MILLER  
Secretary of State

Certified By: GJ Jaillet  
Certificate Number: C20110112-0709  
You may verify this certificate  
online at <http://www.nvsos.gov/>

**Commercial Recording Division**  
202 N. Carson Street  
Carson City, Nevada 89701-4069  
Telephone (775) 684-5708  
Fax (775) 684-7138

## STATE OF NEVADA

**BARBARA K. CEGAVSKE***Secretary of State***JEFFERY LANDERFELT***Deputy Secretary  
for Commercial Recordings*OFFICE OF THE  
SECRETARY OF STATE**Commercial Recordings Division**

202 N. Carson Street  
 Carson City, NV 89701-4201  
 Telephone (775) 684-5708  
 Fax (775) 684-7138

Stacie Gibson  
 Academica Nevada  
 8235 S Eastern Ave Suite 150  
 Las Vegas, NV 89123

**Job: C20150109-0475**

January 9, 2015

**Special Handling Instructions:****Charges**

Description	Document Number	Filing Date/Time	Qty	Price	Amount
Annual List	20150010264-21	1/9/2015 9:18:27 AM	1	\$125.00	\$125.00
Business License 1/2015-1/2016	20150010264-21	1/9/2015 9:18:27 AM	1	\$200.00	\$200.00
Total					\$325.00

**Payments**

Type	Description	Amount
Credit	009843 15010955660255	\$325.00
Total		\$325.00

**Credit Balance: \$0.00****Job Contents:**

File Stamped Copy(s): 1  
 Business License(s): 1

Stacie Gibson  
 Academica Nevada  
 8235 S Eastern Ave Suite 150  
 Las Vegas, NV 89123

# INITIAL/ANNUAL LIST OF MANAGERS OR MANAGING MEMBERS AND STATE BUSINESS LICENSE APPLICATION OF:

ACADEMICA NEVADA, LLC

NAME OF LIMITED-LIABILITY COMPANY

ENTITY NUMBER

E0025202011-0

FOR THE FILING PERIOD OF JAN, 2015 TO JAN, 2016

USE BLACK INK ONLY - DO NOT HIGHLIGHT

\*\*YOU MAY FILE THIS FORM ONLINE AT [www.nvsliverflume.gov](http://www.nvsliverflume.gov)\*\*
☐ Return one file stamped copy. (If filing not accompanied by order instructions, file stamped copy will be sent to registered agent.)
**IMPORTANT:** Read instructions before completing and returning this form.

- Print or type names and addresses, either residence or business, for all manager or managing members. **A Manager, or if none, a Managing Member** of the LLC must sign the form. **FORM WILL BE RETURNED IF UNSIGNED.**
- If there are additional managers or managing members, attach a list of them to this form.
- Return completed form with the fee of \$125.00. A \$75.00 penalty must be added for failure to file this form by the deadline. An annual list received more than 90 days before its due date shall be deemed an amended list for the previous year.
- State business license fee is \$200.00. Effective 2/1/2010, \$100.00 must be added for failure to file form by deadline.
- Make your check payable to the Secretary of State.
- Ordering Copies:** If requested above, one file stamped copy will be returned at no additional charge. To receive a certified copy, enclose an additional \$30.00 per certification. A copy fee of \$2.00 per page is required for each additional copy generated when ordering 2 or more file stamped or certified copies. Appropriate instructions must accompany your order.
- Return the completed form to: Secretary of State, 202 North Carson Street, Carson City, Nevada 89701-4201, (775) 684-5708.
- Form must be in the possession of the Secretary of State on or before the last day of the month in which it is due. (Postmark date is not accepted as receipt date.) Forms received after due date will be returned for additional fees and penalties. Failure to include annual list and business license fees will result in rejection of filing.

ANNUAL LIST FILING FEE: \$125.00 LATE PENALTY: \$75.00 (if filing late)

BUSINESS LICENSE FEE: \$200.00 LATE PENALTY: \$100.00 (if filing late)

Filed in the office of <i>Barbara K. Cegavske</i> Barbara K. Cegavske Secretary of State State of Nevada	Document Number
	20150010264-21
	Filing Date and Time
	01/09/2015 9:18 AM
	Entity Number
	E0025202011-0

(This document was filed electronically.)  
ABOVE SPACE IS FOR OFFICE USE ONLY**CHECK ONLY IF APPLICABLE AND ENTER EXEMPTION CODE IN BOX BELOW**
☐ Pursuant to NRS Chapter 76, this entity is exempt from the business license fee. Exemption code: 
**NOTE:** If claiming an exemption, a notarized Declaration of Eligibility form must be attached. Failure to attach the Declaration of Eligibility form will result in rejection, which could result in late fees.
**NRS 76.020 Exemption Codes**

- 001 - Governmental Entity
- 005 - Motion Picture Company
- 006 - NRS 680B.020 Insurance Co.

NAME ROBERT B HOWELL		MANAGER OR MANAGING MEMBER	
ADDRESS 1959 BELLA VISTA DRIVE , USA	CITY FARMINGTON	STATE UT	ZIP CODE 84025
NAME		MANAGER OR MANAGING MEMBER	
ADDRESS	CITY	STATE	ZIP CODE
NAME		MANAGER OR MANAGING MEMBER	
ADDRESS	CITY	STATE	ZIP CODE
NAME		MANAGER OR MANAGING MEMBER	
ADDRESS	CITY	STATE	ZIP CODE

None of the managers or managing members identified in the list of managers and managing members has been identified with the fraudulent intent of concealing the identity of any person or persons exercising the power or authority of a manager or managing member in furtherance of any unlawful conduct.

I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.330, it is a category C felony to knowingly offer any false or forged instrument for filing in the Office of the Secretary of State.

**X** STACIE GIBSON

**Signature of Manager, Managing Member or Other Authorized Signature**

Title ACCOUNTS DIRECTOR	Date 1/9/2015 9:18:15 AM
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# SECRETARY OF STATE



## NEVADA STATE BUSINESS LICENSE

**ACADEMICA NEVADA, LLC**

Nevada Business Identification # NV20111037666

**Expiration Date: January 31, 2016**

In accordance with Title 7 of Nevada Revised Statutes, pursuant to proper application duly filed and payment of appropriate prescribed fees, the above named is hereby granted a Nevada State Business License for business activities conducted within the State of Nevada.

Valid until the expiration date listed unless suspended, revoked or cancelled in accordance with the provisions in Nevada Revised Statutes. License is not transferable and is not in lieu of any local business license, permit or registration.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of State, at my office on January 9, 2015

*Barbara K. Cegavske*

BARBARA K. CEGAVSKE  
Secretary of State

***You may verify this license at [www.nvsos.gov](http://www.nvsos.gov) under the Nevada Business Search.***

License must be cancelled on or before its expiration date if business activity ceases.  
Failure to do so will result in late fees or penalties which by law cannot be waived.

Attachment 14 (a draft memorandum of understanding between the charter school and the college or university) is not applicable, as MANN is only offering grades K-8.

- (1) Provide, as Attachment 15, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services**

- a. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**

MANN will not provide daily transportation for the students to and from school. The School will have a forum where parents/guardians of students interested in creating carpooling groups can communicate. The school will work to develop a transportation plan so that students who are economically disadvantaged can have equal access to the school. Should a Special Education student who is enrolling in MANN have an IEP that has transportation as an accommodation, MANN will honor their IEP. MANN will work to partner with the LEA, WCSD, as to how to best provide this accommodation.

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

- (b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**

MANN is in the process of applying to be a participant of the National School Lunch Program(NSLP). The lunch program will abide by State and Federal Laws for Health and Safety.

MANN's financial workbook included the assumption that the school will incur a loss in the first year of approximately \$10,000 by providing school lunch. MANN assumes in subsequent years providing lunch will become more efficient as they identify lunch trends among it's student population. Since MANN will be sponsored by the SPCSA and they are not currently a School Food Authority, MANN will become its own School Food Authority. Per the process, MANN's Board will appoint a Designated Official to oversee the SFA. The school will look to choose a vendor who can provide meals at or below the cost of the federal reimbursement rate.

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

MANN has a multi-tiered plan for maintaining the facility:

1. On-Site MANN will has Campus Monitor(s)/Custodian(s). Their role is to maintain the

cleanliness of the facility during the school day in conjunction with contracted janitorial services.

2. MANN will contract with a janitorial company to provide a cleaning service 5 nights a week which will include annual floorwork.
3. MANN's EMO Academica will assist in the identification of facility maintenance service providers such as; janitorial, HVAC, locks/doors, plumbing, pest control, landscaping, etc.

Cost assumptions for these services are included within the Attachment 15 (Budget Narrative)

#### ***d. School health and nursing services***

MANN will provide health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract will be provided to the Authority upon its finality.

State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and visual problems in Kindergarten, third grade, and sixth grade. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in fourth and seventh grade. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

#### ***e. Purchasing processes***

The purchasing agent will be appointed by the governing body (Traditionally the School Principal). He/She will be responsible for developing and administering the charter school's purchasing program.

No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed (\$10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable

competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, NRS 386.573)

***f. Safety and security (include any plans for onsite security personnel)***

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

MANN will also create a system whereby all non-school personnel will have to check in the with front office staff before entering the campus.

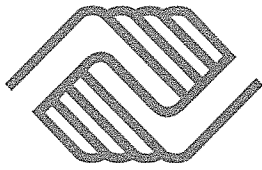


**Facility Description:**

Mater Academy of Northern Nevada (MANN) is looking to occupy a portion of the Boys and Girls Club of Truckee Meadows located at 2680 E. and 9<sup>th</sup> St. in Reno. This location is in the heart of MANN's target area. This two story facility is approximately 60,000 sq. feet. MANN in conjunction with Ethos 3 Architecture have been working with the Boys and Girls Club to identify necessary tenant improvements that will accommodate the school while not taking away from the Boys and Girls Club program. MANN has received a letter of intent from Building Hope for the financing of tenant improvements. Ethos 3 has helped design more than 12 school campuses in Nevada. MANN will comply and receive all necessary facility inspections or permits as necessitated by local and state laws.

The site drawings listed below include 15 general classrooms, 1 computer room and 1 art room with a Kiln. These classrooms average 650 square feet (Please see drawing for exact sq. footage). In addition to the mentioned classrooms the facility contains a large cafeteria area with a commercial kitchen and 6 full size basketball courts. Outside amenities include a playground and a grass area that is approximately 15,000 sq. feet.

The facility drawings listed below will hold up to 420 students. MANN is working with the Boys and Girls Club to expand the existing facility to accommodate student growth in years 3 – 6. The current site allows for multiple options for building out extra square footage or adding portables.



# BOYS & GIRLS CLUB OF TRUCKEE MEADOWS

## Donald W. Reynolds Facility

2680 East Ninth Street

Reno, NV 89512

Admin: (775) 331-KIDS

www.bgctm.org

July 13, 2016

Mike Wurm: *Executive Director*

State Public Charter School Authority

Executive Director Patrick Gavin

1749 North Stewart Street Suite 40

Carson City, Nevada 89706

## Board Officers

Kerri Garcia: *Board President*

Dan Roberts: *1st VP*

Ty Windfeldt: *2nd VP*

Dick Gammick: *Treasurer*

Clyyenne Cook: *Secretary*

## Board of Directors

Leo Bergin\*

Dominic Brunetti\*

Jason Champagne

John Coats

Mike Crawford

Danny De La Rosa

Jim DeVold\*

Steven Duque

Jim Grogan

Marty Hardie

Caesar Ibarra\*

Kurt Jensen

Jim Keller

Mary K. Knobel

Fran Lepori\*

Stephanie Lepori

Vicky Loose\*

Tony Marini

Marc Markwell\*

Jim Marren

Matthew Mills

Rob Medeiros\*

Nick Rossi\*

Julie Rowe

Scott Schellin

Steve Schiller\*

Steve Smith\*

Charlotte Sullivan

Par Tolles

Dear, SPCSA Members,

As Executive Director of the Boys and Girls Club of Truckee Meadows (BGCTM) I am pleased with the opportunity to partner with Mater Academy of Northern Nevada. I have begun discussions with Mater Academy of Northern Nevada regarding the possibility of providing facility accommodations under a lease agreement at out 9<sup>th</sup> Street location. The BGCTM and Mater Academy of Northern Nevada also have begun discussions regarding the use of the Boys and Girls Club for a before and after school program for students.

BGCTM has been a long standing member of Washoe County supporting youth from all walks of life. Our mission is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. I feel that our partnership with Mater Academy of Northern Nevada will be mutually beneficial in advancing the mission of our organizations while providing additional education options to the young people of Reno-Sparks area.

Please feel free to contact me for further discussion.

Sincerely,

Michael P. Wurm

Executive Director

Boys & Girls Club of Truckee Meadows

## Emeritus:

Chris Aramini\*

Dan Gaddis

Craig Holt\*

Greg Martinelli\*

## Lifetime Members:

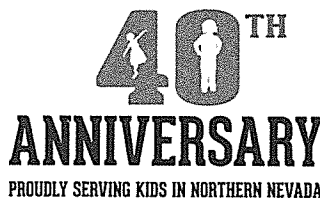
Bob Capurro\*

Fred Taeubel

Nick Webber\*

\*Past Presidents

Attachment 16





July 1, 2016

The Nevada State Public Charter School Authority  
Executive Director Patrick Gavin  
1749 North Stewart Street Suite 40  
Carson City, Nevada 89706

To Whom It May Concern:

On behalf of the Building Hope, I am pleased to submit this letter of interest to finance facility improvements for Mater Academy of Northern Nevada upon obtainment of a charter contract.

Building Hope supports high-quality public charter schools in Washington, DC; Florida and other U.S. cities and states by providing technical assistance, consulting and project management related to capital projects. Through our financing (loans and guarantees), business services and incubator facilities, we also support the expansion of academically successful schools with the capacity to grow their enrollments. Through our efforts, we catalyze change across the local public education systems where we do business. Building Hope promotes school-centered community revitalization. We believe that excellent charter school programs and facilities will help transform economically depressed neighborhoods into places where children will thrive

Upon Building Hope's thorough underwriting of the market and MANN's charter approval, we are excited by the opportunity to invest in Reno and support bringing quality educational options to more children and families. If you have any questions, please contact our office at 954-767-1070.

Sincerely,

Richard Moreno  
Executive Director

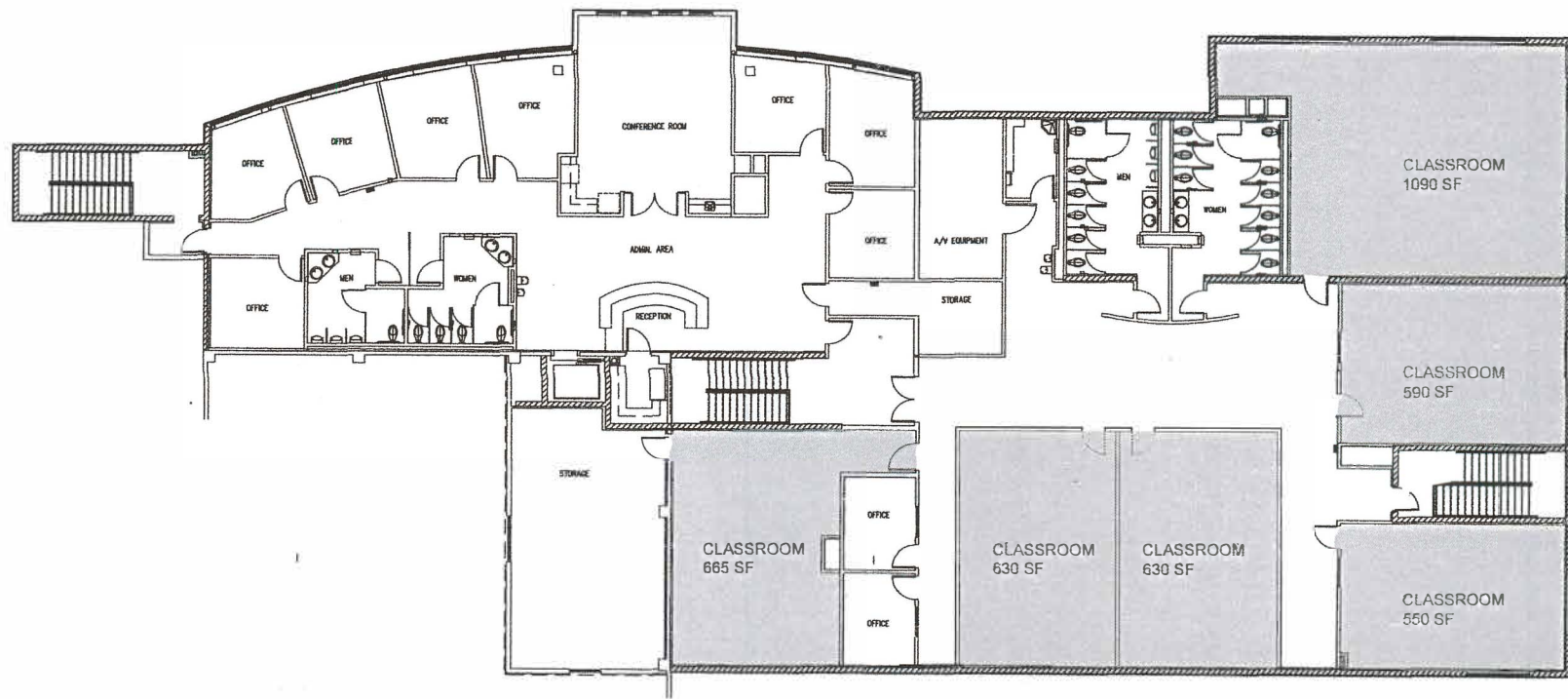
Boys & Girls Club of Truckee Meadows

Reno

Scott Island

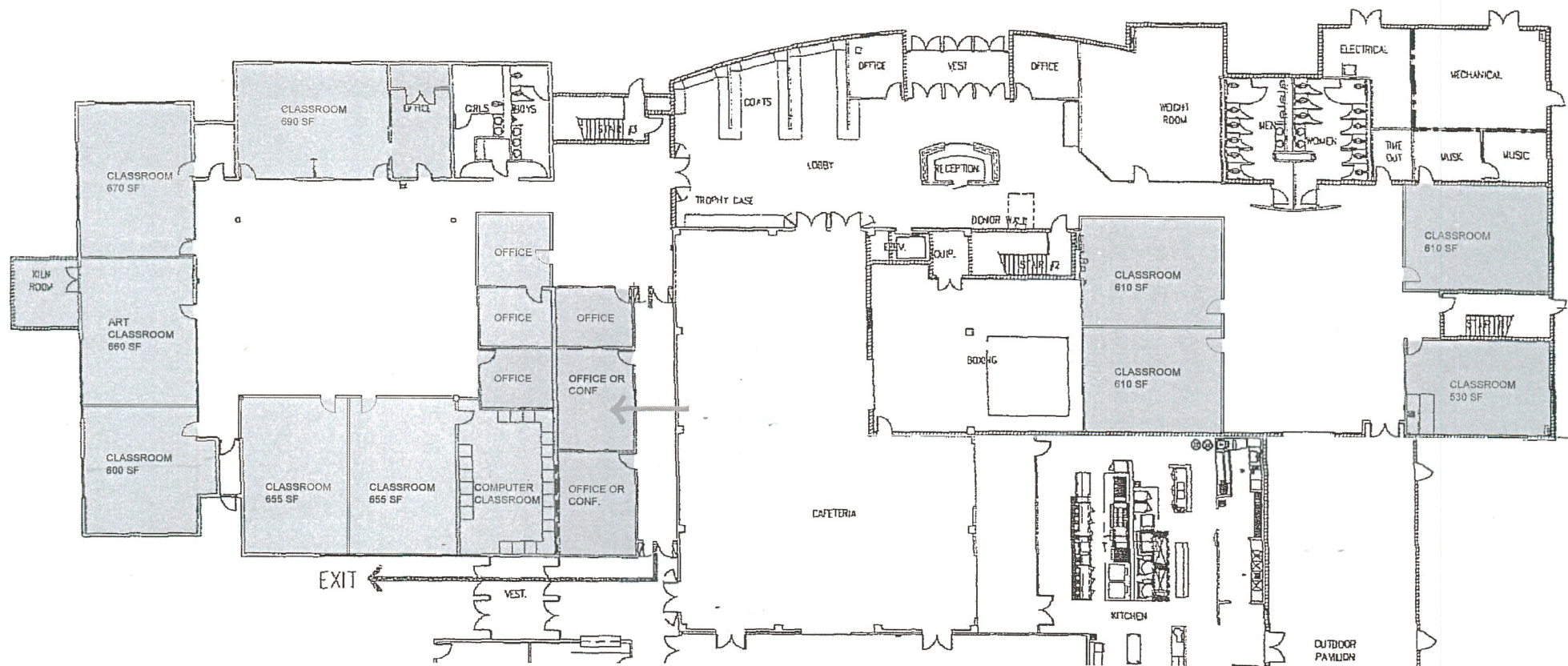
Sparks

© 2016 Google



*Level 2*





*Level 1*

*Insurance Proposal for*  
***Mater Academy of  
Northern Nevada***

*Presented By*  
*Vance Jolley*



A Division Of:



## Introduction to the Charter School Insurance Alliance

The Charter School Insurance Alliance is a subsidiary of Distinctive Insurance, an independent insurance agency located in Las Vegas, Nevada. We are licensed in property, casualty, health, and life insurance. The Charter School Insurance Alliance was founded on the growing need for charter schools to partner with an agency that understands the arduous process most charter schools face in creating their insurance program.

We are committed to providing our charter school clients with:

- The best insurance quotes available in the market.
- Outstanding customer service.
- Knowledge and expertise in the charter school arena unprecedented by any other insurance agency.

While we are centrally located in Nevada, our office is able to work with charter schools anywhere throughout the nation. It is our hope that you will partner with us to satisfy your charter school's insurance needs. If you have any questions, please feel free to give us a call at anytime.

## Introduction to Your Team

**Vance Jolley**

Principal

[vance@distinctive.net](mailto:vance@distinctive.net)

**Gerlie Ryan**

Account Manager

[gerlie@distinctive.net](mailto:gerlie@distinctive.net)



8375 W Flamingo Rd. Suite 102

Las Vegas, NV 89147

Phone: 702-396-4844

Fax: (702) 396-4832

[www.distinctive.net](http://www.distinctive.net)





8375 West Flamingo Road Ste 102  
Mater Academy of Northern Nevada, Las Vegas, NV 89147  
P: (702) 396-4844 F: (702) 396-4832  
[www.distinctive.net](http://www.distinctive.net)

## General Liability

**Customer:** Mater Academy of Northern Nevada

**Policy Period:** August 1, 2017 to August 1, 2018

**A.M. Best Rating:** A++ (Superior) XV (\$2 Billion or greater)

### Coverages

### Limits

General Aggregate Limit Per Location <i>(A general aggregate is the most the company will pay during a policy year)</i>	\$2,000,000
Per Occurrence	\$1,000,000
Products/Completed Operations Aggregate <i>(Maximum for all product/completed operations claims during the policy year)</i>	\$2,000,000
Personal Injury and Advertising	\$1,000,000
Fire Damage Legal Liability	\$100,000
Medical Payments	\$5,000

### Deductible

Bodily Injury, Property Damage, Each Occurrence	none
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Description of Premium	Basis	Premium
School - Number of Students	325	included
Faculty Liability for Corporal Punishment	25	included
Liability Deluxe Endorsement		included

**TOTAL GENERAL LIABILITY PREMIUM**

**\$6,750.00**



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## Abuse & Molestation

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**Customer:** Mater Academy of Northern Nevada

**Policy Period:** August 1, 2017 to August 1, 2018

**A.M. Best Rating:** A++ (Superior) XV (\$2 Billion or greater)

**Coverages - Occurrence Form**

**Limits**

Each Occurrence Limit

\$1,000,000

Aggregate Limit

\$2,000,000

**TOTAL ABUSE & MOLESTATION PREMIUM**

**included**



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## Employee Benefits Liability

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**Customer:** Mater Academy of Northern Nevada

**Policy Period:** August 1, 2017 to August 1, 2018

**A.M. Best Rating:** A++ (Superior) XV (\$2 Billion or greater)

**Coverages - Claims Made**

Occurrence Limit

Aggregate Limit

**Limits**

\$1,000,000

\$2,000,000

**Retroactive Date**

8/1/2016

**TOTAL EMPLOYEE BENEFITS LIABILITY PREMIUM**

**\$450.00**



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## Professional Educators Legal Liability

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**Customer:** Mater Academy of Northern Nevada

**Policy Period:** August 1, 2017 to August 1, 2018

**A.M. Best Rating:** A++ (Superior) XV (\$2 Billion or greater)

**Coverages - Occurrence Form**

**Limits**

Educators Legal Liability Limit	\$1,000,000
Aggregate Limit	\$1,000,000
Defense Reimbursement Limit	\$100,000
Defense Reimbursement Aggregate	\$300,000
Deductible	\$1,000

**Retroactive Date**

8/1/2013

**TOTAL PROFESSIONAL EDUCATORS LEGAL PREMIUM**

**\$1,750.00**



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## Commercial Auto

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**Customer:** Mater Academy of Northern Nevada

**Policy Period:** August 1, 2017 to August 1, 2018

**A.M. Best Rating:** A++ (Superior) XV (\$2 Billion or greater)

**Commercial Auto:**

Hired Auto Liability	\$1,000,000
Non-Owned Auto Liability	\$1,000,000

**TOTAL AUTO PREMIUM      \$435.00**



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## Property

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**Customer:** Mater Academy of Northern Nevada

**Policy Period:** August 1, 2017 to August 1, 2018

**A.M. Best Rating:** A++ (Superior) XV (\$2 Billion or greater)

**Location 1: TBD**

**Limits**

Blanket Building Coverage	\$0
Blanket Business Personal Property	\$1,000,000
Blanket Business Income & Extra Expense	\$500,000
Deductible	\$1,000

**Terms**

Special Form  
Replacement Cost Coverage  
90% Coinsurance

**TOTAL PROPERTY PREMIUM \$6,000.00**

## Additional Property Coverages for Mater Academy of Northern Nevada

The following Additional Coverage applies separately at each of your premises. In this proposal, any additional limits for this coverage that you have purchased are indicated at the described premises to which the increased limits apply. A policy level deductible applies to each of the Additional Coverage, unless otherwise indicated at the described premises.

[illegible]



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## Directors & Officers and Employment Practices Liability

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**Customer:** Mater Academy of Northern Nevada

**Policy Period:** August 1, 2017 to August 1, 2018

**A.M. Best Rating:** A++ (Superior) XV (\$2 Billion or Greater)

**Coverages - Claims Made**

**Limits**

Directors & Officers Liability	\$1,000,000
Retention	\$10,000
Employment Practices Liability	\$1,000,000
Retention	\$10,000
Policy Aggregate	\$1,000,000
P&P Date 8/1/2016	

**Retroactive Date**

Full Prior Acts

**TOTAL DIRECTORS & OFFICERS PREMIUM \$2,895.00**





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## Excess Liability

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**Customer:** Mater Academy of Northern Nevada

**Policy Period:** August 1, 2017 to August 1, 2018

**A.M. Best Rating:** A++ (Superior) XV (\$2 Billion or greater)

<u>Coverages</u>	<u>Limits</u>
Each Occurrence	\$3,000,000
Aggregate	\$3,000,000
Retained Limit	\$10,000

**Underlying Coverages**

General Liability - Each Occurrence  
Auto Liability - Each Accident  
Professional Liability - Each Claim  
Employee Benefits - Each Claim  
Abuse or Molestation - Each Occurrence  
Directors & Officers Liability - Each Claim  
EPLI - Each Claim

**TOTAL EXCESS LIABILITY PREMIUM \$5,500.00**

**Exclusions:** Fungi or bacteria; watercraft



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[www.distinctive.net](http://www.distinctive.net)

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## Student Accident Insurance

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**Customer:** Mater Academy of Northern Nevada

**Policy Period:** August 1, 2017 to August 1, 2018

**A.M. Best Rating:** A (Excellent) XV (\$2 Billion or Greater)

<u>Location 1</u>	<u>Limits</u>
Accidental Medical Expense (Excess) Limit	\$25,000
Accidental Dental Expense included	
No Deductible	
Accidental Death Limit	\$15,000
Accidental Dismemberment Limit	\$50,000
Accidental Paralysis Limit	\$25,000
AD&D and Paralysis Aggregate - Per Accident	\$500,000

**TOTAL ACCIDENT PREMIUM** **\$1,995.00**

**Exclusions:** Interscholastic Football



7265 S. Dean Martin Dr. Ste. 130  
Mater Academy of Northern Nevada, NV 89118  
P: (702) 507-6999 F: (702) 507-6998  
[www.charterschoolsinsurance.com](http://www.charterschoolsinsurance.com)

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## Workers Compensation

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**Customer:** Mater Academy of Northern Nevada

**Policy Period:** August 1, 2017 to August 1, 2018

**A.M. Best Rating:** A (Excellent) XIV (\$1.5 Billion to \$2 Billion)

### Coverages

### Limits

PART ONE: Workers Compensation Insurance

PART TWO: Employers Liability

Each Accident Limit \$1,000,000

Injury by Disease- Each Employee \$1,000,000

Injury by Disease- Policy Limit \$1,000,000

### WC Class Codes & Payroll Breakdown

State	Class/Description	Payroll	Rate	Premium
NV	8868 - School - Professional Employees & Clerical			\$5,225.00

**TOTAL WORKERS COMPENSATION PREMIUM** **\$5,225.00**

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**Rating Plan: Guaranteed Cost**



Mater Academy of Northern Nevada

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## 2017 Premium Summary

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**Customer:** Mater Academy of Northern Nevada

<u>Coverage</u>	<u>Premium</u>
General Liability	\$6,750.00
Abuse	included
Employee Benefits Liability	\$450.00
Professional Educators Legal Liability	\$1,750.00
Auto	\$435.00
Property	\$6,000.00
Equipment Breakdown	included
Crime	included
Directors & Officers / Employment Practices Liability	\$2,895.00
Excess Liability	\$5,500.00
Student Accident Insurance	\$1,995.00
Workers Compensation	\$5,225.00
<b>TOTAL 2016 ANNUAL PREMIUM</b>	<b>\$31,000.00</b>

## Attachment 18 Budget Narrative

**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.).**

(a) State Per Pupil Revenue

The first year of operations is for the 2017-2018 school year. The assumption provided by the SPCSA Budget for Washoe County is \$6,734 per student.

(b) Anticipated Funding Sources:

MANN's budget does not rely on any revenue assumptions related to grants, donations or other unsecured funding sources. MANN is applying for the 2017-2018 CSP grant and will also apply for Title I, Title II and Title III funds. MANN will look to identify additional funding sources to help subsidize Social, ELL and Before/After school programs of the school.

MANN has entered into discussions with the Boys and Girls Club of Truckee Meadows to occupy a portion of their facility. The facility is nearly move-in ready but will need some tenant improvements to fit the needs of a school. In working with Boys and Girls Club, Academica Nevada, Ethos 3 (Architecture Firm), Nevada General (Contractor) the tenant improvements necessary for MANN to occupy the facility will cost approximately \$250,000. MANN anticipates working with Building Hope to finance the tenant improvements (Please see Letters of Support). The lease payments included in the financial workbook incorporate the tenant improvement costs.

National School Lunch Program (NSLP): MANN budgeted \$179,550 in revenue from NSLP in year 1. To be conservative MANN assumed the lunch program would cost \$189,550 in year 1 of operation. MANN will look to cut down annual losses of the lunch program as estimates and procedures become more efficient.

MANN will enter into a Furniture, Fixtures and Equipment (FFE) Lease for outfitting the school with furniture (desks, chairs, lunch tables, etc.), and technology. MANN will finance these items through Vectra Bank who has created financial solutions for many schools managed by Academica. The assumed terms of the lease financing include a: 4-year term, 5% annual interest rate and 5% residual for purchase in 45<sup>th</sup>-48<sup>th</sup> month. Should MANN be a recipient of the CSP Grant many of technology items will be purchased by these funds reducing the amount financed through the FFE Lease.

MANN assumes start-up expense will be approximately \$20,500 (Principal salary and Marketing). MANN has budgeted to enter into a start-up loan with Academica Nevada for these start-up expenses assuming the following terms; 2-year term, 5% annual interest rate, no pre-payment penalties. The 'financial workbook' does not have a category for debt service. The assumption included within the 'financial workbook' in year 1 includes the entire repayment of \$20,500 not over two years. MANN will use the CSP Grant funds for these start-

up expenses should their application be approved by the DOE.

(c) Anticipated Expenditures:

Staffing Expenses: Included within the staffing plan (year 1) is a Principal (\$100,000), Lead Teacher (Stipend of \$7,500 for years 1-4 of operation), 13 Classroom Teachers (Average Salary \$39,000), 3 Specials Teachers (Average Salary \$39,000), 0.5 ELL Coordinator (Salary \$40,000), 1.5 Special Education Teachers (Average Salary \$40,000), 2 Teachers Assistants (Average Salary \$20,000), 1 Office Manager/Registrar (\$40,000), 1 Registrar/FASA (\$20,000), 1 Custodian (\$20,000). In subsequent years please see 'staffing plan' or 'financial workbook' for staffing assumptions. Salaries are assumed to increase by 2% per year in financial workbook.

Employee Benefits: include PERS, Health Insurance, Workers comp, Life Insurance, etc. Budgeted benefits equate to 37% of salaries or \$346,740 in year one.

Substitute Teachers: MANN budgeted \$150 per day for contracted substitute services. MANN also assumed that teachers will take approximately 10 days off per year. MANN's year 1 budget includes \$27,000 (18 Teachers X 10 Days X \$150) for contracted substitute teachers.

Professional Development: \$10,400 for staff development training such as State and National Conferences and \$4,550 for travel reimbursements for training and other travel required by school officials. These training sessions will be in addition to those provided by Mater Academy Inc.

Contracted Special Education Services: will include Speech, Occupational Therapy, Physical Therapy, Registered nurse and Psychology. The budgeted expense for contracted SPED services within the financial workbook assumes \$1,300 per student for 45.5 students (13% of the student population) for a total of \$59,150 in year 1. This assumption was based upon SPED service expenses Mater Academy of Nevada (Las Vegas) has experienced.

Books and Curriculum: MANN budgeted \$400 per student to outfit the school with all necessary curriculum.

Assessment Cost: \$20 per student per year.

Furniture and Technology: MANN anticipates entering into a Furniture, Fixtures and Equipment (FFE) lease for the purchase of all furniture, equipment and technology of the school. The anticipated lease is assumed to include a term of 4 years, 5% interest rate and a purchase option in the 45<sup>th</sup>-48<sup>th</sup> month of 5% residual. MANN assumed that it will take approximately \$525 per student or \$183,750 (\$525 X 350 Students) in year 1 to outfit the school with all necessary furniture, equipment and technology. Lease payments for year 1 is assumed to cost approximately \$52,000 or \$150 per student.

Professional Services: MANN budgeted \$5,500 to retain independent legal counsel, \$10,000 for annual audit and \$20 per month/per employee (\$6,240 year 1) for contracted payroll. MANN was unable to exclude a year 1 audit expense within the financial workbook nevertheless the year 1 audit expense will not be incurred until

the 2<sup>nd</sup> fiscal year of operation.

IT Services: MANN assumed IT services will cost approximately \$1,500 per month or \$18,000. IT services will include server set-up, firewall set-up, computer imaging, network set-up, computer maintenance, etc.

Copier Lease: The school will enter into a lease with a copier leasing company. The copier amount of \$8,750 per year or \$25 per student, is based upon what other charter schools of similar size are paying.

Educational Management Fee: Academica Nevada's fee will be \$450 per Full Time Equivalent student or \$157,500 (350 X \$450) during the first year. The financial workbook and the budget narrative assumed that Nevada will fund kindergarten students at 1.0 not 0.6 by the year 2017-2018.

Affiliation Fee: categorized as "licensing fee" due to lack of categories, is based on 1% of DSA revenues, or \$23,569 in year 1. The affiliation fee with Mater Academy Inc. will be used to pay for professional development and training in instructional strategies.

State Oversight Fee: The State's oversight fee for charter schools is 1.5% or \$35,354 in year 1.

Facility Lease: MANN is working to negotiate lease terms with the Boys and Girls Club of Truckee Meadows. MANN anticipates leasing approximately 19,250 square feet from the Boys and Girls Club in year 1. MANN's budget includes a lease rate of \$16.00 per square foot or \$308,000 in year 1. The lease rate of \$16.00 per student includes facility improvement costs. This lease rate in year 1 equates to 13% of state per pupil revenue. Mater will lease additional space from the Boys and Girls Club as the school expands in subsequent years.

Custodial: MANN budgeted \$1.25 per sq. foot (\$24,063 Year 1) for custodial services. This assumption is based upon school of similar size managed by Academica Nevada. Contracted custodial services will include nightly cleaning 5 days a week and annual floor care.

Utilities: MANN budgeted \$1.5 per sq. foot for utilities. This assumption was based upon utility use of similar sized schools. MANN is working with Boys and Girls Club during lease negotiations to determine utility costs.

General Liability Insurance: MANN budgeted \$31,000 in year 1 for all necessary school insurance policies as set forth by statute. For insurance quote details please see Attachment 17.

Other: Please see financial workbook for other budgetary assumptions.

- (d) Contingency Plan: If anticipated revenues from state and local sources are lower than anticipated, the School will make all necessary adjustments to maintain a positive year-end fund balance. Expenses such as State Administrative Fees and Affiliation Fees, which are based on revenues will adjust down automatically. These two expenses accounts, account for 2.5% of expenditures. The contract with Academica Nevada also provides that if the school were to receive a decrease in funding or were experiencing financial difficulty the service provider will consider lowering the fee. The startup loan with Academica would be deferred until the school could afford the payment. MANN will approach vendors to see if they are willing to renegotiate the amount of services provided. The School may also approach the owners to the building about deferring rent in order to preserve cash for educational purposes. MANN would also look into buying used goods instead of new products to reduce the purchasing price of needed items. The school would also attempt to hire new teachers at a lower average salary. MANN would also look at reducing the size of staff if necessary.

MANN will not budget for grants or donations as part of their operating budgets.



**MaterAcademy of Northern Nevada**  
**Operator Budget**  
**2016-2017**

**FUNDING**

Startup loan from Academica Nevada		\$	20,500.00
<b>Total Revenues:</b>		\$	20,500.00
Principal		\$	12,000.00
<b>Total</b>		\$	12,000.00
Marketing		\$	5,500.00
Recruiting		\$	3,000.00
<b>Total</b>		\$	20,500.00
<b>Surplus (Loss)</b>		\$	-

(a)

(a)    *The loan from Academica Nevada will be forgiven if the charter is not approved.*

## **Attachment 21 – EMO Historical Financial Documents**

As part of the application, the SPCSA has requested the three most recent audits of the EMO, Academica Nevada be provided. Academica Nevada will request that the Deputy Attorney General arrange for a private review of the audited financial statements.





**OTHER INFORMATION**

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