

6630 Surrey Street Las Vegas, NV 89119 P: 702.431.6260 info@theacefoundationnv.org

Dear Nevada State Public Charter School Authority,

I am writing to express my support for the approval of Pinecrest Academy of Northern Nevada charter school. I believe that Pinecrest of Northern Nevada will be an incredible asset and of great benefit to the children, families, and community of Reno-Sparks.

Pinecrest of Northern Nevada will fill a need in the Reno-Sparks community for education focused on STEAM and college/career preparedness. There is an ever-growing demand for quality educational options in the Reno-Sparks area and I believe that this educational model will achieve the same levels of success it has obtained here in Las Vegas.

In alignment with our mission, the ACE Foundation of Las Vegas will partner with Pinecrest of Northern Nevada to enhance educational opportunities for our students and families by providing financial and community-based resources to supplement programs and additional initiatives at the school.

I am happy to support an excellent school of choice, such as Pinecrest Academy of Northern Nevada, and know it will be of tremendous benefit for the Reno-Sparks community.

Sincerely,

Brooke Reeves Executive Director The ACE Foundation



Donald W. Reynolds Facility 2680 East Ninth Street Reno, NV 89512 Admin: (775) 331-KIDS

Mike Wurm: Executive Director

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To Whom It May Concern:

I am writing to express my support for the approval of Pinecrest Academy of Northern Nevada. Pinecrest Academy of Northern Nevada will provide a high-quality, tuition-free public charter school option for families in Northern Nevada. I believe that Pinecrest Academy of Northern Nevada will be an incredible asset and of great benefit to our children, families, and local community.

Pinecrest Academy will fill a need in our community for K-8 education focused on preparing students for college and 21st century careers. There is a demand for greater emphasis on STEAM disciplines in education, and research shows that students who are introduced to career disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Boys & Girls Club of the Truckee Meadows is excited to partner with Pinecrest Academy to bring resources and programs to families in Spanish Springs who we are not currently able to serve due to distance from our existing facilities. We plan to partner with Pinecrest Academy to provide before and after-school care, and we anticipate growing this collaboration to provide the full array of Boys & Girls Club programs and services for the Spanish Springs community. Pinecrest Academy of Northern Nevada will bring a proven educational approach to Washoe County, and the partnership with the Boys & Girls Club will help ensure the school will serve a diverse student population reflective of our community.

I support Pinecrest Academy of Northern Nevada and the Boys & Girls Club of the Truckee Meadows looks forward to partnering with an excellent school of choice in our community.

Sincerely,

Mike Wurm Executive Director



To Whom It May Concern:

As the Managing Director and Co-Owner of Full Tilt Logistics, I am writing this letter of support for Pinecrest Academy of Northern Nevada.

At Full Tilt Logistics, our services include supply chain management, supply chain design, transportation procurement and route management, and company-owned dedicated energy efficient power units. It is critical for our company to be able to hire employees who are strategic problem solvers and are prepared for the 21st century workforce. We support high-quality, tuition-free public education options for families in Northern Nevada, and believe the STEAM-focus of Pinecrest Academy will benefit students in our community and, ultimately, companies like ours.

Pinecrest Academy of Northern Nevada's mission of preparing students for college and career will bring a proven approach to raising academic achievement of students in Northern Nevada. The recent history of Pinecrest Academy's partner schools in Southern Nevada demonstrates the commitment of school personnel to developing a high-quality STEAM education based on educational research and providing the support necessary to successfully implement these programs. The result has been continuous improvement in the academic achievement of students.

I highly support Pinecrest Academy of Northern Nevada and believe the addition of this tuition-free public education option will benefit our community.

Sincerely

Cris Novich Managing Director and Co-Owner Full Tilt Logistics

470 E. Plumb Lane, Ste 200 Reno, NV 89502 (Pingegest Academy Fak Northegy Mayada Attachment 1: Letters of Support



To Whom It May Concern:

As the Managing Partner of Intellatek, I am writing on behalf of our organization in support of the newly proposed Pinecrest Academy of Northern Nevada charter school. We are happy to support this new school and their commitment to improving quality educational options for our city and raising academic achievement of students in the Las Vegas Valley. We strongly support this school and their focus on science, technology, engineering, arts, and mathematics (STEAM). We also recognize the potential success this school will have in the Reno-Sparks area based on their previous accomplishments and achievements here in Las Vegas.

As an organization, which has provided educational technology and support for over 20 years to charter schools, we recognized that we shared similar values with Pinecrest of Northern Nevada. Namely, our commitment to provide quality and proven solutions to the education sector. As a dedicated team of technicians, we represent extensive knowledge of past and present technologies that continue to be used throughout the education sector and currently service more than 32 charter schools across Nevada, Arizona, Colorado, and Hawaii.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. We expect our role with Pinecrest of Northern Nevada to include:

 Forming a genuine partnership to increase student achievement in our community by providing quality education technology tools and resources. Representatives from our team would be designated to work on this effort through installation, consultation, and maintenance.

We look forward to working with both Pinecrest Academy of Northern Nevada as well as the Nevada State Public Charter School Authority in bringing this school to Las Vegas and in continuing to improve academic achievement for students in our community.

Sincerely,

JJ Christian Managing Partner Intellatek 1378 Paseo Verde Parkway, Suite 200 Henderson, Nevada 89012



Dear Nevada State Public Charter School Authority,

I am writing to express my support for a new tuition-free public charter school in our community, Pinecrest Academy of Northern Nevada. There is a demand for high quality public education options in our community, and Pinecrest Academy will fill a need for K-8 education that is focused on preparing students for college and career, while still ensuring exposure to the arts.

Pinecrest Academy schools in Southern Nevada have demonstrated remarkable academic success and I believe a Pinecrest Academy will be just as successful in Northern Nevada. I believe that it is important to provide high-quality, tuition-free public education options to all families regardless of their background, neighborhood or socio-economic situation.

I strongly support bringing Pinecrest Academy to Northern Nevada and I hope that the addition of Pinecrest Academy will empower families to make the educational choices that are best for their children.

Respectfully,

C'F

Cliff Porter Drummer/Vocalist Jelly Bread

Kristopher Dahir

Connecting People on Common Ground

Nevada State Public Charter School Authority,

I am writing in support of approving a new public charter school, Pinecrest Academy of Northern Nevada. I am aware of the academic success of Pinecrest Academy schools in Southern Nevada and believe a Pinecrest Academy will be just as successful in Northern Nevada.

Pinecrest Academy will fill a need in our community for K-8 education focused on preparing students for college and career. There is a demand for greater emphasis on STEAM disciplines in education and the youth of our community would greatly benefit from it.

The investment we make into our students is truly our legacy. Private, public and charter schools all play a significant role in meeting the needs of all family and student needs.

Sincerely,

Kristopher Dahir Sparks City Councilmember, ward 5

Kristopher@ Dahir.net

775.770.0360

Pinecrest Academy of Northern Nevada Attachment 1: Letters of Support



June 17, 2019

Nevada State Public Charter School Authority 1749 N. Stewart Street, #40 Carson City, NV 89706

RE: Pinecrest Academy of Northern Nevada

To Whom It May Concern:

As the Mayor of Sparks, Nevada, I am writing this letter of support for Pinecrest Academy of Northern Nevada.

Pinecrest Academies are tuition-free public charter schools known for highquality STEAM education and research programs. They have a proven track record of educational excellence and will help raise the academic achievement of students in Northern Nevada.

I support Pinecrest Academy of Northern Nevada and would be very happy to have this excellent school available for the children of our community.

Respectfully,

0

Ron Smith Mayor

RS/Cb C: Paul Klein, Tri-Strategies Ltd.



Nevada State Public Charter School Authority

June 16, 2019

Greetings,

I am writing to show my support for Pinecrest Academy of Northern Nevada.

United Cerebral Palsy of Nevada has been providing services for 70 years with our mission to provide "life without limits for people with disabilities." We exist to support people with disabilities as they choose to learn, work and thrive in our community. We have found success working with

thrive in our community. We have found success working with research based schools like

Pinecrest Academy of Northern Nevada and are eager to explore opportunities to collaborate.

Sincerely,

Monica Elsbrock CEO/President United Cerebral Palsy of Nevada 740 Freeport Blvd, Suite 101 Sparks NV 89431 (775)322-6555 melsbrock@ucpnv.org



To Whom It May Concern:

As the Managing Partner of Intellatek, I am writing on behalf of our organization in support of the newly proposed Pinecrest Academy of Northern Nevada charter school. We are happy to support this new school and their commitment to improving quality educational options for our city and raising academic achievement of students in the Las Vegas Valley. We strongly support this school and their focus on science, technology, engineering, arts, and mathematics (STEAM). We also recognize the potential success this school will have in the Reno-Sparks area based on their previous accomplishments and achievements here in Las Vegas.

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Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. We expect our role with Pinecrest of Northern Nevada to include:

 Forming a genuine partnership to increase student achievement in our community by providing quality education technology tools and resources. Representatives from our team would be designated to work on this effort through installation, consultation, and maintenance.

We look forward to working with both Pinecrest Academy of Northern Nevada as well as the Nevada State Public Charter School Authority in bringing this school to Las Vegas and in continuing to improve academic achievement for students in our community.

Sincerely,

JJ Christian Managing Partner Intellatek 1378 Paseo Verde Parkway, Suite 200 Henderson, Nevada 89012





Dear Nevada State Public Charter School Authority,

I am writing in support of adding Pinecrest Academy to Northern Nevada's public school system. As you know, the Pinecrest Academy schools in Southern Nevada are remarkable. Providing access to such an exemplary, STEAM-focused school to Northern Nevada would greatly benefit the area's children. Raising the academic achievement of our students is exactly what we would like to see for our children, teachers, and education community and Pinecrest Academy has a proven track record of doing just that.

Fondly,

Paul Klein Partner Tri-Strategies, LTD.

Attachment 2- Leadership Role Job Descriptions

POSITION TITLE: Principal

CONTRACT YEAR: Twelve (12) Months

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

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

REPORTS TO: Governing Board.

<u>SUPERVISES:</u> All Administrative, Instructional, and Non-Instructional staff at the school.

<u>POSITION GOAL</u>: 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 that such action with respect to the Director of Finance and Operations positions shall be subject to review and/or approval by the Board of Trustees.
- Administer COHEA Nevada scheduling, enrollment, and curriculum.
- Serve as liaison to the Board of Trustees, including but not limited to providing formal and informal reports to the Board and charter entity.
- Prepare materials in conjunction with the Director of Finance and Operations for Board meeting, including student academic achievement data based on comparative and longitudinal measures.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Ensure proper budgeting, accounting, and auditing, and financial planning.
- Perform other duties as assigned by the Governing Board.

POSITION TITLE: Assistant Principal

CONTRACT YEAR: Twelve (12) Months

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

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

<u>REPORTS TO:</u> Principal.

<u>POSITION GOAL:</u> To directly support the Principal in the day-to-day management of all aspects of the operating COHEA Nevada.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

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

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

POSITION TITLE: Lead Teacher/Art Integration Coach

CONTRACT YEAR: Ten (10) Months

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

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

<u>REPORTS TO:</u> Principal.

<u>POSITION GOAL:</u> To assist and support the Principal and teachers with the implementation and support of the COHEA Nevada curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Teacher Leader shall:

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

POSITION TITLE: Special Education Teacher

CONTRACT YEAR: Ten (10) Months

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

<u>REQUIRED:</u> 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.

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

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Special Education Teacher shall:

- Assist in the management of Individual Education Plans (IEP) and ensure the implementation of all IEP's and Section 504 plans;
- Coordinate and attend IEP meetings and communicate with parents;
- Provide curriculum support for students and teachers;
- Coordinate and facilitate Response to Intervention for struggling students;
- Develop and monitor Behavior Intervention Plans;
- Coordinate the identification, assessment and placement of students in the School's ESE Program;
- Coordinate the ordering of materials and equipment needed to implement ESE Program Services;
- Coordinates with school-site, district and contracted personnel in the provision of ESE services to students;
- Develop and assist to implement the school's ESE program in alignment with state and federal guidelines;
- Coordinate testing for Students with Disabilities and monitor student IEP's;
- Coordinate the internal and external evaluation to maintain and effective feedback monitoring system in coordination with Program Evaluation;
- Coordinate activities with early intervention programs to provide services for ESE students;
- Serve as a consultant on matters pertinent to the ESE program;
- Assist with interviews of potential ESE teachers;
- Participate successfully in the training programs offered to increase the skill and proficiency related to the assignment;
- Review current developments, literature and technical sources of information related to job responsibility;
- Models successful teaching practices at the classroom level, including differentiation accommodations
- Assist teachers to align, interpret, implement and assess the Pre-K-8 arts, Reading, ELA, Math, Science, Physical Education and Social Studies;
- Has knowledge of research-based best practices in art, Reading, ELA, Math, Science, Physical Education and Social Studies, identifies learning problems in those areas and provides coaching on best practices as well as provides modeling to assist teachers and students;

- Plans, coordinates and presents staff development programs Reading, ELA, Math, Science, Physical Education and Social Studies content and methodology including facilitation of Professional Learning Communities and Lesson Study;
- Coordinates the development of instructional materials that are consistent with the total education philosophy of the school; and
- Perform other duties as assigned by the Principal.

POSITION TITLE: Counselor (Year 4)

CONTRACT YEAR: Ten (10) Months

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

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

REPORTS TO: Principal.

<u>POSITION GOAL</u>: 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.



Objective

To obtain a principal position at the elementary and middle school level in which my primary goals would include fostering implementation of school and system wide initiatives and goals, ensuring academic and social growth for each and every student, while maintaining the day-to-day operations of a school building.

Leadership Experience

Assistant Principal

Pinecrest Academy Inspirada

August 2016 – Present

- Directly work with and assist the building Principal with a variety of responsibilities. Examples include, but not limited to:
 - o Ensuring proper implementation of stystem wide "Instructional Model" within each classroom
 - Hiring and staffing for licensed and support staff
 - Professional development within system-wide montly data days
- Supervision and evaluation of teachers and support staff utilizing the FCPCS (Florida Consortium of Public Charter Schools) Charter School Evaluation Systems for Classroom Teachers and Other Instuctional Personnel
- Oversee Special Education department
- Frequent classroom observations, coaching and feedback conversations
- Assist with day-to-day operations of school including student discipline and parent concerns
- Assist teachers with implemenation and understanding of Nevada Academic Content Standards and adopted school programs (i.e. Everyday Math, Wonders Literacy Series, Accelerated Reader, ST Math, i-Ready, etc.)
- Ensure consistent and effective communication with all stakeholders
- Management of afterschool programs including morning/afternoon care (TEAMs) and athletics
- Maintain school website and social media communication

Assistant Principal/Instructional Manager Wallin E.S., CCSD December 2010 – August 2016

- Directly work with and assist the building Principal with a variety of responsibilities. Examples include, but not limited to:
 - Conducting research on best practices to increase student achievment including school site visits in Nevada, California and Massachusetts
 - Assisted with implementation of best practices including: blended learning, ongoing/continuous professional development, Close Reading strategies, character education, increasing independent reading and technology integration
 - o School Performance Plan
 - o Empowerment/Innovative School including Completion of annual flex budget
 - Hiring and staffing for licensed and support staff
 - Professional development (including district-wide staff development and site based "Late Start Wednesday")
- Supervision and evaluation of teachers and support staff utilizing the Nevada Educator Performance Framework (NEPF) evaluation system
- Frequent classroom observations and feedback conversations in alignment with the NEPF Instructional and Professional Responsibilities Standards and Indicators
- · Assist with day-to-day operations of school including student discipline and parent concerns
- Oversee Response to Intervention (RTI) and the Special Education department
- Assist teachers with implemenation and understanding of Nevada Academic Content Standards and adopted school programs
- School-Wide Incentive Programs
- Oversee tutoring programs utlizing PASS Grant funds
- Maintain school website and social media communication
- As Instructional Manager from December 2010-August 2012, all duties above were performed with the exception of supervisiona and evaluation of employees

Skills Summary

- Supervision/Evaluation using various tools
- Nevada Academic Content Standards/ Common Core State Standards
- Empowerment/Innovative School
- Flex Budget/Hiring & Staffing
- Data Analysis

- IEP's & 504's
- Response to Intervention (RTI)
- Progressive Student Discipline
- Opening a New School
- Homogeneous Grouping
- Safety Planning
- Professional Development
- School wide scheduling

- School Improvement Planning
- Infinite Campus
- Tutoring Programs
- Technology
- Marketing
- Social Media and Website
 - Management
- Testing Coordinator

Pinecrest Academy of Northern Nevada Attachment 3: Leadership Resume



Professional Experience

Pinecrest Academy of Nevada, I	nspirada Academica, H	lenderson, NV	August 2016-Present
Shirley and Bill Wallin Elementar	y School CCSD, Hende	erson, Nevada	August 2010-August 2016
 Assistant Principal, 2012-Present Instructional Manager, 2011-2012 Split Duties (½ day Instructional M Teacher, Third Grade, August 201 Empowerment Team Member, 200 New School Dedication Planning O Staff Development Committee Pla Administration Conference, 2009 	0-December 2010 10-2013 Committee for Wallin E.S., 2010)	
Elise L. Wolff Elementary School	CCSD, Hende	erson, Nevada	August 2005-August 2010
 Teacher/Grade Level Chair, Fourth Teacher/Grade Level Chair, First G Response to Intervention (RTI) Co Staff Development Committee Pla Teacher Induction and Mentoring I Differentiated By Design Cadre Me Classroom Assessment for Studer Sheltered Instruction Observation 	Grade (2005-2009) -Chair nning & Presenting, 2007-2013 Department Cadre Member, 20 ember, 2007-2008 nt Learning (CASL) Member, 20	09-2010	
Richard Rundle Elementary School	cCSD, Las V	egas, Nevada	August 2003-August 2005
 Teacher, Third Grade (2004-2005) Teacher, Fourth Grade (2003-2004) 			
Education			
 UNIVERSITY OF NEVADA, LAS VE UNLV Cohort Program VII, Cla CCSD, K-12 Leadership Admir K-12 Nevada License Certification 	ss of 2009 histration	M. ED. EDUCATIONA	L LEADERSHIP
 UNIVERSITY OF NEVADA, LAS VE Elementary Education K-8 Nevada License Certification 		B.A. CURRICULUM AI	ND INSTRUCTION
References			
Michael O'Dowd, Principal Pinecrest Academy Inspirada	Carrie Buck, Executive Director Pinecrest Academy Nevada	r Carmen Bene 3 Darcy Ct.	dict, Parent & UNLV Instructor

Pinecrest Academy Inspirada 2333 Canyon Retreat Drive Henderson, NV 89044 (702) 799-5776 Michael.Odowd@pinecrestnv.org Carrie Buck, Executive Directo Pinecrest Academy Nevada 225 Grand Cadence Drive Henderson, NV 89015 (702) 592-9740 Carrie.Buck@pinecrestnv.org Carmen Benedict, Parent & UNLV Instructor 3 Darcy Ct. Henderson, NV 89052 (702) 277-6808 (c) (702) 837-9612 (h) jcbenedict1997@gmail.com

Attachment 4- School Leader Selection Competencies

Pinecrest Academy of Northern Nevada will use the competencies below for selecting the Principal as well as the evaluation categories in our evaluation aligned to the Florida Consortium of Public Charter Schools adopted through Pinecrest Nevada and Pinecrest Florida systems.

Principal Competencies:

The Principal will execute the mission to provide a rigorous and personalized education in a highly interactive learning environment.

The Principal will perform administrative duties and assist in the supervision and management of instructional staff.

The Principal will manage school operations, including but not limited to; supervision of instructional staff and support staff, working with parents, students and teachers on issues that may arise, as well as serve as a liaison between teachers and administration.

The following administrative evaluation categories were developed pursuant to the mission and model of PANN and are adapted to achieve the goals of the Administrative Evaluation System. The administrative evaluation categories are:

Domain 1: Student Achievement

Standard 1: Student Learning Results Standard 2: Student Learning as a Priority

Domain 2: Instructional Leadership Standard 3: Instructional Plan Implementation Standard 4: Development Standard 5: Learning Environment

Domain 3: Organizational Leadership

Standard 6: Decision Making Standard 7: Leadership Development Standard 8: School Management Standard 9: Communication

Domain 4: Professional and Ethical Behavior

Standard 10: Professional and Ethical Behavior



Evaluation System for Classroom Teachers and Other Instructional Personnel

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Florida's Charter Support Organization Since 1999

On behalf of the Florida Consortium of Public Charter Schools (FCPCS) Board of Directors, I would like to extend our gratitude for your support and for using the FCPCS Evaluation System for Teachers and Other Instructional Personnel. FCPCS would like to acknowledge Impact Learning Strategies, LLC, for its professional expertise and significant role in developing this comprehensive system for improving professional practices for charter schools. We are also indebted to FCPCS Preferred Consultants and the FCPCS Executive Committee for their contributions and guidance. Above all, we are grateful to charter schools across our nation for their commitment and dedication to providing a quality education for all of our students.

Best regards,

Robert Haag, President/CEO Florida Consortium of Public Charter Schools



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Introduction

Per s.1012.34, F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher, as defined in s.1012.01(2)(a), who is newly hired by the school board (or charter school governing board), must be observed and evaluated at least twice in the first year of teaching in the school district or charter school. All personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place, in accordance with s. 1012.34(3)4(b). All individuals with evaluation responsibilities must understand the proper use of the evaluation criteria and procedures. The evaluation must be based upon sound educational principles and contemporary research in effective educational practices, per s. 1012.34(3)(a), F.S. The evaluation systems for instructional personnel must be designed to support effective instruction and student learning growth, and performance evaluation results must provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and performance evaluation results must be used in identifying professional development.

Evaluation systems for instructional personnel must differentiate among four levels of performance as follows: (1) Highly Effective; (2) Effective; (3) Needs Improvement or, for instructional personnel in the first three years of employment who need improvement, Developing; or (4) Unsatisfactory. The school district [governing board] must develop criteria for differentiating among the performance levels. The district [governing board] must review selected "cut points" to determine if they are resulting in the differentiation and the alignment expected from a research-based system. The performance rating must provide realistic feedback that promotes actual professional growth and improves learning environments. The evaluation system must have the capacity to be used as a growth model, not just an accountability system. Evaluation results must be used to determine appropriate professional development for instructional personnel.

Pursuant to s. 1012.34(7)(a), the Commissioner of Education shall approve a formula to measure individual student learning growth on the statewide, standardized assessments in English language arts and mathematics administered under s. 1008.22. The commissioner may select additional formulas to measure student performance as appropriate for the remainder of the statewide, standardized assessments included under s. 1008.22 and continue to select formulas as new assessments are implemented in the state system. Each school district [governing board] may, but is not required to, measure student learning growth using the formulas approved by the Commissioner of Education.

Evaluation System Requirements

In accordance with s. 1012.34, F.S., the evaluation systems for both instructional personnel and schoolbased administrators must be designed to do the following:

- Support effective instruction and student learning growth; results must be used when developing district and school level improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for the continuous quality improvement of the professional skills of the instructional personnel and the school-based administrators; results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input on employee performance evaluations when appropriate.



- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance: (1) Highly Effective, (2) Effective; (3) Needs Improvement or, for instructional personnel in the first three years of teaching who need improvement, Developing; or (4) Unsatisfactory.
- Provide training and monitoring programs based upon guidelines provided by the FLDOE to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and process.

Personnel evaluations are designed to assess an individual's performance over a time period based on evidence from multiple sources that reflects the performance level of the individual's work. Pursuant to Section 1012.34, Florida Statutes, an evaluation for instructional personnel is based on three criteria:

- 1. Performance of Students
- 2. Instructional Practice
- 3. Professional and Job Responsibilities

Per Florida Statute 1012.34, at least one-third (1/3) of an instructional employee's evaluation must be based upon data and indicators of **student performance** as determined by each school district [charter school governing board]. This portion of the evaluation must include growth or achievement data of the teacher's students. For instructional personnel, at least one-third (1/3) of the performance evaluation must be based on **instructional practice**. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, must include indicators based on each of the Florida Educator Accomplished Practices adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices and may include specific job expectations related to student support. The remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as recommended by the State Board of Education or identified by the district school board [charter school governing board]; peer reviews; objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement; and other valid and reliable measures of instructional practice.

The *FCPCS Evaluation System for Classroom Teachers and Other Instructional Personnel* combines the Instructional Practice Score and the Professional and Job Responsibilities (within the evaluation tool) to generate two-thirds (2/3) of the instructional employee's evaluation. The other one-third (1/3) of the evaluation is based on student growth.

FCPCS Instructional and Administrative Evaluation Advisory Committee

The FCPCS Instructional and Administrative Evaluation Advisory Committee will be assembled to review the evaluation systems for instructional personnel and administrators. Members of the FCPCS Instructional and Administrative Evaluation Advisory Committee who will participate in the administrative evaluation review will be selected from the following groups:

- Core Content Classroom Teachers K-12
- Non-Core-Content Classroom Teachers K-12
- Non-Classroom Teachers K-12
- ESE Classroom Teachers K-12
- Special Area/Elective Teachers K-12



- Charter School Administrators K-12
- Members of the FCPCS Board of Directors

The Evaluation Advisory Committee will disseminate a survey to all charter school instructional personnel evaluated by the FCPCS evaluation systems. Survey questions will be designed to gather data regarding the evaluation processes and instruments. Additional elements will be examined by the committee to determine the effectiveness and fidelity of implementation of the FCPCS evaluations.

The FCPCS Evaluation Advisory Committee will meet a minimum of two times annually and make recommendations to the FCPCS Board for system changes by July 1 of each year. Certain adjustments in system processes that pertain to student performance measures applicable to the evaluation of instructional personnel may need to be made each year of implementation due to factors related to student achievement data. To ensure effective implementation of the evaluation for instructional personnel, FCPCS will develop a process to monitor the overall evaluation system and the effective and appropriate use by the evaluator. FCPCS will provide ongoing training through webinars on the implementation of the evaluation system.

The Florida Educator Accomplished Practices

The Florida Educator Accomplished Practices (FEAPs) are Florida's core standards for effective educators and provide valuable guidance to Florida's public school educators on what educators are expected to know and be able to do. The FEAPs were established in 1998 through State Board of Education Rule 6A-5.065 and updated in December of 2010, by the FEAPs Advisory Work Group, including public input and feedback, to reflect contemporary research on educational practice. The FEAPs are based upon three foundational principles. Those principles focus on high expectations, knowledge of subject matter, and the standards of the profession. There are six Educator Accomplished Practices which are clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility. The FEAPs serve as the state's standards for effective instructional practice and form the foundation for the state's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems. Pursuant to Florida Statute 1012.34, evaluation criteria used when annually observing classroom teachers must include indicators based upon each of the FEAPs. The Florida Educator Accomplished Practices are listed below. Indicators marked with an asterisk (*) are aligned with high effect size strategies. (Effect size is a statistical estimation of the influence a strategy or practice has on student learning. In research terms, those strategies often identified as *high effect* size are those with higher probabilities of improving student learning).

1. Instructional Design and Lesson Planning

- a. *Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. *Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. *Designs instruction for students to achieve mastery;
- d. *Selects appropriate formative assessments to monitor learning;
- e. *Uses diagnostic student data to plan lessons; and
- f. *Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment

- a. *Organizes, allocates, and manages the resources of time, space and attention;
- b. Manages individual and class behaviors through a well-planned management system;



c. Conveys high expectations to all students;

- d. respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. *Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation

- a. *Delivers engaging and challenging lessons;
- b. *Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of subject matter;
- c. *Identifies gaps in students' subject matter knowledge;
- d. *Modifies instruction to respond to preconceptions and misconceptions;
- e. *Relates and integrates the subject matter with other disciplines and life experiences;
- f. *Employs higher-order questioning techniques;
- g. Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. *Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. *Supports, encourages, and provides immediate and specific feedback to students to promote student achievement; and
- j. *Utilizes student feedback to monitor instructional needs and to adjust instruction.

4. Assessment

- a. *Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. *Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. *Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. *Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. *Shares the importance and outcomes of student assessment data with the student and the students' parent/caregiver(s); and
- f. *Applies technology to organize and integrate assessment information.

5. Continuous Professional Improvement

- a. *Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and



f. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct

a. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida pursuant to Rules 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

The Florida Consortium of Public Charter Schools Evaluation System for Classroom Teachers and Other Instructional Personnel

The Florida Consortium of Public Charter Schools (FCPCS) has developed a comprehensive evaluation system to monitor and assess the instructional practice and job performance of instructional personnel that meets the statutory requirements set forth by 1012.34, Florida Statutes. This portion of the annual evaluation will be based primarily on observations of performance and will be conducted by the school administrator or the individual responsible for supervising the instructional employee.

The instructional practice criterion includes the following:

- 1. For classroom teachers: Indicators, organized by Domains, based on the Florida Educator Accomplished Practices (FEAPs), which reflect contemporary research on educational practice (Rule 6A-5.065, F.A.C.).
- 2. For non-classroom instructional personnel: Indicators, organized by Domains, based on the Florida Educator Accomplished Practices (FEAPs); the national standards, if any exist, for that category of personnel; and the job duties related to student support for the position.
- 3. How Indicators and/or Domains are prioritized to present evidence that the evaluation system is designed to support effective instruction and student learning growth.
- 4. Procedures for conducting observations and collecting data and other evidence of instructional practice for all instructional personnel, including newly hired employees.
- 5. Processes for providing feedback to the individual being evaluated and how results will be used for individual professional development.
- 6. A rubric for distinguishing among proficiency levels in the instructional practice indicators.
- 7. The scoring and weighting system that will apply to Instructional Practice criterion and the performance standards associated with this criterion.

The FCPCS evaluation tools are aligned to the six Florida Educator Accomplished Practices (FEAPs). The instruments consist of domains and indicators. When administering the evaluation, the evaluator assigns a rating of 1-4 for each indicator. Some domains are more heavily weighted to ensure a greater focus on areas that address instructional practices. The evaluation tool provides explicit instructions for the evaluator on calculating the instructional practice score, or the *Annual Performance Rating*, for the instructional employee. The *Annual Performance Rating* must be combined with the student growth score in order to generate the *Summative Evaluation Rating* for the classroom teacher or other instructional employee.



FCPCS Evaluation Tools for Assessing Instructional Practices

FCPCS has developed evaluation tools to assess the **instructional practice** (job performance) of classroom teachers and other instructional personnel for the year. All evaluation systems shall be posted on the charter school's website within 30 days of approval. The FCPCS Evaluation tools available are listed below.

***** FCPCS Evaluation Tools for Classroom Teachers:

- 1. Classroom Teacher Evaluation System
- 2. Classroom Teacher Evaluation Rubric
- 3. Classroom Walkthrough Tool
- 4. Individual Professional Growth Plan
- 5. Summative Evaluation Rating Form

***** FCPCS Evaluation Tools for Student Services Personnel:

- 1. Student Services Personnel Evaluation
- 2. Student Services Personnel Evaluation Rubric
- 3. Individual Professional Growth Plan
- 4. Summative Evaluation Rating Form

* FCPCS Evaluation Tools for Curriculum Support Personnel and Media Specialists:

- 1. Curriculum Support Personnel and Media Specialist Evaluation
- 2. Charter School Curriculum Support Personnel and Media Specialist Evaluation Rubric
- 3. Individual Professional Growth Plan
- 4. Summative Evaluation Rating Form

Description of FCPCS Evaluation Tools

Classroom Teacher Evaluation Components

The *FCPCS Classroom Teacher Evaluation* is a performance evaluation system for classroom teachers that is aligned to the six Florida Accomplished Practices (FEAPs), State Board of Education Rule 6A-5.065. When administering the evaluation, the evaluator will record a proficiency rating (a rating of 1-4) for each indicator which indicates how well an employee performs on each individual indicator on the evaluation system. The evaluation tool is comprised of **six domains and 35 indicators**. Domains B, C, and D are more heavily weighted to ensure a greater focus on areas that address instructional practices. Each indicator will have a proficiency rating and each domain will have a total performance rating. At the completion of the evaluation, an overall instructional practice score will be calculated which is referred to as the *Annual Performance Rating*. A rating scale will be used to determine the overall performance rating of the employee (Highly Effective; Effective; Needs Improvement/Developing; or Unsatisfactory). The *Annual Performance Rating* is **not** the final evaluation rating for the employee. The *Annual Performance Rating* for the employee.

The maximum number of points that may be earned on the *FCPCS Classroom Teacher Evaluation* tool is 212. The rating scale indicating cut scores is shown below:

Classroom Teacher Evaluation

180-212 = Highly Effective 127-179 = Effective 76-126 = Needs Improvement/Developing 75 and below = Unsatisfactory Pinecrest Academy of Northern Nevada Attachment 5: Teacher Evaluation Handbook



Student Services Personnel Evaluation Components

The *FCPCS Student Services Personnel Evaluation* is a performance evaluation system for student services personnel (e.g., school counselors, school social workers, school psychologists, school nurses, and ESE school coordinators/specialists). The evaluation instrument is based on Florida's Student Services Personnel Evaluation Model (SSPEM) and aligned to the Florida Educators Accomplished Practices (FEAPs), State Board of Education Rule 6A-5.065. When administering the evaluation, the evaluator will record a proficiency rating (a rating of 1-4) for each indicator which indicates how well an employee performs on each individual indicator on the evaluation system. The evaluation system is comprised of **six (6) domains and 30 indicators**. Domains A, B and C are more heavily weighted to ensure a greater focus on areas that address instructional practices. Each indicator will have a proficiency rating and each domain will have a total performance rating. At the completion of the evaluation, an overall practice score will be calculated which is referred to as the *Annual Performance Rating*. A rating scale will be used to determine the overall performance rating of the employee (Highly Effective; Effective; Needs Improvement/Developing; or Unsatisfactory). The *Annual Performance Rating* must be combined with the *Student Growth Score* to determine the *Summative Evaluation Rating* for the employee.

The maximum number of points that may be earned on the *FCPCS Student Services Personnel Evaluation* tool is 180. The rating scale indicating cut scores is shown below:

Student Services Personnel Evaluation

153-180 = Highly Effective
108-152 = Effective
65-107 = Needs Improvement/Developing
64 and below = Unsatisfactory

Curriculum Support Personnel and Media Specialist Evaluation Components

The FCPCS Curriculum Support Personnel and Media Specialist Evaluation is a performance evaluation system for non-classroom instructional personnel (e.g., curriculum support personnel, instructional coaches, program coordinators, and media specialists). The evaluation instrument is based on the Florida Educators Accomplished Practices (FEAPs), State Board of Education Rule 6A-5.065, the Student Services Personnel Evaluation Model (SSPEM), and various Professional Job Descriptions for reading/literacy coaches and library/media specialists within school districts in Florida. When administering the evaluation, the evaluator will record a proficiency rating (a rating of 1-4) for each indicator which indicates how well an employee performs on each individual indicator on the evaluation system. The evaluation system is comprised of six domains and 29 indicators for curriculum support personnel, and 5 domains and 23 indicators for media specialists. (Domain C on the evaluation tool does not apply to media specialists). Domains A, B and C are more heavily weighted to ensure a greater focus on areas that address instructional practices. Each indicator will have a proficiency rating and each domain will have a total performance rating. At the completion of the evaluation, an overall practice score will be calculated which is referred to as the Annual Performance Rating. A rating scale will be used to determine the overall performance rating of the employee (Highly Effective; Effective; Needs Improvement/Developing; or Unsatisfactory). The Annual Performance Rating must be combined with the Student Growth Score to determine the Summative Evaluation Rating for the employee.



The maximum number of points that may be earned on the *FCPCS Curriculum Support Services Personnel Evaluation* tool is 176, and the maximum number of points that may be earned on the *FCPCS Media Specialists Evaluation* tool is 128. The rating scales indicating cut scores are shown below:

Curriculum Support Personnel Evaluation

150-176 = Highly Effective 106-149 = Effective 63-105 = Needs Improvement/Developing 62 and below = Unsatisfactory

Media Specialist Evaluation

109-128 = Highly Effective 77-108 = Effective 46-76 = Needs Improvement/Developing 45 and below = Unsatisfactory

Summative Evaluation Ratings

The instructional practice score and student growth score must be combined to generate an overall rating referred to the Summative Evaluation Rating. In order to pair the instructional employee's instructionl practice score with his/her student growth score, the evaluator must transform each score into a common metric—a score of 25 to 100—using the appropriate conversion chart (located in the Appendices section). The instructional practice score (which consists of a combination of instructional practice and professional/job responsibilities) will be determined by the results of the evaluation conducted by the evaluator using the appropriate evaluation form. This score (referred to as the Annual *Performance Rating*) will be calculated according to the evaluation system's weighting criteria. The instructional practice converted score will be combined with the student growth converted score to calculate the Summative Evaluation Rating (ensuring that the instructional practice score accounts for 2/3 of the overall score and the student growth score accounts for 1/3 of the overall score). The evaluator will record the employee's Annual Performance Rating (i.e., the instructional practice score) and sudent growth score on the Summative Evaluation Rating Form. The Summative Evaluation Rating Scale (located on the Summative Evaluation Rating Form) will be used by the evaluator to determine the final evaluation rating (or *Summative Evaluation Rating*) for the employee—Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory.

Instructions for Combining the Instructional Practice Score and Student Growth Score

As stated above, in order to calculate the *Summative Evaluation Rating* for teachers and other instructional personnel, the evaluator must combine the instructional practice score and the student growth score. The steps for completing this process are as follows:

- 1. Determine the overall **instructional practice** converted score using the **Conversion Chart**, as appropriate for the employee's position, located in the Appendices section of this handbook. The conversion chart will show all possible evaluation scores and the point conversion for each score. The converted score will be a number from 25 to 100.
- 2. Determine the **student growth score** using the following methods:
 - a. Value-Added Model (VAM) Scores The school may use the VAM score for the instructional employee provided by the FLDOE that states the percentage of students meeting expected growth. Please note that charter schools are not statutorily required to use VAM scores to determine teachers' student growth scores. The charter school may opt to use the VAM score to determine teachers' student growth scores. In that case, schools will use the report for the teacher—ELA or Math—that provides the percentage of students assigned to



the teacher who met expected growth. The title of the report is **Pct_Meet_Expectations**. The score will be reported as a percentage which will be used by the evaluator to calculate the *Summative Evaluation Rating* (SER) for the teacher (using the **FCPCS SER Calculator** located in Appendices section of this handbook). The school may opt to use VAM scores for some teachers (e.g., ELA and/or Math) and school-selected or school-developed assessment data for other teachers (e.g., Science, Social Studies, Electives).

- b. School-Selected or School-Developed Student Assessment Data The school may use school-selected or school-developed (governing board-approved) student performance measures to determine student growth scores for teachers. The school will determine the method for generating a final student growth score for the instructional employee. The final score for each teacher must be based on a 100-point scale. Schools will have to utilize data reports generated by the assessment program(s) they have selected to use to determine a student growth score for each teacher. Many research-based commercial programs provide reports for teachers regarding the "expected growth for each individual student for the year" based on the baseline assessment. The program will generate an end-of-year report for the teacher identifying the students who met the expected growth. This report the evaluator to determine the percentage of students assigned to the teacher who met the goal. This percentage would be used to calculate the Summative Evaluation Rating (SER) for the teacher (using the FCPCS SER Calculator located in Appendices section of this handbook). If the school chooses to create their own assessments to measure student growth for teachers, they will need to create a pre-test and a post-test and determine the expected growth. Then, the school will need to determine the percentage of students assigned to the teacher who made the expected growth in order to generate a percentage to enter into the SER Calculator.
- 3. The *Annual Performance Rating* (instructional practice score generated from the formal evaluation) accounts for two-thirds (2/3) of the *Summative Evaluation Rating*. The student growth score (VAM score or student performance growth score determined by student growth measures selected or developed by the school) accounts for one-third (1/3) of the *Summative Evaluation Rating*. In order to calculate this portion of the annual performance rating, the steps below must be followed:
 - a. The evaluator will use the **Summative Evaluation Rating** (Ser) Calculator (located in the Appendices section of this handbook) to calculate the *Summative Evaluation Rating*. The evaluator will simply insert the converted score for instructional practice (25-100) and the student growth score (0-100) in the appropriate cells to determine the combined score and the annual performance rating (Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory). The calculator is designed to combine the two scores while ensuring that the instructional practice score is worth two-thirds of the total score, and the student growth score is worth one-third of the total rating. Additionally, the calculator will determine the annual performance rating (among the four performance levels) according to the Annual Performance Rating Scale (shown below).

85-100 = Highly Effective
60 - 84 = Effective
36 - 59 = Needs Improvement/Developing
35 and below = Unsatisfactory



b. The evaluator will transfer the scores to the Summative Evaluation Rating Form and write any evaluator's comments. Then, the evaluator will meet with the teacher to review the *Summative Evaluation Rating*, provide feedback regarding strengths and areas for improvement, and to obtain signatures.

Example of Calculation Using the Summative Evaluation Rating Calculator

Ms. Smart, a fourth-grade reading teacher, was evaluated with the FCPCS Evaluation System for Classroom Teachers. Out of a possible 212 points on the tool, she earned 193 points. Using the appropriate conversion chart, 193 points is converted to a score of **91**. Therefore, Ms. Smart's **instructional practice score is 91**.

Ms. Smart's **student growth score**, based on the performance of her students on a school-selected student growth measurement, is **60.** (The school can also use a VAM score as explained above.)

The **instructional practice score** is worth two-thirds (2/3) of the overall rating and the **student growth score** is worth one-third (1/3) of the overall rating. The **Summative Performance Rating Calculator** will calculate the score and round off the first decimal point. Additionally, the calculator will determine the rating (Highly Effective, Effective, Needs Improvement/Developing or Unsatisfactory) according to the Summative Evaluation Rating Scale.

According to the calculator, Ms. Smart's combined score is 80.67. The Calculator rounds it off to 80.7. Per the Summative Evaluation Rating Scale (shown above), a score of 80.7 means the teacher earned a rating of **Effective**, which is indicated by the calculator (see below).

Employee Name	Position	Evaluation Score	Student Growth Score	Combined Score	Rating
Ms. Smart	4 th grade	91	60	80.7	Effective

Processes and Procedures for Implementing the FCPCS Evaluation System for Classroom Teachers and Other Instructional Personnel

A meaningful and productive personnel evaluation system addresses the unique contributions of each employee to the achievement of the school's vision, mission and core values. Additionally, the evaluation system focuses on opportunities for professional growth by employees so that each can grow professionally and contribute in a productive fashion to school improvement plans and goals. The site administrator is responsible for facilitating the instructional employee evaluation process. The administrator has the overall responsibility for the following: collecting and maintaining evaluation documentation; scheduling evaluation-related meetings and training sessions; providing personnel with professional growth opportunities based on evaluation results; monitoring the implementation of each instructional employee's Individual Professional Growth Plan; providing feedback on performance throughout the year; determining annual performance ratings; and submitting documentation for review by the governing board or the board's designee.

An administrator evaluates instructional employees on their performance based on a set of domains and indicators. The administrator collects data throughout the year on the employee's performance related to a set of performance indicators. FCPCS has developed a Classroom Walk-Through Tool to assist school-site administrators in gathering evidence and providing meaningful feedback to classroom teachers throughout the year. The walkthrough tool is aligned to the formal evaluation tool (which is based on the



FEAPs). This tool is used by the evaluator to conduct ongoing informal observations of teaching practices. It is recommended that evaluators, or other school-site instructional leaders charged with conducting classroom walkthroughs, conduct frequent informal classroom observations (referred to as classroom walkthroughs) throughout the year in order to monitor the classroom teacher's proficiency in demonstrating the evaluation indicators and to provide feedback, guidance, and support based on the observation results.

Pursuant to s. 1012.34, F.S., instructional personnel must be evaluated a minimum of once a year; newly hired instructional personnel must be evaluated a minimum of twice a year. The evaluator should review the written report with the employee in a timely manner. More than the minimum number of required observations may occur, as appropriate. FCPCS recommends that all instructional personnel be formally evaluated minimum of two times per year. FCPCS recommends that new teachers be formally evaluated four times per year. Additionally, FCPCS recommends that formal observations last a minimum of fortyfive (45) consecutive minutes. Where appropriate, the observation could last longer. The FCPCS evaluation tools are used to provide targeted feedback on the instructional employee's work relating to the performance indicators. No final performance ratings are given during the post-observation meeting, as evaluators must combine the employee's evaluation score and student performance score to determine the final performance rating. Observations and feedback may be formal or informal, or scheduled and unscheduled. Walk-throughs, meetings, and examinations of materials that reflect the employee's work, or the impact of their work on others with regard to indicators on the evaluation system, are other forms of gathering evidence on an employee's performance. Administrators must provide meaningful and timely feedback to employees following both formal and informal observations. Instructional personnel are evaluated on the performance indicators using the performance evaluation rubrics developed by FCPCS to distinguish among proficiency levels or classify performance. The performance rubrics guide assessors in assessing how well an indicator is demonstrated. They are provided to increase reliability among assessors and to help instructional personnel focus on ways to enhance their professional practice.

If an employee is not performing his/her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time. Per F.S. 1012.34, performance evaluation results must be used when identifying professional development. Teachers evaluated as less than effective are required to participate in professional development.



FCPCS Classroom Teacher Performance Evaluation

Teacher's Name:	Subject(s):	Date	2:	
School/Campus:	Grade Level(s):	Time: From	to	

The FCPCS Classroom Teacher Performance Evaluation is a formal evaluation system for classroom teachers that is aligned to the six *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A-5.065. When conducting the evaluation, the evaluator should enter a rating for each indicator, based on evidence collected over the designated period of time. The evaluator will refer to the Evaluation Rubric to determine an appropriate rating for each indicator. Each domain will have a total score. At the completion of the evaluation, the *Annual Performance Rating* will be generated.

Rating Scale:

- 4 Highly Effective: There is consistent evidence that the teacher is demonstrating the identified teacher competencies.
- 3 Effective: The teacher is demonstrating the identified teacher competencies most of the time.
- 2 Needs Improvement or Developing ("Developing" rating is for teachers in their first three years only.) The teacher is inconsistent in demonstrating the identified teacher competencies.
- 1 Unsatisfactory: There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

FCPCS Classroom Teacher Performance Evaluation

Domain A Indicators	Instructional Design and Lesson Planning	Rating 1-4
A.1	Aligns instruction with state-adopted standards at the appropriate level of rigor.	
A.2	Sequences lessons and concepts to ensure coherence and required prior knowledge.	
A.3	Designs instruction for students to achieve mastery.	
A.4	Selects appropriate formative assessments to monitor learning.	
A.5	Uses diagnostic student data to plan lessons that address the needs of all students.	
A.6	Develops learning experiences that require students to demonstrate and apply a variety of skills and competencies.	
Total Score	Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)	

Domain B Indicators	The Learning Environment	Rating 1-4
B.1	Organizes, allocates, and manages the resources of time, space, and attention to ensure an optimal learning environment and maximize student learning.	
B.2	Conveys high expectations to all students through verbal interactions with students, lesson delivery, and required student work products.	
B.3	Monitors student learning, provides immediate, explicit feedback and adjusts activities to meet the needs of all students.	
B.4	Demonstrates respect for all students' cultures, backgrounds and diversity.	
B.5	Models clear, acceptable oral and written communication skills.	
B.6	Manages individual and class behaviors effectively through a well-planned management system.	
Total Score	Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)	



Domain C Indicators	Instructional Delivery and Facilitation	Rating 1-4
C.1	Delivers relevant, engaging and challenging lessons at the appropriate level of rigor to ensure student mastery of state standards.	
C.2	Clearly communicates learning goals and instructional procedures to ensure understanding of activities and expectations for student learning.	
С.3	Identifies gaps in students' knowledge of the content taught and addresses these gaps effectively through instruction that differentiates among students' abilities and learning styles.	
C.4	Modifies instruction to respond to preconceptions and misconceptions among students and verifies understanding by all students.	
C.5	Relates and integrates the subject matter with other disciplines and real-life experiences.	
C.6	Employs higher-order questioning techniques and resources, including technology, to provide rigorous, comprehensive instruction and promote critical thinking.	
Total Score	Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)	

Domain D Indicators	Assessment	Rating 1-4
D.1	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, inform instruction and drive the learning process.	
D.2	Designs and aligns formative and summative assessments at the appropriate level of rigor that match learning objectives and lead to mastery of standards.	
D.3	Uses a variety of assessment tools to monitor student progress, achievement, and learning gains of each student regardless of level.	
D.4	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	
D.5	Shares student outcome data with students and parents through a systematic process throughout the year.	
D.6	Uses technology to organize and integrate assessment information and uses data to inform instruction.	
Total Score	Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Multiply the score by two. Insert the total to the right. (Maximum score for this domain is 48.)	

Domain E Indicators	Continuous Professional Improvement	Rating 1-4
E.1	Engages in professional development activities consistent with his/her goals and those of the school.	
E.2	Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	
E.3	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	
E.4	Collaborates with parents, colleagues and the community to support student learning.	
E.5	Implements knowledge and skills learned in professional development in the teaching and learning process.	
Total Score	Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 20.)	



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Domain F Indicators	Professional Responsibility and Ethical Conduct	Rating 1-4
F.1	Adheres to established laws, policies, rules and regulations.	
F.2	Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community.	
F.3	Maintains accurate records.	
F.4	Is punctual with reports, grades, records, and reporting to work.	
F.5	Performs assigned duties.	
F.6	Builds professional relationships and collaborates with colleagues to improve the educational program.	
Total Score	Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)	

Calculating the Employee's Annual Performance Rating:

Employee's *Total Score* on the Classroom Teacher Evaluation (for Domains A-F): _____ (Maximum score is 212.)

To determine the employee's Annual Performance Rating, use the scale below and mark the appropriate rating.

 180-212 = Highly Effective
 127-179 = Effective
 76-126 = Needs Improvement/Developing
 75 and below = Unsatisfactory

 Highly Effective
 Effective
 Needs Improvement/Development
 Unsatisfactory



Comments

Aroos of Strongth.	
Areas of Strength:	
Areas for Improvement and Recommendations:	

The signatures below indicate that the employee has had an opportunity to confer with the evaluator regarding the results of the evaluation.

Employee's Signature

Date

Evaluator's Signature





Pinecrest Academy of Northern Nevada Attachment 5: Teacher Evaluation Handbook



FCPCS Classroom Teacher Performance Evaluation Rubric

FCPCS Classroom Teacher Performance Evaluation Rubric

Domains & Indicators		Performance Levels/Criteria		
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
	1	2	3	4
A. Instructional D	esign and Lesson Plan	ning		
A.1 Aligns instruction with state-adopted standards at the appropriate level of rigor.	• The teacher lacks knowledge of the state-adopted standards and how they should be aligned with instruction. Lessons lack appropriate level of rigor.	 The teacher demonstrates an awareness of the state-adopted standards and references standards in lesson plans. The alignment of standards with instruction is not consistent and lessons require low levels of understanding by students. 	 The teacher demonstrates knowledge and understanding of the state-adopted standards. Standards are incorporated in lesson plans and instruction is aligned with the standards at the appropriate level of rigor. 	 The teacher demonstrates a thorough knowledge of the state- adopted standards and plans for student mastery of the standards. The teacher aligns instruction with standards and plans activities to make curriculum rigorous and relevant.
A.2 Sequences lessons and concepts to ensure coherence and required prior knowledge.	• Lesson plans and instructional practices display lack of knowledge of the content, prerequisite relationships between different aspects of the content or the instructional practices specific to that discipline.	 Lesson sequencing and concepts are inconsistent with requisite prior knowledge. Lesson plans and practices reflect minimal awareness of the important concepts in the discipline, prerequisite relationships between concepts, and the instructional practices specific to that discipline. 	 Lessons are designed to build upon students' prior knowledge. Lesson objectives are clear and developed in a logical manner. Lesson plans and practices reflect solid knowledge of the content, prerequisite relationships between important concepts, and instructional practices specific to that discipline. 	 Demonstrates a thorough understanding of the most important elements/ issues/ strands of disciplines necessary for students to develop a deep understanding of the subject matter. Selects appropriate and robust materials and activities for student learning. Lesson objectives are consistently clear and presented in a logical and sequential manner.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective
A. Instructional Desi	gn and Lesson Planni	ng		
A.3 Designs instruction for students to achieve mastery.	 Learning outcomes for students are minimal. Lessons require trivial or low-level learning, or include only activities. They do not include appropriate methods of assessment. Learning experiences are poorly aligned with the instructional outcomes and do not demonstrate a coherent structure. The experiences are suitable for only some students and are not designed to allow students to achieve mastery of standards. 	 Lessons and activities are of moderate rigor and are suitable/appropriate for only some students. Lessons consist of a combination of activities and goals, some of which include effective methods of assessment. The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in moderate learning. Lesson or units have recognizable structures and reflect partial understanding of students' instructional needs and knowledge of appropriate resources and assessment methods to utilize. 	 Instructional outcomes are stated as goals that reflect high-levels of learning and require mastery of curriculum standards. Activities are suitable for most students in the class and address the needs of different learners. Assessment methods allow students to demonstrate mastery of standards in a variety of ways. A variety of methods and resources are used to design a series of learning experiences aligned to instructional outcomes and suitable for diverse groups of students. Lessons or units have a clear structure and are likely to engage most students in significant learning, as demonstrated by a variety of assessment techniques included in lessons. 	 Instructional outcomes are stated as goals that reflect rigorous instruction and require students to demonstrate a deep knowledge and understanding of standards. Instructional outcomes take into account the needs of individual students. A variety of resources are used to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage all students in significant learning. A rich mixture of basic and advanced content and skills are taught to promote maximum student learning.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
		2	3	4
A. Instructional Desi	gn and Lesson Plann	ing		
A.4 Selects appropriate formative assessments to monitor learning.	 Plans for assessing student learning contain no clear criteria or standards, are poorly aligned with the instructional outcomes or are inappropriate for many students. Assessment results have minimal impact on the design of future instruction. Assessments are not used to monitor student progress. 	 Plans for student assessment are partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole. Assessments are occasionally used to monitor student progress. 	 Plans for student assessment are aligned with the instructional outcomes, with clear criteria and are appropriate to the needs of students. Assessment results are used for planning future instruction for groups of students. Assessments are regularly used to monitor student progress. 	 Plans for student assessment are fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of students' contribution to their own development. Assessment methodologies are adapted to individual student needs. Assessment results are used to plan future instruction for individual students, as evidenced in lesson plans
A.5 Uses diagnostic student data to plan lessons that address the needs of all students.	• Evidence of utilization of diagnostic student data to drive instruction is unclear, is poorly aligned with the instructional outcomes or is inappropriate for many students. Student data results have minimal impact on the design of future instruction.	• There is some evidence that diagnostic student data is obtained through assessments, but clear criteria is lacking and may not be appropriate for some students. Diagnostic student data does not drive instructional planning.	 There is clear evidence that student data is used for diagnostic purposes and is the basis for determining instruction for groups of students. Lesson plans and instructional activities reflect the use of diagnostic data to plan lessons to meet students' needs. 	 There is clear evidence that student data is used in lesson planning and is the basis for determining instructional needs of small groups or individual students. Lesson plans indicate that specific activities and resources are used as a result of diagnostic data for students.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective
A. Instructional Des	ign and Lesson Plann	-		
A.6 Develops learning experiences that require students to demonstrate a variety of skills and competencies.	Planned learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. The experiences are suitable for only some students.	• The series of learning experiences planned by the teacher demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has recognizable structure and reflects partial knowledge of students and resources.	 The teacher demonstrates knowledge of content, of students, and of resources in designing a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. Learning experiences planned by the teacher allow students to demonstrate knowledge of skills and competencies. 	 The teacher demonstrates deep knowledge of content, of students, and of resources, in designing a series of learning experiences aligned to instructional outcomes, and differentiated as appropriate, in order to make them suitable to all students and likely to engage all students in significant learning The lesson or unit structure is clear and allows for different pathways according to student needs. Learning experiences planned by the teacher provide students with opportunities to demonstrate in depth knowledge of skills and competencies, and to apply learning in a variety of ways.

Domains & Indicators		Performance Levels/Criteria		
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective
B. The Learning En	vironment			
B.1 Organizes, allocates and manages the resources of time, space, and attention to ensure an optimal learning environment and maximum student learning.	 Much instructional time is lost because of inefficient classroom routines and a lack of procedures for transitions, handling of supplies, and performance of non-instructional duties. The physical environment is unsafe. Alignment between the physical arrangement and the lesson activities is poor. 	 Some instructional time is lost due to lack of planning for classroom routines and procedures for transitions, handling of supplies and performance of non- instructional duties. The classroom is safe, and essential learning is accessible to most students; the teacher's attempts to modify the physical arrangement to suit learning activities is partially successful. 	 Classroom routines and procedures for transitions, handling of supplies and performance of non- instructional duties occur smoothly and without loss of instructional time. The classroom is safe and learning is accessible to all students; the physical arrangement is appropriate to the learning activities. 	 Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties. The classroom is safe and the learning environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. The teacher allows an appropriate amount of time for activities. The teacher is attentive to all happenings in the classroom and makes adjustments or reorganization as needed.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
	1	2	3	4
B. The Learning En	vironment			
B.2 Conveys high expectations to all students through verbal interactions with students, lesson delivery, and required student work products.	• The classroom environment conveys a negative culture for learning, characterized by low teacher commitment, low expectations for student achievement, and little or no student pride in work.	• Attempts to create a culture for learning are partially successful. The teacher demonstrates a commitment to the subject, but with modest expectations for student achievement. The teacher does not promote student pride in work.	 The classroom culture is characterized by high expectations for students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work. The teacher clearly communicates high expectations during lessons. 	 High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance. The teacher clearly communicates high expectations for all students and gives examples or guidance on ways to improve quality of work. The teacher creates a culture whereby students are motivated to improve the quality of their work and believe they are capable of succeeding.
B.3 Monitors student learning, provides immediate, explicit feedback and adjusts activities to meet the needs of all students.	• Monitoring of student learning and adjustments to learning activities is not evident. The teacher fails to provide feedback to students on their progress or adjust instruction to meet individual student needs.	 The teacher makes minimal effort to monitor student learning while teaching the lesson. The teacher does not consistently modify the lesson when needed and responds to students' questions with moderate success. The teacher does not 	 The teacher promotes successful learning of all students through ongoing monitoring of student learning throughout the lesson. The teacher makes adjustments to instructional activities as needed while accommodating student questions, needs and interests. 	 The teacher consistently monitors student learning and demonstrates flexibility and responsiveness to adjusting instruction and making accommodations to address individual students' needs. The teacher is cognizant of student misunderstanding or confusion and responds immediately and appropriately.

	consistently address areas of confusion or misunderstanding, among students or provide appropriate feedback to clarify lack of understanding among groups of students or individual students.	• The teacher provides feedback to students on their performance. Feedback is explicit and clearly promotes understanding of concepts by students.	• Feedback provided to groups or individual students is clear, explicit, and successfully addresses students' areas of confusion, misunderstanding, or lack of in depth understanding. The teacher probes to ensure student understanding and lets the student respond fully to questions, rather than leading them to the answer.
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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective
B. The Learning En	vironment			
B.4 Demonstrates respect for all students' cultures, backgrounds and diversity.	 There is little or no evidence that the teacher has knowledge of the students' backgrounds, cultures, skills, language proficiency, interests and/or special needs. Classroom interactions, both between the teacher and students and among students themselves, are negative, inappropriate, or insensitive to students' cultural backgrounds. Interactions are often characterized by sarcasm, put-downs, or conflict. 	 The teacher acknowledges the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests and/or special needs for the class as a whole. Classroom interactions, both between the teacher and the students and among students themselves, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. 	 The teacher actively seeks knowledge and understanding of students' backgrounds, cultures, skills, language proficiency, interests and/or special needs. Classroom interactions, both between the teacher and students and among students themselves, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. 	 The teacher actively seeks knowledge and understanding of individual students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of respect among members of the class and demonstrate a genuine appreciation and understanding of diverse cultures and backgrounds.

Needs Improvement/	Effective	
Developing 2	3	Highly Effective 4
10	 Expectations for learning, directions, procedures, and explanations of content are clear to students. Any oral or written communications which are not understood by students is clarified by the teacher. Oral or written communications are free of errors and are appropriate for students' development levels or backgrounds. The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in an appropriate manner. 	 Expectations for learning, directions, procedures and explanations of content are clear to students. Oral and written communication is clear and expressive, appropriate for students' development levels or cultures and background. Any misunderstanding by students is immediately clarified by teacher to groups as well as individual students. The teacher consistently models appropriate oral and written communication skills to students and corrects errors in communication skills of students in an appropriate manner. The teacher's
	 Expectations for learning, directions, procedures, and explanations of content are unclear to students. The teacher's use of language is correct but may not be completely appropriate for students' levels of development or background. The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program, but communications are not 	 <u>2</u> <u>3</u> Expectations for learning, directions, procedures, and explanations of content are unclear to students. The teacher's use of language is correct but may not be completely appropriate for students' levels of development or background. The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program, but communications are not always clear or understood. The teacher or understood. Expectations for learning, directions, procedures, and explanations of content are clear to students. Any oral or written communications which are not understood by students is clarified by the teacher. Oral or written communications are free of errors and are appropriate for students' development levels or backgrounds. The teacher or understood. The teacher or understood. The teacher or understood.

management system. addres behavi approp	priate consequences.	• The teacher attempts to respond to student misbehavior, but with limited and inconsistent positive	that is implemented consistently and effectively.The teacher's response to student misbehavior is	The teacher effectively monitors class and individual student behaviors through an
approj	priate consequences.	respond to student		monitors class and

Domains &	Performance Levels/Criteria				
Indicators	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective	
C.1 Delivers relevant, engaging and challenging lessons at the appropriate level of rigor to ensure student mastery of state standards.	 Itelivery and Facilitation The teacher fails to engage students in lessons or spends little time instructing students. Questions asked by the teacher are low-level or not relevant, eliciting limited student participation or discussion. Activities, assignments, materials and groupings of students are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little student engagement. Lessons have no structure or are poorly paced. There is little or no evidence that technology is infused into instruction. 	2	 The teacher delivers relevant, engaging, and challenging lessons that result in active student engagement and participation. Most questions asked by the teacher elicit a thoughtful response, and teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher serving as facilitator when appropriate. Activities, assignments, materials and groupings of students are appropriate for the instructional outcomes and students' levels of understanding. All students are engaged in work that is challenging and at the appropriate level of rigor. The lesson structure is coherent, and appropriately 	 The teacher delivers relevant, engaging, and challenging lessons that result in active student engagement and participation by all learners, regardless of ability level. Questions asked by the teacher require critical thinking and reflect high expectations for student performance. The teacher ensures that all students have opportunities to participate in discussions and answer questions at the appropriate level of rigor. Students formulate many of the high-level questions. Students are highly engaged in intellectual learning and make material contributions to activities and student groups. Lessons are adapted as necessary to meet the needs of individuals. The structure and pacing allow for student reflection and closure. The teacher integrates technology in a meaningful way to support 	
		-		a meaningful way to support learning across all levels and all learning styles.	

Domains & Indicators	Performance Levels/Criteria						
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective			
C. Instructional	C. Instructional Delivery and Facilitation						
C.2 Clearly communicates learning goals and instructional procedures to ensure understanding of activities and expectations for student learning.	• Expectations for student learning are poorly communicated and are unclear to students.	 Expectations for student learning are inconsistent and unclear. Goals and procedures for lessons are written on the board but not emphasized during the lesson. 	 Expectations for student learning are clearly communicated and reinforced to ensure understanding. The teacher communicates learning goals and instructional procedures orally and in writing. Instructional objectives are emphasized throughout the lesson. 	 The teacher clearly and consistently communicates expectations for student learning and reinforces the lesson's objectives through a variety of methods to ensure understanding. The teacher communicates learning goals and instructional procedures at the beginning of the lesson—orally and in writing. Students are asked to respond to questions related to the goals and procedures for the lesson to gauge understanding. 			
C.3 Identifies gaps in students' knowledge of the content taught and addresses these gaps effectively through instruction that differentiates among students' abilities and learning styles.	 The teacher does not recognize or identify gaps in student learning. The teacher does not use assessment data to identify gaps in students' knowledge of the content area. The teacher does not effectively provide necessary interventions to assist students as required by the Multi-Tiered System of Supports (MTSS) framework. 	• The teacher utilizes minimal data and resources to identify student gaps in learning, resulting in a lack of engagement and understanding of concepts by certain students.	 The teacher utilizes a variety of appropriate assessments to identify student learning gaps. The teacher makes adjustments to instruction as necessary to address gaps in student knowledge. The teacher follows the problem-solving components of MTSS and adheres to the process with integrity and fidelity The teacher provides students with interventions needed to address gaps in knowledge. 	 The teacher utilizes multiple assessments to determine understanding and identifies gaps in knowledge. Based on results, immediate changes and adjustments are made to instruction, curriculum and program structure. The teacher contributes to the school's overall effectiveness of the MTSS process. The teacher utilizes research-based intervention strategies to address gaps in students' knowledge. 			

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Nee.s Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instructional Del	ivery and Facilitation			
C.4 Modifies instruction to respond to preconceptions and misconceptions among students and verifies understanding by all students.	 The teacher adheres to the instructional plan even when a change would improve the lesson or address students' lack of understanding. Student questions are often ignored. The teacher demonstrates little flexibility in modifying instruction based on student responses. The teacher is unaware of the lack of understanding among students and the cause. 	 The teacher attempts to modify the lesson when needed and responds to student questions, but with moderate success. The teacher demonstrates some flexibility in modifying instruction based on student responses. The teacher does not adequately address the misconceptions, resulting in continued misunderstanding and frustration among some students. 	 The teacher promotes the successful learning of all students, making adjustments as needed to instructional plans and addressing students' questions, needs and interests. The teacher consistently demonstrates flexibility in modifying instruction to meet students' needs. The teacher understands and effectively responds to students' preconceptions and misconceptions during the lesson. 	 The teacher is proactive in addressing any potential preconceptions and misconceptions when introducing the lesson. The teacher consistently monitors student learning to ensure that students are understanding the lesson and that there are no preconceptions and misconceptions. The teacher makes immediate modifications to the lesson when it becomes apparent that one or more students have preconceptions or misconceptions that are interfering with understanding.

Indicators	Performance Levels/Criteria				
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective	
C. Instructional De C.5 Relates and integrates the subject matter with other disciplines and real-life experiences.	Ivery and Facilitation • The teacher's plans and instructional practices reflect a lack of integration among subject areas and no references to real life experiences.		 The teacher's plans and instructional practices reflect the integration of the subject matter with other disciplines. The teacher's lessons include references to real life experiences. The teacher engages students in learning activities that require students to apply learning to real life situations. 	 The teacher's plans and instructional practices clearly reflect the integration of the subject matter with other disciplines. The teacher's lessons include references to real life experiences and opportunities for students to express how concepts learned apply to real life. The teacher plans lessons that require students to demonstrate learning through activities that require application of concepts and skills to real life situations. 	

Domains & Indicators		Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective	
C. Instructional Del	livery and Facilitation	-	1	-	
C.6 Employs higher-order questioning techniques and resources, including technology, to provide rigorous, comprehensive instruction and promote critical thinking.	 Questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. The teacher is unfamiliar with the technological resources to maximize student learning. 	 Some questions elicit a thoughtful response, but most are low-level and posed in rapid succession. Attempts to engage all students in the discussion are only partially successful. Utilizes technology in the classroom but with minimal understanding of how to integrate to enrich the learning experience. 	 Questions elicit a thoughtful response and sufficient time is provided for students to answer. All students participate in the discussion, with the teacher serving as facilitator when appropriate. The teacher utilizes high level instructional resources to challenge students and expand their learning. Integrates technology in the curriculum to enhance learning. 	 Questions require higher order thinking and application of skills and concepts to formulate responses. Appropriate wait time is provided to allow all students an opportunity to respond. The teacher allows students to formulate many of the high-level questions and ensure that all voices are heard. The teacher challenges all students, regardless of level, through meaningful learning experiences and activities that results in deep levels of understanding. The teacher integrates technology in the curriculum to maximize the learning experience and engage learners at appropriate levels. 	

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
	1	2	3	4
D. Assessment				
D.1 Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, inform instruction and drive the learning process.	• There is no evidence that the teacher uses assessment data to diagnose students' learning needs and inform instruction based on those needs.	• The teacher administers multiple assessments but does not use the data to drive instruction for the class as a whole or for individual students.	 The teacher administers multiple assessments to diagnose students' needs and to provide instruction based on those needs. The teacher reteaches skills and concepts to the class based on assessment data that shows the majority of students did not demonstrate mastery. 	 The teacher administers multiple assessments to diagnose the needs of the class, as well as the needs of individual students, to inform instruction and plan lessons accordingly. The teacher plans and executes lessons that target individual students' needs based on an analysis of student assessment data. The teacher maintains student assessment data, hard copies or electronically, to monitor student growth from one assessment to the next.
D.2 Designs and aligns formative and summative assessments at the appropriate level of rigor that match learning objectives and lead to mastery of standards.	 The teacher primarily relies on informal assessments or observations to monitor student mastery of concepts or skills. The teacher administers assessments that do not match learning objectives. The teacher administers assessments that do not effectively test whether students have achieved mastery of skills or concepts. 	 The teacher administers formative and summative assessments that are not necessarily aligned to objectives. The teacher administers formative and summative assessments that do not effectively test whether students have achieved mastery of skills or concepts taught. 	 The teacher designs formative and summative assessments that are aligned to learning objectives. The teacher designs formative and summative assessments that require students to demonstrate mastery of skills in a variety of ways. Assessments require students to apply skills or concepts learned. 	 The teacher designs formative and summative assessments that are aligned to learning objectives and lead to mastery. The teacher develops assessments that require students to demonstrate mastery of skills in a variety of ways. Assessments address the learning needs of individual students and are based on the objective and skills taught to the individual student.

Domains & Indicators	Performance Levels/Criteria				
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective	
D. Assessment			·		
D.3 Uses a variety of assessment tools to monitor student progress, achievement, and learning gains of each student regardless of level.	• The teacher uses minimal assessment techniques to monitor student progress and learning gains.	• The teacher uses assessment tools to monitor student mastery but does not effectively use progress monitoring tools to monitor student progress prior to summative assessments.	• The teacher uses a variety of assessment tools to monitor student progress, achievement and learning gains.	 The teacher a variety of assessment tools to monitor student progress, achievement and learning gains. Assessment results are used to monitor the ongoing progress of individual students and plan lessons accordingly to ensure student learning gains. 	
D.4 Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	• The teacher does not adjust assessments and testing conditions to address the individual needs of students at varying levels.	 The teacher demonstrates a minimal understanding of assessment modifications and testing accommodations for varying levels of learners. Modifications and accommodations are not sufficient to meet the needs of all students. 	 The teacher promotes the successful learning of all students, making assessment modifications based on varying levels of knowledge and understanding. Modifications and accommodations are sufficient to meet the needs of the group. 	 The teacher assesses student progress with a range of assessments that are modified to address varying levels of knowledge and learning styles. Modifications and accommodations meet the needs of individual students, regardless of ability levels, English proficiency, and any required accommodations. 	

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
D. Assessment	1	2	3	4
D.5 Shares student outcome data with students and parents through a systematic process throughout the year.	• The feedback provided by the teacher to students and parents on student progress is minimal or is not provided in a timely manner.	• The information on student progress provided by the teacher to students and parents is superficial and inconsistent.	• The teacher provides relevant feedback on student progress to students and parents promptly and in an understandable manner.	 The teacher provides parents with information and documentation on student progress in an understandable manner via email, phone and one-on-one meetings on a consistent basis. The teacher conducts data chats with individual students on a regular basis to discuss progress and develop goals for improvement.
D.6 Uses technology to organize and integrate assessment information and uses data to inform instruction.	The teacher demonstrates little or no familiarity of the technology resources available for data collection and analysis. No effort is made to seek out information to learn.	 The teacher demonstrates some familiarity with available technology resources available for data collection and analysis of student performance. The teacher obtains student performance reports from online sources but does use the data to inform or drive instruction. The teacher does not seek out additional information and technology resources. 	 The teacher is fully aware of available technology resources and utilizes them for student data collection and analysis. The teacher utilizes data from student assessments through technological resources and uses information to inform and drive instruction. 	 The teacher is fully aware of available technology resources and utilizes them for student data collection and analysis, and to inform and drive instruction for each student. The teacher seeks out available technology resources beyond the school through professional organizations or the Internet to expand his/her own knowledge, enhance the learning environment, and as a tool for data collection and analysis of assessments. The teacher utilizes technology for increased efficiency in organizing student data and maintaining up-to-date student assessment data for his/her classroom and for the department or school.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
	1	2	3	4
E. Continuous Pro	ofessional Improveme	ent		
E.1 Engages in professional development activities consistent with his/her goals and those of the school.	 The teacher participates in professional development activities only as required. There is little or no evidence that the teacher aligns professional development with individual or school goals. 	 The teacher attends professional development activities that are required but seldom integrates new techniques and strategies into practices. The teacher attends professional development outside the school setting but the professional development is not aligned to personal or school goals. 	 The teacher participates in professional development activities to enhance content knowledge and pedagogical skills The teacher incorporates the information learned into the classroom setting, as appropriate. Professional development is aligned to individual and school goals and objectives. 	 The teacher actively participates in professional development activities inside and outside the school that contributes to individual professional growth and supports the school's goals and objectives for student success. The teacher takes a leadership role in planning, supporting, and conducting professional development activities, or mentorship, at the school as part of continuous improvement for self and colleagues.
E.2 Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	 Teacher does not set professional goals. The teacher rarely participates in professional development or participates only when required or necessary for recertification. 	 The teacher sets professional goals based on students' needs but does not work diligently to meet these goals. The teacher selects and participates in professional development opportunities that lack relevance to student success. 	 The teacher develops professional goals for continuous professional growth that address the needs of his/her students. The teacher seeks opportunities to enhance knowledge and skills and applies what has been learned to the classroom effectively. 	 The teacher sets meaningful professional goals relating to continuous professional growth that address the needs of his/her students through measurable objectives. Actively pursues professional development and uses the gained knowledge and skills to promote student learning. There is evidence that the professional development activities in which the teacher has participated resulted in student growth.

Domains & Performance Levels/Criteria Indicators				
mulcators	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
	1	2	3	4
E. Continuous Profe	essional Improvement			
E.3 Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by the teacher.	Some processes and procedures for collecting analyzing, and applying learning from data sources are used by the teacher.	 Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by the teacher to adjust planning in order to improve instruction. The teacher collaborates with colleagues to evaluate learning outcomes, plan lessons, and share best practices. 	 Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by teacher to adjust planning to improve the effectiveness of instruction and academic programs. The teacher collaborates with colleagues to evaluate learning outcomes for classes, student sub-groups, and individual students to develop strategies for improving instruction. The teacher meets with colleagues to share best practices, unpack standards, and create assessments for monitoring student mastery of state standards.

E.4 Collaborates with parents, colleagues and the community to support student learning.	The teacher does not collaborate with parents, colleagues, and the community to support student learning.	 The teacher often works in isolation, and rarely collaborates with parents and the community to support learning. The teacher only participates in collegial activities when required. 	 The teacher collaborates with parents, colleagues and the community to strengthen the effectiveness of instruction based on students' needs. The teacher works with peers to align instruction to the School Improvement Plan (SIP) to promote continuous improvement of student learning. 	 The teacher regularly collaborates with parents, colleagues and the community to strengthen the effectiveness of instruction based on individual students' needs. The teacher works with peers, on a regular basis, to align instruction to the School Improvement Plan to promote continuous improvement of student learning.
				• The teacher actively supports and encourages collaboration among all stakeholders to promote student learning.

Domains & Indicators	Performance Levels/Criteria				
mulcators	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective	
E. Continuous Profe	ssional Improvement				
E.5 Implements knowledge and skills learned in professional development in the teaching and learning process.	• There is no evidence that the teacher implements knowledge and skills learned in professional development in the teaching and learning process.	• The teacher acquires knowledge and skills through professional development but does not consistently or effectively implement the knowledge and skills in planning lessons or instructing students.	• The teacher implements knowledge and skills learned in professional development in the teaching and learning process in an effective manner as evidenced by improved student performance.	 The teacher implements knowledge and skills learned in professional development in the teaching and learning process as evidenced by improved student performance. The teacher regularly reviews current literature and research on effective classroom instruction and applies learning to professional practice. The teacher serves as a resource for other teachers in applying knowledge and skills learned in professional development or research in the classroom or with individual students. 	

Domains &	Performance Levels/Criteria				
Indicators					
	Unsatisfactory	Needs Improvement/ Developing	Effective 3	Highly Effective	
F. Professional Res	ponsibility and Ethical	2 Conduct	3	4	
F.1 Adheres to established laws, policies, rules and regulations.	 There is little evidence that the teacher is aware of school policies and procedures and has limited knowledge of state and federal laws governing the education system. The teacher has little understanding or knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct.</i> 	 The teacher complies with school policy and procedures most of the time. The teacher demonstrates knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct.</i> 	 The teacher adheres to the school's policies, rules and regulations and has a general understanding of the state and federal laws governing the education system. The teacher upholds the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct.</i> 	 The teacher consistently adheres to the school's policies, rules and regulations and has a strong knowledge of state and federal laws governing the education system. The teacher models the tenets of the <i>Code of Ethics for Florida Educators</i> and the <i>Standards of Professional Conduct</i> and encourages others to do the same. 	
F.2 Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community.	 The teacher's demeanor and behavior is not consistent with the professional conduct of a teacher. The teacher's demeanor and behavior is consistent with the professional conduct of a teacher but frequently fails to follow school policies and procedures. The teacher maintains a professional demeanor, adheres to the school's policies and procedures, and 	 The teacher maintains a professional demeanor and demonstrates professional behavior the vast majority of the time. The teacher follows school policies and procedures most of the time. The teacher interacts with colleagues, students, and parents in a professional manner the vast majority of the time. 	 The teacher always maintains a professional demeanor and demonstrates behavior consistent with a professional educator during and after school hours. The teacher always follows school policies and procedures. The teacher's interactions with colleagues, students, parents, and the community is always professional. 	 The teacher always demonstrates a professional demeanor and behavior consistent with professional standards and ethical conduct in all settings, and encourages others to do the same. The teacher always follows school policies and procedures and is instrumental in developing or promoting such policies and 	

follows the school policies and		procedures.
procedures, but does not interact in a professional manner with students, and/or colleagues, and/or parents		• The teacher interacts professionally with colleagues, students, parents, and the community at all times, and encourages all stakeholders to do the
		same.

Domains & Indicators	Performance Levels/Criteria				
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective	
	1	2	3	4	
F. Professional Res	ponsibility and Ethical	Conduct			
F. 3 Maintains accurate records.	• The teacher does not maintain accurate records and does not maintain student confidentiality.	 The teacher has a system for maintaining records and maintains student confidentiality, but does not keep records up-to-date. The teacher's records are up-to-date but contain numerous errors. 	 The teacher has an effective system for maintaining student records and student confidentiality. The teacher adheres to the school's policies and procedures for record-keeping, and maintains student records up-to-date and accurate. 	 The teacher's system for maintaining records is consistently accurate, efficient, and up-to-date. Confidentiality of student records and information is always maintained. The teacher always adheres to the school's policies and procedures for record keeping, and maintains student records up-to-date and accurate, The teacher serves as a resource for colleagues, or assists colleagues and/or school leaders in maintaining accurate school-wide student records. 	
F.4 Is punctual with reports, grades, records, and reporting to work.	 The teacher is consistently late in submitting student reports and records. The teacher reports to work regularly but frequently arrives tardy to work. 	 The teacher must be reminded to submit student reports and records on time due to tardiness in submitting reports. The teacher occasionally reports to work late. 	 The teacher submits student information, records and reports on time. The teacher reports to work regularly and on time. 	 The teacher consistently completes and submits required student reports that are accurate and submitted on time. The teacher always 	

	• The teacher has a very high rate of absenteeism.	• The teacher is frequently absent from work and constantly leaves work early.		reports to work and arrives on time. Any absences or late arrivals are approved by administration or are due to unavoidable circumstances.
F.5 Performs assigned duties.	• The teacher seldom performs assigned duties in a proper or complete manner.	• The teacher performs duties as assigned, but often must be reminded.	• The teacher performs all assigned duties in a proper and complete manner.	• The teacher enthusiastically completes assigned duties in a proper and complete manner, and volunteers to take on additional responsibility.
F.6 Builds professional relationships and collaborates with colleagues to improve the educational program.	 The teacher expresses no interest in developing professional relationships. 	• The teacher demonstrates a limited interest in fostering professional relationships.	• The teacher engages in professional activities with colleagues and demonstrates the ability to form positive professional relationships.	• The teacher actively seeks opportunities for professional growth and development; cultivates professional relationships in school and through professional organizations.

FCPCS

CLASSROOM WALKTHROUGH TOOL

Utilizing the FCPCS Classroom Walkthrough Tool

The FCPCS Classroom Walkthrough Tool addresses the four domains and indicators related to classroom instruction which are assessed through the FCPCS Classroom Teacher Performance Evaluation System. The Walkthrough Tool assists school-based administrator(s) in monitoring teachers' instructional practices and demonstration of the Florida Educator Accomplished Practices (FEAPs) and, in doing so, provides opportunities for teachers to receive feedback on the domains and indicators by which they will be formally evaluated. The Walkthrough Tool ensures that teachers are provided with assistance and support in addressing areas in need of improvement prior to their annual evaluation.

For the school-based administrator, the Walkthrough Tool provides information regarding specific areas in which professional development is needed at the school site, and by individual teachers. The use of the Walkthrough Tool also allows the teachers to learn what specific areas they need to target on their Individual Professional Growth Plans.

Prior to using the Classroom Walkthrough Tool, school leaders need to conduct a training session for teachers on the indicators assessed through classroom walkthroughs, which are included in the Walkthrough Tool and aligned to Domains 1-4 of the Classroom Teacher Performance Evaluation form. School leaders should emphasize that a "classroom walkthrough" is an *informal* observation of classroom practices and that the purpose of conducting walkthroughs is to monitor the effectiveness of instruction in achieving student learning. Additionally, the informal observation of lessons creates opportunities for school leaders and teachers to engage in meaningful conversations related to the delivery of instruction and ways to continually improve the teacher's effectiveness in reaching all students.

It is recommended that school leaders conduct weekly, or at least bi-weekly, classroom walkthroughs in all classrooms. Some teachers will require fewer or more informal classroom observations, depending on the professional needs of the teacher. Teachers who are struggling require frequent observations with immediate follow-up feedback, guidance, and support (i.e., coaching, modeling, peer observations, professional development, etc.). School leaders should identify teachers who demonstrate excellence in the delivery of instruction and classroom management so that they can assist their colleagues in becoming better teachers.

For the majority of school leaders, a *classroom walkthrough* refers to the practice of visiting a classroom for five minutes or less to get a glimpse of classroom instruction. FCPCS defines a *classroom walkthrough* as an informal observation that lasts between 10-20 minutes, or longer if needed. The school leader, or observer, records what is observed during the classroom visit on the FCPCS Classroom Walkthrough Tool. Within 48 hours, the observer must meet with the teacher observed and briefly review the results of the classroom walkthrough which has been recorded on the FCPCS Classroom Walkthrough Tool. The teacher and the observer engage in professional conversations and work collaboratively to improve instruction and student learning.

During a classroom walkthrough, or informal classroom observation, the observer may assess one, two, three, or four domains. The observer may choose to target just one area. Prior to the classroom walkthrough, it is recommended that the observer discuss with the teacher what domain(s) will be assessed during the brief, informal observation. The observer will check the box next to the domain(s) that will be observed on the Walkthrough Tool. There are no points given for each indicator within the domain(s) observed during the classroom walkthrough. The purpose of the visit is to assist the teacher in growing professionally, as well as to identify the areas in which the teacher is excelling. Thus, the observer will simply rate each

indicator with a "+" (demonstrated effectively) or "/" (did not demonstrate or demonstrated ineffectively). If the observer is unable to observe a specific teaching behavior (indicator) during the classroom visit, the observer will simply leave the box blank (no symbol will be recorded). During the post-walkthrough feedback session, both the observer and the teacher will sign the completed Walkthrough Tool. At the bottom of the form, the observer will include target goals for the next observation as well as the approximate date, or week, of the next classroom visit to observe implementation of strategies or actions discussed by the teacher and observer during the feedback session. (The Classroom Walkthrough Tool, in fillable format, is available on the FCPCS website.)

School leaders, or members of the leadership team who have the responsibility of conducting classroom walkthroughs for all teachers or a specific group of teachers, should consider maintaining a binder, or digital folder, that contain all completed and signed Classroom Walkthrough Tools. This is an effective way for school leaders to self-monitor to ensure that walkthroughs, feedback sessions with support, and follow-up observations are happening consistently throughout the year.



CLASSROOM WALKTHROUGH TOOL

Name of Teacher:______Date:_____Classroom/Subject:______Date:_____

/

Instructions: Select Domain(s) to be observed by checking the appropriate box (A-D). Rate each Indicator using symbols below:

+demonstrated effectively

did not demonstrate or demonstrated ineffectively

(blank) not able to observe during visit

□ A. Instructional Design and Lesson Planning	Evidence	Rating
 Teacher plans rigorous lessons that are aligned to state 		
standards.		
 Teacher develops lessons that are sequential, logical, and 		
ensure required prior knowledge.		
 Teacher develops student-centered lessons that are designed to achieve student mastery of standards and skills. 		
 Teacher selects appropriate formative assessments that are aligned to concepts taught. 		
 Teacher uses student data to plan lessons that address individual students' needs. 		
 Teacher develops lessons that allow students to demonstrate a variety of skills and competencies. 		
Comments/Questions:		
B. The Learning Environment	Evidence	Rating
Teacher effectively manages resources, time, and space in the	Evidence	Rating
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. 	Evidence	Rating
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. Teacher conveys high expectations for all learners through 	Evidence	Rating
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. Teacher conveys high expectations for all learners through words, actions, and required student work products. 	Evidence	Rating
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. Teacher conveys high expectations for all learners through words, actions, and required student work products. Teacher provides feedback and adjusts activities to meet the 	Evidence	Rating
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. Teacher conveys high expectations for all learners through words, actions, and required student work products. 	Evidence	Rating
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. Teacher conveys high expectations for all learners through words, actions, and required student work products. Teacher provides feedback and adjusts activities to meet the differing needs and diversity of all learners. 	Evidence	Rating
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. Teacher conveys high expectations for all learners through words, actions, and required student work products. Teacher provides feedback and adjusts activities to meet the differing needs and diversity of all learners. Teacher demonstrates a genuine respect for students' 	Evidence	Rating
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. Teacher conveys high expectations for all learners through words, actions, and required student work products. Teacher provides feedback and adjusts activities to meet the differing needs and diversity of all learners. Teacher demonstrates a genuine respect for students' cultures, backgrounds, and diversity. 	Evidence	Rating
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. Teacher conveys high expectations for all learners through words, actions, and required student work products. Teacher provides feedback and adjusts activities to meet the differing needs and diversity of all learners. Teacher demonstrates a genuine respect for students' cultures, backgrounds, and diversity. Teacher models clear, acceptable oral and written communication skills. Teacher ensures appropriate student behavior by consistent 	Evidence	Rating
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. Teacher conveys high expectations for all learners through words, actions, and required student work products. Teacher provides feedback and adjusts activities to meet the differing needs and diversity of all learners. Teacher demonstrates a genuine respect for students' cultures, backgrounds, and diversity. Teacher models clear, acceptable oral and written communication skills. 	Evidence	Rating
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. Teacher conveys high expectations for all learners through words, actions, and required student work products. Teacher provides feedback and adjusts activities to meet the differing needs and diversity of all learners. Teacher demonstrates a genuine respect for students' cultures, backgrounds, and diversity. Teacher models clear, acceptable oral and written communication skills. Teacher ensures appropriate student behavior by consistent 	Evidence	Rating Image: Constraint of the second se
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. Teacher conveys high expectations for all learners through words, actions, and required student work products. Teacher provides feedback and adjusts activities to meet the differing needs and diversity of all learners. Teacher demonstrates a genuine respect for students' cultures, backgrounds, and diversity. Teacher models clear, acceptable oral and written communication skills. Teacher ensures appropriate student behavior by consistent enforcement of a well-planned management system. 	Evidence	Rating
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. Teacher conveys high expectations for all learners through words, actions, and required student work products. Teacher provides feedback and adjusts activities to meet the differing needs and diversity of all learners. Teacher demonstrates a genuine respect for students' cultures, backgrounds, and diversity. Teacher models clear, acceptable oral and written communication skills. Teacher ensures appropriate student behavior by consistent enforcement of a well-planned management system. 	Evidence	Rating
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. Teacher conveys high expectations for all learners through words, actions, and required student work products. Teacher provides feedback and adjusts activities to meet the differing needs and diversity of all learners. Teacher demonstrates a genuine respect for students' cultures, backgrounds, and diversity. Teacher models clear, acceptable oral and written communication skills. Teacher ensures appropriate student behavior by consistent enforcement of a well-planned management system. 	Evidence	Rating
 Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. Teacher conveys high expectations for all learners through words, actions, and required student work products. Teacher provides feedback and adjusts activities to meet the differing needs and diversity of all learners. Teacher demonstrates a genuine respect for students' cultures, backgrounds, and diversity. Teacher models clear, acceptable oral and written communication skills. Teacher ensures appropriate student behavior by consistent enforcement of a well-planned management system. 	Evidence	Rating Image: Constraint of the second se



CLASSROOM WALKTHROUGH TOOL

	C. Instructional Delivery and Facilitation	Evidence	Rating
•	Teacher delivers relevant, engaging, and challenging lessons		
	that deepen and enrich students' understanding and learning		
•	Teacher clearly communicates learning goals and		
	instructional procedures to ensure student understanding.		
•	Teacher addresses gaps in student understanding of the		
_	content and differentiates instruction to meet learners' needs.		
•	Teacher responds to misconceptions during the lesson and adjusts the lesson accordingly to clarify material presented.		
•	Teacher integrates subject matter with other disciplines and relates lessons to real-life experiences.		
•	Teacher uses higher-order questioning techniques and problem-solving activities to promote critical thinking.		
Co	mments/Questions:		
	D. Assessment	Evidence	Rating
•	Teacher uses data from a variety of assessments to determine	Evidence	Rating
-	students' learning needs and to drive instruction.		
	Teacher administers formative and summative assessments at		
	the appropriate rigor that match the learning standards.		
	Teacher administers a variety of assessments to monitor		
	student progress and learning gains of each student.		
•	Teacher modifies assessments and testing conditions to		
	accommodate students' learning styles and varying levels.		
•	Teacher shares assessment data with students and parents		
_	through a variety of methods.		
•	Teacher uses technology to organize student assessment data and uses information to drive instruction.		
Co	mments/Questions:		
Ta	rget Goals for Next Observation:		
.			
Ne	xt classroom visit is scheduled for week of:		

Signatures below confirm that observer and teacher had a face-to-face feedback session to review and discuss this form.

Teacher's Signature:

Date: ______
Date: _____

Administrator's Signature: _____

FCPCS Student Services Personnel Evaluation System

Teacher's Name:	Subject(s):	Date:	
School/Campus:	Grade Level(s):	Time: From	to

Directions:

The Student Services Personnel Evaluation is a performance evaluation system for student services personnel (i.e., school counselors, school social workers, school psychologists, school nurses, and ESE school coordinators). The evaluation instrument is based on Florida's Student Services Personnel Evaluation Model (SSPEM) and aligned to the *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A-5.065. When administering the evaluation, the evaluator should enter a rating for each indicator, based on evidence collected over the designated period of time. Each domain will have a total score. At the completion of the evaluation, the *Annual Performance Rating* will be generated.

Rating Scale:

4 - Highly Effective: There is consistent evidence that the teacher is demonstrating the identified teacher competencies.

3 - Effective: The teacher is demonstrating the identified teacher competencies most of the time.

2 - Needs Improvement or Developing ("Developing" rating is for teachers in their first three years only.) The teacher is inconsistent in demonstrating the identified teacher competencies.

1 - Unsatisfactory: There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

FCPCS Student Services Personnel Evaluation

Domain A Indicators	Data-Based Decision Making and Evaluation of Practices	Rating 1-4
A.1	Collects and uses data to develop and implement interventions within a problem-solving framework.	
A.2	Analyzes multiple sources of qualitative and quantitative data to inform decision making.	
A.3	Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the effectiveness of services on student achievement.	
A.4	Shares student performance data in a relevant and understandable way with students, parents, and administrators.	
Total	Assign each indicator a rating of 1-4. To calculate the score for this domain, add the points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 32.)	

Domain B Indicators	Instruction/Intervention Planning and Design	Rating 1-4
B.1	Uses a collaborative problem-solving framework as the basis for identification and planning for academic and behavioral interventions and supports.	
B.2	Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	
B.3	Applies evidence-based research and best practices to improve instruction/interventions.	
B.4	Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	
B.5	Engages parents and community partners in the planning and design of instruction/interventions.	
Total	Assign each indicator a rating of 1-4. To calculate the score for this domain, add the points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 40.)	

Domain C Indicators	Instruction/Intervention Delivery and Facilitation	Rating 1-4
C.1	Collaborates with school-based and district-level teams to develop and maintain a multi-tiered	
	continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	
C.2	Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	
C.3	Implements evidence-based practices within a multi-tiered framework.	
C.4	Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	
C.5	Promotes student outcomes related to career and college readiness.	
C.6	Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	
Total	Assign each indicator a rating of 1-4. To calculate the score for this domain, add the points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)	

Domain D Indicators	Learning Environment	Rating 1-4
D.1	Collaborates with teachers and administrators to develop and implement school-wide positive	1-4
	behavior supports.	
D.2	Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership)	
D.3	Promotes safe school environments.	
D.4	Integrates relevant cultural issues and contexts that impact family-school partnerships.	
D.5	Provides a continuum of crisis intervention services.	
Total	Assign each indicator a rating of 1-4. To calculate the score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 20.)	

Domain E Indicators	Continuous Professional Development	Rating 1-4
E.1	Engages in professional development activities consistent with his/her goals and those of the school.	
E.2	Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice.	
E.3	Collaborates with parents, colleagues and the community to support student learning.	
E.4	Implements knowledge and skills learned in professional development to support high-quality learning.	
Total	Assign each indicator a rating of 1-4. To calculate the score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 16.)	

Domain F Indicators	Professional Responsibility and Ethical Conduct	Rating 1-4
F.1	Adheres to established laws, policies, rules and regulations.	
F.2	Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community.	
F.3	Maintains accurate records related to the employee's job description and professional responsibilities.	
F.4	Is punctual with reports, records, and reporting to work.	
F.5	Performs assigned duties.	
F.6	Builds professional relationships.	
Total	Assign each indicator a rating of 1-4. To calculate the score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)	

Calculating the Employee's Annual Performance Rating:

Total Score for Student Services Personnel Evaluation (Domains A-F): _____ (Maximum score is 180.)

To determine the employee's Annual Performance Rating, use the scale below and mark the appropriate rating.

153-180 = Highly Effective 108-152 = Effective 65-107 = Needs Improvement/Developing 64 and below = Unsatisfactory

 Highly Effective
 Effective
 Needs Improvement/Development
 Unsatisfactory

Comments:

Areas of Strength:	
Areas for Improvement/Recommendations:	

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.

Employee's Signature

Date

Evaluator's Signature

Date

FCPCS Student Services Personnel Evaluation System Rubric

FCPCS Charter School Student Services Personnel Evaluation Rubric

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective
A. Data-Based Decisio	on Making and Evaluat	ion of Practices		
A.1 Collects and uses data to develop and implement interventions within a problem-solving framework.	• Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	 Uses and/or facilitates collecting school-wide data relevant to informing problem identification, problem analysis, and intervention design at the school level. Maintains accurate documentation on interventions and progress monitoring data on all students.
A.2 Analyzes multiple sources of qualitative and quantitative data to inform decision making.	• Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	• Analyzes, integrates, and interprets data from multiple sources at the school, and uses the data to inform school-level decisions.
A.3 Uses data to monitor student progress (academic and social/emotional/behavioral) and to evaluate the effectiveness of services on student achievement.	• Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/intervention OR ineffectively demonstrates the practice/skill required.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	• Uses school or district data to monitor the effectiveness of MTSS supports and intervention program outcomes for all students.

Domains &	Performance Levels/Criteria			
Indicators				
	Unsatisfactory	Needs Improvement/	Effective	Highly Effective
		Developing		
	1	2	3	4
A. Data-Based Decisio	on Making and Evaluat			
A.4 Shares student performance data in a relevant and understandable way with students, parents, and administrators.	• Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	 Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs. 	• Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective
B. Instruction/Interve	ention Planning and De	sign		
B.1 Uses a collaborative problem- solving framework as the basis for identification and planning for academic and behavioral interventions and supports.	• Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	• Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.
B.2 Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	• Instruction and intervention are not aligned OR are poorly aligned with school improvement priorities and other mandates.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	• Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.
B.3 Applies evidence-based research and best practices to improve instruction/interventions.	• Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Applies evidence-based research and best practices when developing and planning instruction and intervention.	• Applies evidence-based research and best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school).

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective
B. Instruction/Interve	ention Planning and De	sign		·
B.4 Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	• Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Develops and supports plans that reflects the goals of students and supports the goal.	• Collaborates to identify school-level needs, resources and infrastructure to access services and supports.
B.5 Engages parents and community partners in the planning and design of instruction/interventions.	Does not engage OR ineffectively engages families and community when planning and designing instruction/intervention.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	• Develops school-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.

Domains & Indicators		Performance L	.evels/Criteria	
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective
C. Instruction/Interve	ntion Delivery and Faci	litation		
C.1 Collaborates with school-based and district-level teams to develop and maintain a multi- tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	• Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	• Facilitates the development of MTSS at the school level by planning and implementing interventions that address school issues/concerns.
C.2 Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction an intervention services.	• Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social- emotional/behavioral services.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social- emotional/behavioral, and health services.	• Consults and collaborates at the school level to plan, implement, and evaluate academic and social- emotional/behavioral services.
C.3 Implements evidence-based practices within a multi-tiered framework.	• Does not incorporate or ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Assists in identifying and implementing evidence- based practices relevant to school-wide interventions and supports.
C.4 Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	• Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice/skill required.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.	• Identifies barriers to learning and facilitates the development of broader support systems for students and families.

Domains & Indicators		Performance Levels/Criteria			
Indicators	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective	
C. Instruction/Interv	ention Delivery and Fac	cilitation			
C.5 Promotes student outcomes related to career and college readiness.	• Does not develop interventions that increase student engagement or support the attainment of post- secondary goals OR ineffectively demonstrates the practice/skill required.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities), and support attainment of post-secondary goals, if appropriate.	• Develops/plans school-level policies/interventions/suppo rts that address student post- secondary goal attainment, if appropriate.	
C.6 Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	• Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	• Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	

Domains & Indicators		Performance Levels/Criteria				
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective		
D. Learning Environn	nent					
D.1 Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	• Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Interacts with school personnel to promote and implement school-wide positive behavior supports.	• Interacts with school, district, parents, and community partners to sustain and promote effective school-wide programs/services that result in a healthy school climate.		
D.2 Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	• Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates practice/skill required.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	• Examines need and feasibility for systemic intervention to support and increase student engagement school-wide.		
D.3 Promotes safe school environments.	• Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	 Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence). 	• Interacts with school community to enhance, support, and/or create safe and violence-free school climate through training and advancement of initiatives that relate to healthy and violence-free schools.		

Domains & Indicators		Performance Levels/Criteria				
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective		
D. Learning Environm	nent					
D.4 Integrates relevant cultural issues and contexts that impact family-school partnerships.	• Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	• Identifies relevant cultural issues and contexts that impact family-school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	• Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family-school partnerships.		
D.5 Provides a continuum of crisis intervention services.	• Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.	• Practice is emerging but requires supervision, support, and/or training to be effective independently.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs.	• Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.		

Domains & Indicators		Performance L	evels/Criteria	
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective
E. Continuous Profess	sional Development			
 E.1 Engages in professional development activities consistent with his/her goals and those of the school. E.2 Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice. 	 Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill. Does not set professional goals. Rarely participates in professional development or participates only when required or necessary for 	 Practice is emerging but requires supervision, support, and/or training to be effective independently. Practice is emerging but requires supervision, support, and/or training to be effective independently. 	 Maintains plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals. Develops professional goals for continuous professional development. Seeks opportunities to enhance knowledge and skills and applies what has been 	 Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes. Sets meaningful short and long-term personal and professional goals relating to continuous professional development. Actively pursues
	recertification.		learned to the classroom.Uses research to improve instruction.	 professional development and uses the gained knowledge and skills to promote student learning. Makes substantial contributions to the profession through mentoring, research and/or training roles.

Domains & Indicators	Performance Levels/Criteria					
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4		
E. Continuous Profess	sional Development					
E.3 Collaborates with parents, colleagues and the community to support student learning.	• Seldom or never collaborates with peers.	Works in isolation and only participates in collegial activities when required.	• Collaborates with peers to strengthen the effectiveness of instruction based on student needs.	 Continually seeks to expand range of professional experiences through peer collaboration and mentoring opportunities. Attends workshops and conferences and shares the information with peers. Participates in professional organizations. 		
E.4 Implements knowledge and skills learned in professional development to support high- quality learning.	• Does not implement knowledge and skills learned in professional development to support learning.	• Possesses skills and knowledge related to improving instruction, but does not demonstrate evidence that it is incorporated in the classroom to benefit students or promoted among colleagues to support high-quality learning.	• Regularly reviews the current literature and research both independently and in collaboration with peers. Incorporates the research in the classroom or school-wide as appropriate and beneficial to students.	 Seeks out research to improve instruction and shares current research with colleagues. Uses data from his/her own learning environment as a basis for reflecting upon and improving his/her teaching or professional practices. 		

Domains & Indicators	Performance Levels/Criteria					
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective		
F. Professional Respo	onsibility and Ethical Co	onduct				
F.1 Adheres to established laws, policies, rules and regulations.	 There is little evidence that the employee is aware of school policies and procedures and has limited knowledge of state and federal laws governing the education system. Has little understanding or knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct.</i> 	 Complies with school policy and procedures most of the time. Demonstrates knowledge of the <i>Code of Ethics for Florida</i> <i>Teachers</i> and the <i>Standards</i> <i>for Professional Conduct</i>. 	 Adheres to the school's policies, rules and regulations and has a general understanding of the state and federal laws governing the education system. Employee upholds the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>. 	 Consistently adheres to the school's policies, rules and regulations and has a strong knowledge of state and federal laws governing the education system. Models the tenets of the <i>Code of Ethics for Florida Educators</i> and the <i>Standards of Professional Conduct</i>, and encourages others to do the same. 		
F.2 Maintains a professional demeanor; adheres to school policies; exhibits a professional appearance and behavior; uses appropriate language; interacts appropriately with students, parents, staff and community.	 Behavior is not consistent with the professional demeanor of instructional personnel. Does not interact appropriately with students, parents, staff, or the community. Does not adhere to school policies and procedures. 	 Maintains a professional demeanor most of the time. Interacts appropriately with students, parents, staff, and the community most of the time. Adheres to school policies and procedures most of the time. 	 Maintains a professional demeanor during and after school hours. Interacts appropriately with students, parents, staff, and the community consistently. Adheres to school policies and procedures consistently. 	 Consistently demonstrates a professional demeanor in all settings and encourages others to do the same. Models professional interaction with students, parents, staff, and the community. Assists colleagues in doing the same. Adheres to school policies and procedures and assists stakeholders in doing the same. 		

Domains & Indicators	Performance Levels/Criteria					
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective		
	1	2	3	4		
F. Professional Respo	onsibility and Ethical Co	onduct				
F. 3 Maintains accurate records related to the employee's job description and professional responsibilities.	Has no system or a rudimentary system of accurate record keeping and does not maintain student confidentiality.	 Makes numerous errors related to student records. Maintains student confidentiality. Record-keeping is ineffective and not kept up-to-date. 	 Maintains accurate records and student confidentiality. Records are consistently maintained orderly and up-to- date. 	 Consistently maintains accurate and up-to-date records. Confidentiality of student records and information is always maintained. Provides guidance and assistance to peers as needed with regards to maintaining accurate records. 		
F.4 Is punctual with reports, records and reporting to work.	 Is consistently late in submitting student reports and records. Has a high rate of absenteeism. 	 Must be reminded to submit student reports and records on time. Occasionally reports to work late. 	Submits student information, records and reports on time.Reports to work on time.	 Consistently completes and submits required student reporting information accurately and on time. Reports to work on time every day. Offers assistance to colleagues, as needed, to complete accurate and timely reports 		
F.5 Performs assigned duties.	Seldom performs assigned duties through to completion.	• Performs duties as assigned, but often must be reminded.	Performs all duties, as assigned.	Willingly performs assigned duties and takes on additional responsibility.		

F.6 • Builds professional relationships.	 Expresses little interest in developing professional relationships. 	• Demonstrates a limited interest in fostering professional relationships.	 Engages in professional activities with peers to form positive relationships. 	 Actively seeks opportunities for professional growth and development; cultivates professional relationships in school and through professional organizations.
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FCPCS Curriculum Support Personnel & Media Specialist Evaluation System

Employee's Name:	Job Title:	Date:		
School/Campus:	Grade Level(s) Served:	Time: From	to	

The FCPCS Curriculum Support Personnel & Media Specialist Evaluation is a performance evaluation system for curriculum support personnel (i.e., literacy coaches, curriculum coaches, program coordinators/specialists) and media specialists that is aligned to the *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A-5.065, the *Student Services Evaluation Model* (SSPEM), and various professional job descriptions for reading/literacy coaches and library/media specialists within public school districts of Florida. When administering the evaluation, the evaluator should enter a rating of 1-4 for each indicator, based on evidence collected over the designated period of time. The evaluator will refer to the Evaluation Rubric to determine an appropriate rating for each indicator. Each domain will have a total score. At the completion of the evaluation, the *Annual Performance Rating* will be generated.

Rating Scale:

4 - Highly Effective: There is consistent evidence that the teacher is demonstrating the identified teacher competencies.

3 - Effective: The teacher is demonstrating the identified teacher competencies most of the time.

2 - Needs Improvement or Developing ("Developing" rating is for teachers in their first three years only.) The teacher is inconsistent in demonstrating the identified teacher competencies.

1 - Unsatisfactory: There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

FCPCS Curriculum Support Personnel & Media Specialist Evaluation

Select position of employee being evaluated:

Curriculum Support Specialist/Coach

Media Specialist

Domain A Indicators	The Learning Environment	Cur. Sup. Rating 1-4	Med. Sp. Rating 1-4
A.1	Collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the state standards.		
A.2	Assists teachers in creating an environment of literacy conducive to effective instruction which is delivered at the appropriate level of rigor.		
A.3	Promotes reading in a variety of content areas and the use of information resources.		
A.4	Models behavior which depicts high expectations for all students and respect for others' cultures and backgrounds.		
A.5	Utilizes clear, acceptable oral and written communication skills when communicating with teachers, parents, and administrators.		
Total	Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 40.)		

Domain B Indicators	Subject Area Expertise	Cur. Sup. Rating 1-4	Med. Sp. Rating 1-4
B.1	Establishes long-range goals correlated to the School Improvement Plan.		
B.2	Designs and conducts informational lessons for students on the use of instructional resources.		
B.3	Uses school-wide diagnostic student data to assist teachers in planning lessons for students.		
B.4	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.		
Total	Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Multiply the total score by 2. Insert the total to the right.		

Domain C does not apply to media specialists.

Domain C Indicators	Assistance for Instruction and Assessment (This section does not apply to media specialists.)				
C.1	Assists teachers in planning, sequencing, and scaffolding of lessons.				
C.2	Utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school site.				
C.3	Facilitates the integration of research-based skills/strategies and technology into the lessons.				
C.4	Assists teachers in analyzing student assessment data to identify gaps in students' knowledge of the content area.				
C.5	Assists administration and classroom teachers in the interpretation of student assessment data to plan and adjust curriculum and instruction.				
C.6	Assists teachers in employing higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.				
Total	Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)				

Domain D Indicators	Staff Development	Cur. Sup. Rating 1-4	Med. Sp. Rating 1-4
D.1	Participates in professional development and shares the content with school site personnel and administrators through faculty presentations and individual training sessions.		
D.2	Works as a curriculum and instructional leader on the school's leadership team and school improvement committee.		
D.3	Demonstrates knowledge of current legislation, regulations, policies and procedures related to curriculum and instructional technology, and disseminates this information to teachers and administrators.		
Total	Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column Insert the total to the right. (Maximum score for this domain is 12.)		

Domain E Indicators	Continuous Professional Improvement	Cur. Sup. Rating 1-4	Med. Sp. Rating 1-4
E.1	Engages in professional development activities consistent with his/her goals and those of the school.		
E.2	Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.		
E.3	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.		
E.4	Collaborates with parents, colleagues and the community to support student learning.		
E.5	Implements knowledge and skills learned in professional development in the teaching and learning process.		
Total	Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Insert the total to the right. (Maximum score for this domain is 20.)		

Domain F Indicators	Professional Responsibility and Ethical Conduct	Cur. Sup. Rating 1-4	Med. Sp. Rating 1-4
F.1	Adheres to established laws, policies, rules and regulations.		
F.2	Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community.		
F.3	Maintains accurate records related to the employee's job description and professional responsibilities.		
F.4	Is punctual with reports, records, and reporting to work.		
F.5	Performs assigned duties.		
F.6	Builds professional relationships.		
Total	Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)		

Calculating the Employee's Annual Performance Rating:

Total score for Curriculum Support Employee: _____ (Maximum score is 176.)

OR

Total Score for Media Specialist: _____ (Maximum score is 128.)

To determine the employee's Annual Performance Rating, use the appropriate scale below and mark the appropriate rating.

Curriculum Support Employee Rating Scale

150-176 = Highly Effective 106-149 = Effective 63-105 = Needs Improvement/Developing 62 and below = Unsatisfactory

Media Specialist Rating Scale

109-128 = Highly Effective 77-108 = *Effective* 46-76 = Needs Improvement/Developing 45 and below = Unsatisfactory

 Highly Effective
 Effective
 Needs Improvement/Developing

Unsatisfactory ____

Comments:

Areas of Strength:	
Areas of Strength.	
A man for Improvement/Decommon detions	
Areas for Improvement/Recommendations:	

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.

Employee's Signature

Date

Evaluator's Signature

Date

FCPCS Curriculum Support Personnel & Media Specialist Evaluation System Rubric

FCPCS Curriculum Support Personnel/Media Specialists Evaluation Rubric

Domains & Indicators	Performance Levels/Criteria					
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4		
A. The Learning	Environment					
A.1 Collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the state standards.	• Does not collaborate with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the state standards.	• Collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the state standards but does not monitor compliance.	• Collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the state standards and monitors school-wide implementation of the program.	 Frequently and effectively collaborates with teachers and administrators to develop and implement various school- wide reading/literacy programs that comply with the state standards. Monitors school-wide implementation of program. Evaluates effectiveness of literacy program through analysis of students' reading achievement. 		
A.2 Assists teachers in creating an environment of literacy conducive to effective instruction which is delivered at the appropriate age level.	• Does not collaborate regularly with teachers to create a learning environment of literacy conducive to effective instruction which is delivered at the appropriate age level.	• Collaborates with teachers in creating an environment of literacy conducive to effective instruction which is delivered at the appropriate age level but does not monitor whether instruction delivered is effective in the classroom or school-wide literacy program is effective in promoting reading.	 Collaborates regularly with teachers in creating an environment of literacy conducive to effective instruction which is delivered at the appropriate age level. Monitors whether schoolwide literacy program is effective in increasing students' literacy skills. 	 Frequently and effectively assists teachers in creating an environment conducive to effective instruction and an appreciation for literature which is delivered at the appropriate age level, and promotes lifelong learning. Actively promotes literacy among all students at the school through a school- wide literacy campaign that involves students, staff, and parents. 		

Domains & Indicators	Performance Levels/Criteria					
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective		
A. The Learning l		-	-			
A.3 Promotes reading in a variety of content areas and the use of information resources.	 Does not consistently promote reading. Does not develop, organize or implement appreciation activities. Does not review the current, relevant professional literature. 	 Promotes reading in a variety of content areas and the use of information resources. Seldom develops, organizes and implements effective reading promotional activities and literature appreciation activities. Occasionally reviews the current, relevant professional literature. 	 Promotes reading in a variety of content areas and the use of information resources. Develops, organizes, and implements effective reading promotional activities and literature appreciation activities to promote lifelong learning. Remains current in subject/content/field/technolo gy and professional practices. Collaborates with teachers across different disciplines to promote literacy through integrated activities. 	 Consistently promotes reading in a variety of content areas and the use of information resources. Frequently develops, organizes and implements initiatives for effective reading promotional activities and literature appreciation activities to promote lifelong learning. Remains current in subject/content/field/technology and professional practices and shares findings with colleagues. Collaborates and plans lessons with teachers that infuse literacy through all content areas through activities, programs, or projects. 		

Domains & Indicators	Performance Levels/Criteria				
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4	
A. The Learning Envi	ronment				
A.4 Models behavior which depicts high expectations for all students and respect for others' cultures and backgrounds.	 There is little or no evidence that the employee has knowledge of the students' backgrounds, cultures, skills, language proficiency, interests and/or special needs. Classroom interactions, both between the employee and students and among students themselves, are negative, inappropriate, or insensitive to students' cultural backgrounds. Interactions are often characterized by sarcasm, put-downs, or conflict. 	 Acknowledges the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge for the class as a whole. Classroom interactions, both between the employee and the students and among students themselves, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. 	 Actively seeks knowledge and understanding of students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge for groups of students. Classroom interactions, both between the employee and students and among students themselves, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. Clearly expresses high expectations for all students, regardless of their backgrounds. 	 Actively seeks knowledge and understanding of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. Classroom interactions between the employee and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Fosters a culture among students that ensures that students themselves demonstrate high levels of civility and respect toward other members of the class. 	

Domains & Indicators	Performance Levels/Criteria					
A. The Learning Envi	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective		
A. The Learning Envi A.5 Utilizes clear, acceptable oral and written communication skills when communicating with teachers, parents, and administrators.	 Expectations for learning, directions, procedures and explanations of content are unclear or confusing to students. Use of written or spoken language contains errors or is inappropriate for students' levels of development or culture and background. Communication with families about the instructional program or individual students is sporadic and often inappropriate. The employee makes no attempt to engage families in the instructional program. 	 Expectations for learning, directions, procedures and explanations of content are clarified after initial confusion. Use of written and verbal language with teachers, parents, and administrators is correct but may not be completely appropriate for students' levels of development or culture and background. Adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program, but communications are not always clear or understood. 	 Explanations for learning, directions, procedures and explanations of content are clear to students. Written and verbal communications with teachers, parents, and administrators are free of errors and appropriate for students' development levels or cultures and backgrounds. Communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in an appropriate manner. 	 Expectations for learning, directions, procedures and explanations of content are clear to students and anticipates possible student misconceptions. Oral and written communication with teachers, parents, and administrators is clear, correct, and expressive, and is appropriate for students' development levels or cultures and background. Communication with families is frequent and sensitive to cultural traditions. The employee successfully engages families in the instructional program, as appropriate. 		

Domains & Indicators	Performance Levels/Criteria					
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective		
B. Subject Area Expo	ertise					
B.1 Establishes long-range goals correlated to the School Improvement Plan.	Does not establish long-range goals correlated to the School Improvement Plan.	Establishes long-range goals correlated to the School Improvement Plan but fails to effectively monitor and achieve these goals.	 Collaborates with school leadership to establish long- range goals correlated to the School Improvement Plan. Demonstrates a commitment to implement strategies to ensure achievement of goals that are aligned to the School Improvement Plan. 	 Collaborates with school leadership on an ongoing basis to establish long-range goals correlated to the School Improvement Plan. Consistently implements a variety of strategies designed to achieve long-range goals correlated to the School Improvement Plan. Consistently monitors implementation of strategies and activities delineated in the School Improvement Plan to ensure attainment of long- range goals. 		
B.2 Designs and conducts informational lessons for students on the use of instructional resources.	• Does not design or conduct informational lessons for students on the use of instructional resources.	Seldom conducts informational lessons for students on the use of instructional resources.	Designs and conducts informational lessons for students on the use of instructional resources.	 Frequently designs and conducts effective informational lessons for students on the use of instructional resources. Assists teachers and students in utilizing instructional resource to support student learning. 		

Domains & Indicators	Performance Levels/Criteria								
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective					
B. Subject Area Expe	B. Subject Area Expertise								
B.3 Uses school-wide diagnostic student data to assist teachers in planning lessons for students.	• Does not use diagnostic student data to assist teachers in planning lessons for students.	• Seldom reviews available school-wide diagnostic student data to assist teachers in planning lessons.	 Analyzes a variety of school- wide diagnostic student data to assist teachers in planning lessons for students. Documents data analysis meetings with teachers and identifies specific student learning needs in order to assist teachers in planning lessons. 	 Analyzes and interprets all available school-wide diagnostic student data to assist teachers in planning lessons for students. Evaluates the results of action plans developed during data analysis meetings. Assists teachers in identifying needs of individual students and addressing these needs. 					
B.4 Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Does not assist teachers in developing learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Seldom works with teachers to develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.	 Collaborates with teachers on a regular basis to develop learning experiences that require students to demonstrate a variety of applicable skills and competencies. Assists teachers in developing assessment measures that require students to demonstrate and apply skills and competencies. 	 Collaborates and documents regularly scheduled meetings with teachers to develop learning experiences that require students to demonstrate a variety of applicable skills and competencies. Assists teachers in developing and implementing lessons and assessment measures that require students to demonstrate and apply skills and competencies. 					

Domains & Indicators	Performance Levels/Criteria					
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective		
	1	2	3	4		
C. Assistance for Ins	struction and Assess	ment				
C.1 Assists teachers in planning, sequencing, and scaffolding of lessons.	Does not regularly assist teachers in planning, sequencing, and scaffolding lessons.	 Assists teachers in planning lessons but is not well-versed in sequencing and scaffolding lessons. Does not demonstrate awareness of the important concepts in the discipline, prerequisite relationships between them and the instructional practices specific to that discipline. 	 Assists teachers on a regular basis in planning, sequencing, and scaffolding lessons. Ensures that lessons are designed to build upon students' prior knowledge. Ensures that lesson objectives are clear and developed in a logical order. Ensures that the teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts and the instructional practices specific to that discipline. 	 Assists teachers across all disciplines in planning, sequencing, and scaffolding lessons. Assists teachers in finding resources to use with students. Demonstrates a thorough understanding of the most important elements/ issues/ strands of disciplines necessary for students to develop a deep understanding of the subject matter. Selects appropriate and robust materials and activities for student learning. Lesson objectives are consistently clear and developed in a sequential manner. 		
C.2 Utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school site.	 Is unfamiliar with the coaching model. Does not/cannot coach the teachers using the coaching model. 	• Is vaguely familiar with the coaching model (planning, demonstrating, providing feedback) and poorly utilizes it with the teachers at the school site.	 Utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school site Meets with teachers on a regular basis to provide feedback on the lessons observed. 	 Utilizes and makes improvements to the coaching model to ensure that each teacher's individual needs are being addressed during the process of assistance. Develops schedule to meet with teachers on a weekly basis to provide feedback on the effective utilization of new strategies in the lessons observed. 		

Domains & Indicators	Performance Levels/Criteria				
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective	
C. Assistance for Inst	truction and Assessmen	t			
C.3 Facilitates the integration of reading skills, effective teaching strategies, and technology into the reading classrooms.	 Does not effectively facilitate the integration of reading skills and strategies into the reading classrooms. Does not facilitate the integration of technology into reading classrooms. 	 Seldom facilitates the integration of reading skills and effective teaching strategies into the reading classrooms. Seldom facilitates the integration of technology into the reading classrooms. 	 Works with teachers to facilitate the integration of reading skills and effective teaching practices into the reading classrooms. Assists teachers in integrating technology to support student learning in reading classrooms. 	 Works with teachers to plan and integrate reading skills and effective teaching practices into the reading classrooms. Assists teachers in integrating and utilizing technology to support student learning in reading classrooms. Provides training to colleagues on integrating reading strategies and technology into the reading classrooms. 	
C.4 Assists teachers in analyzing student assessment data to identify gaps in students' knowledge of the content area.	 Does not work with teachers to identify gaps in student learning. Blames students' socio- economic status on lack of ability and motivation. Demonstrates no interest in utilizing the Multi-Tiered System of supports (MTSS). 	 Rarely works with teachers to review data and resources to identify student gaps in learning. Does not expand teacher's knowledge base of the MTSS process and implementation of interventions with students. 	 Shows the teacher how to utilize a variety of appropriate assessments to identify student learning gaps; makes adjustments to instruction as necessary. Follows the problem-solving components of MTSS and adheres to the process with integrity and fidelity. Collaborates with teachers to identify resources and 	 Ensures that the teacher utilizes multiple assessments to determine understanding and identify gaps in knowledge. Based on results, immediate changes and adjustments to instruction, curriculum and program structure are apparent. Shares information with colleagues and leads the discussion to formulate a 	

 strategies for providing interventions for students as determined by the MTSS Problem-Solving Team. Regularly communicates student learning concerns with team members. 	 plan to close the gaps. Contributes to the school's overall effectiveness of the plan for analyzing data and identifying gaps in students' knowledge by providing guidance and training to staff or
team members.	providing guidance and training to staff or individual teachers.

Domains & Indicators	Performance Levels/Criteria							
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective				
	1	2	3	4				
C. Assistance for In	C. Assistance for Instruction and Assessment							
C.5 Assists administration and classroom teachers in the interpretation of student assessment data to plan and adjust curriculum.	• Does not/cannot assist administration and classroom teachers in the interpretation of student assessment data to plan and adjust curriculum.	• Seldom assists administration and classroom teachers in the interpretation of student assessment data to plan and adjust curriculum.	 Assists administration and classroom teachers in the interpretation of student assessment data to plan and adjust curriculum. Assists administration in organizing workshops for teachers in analyzing and interpreting data. Assists teachers in developing lessons to address students' academic needs, based on student data. 	 Consistently assists administration and classroom teachers in the interpretation of student assessment data in order to plan and adjust curriculum. Maintains appropriate documentation of strategies employed to assess students, analyze data, and adjust instruction as needed. 				
C.6 Assists teachers in employing higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.	 Does not work with teachers to ensure that questions are high-order and appropriate to elicit student participation and discussion. Does not work with teachers to ensure that they are familiar with the technological resources to maximize student learning. 	 Works with teachers in the classroom but is not aware that only some questions elicit a thoughtful response, and that most are low-level questions and posed in rapid succession. Attempts to engage all students in the discussion are only partially successful. Does not realize that technology utilization in the classroom is minimal and has a minimal understanding of how to integrate to enrich the learning experience. 	 Works with teachers to ensure that questions elicit critical thinking and a thoughtful response, and that sufficient time is provided for students to answer. Works with teachers to ensure that all students participate in the discussion, regardless of their level, with the teacher serving as facilitator when appropriate. Shows the teacher how to integrate techniques, resources and technology in the curriculum to enhance learning. 	 Works with teachers to ensure that questions elicit higher-order thinking and are culturally and developmentally appropriate. Allows students to formulate many of the high-level questions and ensure that all voices are heard. Helps the teacher integrate techniques, resources, and technology in the curriculum to maximize the learning experience, engage learners in rigorous activities, and introduce them to the limitless possibilities of rich and robust content. 				

Domains & Indicators	Performance Levels/Criteria				
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective	
D. Staff Development	—	2			
D.1 Participates in professional development and shares the content with school-site personnel and administrators through faculty presentations and individual training sessions.	 Participates in professional development as required but does not fully participate or contribute to group activities during professional development. Does not/cannot share content of professional development with school-site personnel and administration. 	• Participates in professional development and rarely shares the content with school-site personnel and administrators through faculty presentations and individual training sessions.	Participates in professional development and shares the content with school-site personnel and administrators through faculty presentations and individual training sessions.	 Frequently participates in and designs professional development sessions in order to share the content with school-site personnel and administrators. Follows up to ensure that knowledge and skills acquired by participants during professional development is implemented effectively. 	
D.2 Works as a curriculum and instructional leader on the school's leadership team and school improvement committee.	• Makes minimal contributions as a curriculum and instructional leader on the school's leadership team and school improvement committee.	 Is ineffective in working as a curriculum and instructional leader on the school's leadership team and school improvement committee. Does not follow-up on required actions or next steps that result from leadership team meetings or school improvement committee meetings. 	 Works as a curriculum and instructional leader on the school's leadership team and school improvement committee. Follows up on the implementation of strategies, activities, or programs that are discussed during leadership team meetings or school improvement committee meetings. 	 Works effectively as a curriculum and instructional leader on the school's leadership team and school improvement committee. Contributes to the process of school improvement through identification of strategies or resources. Works with school leaders, committee members, and teachers to implement the school improvement plan and school-wide initiatives for school improvement. 	

D.3 Demonstrates knowledge of current legislation, regulations, policies and procedures related to curriculum and instructional technology, and disseminates this information to teachers and administrators.	• Is not aware of current legislation, regulations, policies and procedures related to curriculum and instructional technology and does not communicate or disseminate this information to teachers or administrators.	• Is vaguely familiar with the current legislation, regulations, policies and procedures related to curriculum and instructional technology and communicates this information to teachers and administrators.	Demonstrates knowledge of current legislation, regulations, policies and procedures related to curriculum and instructional technology, and communicates and disseminates this information to teachers or administrators.	 Possesses up-to-date knowledge of current legislation, policies and procedures related to curriculum and instructional technology and disseminates this information to teachers and administrators in an easily comprehensible manner. Is knowledgeable of
				current instructional technology and shares this information with administrators and teachers.

Domains & Indicators	Performance Levels/Criteria				
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective	
	1	2	3	4	
E. Continuous Prof	essional Improvement				
E.1 Engages in professional development activities consistent with his/her goals and those of the school.	 Participates in professional development activities only as required and when convenient. Provides little or no evidence of skill development outside of the school setting. 	• Attends professional development activities but seldom integrates new techniques and strategies into practices.	 Participates in professional development activities to enhance content knowledge and pedagogical skills. Incorporates the information learned into the classroom setting, as appropriate. Aligns professional development to school goals and objectives. 	 Actively participates in professional development activities that will contribute to professional growth and support the school's goals and objectives for student success. Takes a leadership role in planning and supporting professional development activities as part of continuous improvement for self and colleagues. 	
E.2 Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	 Does not set professional goals. Rarely participates in professional development or participates only when required or necessary for recertification. 	 Sets only minimal professional goals. Selects and participates in professional development opportunities that lack relevance to student success. 	 Develops professional goals for continuous professional development. Seeks opportunities to enhance knowledge and skills and applies what has been learned to the classroom. Sets measurable goals that address classroom or school-wide needs as evidenced by student performance data. 	 Sets meaningful short and long-term personal and professional goals relating to continuous professional development. Actively pursues professional development and uses the gained knowledge and skills to promote student learning. Aligns professional goals to student success based on individual students' needs and school-wide instructional needs. Makes substantial contributions to the profession through mentoring, research and/or training roles. 	

Domains & Indicators	Performance Levels/Criteria				
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective	
E. Continuous Profes					
E.3 Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjusts planning and continuously improves the effectiveness of the lessons.	Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by the employee.	 Some processes and procedures for collecting analyzing, and applying learning from data sources are used by the employee. There is little or no evidence of evaluation of data or adjustment to lessons. 	 Systematic process and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by the employee to adjust planning in order to improve lessons. There is adequate documentation of the process for analyzing data from multiple sources to adjust instruction as needed to address students' needs. The employee collaborates with colleagues to evaluate learning outcomes and plan lessons or implement schoolwide initiatives to improve the effectiveness of instruction in the classroom. 	 Systematic process and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by the employee to adjust planning to improve the effectiveness of the lessons and programs. There is ample documentation of processes and procedures used by teachers to review student data from multiple sources and analyze trends in student performance in order to address the needs of specific grades, classrooms, and individual students. Works with colleagues to evaluate the quality of instructional practices and programs used to deliver the curriculum. 	

E.4	• Seldom or never collaborates	• Collaborates with parents and	• Collaborates with parents,	• Frequently collaborates
Collaborates with parents,	with parents, colleagues, and	the community to support	colleagues and the community	with parents, colleagues
colleagues and the community	the community to support	learning on a minimal basis.	regularly to strengthen the	and the community to
to support student learning.	student learning. Works		effectiveness of instruction	strengthen the
	primarily in isolation and does	 Only participates in collegial 	based on student needs.	effectiveness of instruction
	not make any contributions to	activities when required.		based on student needs.
	supporting the learning		 Works with peers to align 	
	program.		instruction to the School	• Works with peers, on a
			Improvement Plan (SIP) to	regular basis, to align
			promote continuous	instruction to the School
			improvement of student	Improvement Plan to
			learning.	promote continuous
			6	improvement of student
				learning.
				learning.
				 Actively supports and
				encourages collaboration
				among all stakeholders to
				promote student learning
				through sharing of best
				practices or initiating
				programs or activities at
				the classroom or school-
				wide level.

Domains & Indicators	Performance Levels/Criteria				
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective	
E. Continuous Profes	sional Improvement				
E.5 Implements knowledge and skills learned in professional development in the teaching and learning process.	• There is no evidence that the employee implements knowledge and skills learned in professional development in the teaching and learning process.	• The employee possesses knowledge and skills for improving instruction but does not demonstrate evidence that it is incorporated in the classroom or school-wide to benefit students.	 There is evidence that the employee implements knowledge and skills learned in professional development at the classroom or school level. The employee regularly reviews the current literature and research, both independently and in collaboration with peers, and incorporates the research in the classroom or school-wide as appropriate to benefit students. 	 There is ample evidence that the employee successfully implements knowledge and skills learned in professional development at the classroom or school level. The professional seeks out research to improve instruction and shares current research with colleagues during planning sessions, professional learning communities, or staff presentations. 	

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing	Effective 3	Highly Effective
F. Professional Res	ponsibility and Ethica	al Conduct		
F.1 Adheres to established laws, policies, rules and regulations.	 There is little evidence that the employee is aware of school's policies and procedures and has limited knowledge of state and federal laws governing the education system. Has little understanding or knowledge of the <i>Code of</i> <i>Ethics for Florida Teachers</i> and the <i>Standards for</i> <i>Professional Conduct.</i> 	 Complies with the school's policies and procedures most of the time. Demonstrates knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct.</i> 	 Adheres to the school's policies, rules and regulations and has a general understanding of the state and federal laws governing the education system. Upholds the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct.</i> 	 Consistently adheres to the school's policies, rules and regulations and has a strong knowledge of state and federal laws governing the education system. Models the tenets of the <i>Code of Ethics for Florida Educators</i> and the <i>Standards of Professional Conduct</i>, and encourages others to do the same.
F.2 Maintains a professional demeanor; adheres to school policies; exhibits a professional appearance and behavior; uses appropriate language; interacts appropriately with students, parents, staff and community.	 Behavior is not consistent with the professional demeanor or appearance of instructional personnel. Does not consistently adhere to school policies and procedures. Does not interact appropriately with students, parents, staff, or the community. 	 Maintains a professional demeanor and appearance most of the time. Adheres to school policies and procedures the majority of the time. Interacts with students, parents, staff and the community but does not always use proper or appropriate language. 	 Maintains a professional demeanor and appearance, and exhibits appropriate behavior during and after school hours. Always adheres to school policies and procedures. Always interacts appropriately with students, parents, staff, and the community, and uses proper language. 	 Consistently demonstrates a professional demeanor and appearance in all settings, during and after school hours, and always exhibits appropriate behavior and encourages others to do the same. Models professional interaction with students, parents, staff and the community. Works with students to teach them to exhibit proper behavior, demeanor, appearance, and to use appropriate language and interact appropriately with each other and with adults.

Domains &	Performance Levels/Criteria				
Indicators	Unsatisfactory	Needs Improvement/	Effective	Highly Effective	
	1	Developing 2	3	4	
F. Professional Res	sponsibility and Ethica	ll Conduct			
F. 3 Maintains accurate records related to the employee's job description and professional responsibilities. F.4 Is punctual with reports, records and reporting to work.	 Has no system or a rudimentary system of accurate record keeping and does not maintain student confidentiality. Is consistently late in submitting student reports and records. Has a high rate of tardiness. Has a high rate of absences. 	 Makes numerous errors related to student records. Must be reminded to submit student reports and records on time. Occasionally reports to work late. Frequently asks for approval to leave work early. Exceeds the number of authorized days off work. 	 Maintains accurate records and staff/student confidentiality. Submits student information, records and reports on time. Reports to work on time. Reports to work each day. 	 System for maintaining records is consistently accurate and efficient. Records are always up-to-date and easy to retrieve. Confidentiality of staff/student records and information is always maintained. Employee assists colleagues with record-keeping if needed and appropriate. Consistently completes and submits required student reporting information accurately and on time. Always reports to work on time. Demonstrates exemplary attendance rate. Reports to work each day, on time, and frequently arrives early or stays late at work to assist with school projects, collaborate with colleagues, meet with parents or student, or to continue working on professional assignments. 	

F.5 Performs assigned duties.	• Seldom performs assigned duties through to completion.	• Performs duties as assigned, but often must be reminded.	Performs all duties, as assigned.	• Willingly performs assigned duties and takes on additional responsibility.
F.6 Builds professional relationships.	• Expresses little interest in developing professional relationships.	• Demonstrates a limited interest in fostering professional relationships.	• Engages in professional activities with peers to form positive professional relationships.	• Actively seeks opportunities for professional growth and development; cultivates professional relationships in school and through professional organizations.

FCPCS Summative Evaluation Rating Form for Classroom Teachers and Other Instructional Personnel



FCPCS Summative Evaluation Rating (SER) Form for Classroom Teachers and Other Instructional Personnel

 Employee's Name:

Subject(s): _____ Grade Level(s): _____

I. Annual Performance Rating Score (Instructional Practice Score)

Formal Observation	Date	Score	Converted Score*
Observation 1			
Observation 2 (if applicable)			
Observation 3 (optional)			
Observation 4 (optional)			
Average Percentage Score (calculate average)			

*Use appropriate Evaluation Conversion Chart (A, B, C, or D) located in handbook.

II. Student Growth Score (Mark box next to student growth measure used.)

□ VAM Score: ___

(Use the VAM report titled "Pct_Meet_Expectations" which gives a percentage.)

Or

□ School-Selected/School-Developed (Board-approved) Student Growth Score: ______ (Must be reported as a percentage or score from 0-100)

Identify school-selected student growth measure(s) used to determine student growth for each subject and grade level. (Schools may use VAM scores for some teachers and School-Selected/School-Developed *Assessment scores for other teachers.*)



FCPCS Summative Evaluation Rating (SER) Form for Classroom Teachers and Other Instructional Personnel

III. Combining Annual Performance Rating and Student Growth Score

I. Annual Performance Rating Score (Two-thirds of Summative Evaluation Rating)	II. Student Growth Score (One-third of Summative Evaluation Rating)	III. Combined Score (Use SER Calculator)	SUMMATIVE EVALUATION RATING 85 - 100 = Highly Effective 60 - 84 = Effective 36 - 59 = Needs Improvement/Developing 35 and below = Unsatisfactory
			 Highly Effective Effective Needs Improvement/Developing Unsatisfactory

IV. Evaluator's Comments

			-
	Evaluator's Signaturo	Data	
	Evaluator 8 Signature.	Date	
Employee's Signature:	Employee's Signature:	Date:	_

FCPCS Individual Professional Growth Plans Classroom Teacher and Other Instructional Personnel



Development of the Individual Professional Growth Plan

Pursuant to Florida State Statute 1012.98 (4)(b)5, each school principal may establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. <u>1001.42</u>(18). The statute also states that an individual professional development plan must be related to specific performance data for the students to whom the teacher is assigned, define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity, and include an evaluation component that determines the effectiveness of the professional development plan.

The Florida Consortium of Public Charter Schools (FCPCS) has created the FCPCS Individual Professional Growth Plan (IPGP), a tool that is designed to assist instructional personnel, in consultation with the school principal (school-based administrator), to develop an individualized professional growth plan each year. The IPGP is created at the beginning of the school year. At the initial meeting, the principal and instructional staff member meet to analyze specific student achievement and/or other student performance data of the students to whom the instructional employee is assigned. During this meeting, the principal and instructional employee will identify research and/or evidence-based strategies to help improve student performance. They will collaborate to identify measurable goals, professional practices, and professional growth activities to achieve the intended goal(s). They will also discuss how they will determine the effectiveness of the strategies and professional growth activities on achieving the intended goals. The principal and instructional employee will sign the IPGP form indicating mutual approval of the identified professional growth plan and to begin implementing the plan.

A mid-year review is held to assess the employee's progress in implementing the professional growth plan and to monitor student growth. This review promotes discussion, collegiality, and reflection. The mid-year review is to be held after the second student interim progress reporting period and before the end of the second reporting period. The mid-year review is held in a forum determined by the principal. In preparation for the mid-year review, the professional must review progress made toward the goal. Formal/informal data and/or a summary can be used to show progress toward the goal and effectiveness of strategies. It is not necessary to administer a formal mid-year assessment. However, if data is available, then the instructional personnel may report the data.

At the end of the school year, the principal and instructional employee meet for a final review of the IPGP. The principal meets with the employee to determine the extent to which professional growth activities and goal-related strategies accomplished the student performance gains proposed and to identify areas of continued need. The instructional employee may bring documentation supporting their new knowledge and skills. During this final meeting, student performance data, impact on learning, evidence of professional development attendance, and implementation of professional practice intervention(s) are reviewed. The principal and instructional employee determine if the IPGP was effective, sign and date the form indicating consensus of results, and begin to plan for next year's IPGP. All signed IPGPs are maintained by the principal and a copy is provided to the employee. The school's Governing Board may choose to include the employee's IPGP results as a part of the employee's Annual Performance Rating.



Employee's Name:	Date:		
Employee's Title/Position:	Evaluator:		
School/Campus	Subject(s)	Grade(s)	

Student Outcome Goal (*Goal related to students with whom the employee works*):

Student Performance Measures or School-wide Data Used to Identify Goal Based on Need (Specify student growth measures or school-wide data used to determine student growth or school improvement):

Measurable Objectives (Specify Expected Gains/Improvements):

Goal-Related Strategies (Specify activities designed to achieve objectives):



Professional Growth Activities (*List specific professional growth activities for the employee related to Student Outcome Goal*):

Outcome Measures and Results (*List student outcome measures or school-wide data used to determine goal achievement and results*):

PLANNING AND PROGRESS MEETINGS

	EVALUATOR'S		EMPLOYEE'S		
MEETING	SIGNATURE	DATE	SIGNATURE	DATE	
Planning					
Meeting					
Comments:					
		1		1	
Mid-Year					
Review					
Comments:					
D1					
Final					
Review					
Comments:					
	propriate boxes:				
🗌 Goal Achi	eved 🛛 🗌 Goal Par	tially Achieved	🗌 Goal Not Achie	eved	
Plan Extended for Next Year: 🛛 Yes 🗌 No					

Pinecrest Academy of Northern Nevada Attachment 5: Teacher Evaluation Handbook



Training and Support

Training and Support

All individuals with evaluation responsibilities must understand the processes and proper use of the evaluation tools. FCPCS will provide ongoing training through webinars on the implementation of the evaluation systems. In order to utilize the FCPCS tools to evaluate the performance of classroom teachers, other instructional personnel, or school-based administrators, the evaluator must complete the required trainings in order to be certified as an evaluator. The webinars are available for viewing in the "members only" section on the FCPCS website (www.floridascharterschools.org). Any questions related to the use of the FCPCS Evaluation Systems may be directed to FCPCS at info@floridacharterschools.org. All employees being evaluated with the FCPCS Evaluation Systems must also be provided with training on the tools that will be used to evaluate them. School leaders may provide training to their employees or they may contact FCPCS to obtain the contact information for a consultant who may be contracted by the school to provide in-person training at the school site.

	Title	Date Recorded	Description	Target Audience	
I.	Overview of the		This brief webinar provides a	School	
	FCPCS Evaluation		general overview of the FCPCS	Administrators/	
	Systems	TBA	Evaluation System for Classroom	Board Members/	
	-		Teachers and Other Instructional	School Operators or	
			Personnel and the Evaluation	System Leaders	
			System for Administrators.		
II.	Using the FCPCS		REQUIRED TRAINING	School	
	Evaluation System for		FOR NEW USERS	Administrators/ Any	
	Teachers and Other		This webinar provides	Evaluator of	
	Instructional Personnel	TBA	comprehensive training on using	Instructional	
			the FCPCS Evaluation System for	Personnel	
			Classroom Teacher and Other		
			Instructional Personnel.		
III.	Using the FCPCS		REQUIRED TRAINING FOR	School-Based	
	Evaluation System for		NEW USERS	Administrators and	
	School-Based	TBA	This webinar provides	their evaluators	
	Administrators		comprehensive training on using		
			the FCPCS Evaluation System for		
			School-Based Administrators.		
IV.	Updates to the FCPCS	Recorded as	REQUIRED TRAINING FOR	School-Based	
	Evaluation System -	needed based on	CURRENT USERS	Administrators/	
	Classroom Teachers,	changes in the	This webinar provides a review of	Any Evaluator of	
	Other Instructional	law	changes to the FCPCS evaluation	Instructional	
	Personnel, and		tools and updates on statutory	Personnel or	
	Administrators		requirements.	Administrators	

Training Webinars on the FCPCS Evaluation Systems 2018-2019



Professional Development



Professional Development for Instructional Personnel

The purpose of professional development is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the work force. Per s. 1012.98(4)(a)2(b), each school district shall develop a professional development system. The system must be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Additionally, performance evaluation results must be used in identifying professional development.

The professional development system for instructional personnel must provide in-service activities, coupled with follow-up support appropriate to accomplish goals, and must focus on the following:

- analyses of student achievement data;
- ongoing formal and informal assessments of student achievement;
- identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas;
- enhancement of subject content expertise;
- integrated use of classroom technology that enhances teaching and learning;
- classroom management;
- parent involvement; and
- school safety.

In developing their professional development system, schools should review and monitor school discipline data, school environment; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

The FCPCS Professional Development System

The Florida Consortium of Public Charter Schools (FCPCS) has partnered with Educational Impact (EI), a company that provides online professional development for educators, to create a professional development system that offers high quality, self-paced, state-approved online professional development courses for administrators and instructional staff that address the focus areas as stipulated above, and align with the Florida Educator Accomplished Practices (FEAPs) and the Florida Principal Leadership Standards (FPLS). Participants of this online professional development system can earn in-service points that may be used for recertification. The FCPCS Professional Development System includes a course catalog that provides users with a list and description of all available online courses for instructional personnel and administrators. Next to each course, FCPCS has included the number of in-service points that participants can earn for completing each course which may be used for recertification through the FLDOE. Additionally, each course has been aligned to the appropriate indicator on the FCPCS Evaluation Tools for instructional personnel as well as administrators. This allows an administrator to observe a teacher using the FCPCS evaluation tool, identify the specific indicator(s) in which the teacher demonstrated a need for support, and assign the particular online course that is aligned to the indicator(s). This process ensures that the professional development activities in which the teacher participates is directly aligned to his/her needs based on the results of the evaluation conducted by the administrator. A webinar on the FCPCS Professional Development System is available for FCPCS members on the FCPCS website: www.floridacharterschools.org.



Related Articles



Related Articles

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Annual Performance Rating Score Conversion Charts



Evaluation Score	Point Conversion
212	100
210-211	99
208-209	98
206-207	97
204-205	96
201-203	95
199-200	94
197-198	93
195-196	92
193-194	91
191-192	90
189-190	89
187-188	88
184-186	87
182-183	86
180-181	85
178-179	84
176-177	83
174-175	82
172-173	81
170-171	80
167-169	79
165-166	78
163-164	77
161-162	76
159-160	75
157-158	74
155-156	73
153-154	72
151-152	71
148-150	70
146-147	69
144-145	68
142-143	67
140-141	66
138-139	65
136-137	64
134-135	63
131-133	62
129-130	61
127-128	60



125-126	59
123-124	58
121-122	57
119-120	56
117-118	55
114-116	54
112-113	53
110-111	52
108-109	51
106-107	50
104-105	49
102-103	48
100-101	47
98-99	46
95-97	45
93-94	44
91-92	43
89-90	42
87-88	41
85-86	40
83-84	39
81-82	38
78-80	37
76-77	36
74-75	35
72-73	34
70-71	33
68-69	32
66-67	31
64-65	30
62-63	29
59-61	28
57-58	27
55-56	26
53-54 *	25 *

* The lowest possible score that can be earned on the Classroom Teacher Evaluation tool is 53 because no indicator can be rated lower than "1." Therefore, the lowest possible converted score that can be earned on the classroom teacher evaluation tool is 25.



Evaluation Score	Point Conversion
180	100
178-179	99
176-177	98
175	97
173-174	96
171-172	95
169-170	94
167-168	93
166	92
164-165	91
162-163	90
160-161	89
158-159	88
157	87
155-156	86
153-154	85
151-152	84
149-150	83
148	82
146-147	81
144-145	80
142-143	79
140-141	78
139	77
137-138	76
135-136	75
133-134	74
131-132	73
130	72
128-129	71
126-127	70
124-125	69
122-123	68
121	67
119-120	66
117-118	65
115-116	64
113-114	63
112	62
110-111	61
108-109	60
106-109	00



106-107	59
104-105	58
103	57
101-102	56
99-100	55
97-98	54
95-96	53
94	52
92-93	51
90-91	50
88-89	49
86-87	48
84-85	47
83	46
81-82	45
79-80	44
77-78	43
76	42
74-75	41
72-73	40
70-71	39
68-69	38
67	37
65-66	36
63-64	35
61-62	34
59-60	33
58	32
56-57	31
54-55	30
52-53	29
50-51	28
49	27
47-48	26
45-46 *	25 *

*The lowest possible score that can be earned on the Student Services Personnel Evaluation tool is 45 because no indicator can be rated lower than "1." Therefore, the lowest possible converted score that can be earned on the evaluation tool is 25.



Evaluation Score	Point Conversion
176	100
174-175	99
172-173	98
171	97
169-170	96
167-168	95
165-166	94
164	93
162-163	92
160-161	91
158-159	90
157	89
155-156	88
153-154	87
151-152	86
150	85
148-149	84
146-147	83
144-145	82
143	81
141-142	80
139-140	79
137-138	78
136	77
134-135	76
132-133	75
130-131	74
128-129	73
127	72
125-126	71
123-124	70
121-122	69
120	68
118-119	67
116-117	66
114-115	65
113	64
111-112	63
109-110	62
107-108	61
106	60



104-105	59
102-103	58
100-101	57
99	56
97-98	55
95-96	54
93-94	53
92	52
90-91	51
88-89	50
86-87	49
84-85	48
83	47
81-82	46
79-80	45
77-78	44
76	43
74-75	42
72-73	41
70-71	40
69	39
67-68	38
65-66	37
63-64	36
62	35
60-61	34
58-59	33
56-57	32
55	31
53-54	30
51-52	29
49-50	28
49-30	28
48 46-47	
46-47	26
44-43 *	25 *

*The lowest possible score that can be earned on the Curriculum Support Personnel Evaluation tool is 44 because no indicator can be rated lower than "1." Therefore, the lowest possible converted score that can be earned on the evaluation tool is 25.



Evaluation Score	Point Conversion
128	100
127	99
125-126	98
124	97
123	96
122	95
120-121	94
119	93
118	92
116-117	91
115	90
114	89
113	88
111-112	87
110	86
109	85
108	84
106-107	83
105	82
104	81
102-103	80
101	79
100	78
99	77
97-98	76
96	75
95	74
94	73
92-93	72
91	71
90	70
88-89	69
87	68
86	67
84-85	66
83	65
82	64
81	63
79-80	62
78	61
77	60
76	59



74-75	58
73	57
72 70-71	56
70-71	55
69	54
68	53
67	52
65-66	51
64	50
63	49
61-62	48
60	47
59	46
58	45
56-57	44
55	43
54	42
52-53	41
51	40
50	39
49	38
47-48	37
46	36
45	35
44	34
42-43	33
41	32
40	31
38-39	30
37	29
36	28
35	27
33-34	26
32 *	25 *

*The lowest possible score that can be earned on the Media Specialist Evaluation tool is 32 because no indicator can be rated lower than "1." Therefore, the lowest possible converted score that can be earned on the evaluation tool is 25.



Summative Evaluation Rating Calculator



Summative Evaluation Rating Calculator

School Number	0	1			RATING			
Employee Name	Position	Evaluation Score	Student Growth or VAM Score	Combined Score	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	
Ms. Smart	4th Grade	91	60	80.7			Effective	
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School-Based Administrator Evaluation

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Florida's Charter Support Organization Since 1999

On behalf of the Florida Consortium of Public Charter Schools (FCPCS) Board of Directors, I would like to extend our gratitude for your support and for using the FCPCS Evaluation System for School-Based Administrators. FCPCS would like to acknowledge Impact Learning Strategies, LLC, for its professional expertise and significant role in developing this comprehensive system for improving professional practices for charter schools. We are also indebted to FCPCS Preferred Consultants and the FCPCS Executive Committee for their contributions and guidance. Above all, we are grateful to charter schools across our nation for their commitment and dedication to providing a quality education for all of our students.

Best regards,

Robert Haag, President/CEO Florida Consortium of Public Charter Schools



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Introduction

Per s.1012.34, F.S., a performance evaluation must be conducted for each employee at least once a year. Charter schools are required, along with public schools, to establish procedures for evaluating the performance of duties and responsibilities of all instructional personnel and school-based administrators. All personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place, in accordance with s. 1012.34(3)4(b). All individuals with evaluation responsibilities must understand the proper use of the evaluation criteria and procedures. The evaluation must be based upon sound educational principles and contemporary research in effective educational practices [s. 1012.34(3)(a), F.S.]. The evaluation systems for instructional and administrative personnel must be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing school level and improvement plans. The evaluation system must provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional and administrative personnel and performance evaluation results must be used in identifying professional development.

Evaluation systems for school administrators must differentiate among four levels of performance as follows: (1) Highly Effective; (2) Effective; (3) Needs Improvement; or (4) Unsatisfactory. The school district [governing board] must develop criteria for differentiating among the performance levels. The district [governing board] must review selected "cut points" to determine if they are resulting in the differentiation and the alignment expected from a research based system. The performance rating must provide realistic feedback that promotes actual professional growth and improves learning environments. The evaluation system must have the capacity to be used as a growth model, not just an accountability system. Evaluation results must be used to determine appropriate professional development for administrative personnel.

Pursuant to s. 1012.34(7)(a), the Commissioner of Education shall approve a formula to measure individual student learning growth on the statewide, standardized assessments in English language arts and mathematics administered under s. 1008.22. The commissioner may select additional formulas to measure student performance as appropriate for the remainder of the statewide, standardized assessments included under s. 1008.22 and continue to select formulas as new assessments are implemented in the state system. Each school district [governing board] may, but is not required to, measure student learning growth using the formulas approved by the Commissioner of Education.

Evaluation System Requirements

In accordance with s. 1012.34, F.S., the evaluation system for both instructional personnel and schoolbased administrators must be designed to do the following:

- Support effective instruction and student learning growth; results must be used when developing district and school level improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for the continuous quality improvement of the professional skills of instructional personnel and school-based administrators; results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input on employee performance evaluations when appropriate.

- Differentiate among four levels of performance: Highly Effective, Effective, Needs Improvement, and Unsatisfactory.
- Provide training and monitoring programs to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and process.

Administrator evaluations are designed to assess an individual's performance over a time period based on evidence from multiple sources that reflects the performance level of the individual's work. Pursuant to Section 1012.34, Florida Statutes, an evaluation for administrative personnel is based on three criteria:

- 1. Performance of Students
- 2. Leadership Practice
- 3. Professional and Job Responsibilities

Per Florida Statute 1012.34 at least one-third of an administrator's evaluation is based on **student performance.** This portion of the evaluation must include growth or achievement data of the students attending the school. For school administrators, at least one-third of the performance evaluation must be based on **instructional leadership**. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including performance measures related to the effectiveness of classroom teachers in the school, the administrator's appropriate use of evaluation criteria and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth. This system may include a means to give parents and instructional personnel an opportunity to provide input into the administrator's performance evaluation. The remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as recommended by the State Board of Education or identified by the Board.

The Leadership Practice criterion for administrators must include the following:

- 1. Indicators, organized by Domains, based on the Florida Principal Leadership Standards (Rule 6A-5.080, F.A.C.);
- 2. How Indicators and/or Domains are prioritized to present evidence that the evaluation system is designed to support effective instruction and student learning growth;
- 3. Procedures for conducting observations and collecting data and other evidence of instructional practice; and
- 4. Processes for providing feedback to the individual being evaluated and how results will be used for individual professional development.

FCPCS Instructional and Administrative Evaluation Advisory Committee

The FCPCS Instructional and Administrative Evaluation Advisory Committee will be assembled to review the evaluation systems for instructional personnel and administrators. Members of the FCPCS Instructional and Administrative Evaluation Advisory Committee who will participate in the administrative evaluation review will be selected from the following groups:

- Core Content Classroom Teachers K-12
- Non-Core-Content Classroom Teachers K-12

- Non-Classroom Teachers K-12
- ESE Classroom Teachers K-12
- Special Area/Elective Teachers K-12
- Charter School Administrators K-12
- Members of the FCPCS Board of Directors

The Evaluation Advisory Committee will disseminate a survey to all charter school instructional and administrative personnel evaluated by the FCPCS evaluation systems. Survey questions will be designed to gather data regarding the evaluation processes and instruments. Additional elements will be examined by the committee to determine the effectiveness and fidelity of implementation of the FCPCS evaluations. The FCPCS Evaluation Advisory Committee will meet a minimum of two times annually and make recommendations to the FCPCS Board for system changes by July 1 of each year. Certain adjustments in system processes that pertain to student performance measures applicable to the evaluation of instructional and administrative personnel may need to be made each year of implementation due to factors related to student achievement data. To ensure effective implementation of the evaluation for instructional and administrative personnel, FCPCS will develop a process to monitor the overall evaluation system and the effective and appropriate use by the evaluator. FCPCS will provide ongoing training through webinars on the implementation of the evaluation system.

The Florida Principal Leadership Standards (Florida Statute 6A-5.080)

The Florida Principal Leadership Standards (FPLS) are Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools.

For a detailed list of research broken down by standard, see the document entitled 2011 Florida Principal Leadership Standards Cross Referenced to Contemporary Research and Key Leadership Writing located at <u>http://www.fldoe.org/core/fileparse.php/7503/urlt/0071815-fpls2011-annotatedbib.pdf</u>

The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements. Pursuant to Florida Statute 1012.34(3), evaluation criteria used when annually observing school-based administrators must include indicators based upon each of the FPLS. The Florida Principal Leadership Standards are listed below.

Domain 1: Student Achievement

Standard 1: Student Learning Results

- a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority

a. Enables faculty and staff to work as a system focused on student learning;

- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership

Standard 3: Instructional Plan Implementation

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district's adopted curricula and state-adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Development

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiencies needs, including standards-based content, researchbased pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology; and
- e. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and
- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

Standard 6: Decision Making

- a. Gives priority attention to decision that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem-solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Recognizes individuals for effective performance;
- c. Communicates student expectations and performance information to students, parents and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues;
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior

Standard 10: Professional and Ethical Behavior

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.006, F.A.C.:
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;

- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;
- e. Demonstrates willingness to admit error and learn from it; and
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

The percentages listed below specify the weight of each domain in calculating the final performance rating:

Domain 1: Student Achievement – 12% Domain 2: Instructional Leadership – 34% Domain 3: Organizational Leadership – 42% Domain 4: Professional and Ethical Behavior – 12%

In other words, 46% of the overall rating is based on student achievement and instructionl leadership (Domains 1 and 2), 42% of the overall rating is based on organizational leadership (Domain 3), and 12% of the overall rating is based on professional and ethical behavior (Domain 4).

Performance Levels

On an annual basis, administrators will receive an annual performance rating of their performance based on a comprehensive evaluation system. Per s. 1012.34, F.S., the overall annual performance rating for administrators will be differentiated among four levels of performance as defined below:

- ➤ Highly Effective This level is reserved for outstanding leaders who have an impact both within the school and outside the school. Performance at this level is significantly superior to "Effective" in its impact on students, staff, parents and the community. The Highly Effective leader consistently and effectively demonstrates all evaluation indicators as shown through ample evidence. In normal distributions, some leaders will be rated highly effective on some indicators, but few leaders will be rated highly effective as an annual performance level.
- Effective This level describes leadership performance that has local impact (i.e., within the school) and meets the organization's needs. The Effective leader demonstrates performance that consistently meets a high standard of quality and is consistent with an experienced administrator. The Effective leader demonstrates evaluation indicators consistently.
- Needs Improvement This level indicates performance that requires additional attention to specific areas to ensure an acceptable level of proficiency. This performance is not consistent with the position and experience of the employee. The administrator that is rated as "Needs Improvement" seldom demonstrates evaluation indicators or demonstrates a portion of the indicators. There is little evidence that indicators are met. If this level is used, there should be a written explanation to support how the administrator's performance is to be improved.
- Unsatisfactory This level indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. The administrator that is rated as "Unsatisfactory" does not demonstrate that evaluation indicators

are met; there is no evidence available. If this level is issued, there must be a written explanation of how the administrator's performance is to be improved.

Evaluation System for School-Based Administrators

The Florida Consortium of Public Charter Schools (FCPCS) has developed a comprehensive evaluation system to monitor and assess the instructional leadership and job performance of school-based administrators that meets the statutory requirements set forth by s. 1012.34, Florida Statutes. This portion of the annual evaluation will be based primarily on observations of performance and will be conducted by the individual responsible for supervising the administrator.

The *FCPCS Evaluation System for School-Based Administrators* is a performance measurement system for school-based administrators aligned to the 10 Florida Principal Leadership Standards (FPLS), as delineated in State Board of Education Rule 6A-5.080. When administering the evaluation, the evaluator will record "proficiency levels" which indicate how well an administrator performs on each individual indicator on the evaluation system. The evaluation system is comprised of four domains, 10 standards, and 50 indicators. Each indicator will have a proficiency rating and each standard will have a total performance rating. Evaluators will rate performance indicators using the FCPCS School-Based Administrator Evaluation Rubric. The rubric is used to guide the evaluator in determining *whether or not* an indicator is demonstrated and documented. The rubric is provided to increase reliability among assessors and to help school-based administrators focus on ways to enhance their professional practice.

Administrator observations and feedback may be formal and informal, or scheduled and unscheduled. School site visits, feedback meetings, and examinations of materials that reflect the administrators' work, or the impact of their work on others with regard to indicators on the evaluation system, are other forms of gathering evidence on an administrator's performance. Evaluators must provide meaningful and timely feedback to administrators following formal and informal observations.

At the completion of the evaluation, a leadership practice score will be calculated. A rating scale will be used to determine the *Annual Performance Rating* of the administrator which will be one of the following four ratings: (1) Highly Effective; (2) Effective; (3) Needs Improvement; or (4) Unsatisfactory.

On an annual basis, charter schools may administer a parent survey which includes a section on the school leadership's performance. Governing Board members will collect and review survey results to determine if there are any areas which require special attention. Governing boards will determine the weight, if any, given to this data in determining *Annual Performance Ratings* for school-based administrators.

The maximum number of points that may be earned on the *FCPCS School-Based Administrator Evaluation* tool is 200. The rating scale indicating cut scores is shown below:

School-Based Administrator Evaluation

170-200	Highly Effective
120-169	Effective
72-119	Needs Improvement
71 and below	Unsatisfactory

Summative Evaluation Ratings

The leadership practice score and student growth score for the administrator will be combined to generate an overall rating called the Summative Evaluation Rating. In order to pair an administrator's student growth score with the leadership practice score, the scores are converted into a common metrica score of 0-100-using the appropriate conversion chart (located in the Appendices section). The leadership practice score will be determined by the results of the evaluation conducted by the evaluator using the evaluation form. This score (referred to as the Annual Performance Rating) will be calculated according to the evaluation system's weighting criteria. The leadership practice converted score will be combined with the student growth converted score to calculate the Summative Evaluation Rating (ensuring that the leadership practice score accounts for 2/3 of the overall score and the student growth score accounts for 1/3 of the overall score). The evaluator will record the employee's Annual Performance Rating (i.e., the leadership practice score) and sudent growth score on the Summative Evaluation Rating Form. The Summative Evaluation Rating Scale (located on the Summative Evaluation Rating Form) will be used by the evaluator to determine the final evaluation rating (or Summative *Evaluation Rating*) for the employee—Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory.

Instructions for Aligning the Leadership Practice Score and Student Growth Score

As stated above, in order to calculate the *Summative Evaluation Rating* for school-based administrators, the evaluator must combine the leadership practice score and the student growth score. The first steps in completing this process are as follows:

- 1. Determine the **leadership practice converted score** using the FCPCS Evaluation <u>Leadership Practice</u> <u>Score Conversion Chart</u> (located in the Appendices section of this handbook). The conversion chart will show all possible evaluation scores and the point conversion for each score. The converted score will be a number from 25 to 100.
- 2. Determine the **student growth score** using either the state-issued VAM scores or another Boardapproved student growth measure such as the school grade or school-selected assessment(s). Schools using the VAM score will convert the score to a score from 0-100 using the <u>VAM Score Conversion</u> <u>Chart</u> (located in the Appendices section of this handbook).
- 3. Schools using the school letter grade (percentage a maximum available points) or School Improvement Rating (SIR) as the student growth measure will utilize the <u>School Grade Percentage</u> <u>Score Conversion Chart</u> or the <u>School Improvement Rating Conversion Chart</u> (located in the Appendices section of this handbook) to determine the school grade/SIR converted score.
- 4. The leadership practice score (score generated from administrator evaluation) accounts for two-thirds of the *Summative Evaluation Rating* (the employee's annual rating). The student growth score (VAM score, school grade, or other school growth measure) accounts for one-third of the *Summative Evaluation Rating*. In order to calculate this portion of the annual rating, the steps below must be followed:
 - a. Using the **Summative Evaluation Rating Calculator**, insert the leadership practice converted score and the student growth converted score in the appropriate cells to determine the combined

score and the annual performance rating (Highly Effective, Effective, Needs Improvement, or Unsatisfactory). The calculator is designed to combine the two scores, ensuring that the leadership practice score is worth two-thirds of the total score, and the student growth score is worth one-third of the total rating. Additionally, the calculator determines the performance rating (one of four levels) according to the Annual Performance Rating Scale (shown below).

Summative Evaluation Rating Scale

85-100 = Highly Effective
60 - 84 = Effective
36 - 59 = Needs Improvement
35 and below = Unsatisfactory

b. Transfer the scores to the **Summative Evaluation Rating Form** and write any evaluator's comments. Meet with the administrator to provide feedback and obtain signatures.

Example of Evaluation Score When Using VAM Score to Measure Student Growth

Dr. Smith, a high school principal, was evaluated by the governing board using the FCPCS School-Based Administrator Evaluation System. Out of a maximum score of 200 points on the tool, he earned 190 points. According to the Instructional Practice Score Conversion Chart, a score of **190** is equivalent to **95 points**. Therefore, Dr. Smith's leadership practice score is **95**.

Dr. Smith's school earned an Aggregate Reading and Math VAM Score (agg_vam_combined) of **0.124**. The score is rounded off to leave only two decimal points. Therefore, Dr. Smith's VAM score is **0.12**. According to the <u>VAM Score Conversion Chart</u>, 0.12 is equivalent to **80 points**.

The leadership practice score is worth two-thirds of the overall rating and the student growth score is worth one-third of the overall rating. The **Summative Evaluation Rating Calculator** will calculate the score and round it off to one decimal point. Additionally, the calculator will determine the rating (Highly Effective, Effective, Needs Improvement or Unsatisfactory) according to the <u>Summative Evaluation Rating Scale</u> (shown above).

According to the calculator, Dr. Smith's combined score is **90.** Per the Summative Evaluation Rating Scale, a score of 90 means the administrator earned a rating of **Highly Effective**.

Example of Evaluation Score When Using State Grade to Measure Student Growth

Ms. Williams, an elementary school principal, was evaluated by the Executive Director of an education service provider (ESP) that has been contracted by the charter school's governing board to perform numerous services which include evaluation of principals. The principal earned **171** points on the leadership practice evaluation tool (FCPCS Evaluation System). According to the <u>Leadership Practice Score Conversion Chart</u>, a score of 171 points (out of a maximum of 200 points) is equivalent to **85** points. Therefore, Ms. Williams's Leadership Practice Score was **85**.

Ms. Williams's school earned **62%** of the total possible points used by the Florida Department of Education to determine the school's grade-an "A." Using the School Grade Percentage Score Conversion Chart, 62% is converted to **100** points.

The leadership practice score is worth two-thirds of the overall rating and the student growth score is worth one-third of the overall rating. The **Summative Evaluation Rating Calculator** will calculate the score and round it off to one decimal point. Additionally, the calculator will determine the rating (Highly Effective, Effective, Needs Improvement, or Unsatisfactory) according to the <u>Summative Evaluation Rating Scale</u>.

According to the calculator, Ms. Williams's combined score is **90.** Per the <u>Summative Evaluation Rating</u> <u>Scale</u>, a score of 90 means the administrator earned a rating of **Highly Effectively**.

Processes and Procedures for Implementing the FCPCS Evaluation System for School-Based Administrators

A meaningful and productive administrator evaluation system addresses the unique contributions of each administrator to the achievement of the school's vision, mission and core values. Additionally, the evaluation system focuses on opportunities for professional growth by administrators so that each can grow professionally and contribute in a productive fashion to school improvement plans and goals.

The governing board, or designee, is responsible for facilitating the school-based administrator evaluation process. The governing board, or designee, has the overall responsibility for collecting and maintaining documentation, scheduling evaluation-related meetings, providing feedback on performance throughout the year, determining annual performance ratings, and maintaining appropriate documentation.

The governing board, or designee, evaluates administrative employees on their performance based on a set of domains, standards, and indicators. The evaluator collects data on the employee's performance related to the indicators throughout the year in a variety of ways, for example:

- 1. Student achievement results, as measured by a variety of assessments such as the Florida Standards Assessment (FSA), the End-of-Course (EOC) exams, local assessments, and progress monitoring assessments developed by the district and/or the school.
- 2. Demonstration of the Standards as delineated in the *Florida Principal Leadership Standards*, State Board of Education Rule 6A-5.080, as measured through the *FCPCS School-Site Monitoring Tool* (see description below).
- 3. Reports and actions taken by the administrator in dealing with critical incidents and school-related safety issues.
- 4. Documentation that may include written material such as a self-evaluation and or a School Improvement Plan.
- 5. Outcomes of any district or state program reviews.
- 6. Results of surveys administered to stakeholders regarding school effectiveness and leadership performance.
- 7. AdvancED Accreditation reports.
- 8. Professional Growth Plan developed by the administrator in which he/she sets target goals for school improvement and professional growth.
- 9. Leadership activities and training sessions in which the administrator has participated for the purpose of professional growth.
- 10. Record of recruitment and retention of Effective and Highly Effective teachers.

School-Site Monitoring Tool

FCPCS has developed a *School-Site Monitoring Tool* to assist governing board members/evaluators in gathering evidence and providing meaningful feedback to administrators throughout the year. Administrators must be formally evaluated a minimum of once a year and they shall receive feedback and a copy of the written report in a timely manner. More than the minimum number of required observations may occur, as appropriate. The *FCPCS School Site Monitoring Tool* (an optional instrument) may be used to provide targeted feedback on the professional's work relating to the Florida Principal Leadership Standards (FPLS). During the post-visitation meeting, the administrator and the evaluator will discuss the observer's findings. The Annual Performance Rating (leadership practice score) may be given during this meeting, or it may be given at a later date as evaluators may use multiple data sources to determine the leadership practice rating. As previously explained, the administrator's *Summative Evaluation Rating*, or annual rating, is based on the combination of the leadership practice score and the student growth score.

If an administrator is not performing his/her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the administrator, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time. Per F.S. 1012.34, evaluation results are to be used when determining professional development for administrators. Administrators evaluated as less than effective are required to participate in professional development.

School-Based Administrative Professional Growth Plan

Each school-site administrator will participate in a professional growth planning session with his/her immediate supervisor or the school's governing board or designee to develop a plan with measurable annual performance goals. This plan should be recorded on the *School-Based Administrator Professional Growth Plan* form. The plan can be used in conjunction with the evaluation tool and other performance measures for the purpose of evaluating the administrator's performance for the year. During the planning session, the objectives and expectations for the administrator's professional growth should be established or reviewed. The evaluator may determine that additional performance reviews will be included in the annual evaluation process. The specific dates for these interim reviews should be identified during this planning session.

FCPCS School-Based Administrator Performance Evaluation

Administrator's Name:	Data
Administrator's Name:	Date:

Directions for Evaluator: Examine all sources of evidence for each of the ten *Florida Principal Leadership Standards* (*FPLS*), F.A.C. 6A-5.080. Review the indicators for each standard and provide a rating of 1-4 next to each indicator (using the Administrator Evaluation Rubric). Each domain will have a rating and the ratings will be added to generate an Annual Performance Evaluation.

Rating Scale: Unsatisfactory = 1 Needs Improvement = 2 Effe	ective = 3 Highly Effective = 4
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Standard 1	Student Learning Results	Rating
1.1	Ensures that the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula.	
1.2	Ensures that student learning results are evidenced by the student performance and growth on statewide assessments; standardized assessments; district and school-based assessments that are implemented in accordance with Section 1008.22, F.S.; and other indicators of student success adopted by the school.	
Total	To calculate the rating for this Standard, add the total points in the "rating" column.	

DOMAIN 1: STUDENT ACHIEVEMENT

Standard 2	Student Learning as a Priority	Rating
2.1	Enables faculty and staff to work as a system focused on student learning.	
2.2	Maintains a school climate that supports student engagement in learning.	
2.3	Generates high expectations for learning growth by all students.	
2.4	Engages faculty and staff in efforts to close the performance gaps among student subgroups within the school.	
Total	To calculate the rating for this Standard, add the total points in the "rating" column.	

DOMAIN 2: INSTRUCTIONAL LEADERSHIP

Standard 3	Instructional Plan Implementation	Rating
3.1	Implements the <i>Florida Educator Accomplished Practices</i> (Rule 6A-5.065, F.A.C.) through a common language of instruction.	
3.2	Engages in data analysis for instructional planning and improvement.	
3.3	Communicates the relationships among academic standards, effective instruction and student performance.	
3.4	Implements the district's adopted curricula and state-adopted academic standards in a manner that is rigorous and culturally relevant to the students at school.	
3.5	Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	
Total	To calculate the rating for this Standard, add the total points in the "rating" column.	

Standard 4	Faculty Development	Rating
4.1	Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.	
4.2	Evaluates monitors and provides timely feedback to faculty on the effectiveness of instruction.	
4.3	Employs a faculty with the instructional proficiencies needed for the school population served.	
4.4	Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.	
4.5	Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.	
4.6	Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	
Total	To calculate the rating for this standard, add the total points in the "rating" column.	

Standard 5	Learning Environment	Rating
5.1	Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.	
5.2	Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.	
5.3	Promotes school and classroom practices that validate and value similarities and differences among students.	
5.4	Provides recurring monitoring and feedback on the quality of the learning environment.	
5.5	Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.	
5.6	Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	
Total	To calculate the rating for this Standard, add the total points in the "rating" column.	

DOMAIN 3: ORGANIZATIONAL LEADERSHIP

Standard 6	Decision Making	Rating
6.1	Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.	
6.2	Uses critical thinking and problem-solving techniques to define problems and identify solutions.	
6.3	Evaluates decisions based on effectiveness, equity, intended and actual outcomes; implements follow-up actions; and revises as needed.	
6.4	Empowers others and distributes leadership when appropriate.	
6.5	Uses effective technology integration to enhance decision making and efficiency throughout the school.	
Total	To calculate the rating for this Standard, add the total points in the "rating" column.	

Standard 7	Leadership Development	Rating
7.1	Identifies and cultivates potential and emerging leaders.	
7.2	Provides evidence of delegation and trust in subordinate leaders.	
7.3	Plans for succession management in key positions.	
7.4	Promotes teacher-leadership functions focused on instructional proficiency and student learning	
7.5	Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	
Total	To calculate the rating for this Standard, add the total points in the "rating" column.	

Standard 8	School Management	Rating
8.1	Organizes time, tasks and projects effectively with clear objectives and coherent plans.	
8.2	Establishes appropriate deadlines for him/herself and the entire organization.	
8.3	Manages, delegates, and allocates resources and time to promote collegial efforts in school improvement and faculty development.	
8.4	Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	
Total	To calculate the rating for this Standard, add the total points in the "rating" column.	

Standard 9	Communication	Rating
9.1	Actively listens to and learns from students, staff, parents and community stakeholders.	
9.2	Recognizes individuals for effective performance.	
9.3	Communicates student expectations and performance information to students, parents and community.	
9.4	Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.	
9.5	Creates opportunities within the school to engage students, faculty, parents and community stakeholders in constructive conversations about important school issues.	
9.6	Utilizes appropriate technologies for communication and collaboration.	
9.7	Ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state and federal administrative requirements and decisions.	
Total	To calculate the rating for this Standard, add the total points in the "rating" column.	

Standard 10	Professional and Ethical Leadership (FPLS)	Rating
10.1	Adheres to the <i>Code of Ethics</i> and the <i>Principles of Professional Conduct for the Education Profession,</i> pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	
10.2	Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.	
10.3	Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.	
10.4	Engages in professional learning that improves professional practice in alignment with the needs of the school system.	
10.5	Demonstrates willingness to admit error and learn from it.	
10.6	Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	
Total	To calculate the rating for this standard, add the total points in the "rating" column.	

DOMAIN 4: PROFESSIONAL AND ETHICAL BEHAVIOR

CALCULATING THE LEADERSHIP PRACTICE PERFORMANCE RATING

To calculate the administrator's *Leadership Practice Score*, add the *Total Rating* for each standard and use the scale below to determine the administrator's *Leadership Practice Performance Rating*.

170-200 = Highly Effective 120-169 = Effective 72-119 = Needs Improvement 71 and below = Unsatisfactory

Employee's Total Score on Administrator Evaluation (Leadership Practice Score): _____

Mark the appropriate box below identifying the administrator's Leadership Practice Performance Rating.

____Highly Effective ____Effective ____Needs Improvement ____Unsatisfactory

COMMENTS

Areas of Strength		
Opportunities for Growth		
Opportunities for Growth		
Opportunities for Growth		
Opportunities for Growth		
Opportunities for Growth		

Employee's Signature

Date

Evaluator's Signature

Date

FCPCS School-Based Administrator Performance Evaluation Rubric

The FCPCS School-Based Administrator Evaluation Rubric and Examples of Evidence has been developed to assist governing board members, and other personnel responsible for evaluating school-based administrators, in providing rating scores for each of the Standards on the FCPCS School-Based Administrator Evaluation. The evaluator will use the Rubric and the Examples of Evidence to distinguish among proficiency levels for each Standard assessed on the FCPCS School-Based Administrator Evaluation. A rating of 1-4 is provided for each indicator on the administrator's evaluation based on the degree to which the administrator demonstrates each indicator.

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available	
Standard 1 Student	Ensures that the school's curriculum is aligned to the state standards.	1	2	3	4	
Learning Results	Ensures that student learning is assessed and that the data is used to drive instruction.	1	2	3	4	
Examples of Evidence	 Focuses instruction. Focuses instruction on state standards. Holds faculty meetings and professional development sessions in which topics/agendas reflect a focus on student learning and mastery of standards. Develops SIP goals and strategies that reflect a clear relationship between the professional practices of teachers, leaders, and student achievement. Reviews statewide student assessment results with staff to analyze areas of strength and weaknesses to make instructional decisions. Monitors, documents, and charts school-wide progress of student performance throughout the year. Ensures that SIP goals are systematically monitored for implementation throughout the year. Monitors the ongoing administration of formative and summative assessments in all classrooms that allow students to demonstrate proficiency on specific benchmarks, each grading period. 					

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available	
	Maintains a system that minimizes teacher/staff distraction from student learning.	1	2	3	4	
Standard 2 Student	Maintains a student-centered climate of learning.	1	2	3	4	
Learning as a Priority	Sets high expectations for all students, teachers, and staff.	1	2	3	4	
	Engages all staff in the closing of student performance gaps.	1	2	3	4	
	• Sets high standards for student achievement.					
	Uses evidence-based practices that build a school's capacity		-	•		
Examples of	• Establishes a culture of high expectations for students, teach			dent achievemen	t results.	
Evidence	• Facilitates focused instruction, active learning and student involvement for all students.					
	 Fosters collaboration among teachers, students, and instruct Ensures that there is alignment of planning, instruction, and 			nina		
	 Ensures that instructors use assessment results to improve to 			-		
	- Ensures that instructors use assessment results to improve a	acting and learning	ing for all sub-gro	ups of students.		

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
	Explains the <i>Florida Educator Accomplished Practices</i> to his/her teachers and holds them accountable by these standards.	1	2	3	4
Standard 3: Instructional	Stresses the importance of data-driven instruction.	1	2	3	4
Plan Implemen- tation	Communicates the relationship between academic standards, effective instruction, and student performance.	1	2	3	4
tation	Implements district and state curricula and standards in a rigorous and culturally relevant way.	1	2	3	4
	Ensures that all assessments are high quality and aligned to the state standards.	1	2	3	4
Examples of Evidence	 Supports teachers in implementing state standards in a rigorous and relevant manner. Ensures effective instruction is provided to students at the appropriate level of rigor. Establishes school-wide objectives for student learning and sets appropriate instructional goals. Compiles and analyzes reports, graphs, and charts to monitor school-wide and individual student achievement. Analyzes individual student performance data with teachers to track progress of students. Conducts walkthroughs and informal observations and provides feedback to teachers regarding effectiveness of instructional practices. Ensures that systems are in place to measure the effect of instruction on student mastery of state standards. 				

Florida Principal	Indicators	Does not demonstrate indicator; no	Seldom demonstrates indicator; very	Demonstrates indicator consistently;	Consistently and effectively demonstrates	
Leadership	(Summarized)	evidence available	little evidence available	evidence available	indicator; ample evidence	
Standards					available	
	Establishes a school-wide focus on student and professional learning.	1	2	3	4	
Standard 4:	Monitors and evaluates the effectiveness of instruction; provides timely and helpful feedback based on findings.	1	2	3	4	
Faculty	Employs teachers with the abilities to meet the student needs at the school.	1	2	3	4	
Development	Identifies instructional proficiency needs in all areas.	1	2	3	4	
	Provides professional learning that allows teachers to deliver culturally relevant and differentiated instruction.	1	2	3	4	
	Makes time and allocates resources to engage teachers in professional development individually and as a community.	1	2	3	4	
Examples of Evidence	 professional development individually and as a community. Individualizes teacher professional learning plans. Mentors and provides feedback to teachers. Identifies staff in need of improvement, develops appropriate intervention strategies and provides support to improve performance. Provides professional development to staff and records the impact of professional development on student learning Analyzes school-wide teacher survey results. Has documentation that professional development is determined on the basis of student achievement and teacher competency data. Conducts frequent classroom walk-throughs and provides immediate feedback to teachers. Provides opportunities for teachers to engage in professional learning communities. 					

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available		
	Develops and administers policies that create a safe, student- centered environment.	1	2	3	4		
	Uses diversity as an asset in the effort to motivate all students to learn.	1	2	3	4		
Standard 5:	Promotes activities and practices that value and validate the differences and similarities among students.	1	2	3	4		
Learning Environment	Provides ongoing feedback on the quality of the learning environment.	1	2	3	4		
	Supports the continuous improvement of students' well- being and opportunities for success.	1	2	3	4		
	Identifies strategies to minimize and eliminate achievement gaps among diverse students.	1	2	3	4		
Examples of	Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning.						
 Evidence Initiates and supports continuous improvement processes focused on student success and well-being. Engages staff in recognizing and understanding cultural and development issues related to student learning by idea addressing strategies to minimize or eliminate achievement gaps associated with subgroups within the school. 							
	Celebrates uniqueness and diversity among students and st	taff in a variety o	of ways,				

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
	Prioritizes student learning and teacher proficiency.	1	2	3	4
Standard 6: Decision	Demonstrates critical thinking, problem solving, and decision making skills.	1	2	3	4
Making	Follows up on decisions; makes necessary adjustments.	1	2	3	4
	Delegates authority clearly and effectively.	1	2	3	4
	Uses technology to enhance decision making efficiency throughout the school.	1	2	3	4
Examples of Evidence	 Anticipates and prevents problems. Prioritizes critical issues and uses critical thinking and problem solving skills to develop a plan of action. Solicits and considers input from others when making decisions. Ensures that decisions are based on relevant, accurate, and timely information leading to fair and equitable outcomes. Identifies and implements timely and effective problem resolution measures. Communicates, explains, and reflects on decisions, intended outcomes, actual outcomes, and follow-up actions. Gathers feedback and input from stakeholders through school-wide student, staff and community survey results. Uses technology to collect and examine data to track student progress. Accesses and leverages a variety of technological resources to ensure optimal school operations. 				

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
	Identifies and cultivates emerging/potential leaders.	1	2	3	4
Standard 7:	Delegates authority; demonstrates trust in subordinate staff.	1	2	3	4
Leadership Development	Plans for succession management in key positions.	1	2	3	4
I	Promotes teacher-leadership functions.	1	2	3	4
	Develops and cultivates relationships between the school and the stakeholders.	1	2	3	4
Examples of Evidence	 Recruits, hires, develops, and retains high performing, diverse personnel. Participates in the development of professional growth plans based on observation, collaborative reflection and student learning data. Develops, promotes and actively participates in job-embedded differentiated professional development including the use of technology to nurture a high performing team. Provides opportunities for teachers to mentor others and provide staff trainings. Provides teachers opportunities to lead professional learning communities. Implements a model of shared decision making among stakeholders. Encourages teachers to take on additional responsibilities at the school level. 				

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 8:	Organizes times, tasks, and projects with clear objectives and coherent plans.	1	2	3	4
School	Establishes appropriate deadlines for himself/herself and the entire school.	1	2	3	4
Management	Manages, allocates, and delegates resources to promote professional development.	1	2	3	4
	Is fiscally responsible and maximizes resources.	1	2	3	4
Examples of Evidence	 Develops plans with specific objectives and timelines for meeting school-wide goals. Develops, implements and maintains a fiscally responsible budget that is driven by school priorities and availability of funds. Ensures that the necessary monitoring and controls of school funds are in place and provides appropriate oversight. Distinguishes between board and administrative responsibilities. Recognizes change and plans accordingly. Is knowledgeable of federal, state and local law, rules and regulations and policies that impact the school community, and stays current on any changes. Maintains good communication with the Board of Directors, keeping them current and informed on issues related to their role as the governing body and as a member of the school community. Collaborates with the Board of Directors to ensure that the necessary policies and procedures are in place. 				

Florida Principal Leadership	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available	
Standards		1				
	Actively listens to and learns from stakeholders. Recognizes individuals for effective performance.	1			4	
		demonstrate indicator; no evidence availabledemonstrates indicator; very little evidence availableindicator consistently; evidence available123123123123123123123123123123123123123123123udent learning through commitment, discipline, and areas when making decisions.embers; responds to diverse community interests and rict.community.				
	Communicates student expectations and performance to students, parents, and the community,		4			
Standard 9: Communica-	Maintains a high visibility and regularly engages stakeholders in the work of the school.	1	2		4	
tion	Creates opportunities for all stakeholders to have conversations about important school issues.	1	2	3	4	
	Uses appropriate technologies for communication/collaboration.	1			4	
	Ensures that faculty receives timely information about student requirements, academic standards, and state/federal requirements.	1	2	3	4	
Examples of Evidence	 Models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. Solicits input from stakeholders with expertise in relevant areas when making decisions. Articulates the school's vision to stakeholders. Collaborates with families, businesses, and community members; responds to diverse community interests and needs; works effectively with the governing board and local school district. Shares leadership and decision making with others in the community. Nurtures internal and external relationships. Develops and sustains family-school-community partnerships and networks. Provides a mechanism for parent input. Addresses student and family conditions affecting learning. Ensures that students and families are connected to the health, human and social services they need to stay focused on learning. 					

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available	
	Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida.	1	2	3	4	
Standard 10:	Demonstrates resiliency by focusing on the school vision and reacting constructively to obstacles.	1	2	3	4	
Professional and Ethical	Demonstrates a commitment to the success of all students and their impact on the community.	demonstrate indicator; no evidence availabledemonstrates indicator; very little evidence availableindicator consistent evidence available11231123112312312312312312312312312312312312312313<			4	
Leadership	Engages in Professional Development.	1	2	3	4	
	Demonstrates a willingness to admit error and learn from the errors committed.	1	2	3	4	
	Demonstrates explicit performance improvement in areas previously identified as needing improvement.	1	2	3	4	
Examples of Evidence	 Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications. Demonstrates the ability to make decisions within an ethical context. Affirms a professional code of ethics and values. Makes decisions based on the legal, moral and ethical implications of policy options and political strategies. Models and implements a set of values for the school. Develops well-reasoned educational beliefs based upon an understanding of teaching and learning. Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment. Develops a personal code of ethics which embraces diversity, integrity, and the dignity of all people. 					

FCPCS School Site Monitoring Tool

Utilizing the FCPCS School-Site Monitoring Tool

The FCPCS School-Site Monitoring Tool addresses the 10 Florida Principal Leadership Standards (FPLS) which are assessed through the *FCPCS School-Based Administrator Evaluation*. The School-Site Monitoring Tool assists the evaluator or governing board/designee in monitoring an administrator's compliance with the FPLS throughout the school year and, in doing so, provides opportunities for administrators to receive feedback on the domains, standards, and indicators by which they will be formally evaluated. The Monitoring Tool ensures that administrators are provided with assistance and support in addressing "areas in need of improvement" prior to the end of year evaluation.

For the evaluator or the governing board, it provides information regarding specific areas in which professional development is needed at the school site, and by individual administrators. The use of the School Site Monitoring Tool also allows the administrators to learn what specific areas they need to target on their Individual Professional Growth Plans.

Procedures for Using the School-Site Monitoring Tool

- 1. Prior to using the School-Site Monitoring Tool, conduct a training session for administrators on the rationale and method for utilizing the Tool.
- 2. Use the Tool to record observations made during each school visit in order to provide specific, meaningful feedback to administrators in post-visit conferences.
- 3. Conduct as many school visits as possible throughout the year. At a minimum, personnel responsible for evaluating the school-site administrator should conduct a site visit during each grading period and complete the School-Site Monitoring Tool during each visit.
- 4. Use the Tool to assess all domains during a visit, or assess *specific targeted domains* during each visit.
- 5. Meet with the administrator following each school-site visit; discuss both the *positive* practices observed, as well as the areas in which there is a *need for improvement*; offer suggestions and support; explain that a follow-up visit will be conducted to review areas for improvement; obtain the administrator's signature on the Monitoring Tool to indicate that a feedback session was conducted.

SCHOOL-SITE MONITORING TOOL

(Aligned to the Florida Principal Leadership Standards)

	Standard	Indicator	r Rating		Comments
			D	ND	
ment	Student Learning Results	Ensures that the school's curriculum is aligned to the state standards.			
Domain I: Student Achievement		Ensures that student learning is assessed and that the data is used to drive instruction.			
dent A	Student Learning as a Priority	Maintains a system that minimizes teacher/staff distraction from student learning.			
: Stue		Maintains a student-centered climate of learning.			
nain I		Sets high expectations for all students, teachers, and staff.			
Don		Engages all staff in the closing of student performance gaps.			
	Instructional Plan Implementation	Explains the <i>Florida Educator Accomplished Practices</i> to his/her teachers and holds them accountable by these standards.			
hip		Stresses the importance of data-driven instruction.			
aders		Communicates the relationship between academic standards, effective instruction, and student performance.			
aal Le		Ensures that all assessments are high quality and aligned to the state standards.			
Domain II: Instructional Leadership	Faculty Development	Establishes a school-wide focus on student and professional learning.			
II: In		Monitors and evaluates the effectiveness of instruction; provides timely and helpful feedback based on findings.			
main		Sets high expectations for all personnel.			
D0		Creates a staff culture of continuous learning and professional development tied to broader school goals.			
		Holds teachers accountable for student learning.			

		Provides teachers with opportunities to plan and work together.	
		Creates mentorship programs and mentors new and struggling teachers.	
		Addresses personnel issues in a timely and professional manner.	
	Learning Environment	Develops and administers policies that create a safe environment.	
		Establishes plans and processes to achieve set school goals.	
		Identifies and organizes school curriculum in order to achieve school goals.	
		Acquires and allocates financial/material assets according to school goals.	
		Integrates technology with the school curriculum.	
	Decision Making	Demonstrates results-oriented leadership.	
Domain III: Organizational Leadership		Demonstrates critical thinking, problem solving, and decision- making skills.	
		Follows up on decisions; makes necessary adjustments.	
		Makes decisions based on the moral and ethical implications of the policy and the law.	
		Delegates authority clearly and effectively.	
	Delegates authority; Demonstrates Plans for succession management	Identifies and cultivates emerging/potential leaders.	
		Delegates authority; Demonstrates trust in subordinate staff.	
		Plans for succession management in key positions.	
		Promotes teacher-leadership functions.	
		Develops and cultivates relationships between the school and the stakeholders.	

		Recruits and retains effective and highly effective teachers.		
		Rectures and retains effective and highly effective teachers.		
		Organizes times, tasks, and projects with clear objectives and		
	School Management	coherent plans.		
		Establishes appropriate deadlines for himself/herself and the entire		
		school.		
		Manages, allocates, and delegates resources to promote		
		professional development.		
	A.	Is fiscally responsible and maximizes resources.		
		Actively listens to and learns from stakeholders.		
		Deservices in dividuals for offertive northermore		
		Recognizes individuals for effective performance.		
	uc	Communicates student expectations and performance to students,		
	atio	parents, and the community,		
	Communication	Maintains a high visibility and regularly engages stakeholders in		
		the work of the school.		
	III	Creates opportunities for all stakeholders to have conversations		
	CC	about important school issues.		
		Uses appropriate technologies for communication/collaboration.		
		Ensures that faculty receives timely information about student		
		requirements, academic standards, and state/federal requirements.		
_		Adheres to the Code of Ethics and the Principles of Professional		
and	I	Conduct for the Education Profession in Florida.		
al :	nica	Demonstrates resiliency by focusing on the school vision and		
ion	Eth	reacting constructively to obstacles.		
Domain IV: Professional and Ethical Behavior	Professional and Ethical Leadership	Demonstrates a commitment to the success of all students and		
		their impact on the community.		
V: P cal	ona ead	Engages in Professional Development.		
n IV Uthi	essi L	Demonstrates a willingness to admit error and learn from the		
iaii E	rof	errors committed.		
00	P			
		previously identified as needing improvement.		
Doi	ł	Demonstrates explicit performance improvement in areas previously identified as needing improvement.		

Commendations/Recommendations/Target Points:

Employee Signature

Evaluator Signature

Date

Date

FCPCS Summative Evaluation Rating Form



Administrator:	Date:	

Evaluator(s): _____ Date: _____

I. <u>Leadership Practice Score</u>

Instructions: Complete the chart below with the Leadership Practice Score(s) and the "Converted Score." To identify the converted score, refer to the Leadership Practice Conversion Chart located in the evaluation handbook. Find the Leadership Practice Converted Score that corresponds to the Leadership Practice Score earned by the administrator (e.g., Based on the conversion chart, a leadership practice score of **174** on the administrator evaluation is converted to **87**).

Formal Observation(s)	Date(s)	Leadership Practice Score (50-200)	Converted Leadership Practice Score (0-100)*
Observation 1			
Observation 2 (optional)			
Average Score:			

*Use the Leadership Practice Conversion Chart located in the Appendices section of the evaluation handbook.

II. <u>Student Growth Score</u> (*Mark box for student growth measure used*—*A or B*):

□ A. School Grade

- State the Percentage of Maximum Available Points for School Grade or School Improvement Rating Earned by the School: _____
- State the School Grade Converted Score: ______ (Use the School Grade Scale Score or SIR Conversion Chart located in the Appendices section of the handbook.)

□ B. Other Measure (VAM, School-selected Student Outcome Measures)

- Points/Percentage Earned (0-100): _____ (For VAM score, use the VAM Score Conversion Chart located in the Appendices section of the handbook.)



III. Combining Leadership Practice Score and Student Growth Score to Calculate the Summative Evaluation Rating

Leadership Practice Converted Score (see previous chart)	Student Growth Converted Score**	Combined Score Use APR Calculator to generate a numeric rating that is calculated by combining 2/3 of the Leadership Practice Score and 1/3 of the Student Growth Score.	Summative Evaluation RatingUse Summative Evaluation RatingScale below:85-10085-100Highly Effective60-84Effective36-59Needs Improvement35 and belowUnsatisfactory
			 Highly Effective Effective Needs Improvement Unsatisfactory

**Use appropriate conversion chart located in the Appendices section of the handbook.

IV. Evaluator's Comments

Evaluator's Signature:	Date:	
Evaluator's Signature:	Date:	
(If more than one evaluator)		

Administrator's Signature: ______Date: _____

FCPCS School-Based Administrator Professional Growth Plan

Administrator's Name	Evaluator	
School Name	School Year	

Instructions:

Identify two measurable goals that are aligned to the school's mission and annual school improvement goals. Goal 1 must be aligned to the school's improvement goals. Goal 2 must be based on a leadership practice indicator from the evaluation tool (aligned to the Florida Principal Leadership Standards).

Goal 1: _____

Goal 1:

Strategies	Timeline	Resources

Goal 1

Indicators and Measures of Goal Achievement	

Goal 2: _____

Goal 2:

Strategies	Timeline	Resources

Goal 2

Indicators and Measures of Goal Achievement		

PLANNING AND PROGRESS MEETINGS

MEETING	EVALUATOR'S	DATE	EMPLOY		DATE
MEETING Planning	SIGNATURE	DATE	SIGNAT	URE	DATE
Meeting					
Comments:					
Mid-Year					
Review					
Comments:					
Final					
Review					
Comments:					
□Goal 1 has been	\square met \square Goal 1 has <u>not</u> been	n met □Goa	l 2 has been met	□Goal 2 h	as <u>not</u> been met
Evaluator's Signature			Date:		
L'unution 5 Dig			Date		
A					
Administrator	s Signature		Date:		

Professional Development for Administrators

Professional Development for Administrators

The purpose of professional development is to enhance and expand knowledge, sharpen leadership skills, and provide in-depth knowledge about educational trends. Professional development activities must be based upon the following:

- Analyses of student achievement data
- Student needs
- Personnel needs
- Results of the evaluation system
- Instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students
- School discipline data
- School environment surveys
- Assessments of parental satisfaction
- Performance appraisal data of teachers, managers, and administrative personnel
- School Improvement Plans
- School in-service plans
- Other performance indicators to identify school and student needs that can be met by improved professional performance

Professional development for School-Based administrators should include inservice activities that address updated skills necessary for instructional leadership and effective school management, pursuant to s. 1012.986, F.S.

FCPCS Partnership with Educational Impact

The Florida Consortium of Public Charter Schools (FCPCS) has partnered with Educational Impact (EI), a company that provides online professional development for educators to create a professional development system through the Florida Principal & Teacher Academy (FPTA), a division of FCPCS. FPTA offers high quality, self-paced, state-approved online professional development courses for administrators and instructional staff that align with the Florida Educator Accomplished Practices (FEAPs) and the Florida Principal Leadership Standards (FPLS). Participants of this online professional development system can earn in-service points that may be used for recertification.

TRAINING AND SUPPORT



FCPCS Evaluation System for School-Based Administrators Training Webinars

	Title	Description	Target Audience
I.*	The FCPCS Evaluation	Training for new users of the	School Administrators/
	System for School-Based	FCPCS Evaluation System for	Organizational Leaders/
	Administrator	School-Based Administrators;	Governing Board
		review of the statutes, evaluation	Members
		system, rubric, forms, etc.	
II.**	Update on the FCPCS	- Update for current users of the	School Administrators/
	Evaluation System for	evaluation system for	Organizational Leaders
	School-Based	administrators; review of	Governing Board
	Administrators	changes/revisions in the evaluation	Members
		handbook and review of new forms	
		included as part of the evaluation	
		system	

* Required Training for New Users

** Required Training for Current Users

REFERENCES

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- Frequently asked questions related to differentiated accountability. (2008, November 4). Florida Department of Education, Bureau of School Improvement.
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- Truancy Prevention in Action: Best Practices and Model Truancy Programs. (2005, July). *National Center for School Engagement.*
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Leadership Practice Score Conversion Chart



Evaluation Score	Point Conversion
200	100
198-199	99
196-197	98
194-195	97
192-193	96
190-191	95
188-189	94
186-187	93
184-185	92
182-183	91
180-181	90
178-180	89
176-179	88
174-175	87
172-173	86
170-171	85
168-169	84
166-167	83
164-165	82
162-163	81
160-161	80
158-159	79
156-157	78
154-155	77
152-153	76
150-151	75
148-149	74



Evaluation Score	Point Conversion
146-147	73
144-145	72
142-143	71
140-141	70
138-139	69
136-137	68
134-135	67
132-133	66
130-131	65
128-129	64
126-127	63
124-125	62
122-123	61
120-121	60
118-119	59
116-117	58
114-115	57
112-113	56
110-111	55
108-109	54
106-107	53
104-105	52
102-103	51
100-101	50



Evaluation Score	Point Conversion
98-99	4
96-97	48
94-95	47
92-93	46
90-91	45
88-89	44
86-87	43
84-85	42
82-83	41
80-81	40
78-79	39
76-77	38
74-75	37
72-73	36
70-71	35
68-69	34
66-67	33
64-65	32
62-63	31
60-61	30
58-59	29
56-57	28
54-55	27
52-53	26
50-51*	25**

*Lowest possible score on the evaluation instrument is 50. **Lowest possible converted score is 25.



VAM Score Conversion Chart

FLORIDA CONSORTIUM of PUBLIC CHARTER SCHOOLS

VAM Score	VAM Scale Score
-1.31 and below	0
-1.211.30	5
-1.111.20	10
-1.011.10	15
-0.91 1.00	20
-0.810.90	25
-0.710.80	30
-0.610.70	35
-0.510.60	40
-0.410.50	45
-0.310.40	50
-0.210.30	55
-0.110.20	60
-0.010.10	65
0.0	70
0.01 - 0.10	75
0.11 - 0.20	80
0.21 - 0.30	85
0.31 - 0.40	90
0.41 - 0.50	95
0.51 and above	100



School Grade Percentage Score and School Improvement Rating Conversion Chart



School Grade Percentage Score Conversion Chart

Percentage of Maximum Available Points for School Grade	School Grade Scale Score
62 or Above (A)	100
54 - 61 (B)	90
41 - 53 (C)	80
32 - 40 (D)	70
28-31 (F)	60
24 - 27	50
20-23	40
16 - 19	30
12 - 15	20
8 - 11	10
7 or Below	0

For schools that earn School Improvement Ratings, the scale below may be used to determine the student growth score (or the governing board may create its own scale).

School Improvement Rating Conversion Chart

School Improvement Rating (SIR)	SIR Scale Score
Commendable	100
Maintaining	80
Unsatisfactory (15-25% points)	60
Unsatisfactory (10-14% points)	40
Unsatisfactory (Less than 10% points)	20
I (less than 80% tested)	0

EXPERIENCED APPLICANT BOARD MEMBER ROSTER

		ALLEICANT	-															
	OCCUPATION	LARGEST BUDGET MANAGED/ OVERSEEN (\$ or N/A)	COMMITTEE ASSIGNM AREA OF EXPERTISE (change/expand as nec															
			A	F	C	Ľ	T	PI	E	M	C	В		R.				
CURRENT BOARD MEMBERS Name & Title on Board (if applicable)			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	Capital Campaign
	Owner & Clinical																	
	Director, Zephyr																	
Jake Wiskerchen	Wellness	\$1.2 million								Х	Х	Х			Х		Х	
	Parent, Former																	
	Lawyer &																	
	Government Affairs	<i>ф</i> 4.60.000																
Megan Salcido	Officer	\$160,000				X		X			X	X			X		X	
	Principal, Doral																	
Angolo Orr	Academy of Northern Nevada	\$2.3 million		x					х		x	x	x					х
Angela Orr	Executive Director,	\$2.5 mmon		Λ					Λ		Λ	Λ	Λ					Λ
	Boys & Girls Club of																	
Mike Wurm	Truckee Meadows	\$10 million		x	x						x	х		х				x
	Assistant Principal,		<u> </u>					<u> </u>		<u> </u>						<u> </u>		
	Pinecrest Academy																	
Steve Albrecht	Inspirada	\$8 million		х			Х		Х				х			X		
	Vice President of		Ī	1		1		1		1			Ī			1		
	Finance and																	
	Administration,																	
	Touro University																	
Craig Seiden	Western Division		X		X					X		X	<u> </u>	X		X		
Matthew Work	Partner, Work Law					X		X	L		ļ		X				Χ	

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 **Pinecrest of Northern Nevada**
- 2. Full name

Home Address

Business Name and Address

Phone Number E-mail address



- 3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
 - 2002-2019 I served in various roles as a certified teacher, curriculum specialist, curriculum
 and instruction coordinator, and professional development facilitator for Washoe County
 School District. I led many initiatives that impacted teachers in grades K-12 across 100
 schools. I also provided educational services to charter and private schools from 2009-2018. I
 have a certified teaching license and a license in school administration.
 - 2015-2019 I assisted with the charter school monitoring of all WCSD charter schools. In addition, I served on accreditation teams for various WCSD schools and was involved as a consultant in the development of many school improvement plans.
 - 2019-Present I am currently the principal of Doral Academy of Northern Nevada.
 - 2003-Present I serve on the boards of the Northern Nevada Council for the Social Studies, Learning Forward Nevada, National Social Studies Supervisors Association, and the Nevada Center for Civic Engagement.

4.

Resume and professional bio are attached.

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

I would like to bring my experience as a teacher, curriculum specialist, professional development facilitator, and school administrator to the development of a new public school that serves families and students looking for options for a robust educational experience for their children.

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

Charter school board members provide oversight on the budget and governance of the charter school to ensure proper implementation of state laws regarding public schools. The board also evaluates the effectiveness of the school principal in meeting the mission, vision and educational goals of the charter school. The board brings various expertise to offer support to the school's administration, develop fair and equitable policies, and increase community involvement, but they do not interfere in the day-to-day educational decision-making of the school administration.

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 was a founding board member and continue to serve as treasurer for the Nevada Center for Civic Engagement and for Learning Forward Nevada. I have served on the board of the Northern Nevada Council for the Social Studies since 2004. I also briefly served on the board for the National Social Studies Supervisor's Association.

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

I have 18 years of experience in Nevada public education as a teacher, an administrator and a central office grant director and curriculum coordinator. I am currently the principal of a state charter school, Doral Academy of Northern Nevada. This experience provides me insight into the many layers of educational policy and implementation as well as the inner workings of a charter school and the expectations for principals and boards of these institutions.

School Mission and Program

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

The school hopes to bring together families and the community in its quest to prepare students for college and careers. In order to ensure that all students perform at the highest level on all academic measures and meet the Nevada Academic Content Standards, the school will provide homogeneous groupings in literacy and math and provide more resources to students who

struggle in these areas. Implementing a STEAM curriculum and common-sense technology integration, students will be exposed to college preparatory programming in a nurturing environment where high expectations exist for every student. In short, students are at the center of all decision making.

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

Following in the footsteps of the other 5-start Pinecrest Academies in Southern Nevada, Pinecrest Academy of Northern Nevada will offer full-day kindergarten and focus curriculum and instruction on strong, research-based literacy and math, often in homogeneous ability-level groupings. The school will make data-based decisions with regular and interim common assessments, both curriculum-based measures and standardized testing. Students will also be exposed to a STEAM curriculum supported by project based learning. When students are safe and supported by a caring staff, they can perform well on all academic measures. In order to fulfill these instructional goals, staff will be provided with ample professional learning.

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

Successful schools exist under the guidance of experienced, high quality leaders who are both visionary and visible. A school must have a leader who is willing to practice instructional leadership alongside day-to-day management. In a successful model, the leader and the staff have a common direction towards explicit goals around student learning and growth. Because the entire community of staff understands and is working towards these goals, the school can invite families and communities into the school to support the work and provide a diversity of opinions and skills in the process. In addition, a successful school has high expectations for every member of the study body and the staff. No student is considered unreachable, and every person is working towards their greater potential. It is also paramount that schools are safe. Every person in the school should feel comfortable and secure from any possible physical, emotional, or psychological threats. Finally, in order to ensure success alongside these criteria, a cycle of evaluation and continuous improvement must be administered.

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

The school board will need to engage a wide-array of stakeholders in ongoing discussions and through surveys and meetings to ensure that individual needs are being met as the school implements its mission and vision. The board should incorporate teacher, staff and other family ideas into its evaluation of and guidance to the principal. State measures of success, like that of the star rating, can also provide context and rating for the board to use in determining success.

Governance

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

The board will meet at regularly scheduled times throughout the school year in an open meeting to approve budget items, assist in issues regarding building construction, set enrollment numbers and classroom size, implement fair and equitable school policies, deal with any school litigation, sign purchase contracts, work with the charter management organization, and evaluate how well the school and principal are meeting academic and educational goals.

Start-Up Charter School Board Member Information

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

Within its first year, the school should admit a full roster of students in each open grade level, hire appropriately licensed teachers and administrators, purchase and implement appropriate curriculum to meet Nevada Academic Content Standards, have determined ways to collect data to drive school decision-making, demonstrate student growth as determined by measures like MAP testing, involved families in school decisions and events, and created a detailed school improvement plan for the coming year. At each board meeting throughout the year, the principal should be able to report on progress made and potential issues with any of the above measures.

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

By the end of three years, the school should have developed a reputation as a highly effective institution and have full enrollment with a waiting list for every grade. The school should be rated by the State of Nevada as a 4 or 5-star school and demonstrate clearly that students in all sub-populations are making academic growth. The school should have healthy collaboration with community agencies and families. Student and family climate surveys should demonstrate that safety, positive relationships and social and emotional learning are provided for all students.

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

The charter school board will need to closely monitor enrollment trends and, when necessary, promote applications to the state lottery to maintain an adequate number of enrollees. In addition, the board will look closely at budgets and large contracts to ensure accountability with public monies. The board will also monitor the academic growth for all students alongside progress towards school improvement planning goals. The school board will provide evaluation and feedback to the principal in a cycle of continuous improvement.

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 best possible proactive step in ensuring ethics on a board is to comply with all open meeting law requirements of the state. All board members are ethically complied to bring up concerns over matters that are not in the best interests of the school during open and recorded meetings. I will be provided with legal advice from the charter management organization, Academica Nevada, and if any situation should warrant further investigation, I would contact the office of the Nevada Attorney General.

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

- 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. I Yes

I am the principal at DANN, and our school utilizes the management company, Academica Nevada. I know and work closely with many of the employees at Academica Nevada.

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. 1 / 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, <u>Angela</u> <u>Orr</u>, 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 <u>Proceest Academy</u>Charter School is true and correct in every respect.

6.26.19 S 3 Signature Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Pincrest 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.

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.

Angela On

Signature of Certifying Charter School Official

6.26.19

Name Printed

Title

Board Member

Date

Subscribed and sworn to before me

This ______day of _____

date month year

(Notary Public Seal)

see attached

NEVADA INDIVIDUAL ACKNOWLEDGMENT

TERI LENSING Name of Signer Notary Public, State of Nevada Appointment No. 12-8219-2 My Appt. Expires Apr 16, 2020 Name of Signer Place Notary Seal and/or Stamp Above Jui		
This instrument was acknowledged before me on this the 20 may of 20 me 20 m 20 m 20 m 20 m 20 m 20 m 20	State of Nevada	
This instrument was acknowledged before me on this the 20 day of June 20 19, by Day Month Year (1) Angela Om Name of Signer (and (2) Name of Signer (and (2) Name of Signer (and (2) Name of Signer Place Notary Seal and/or Stamp Above Name of Notary Public Place Notary Seal and/or Stamp Above My Apt. Expires Apr 16, 2020 Place Notary Seal and/or Stamp Above OPTIONAL Though the information in this section is not required by law, it may prove valuable to persons relying on the document and could prevent fraudulent removal and reattachment of this form to another document. Description of Attached Document	Countrat Washae ss.	
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Signer(s) Other Than Named Above:	Signer(s) Other Than Named Above:	

	Angela Orr
	2455 Telluride Drive Reno, NV 89511
	Professional Experience
2019-Present	Principal, Doral Academy of Northern Nevada
	 With teacher, family, community and student stakeholders, develop a compelling vision and implement strategic planning to ensure growth and success for all students.
	 Provide learning, guidance and evaluation for teachers to effectively implement research-based curriculum and instructional practices that ensure deep, meaningful learning for all student.
	 Collaborate closely with families and community agencies to provide a well-rounded, safe, secure and caring environment for students.
	 Manage a budget that covers salaries, benefits, curriculum, professional learning, capital expenses and management costs for the school.
	 Create and implement equitable policies and procedures aligned to the school's mission and vision and in compliance with state and federal laws.
2014-Present	Founding Board Member & Treasurer: Nevada Center for Civic Engagement
	Founding Board Member, Treasurer & Instructional Specialist: Learning Forward Nevada
	 Collaborate with community foundations and school districts across Nevada to provide opportunities for students and teachers to engage in civic education.
	 Apply for and manage local and national grants as well as funding from SB 193.
	 Develop and facilitate six-credit course, Teachers Leading Change, to prepare teachers for this challenge.
	 Facilitate rigorous, ongoing learning on observation & feedback, mentoring, coaching, and action research.
	Collaborate with site and district administrators and union leaders to create space for shared leadership.
2013-Present	Washoe County School District Curriculum & Instruction: K-12 Social Studies
	 Create a vision of instruction and strategically implement a five-year professional learning plan.
	 Serve the diverse needs of teachers in grades K-12 in social studies & disciplinary literacy.
	 Facilitate learning of teachers, coaches, implementation specialists and administrators.
	 Develop, design and facilitate over 300 hours of professional development and conferences each year.
	 Develop and disseminate award winning curriculum and resources. Call the standard development of the standard develo
	 Collaborate closely with a wide range of departments and serve on a multitude of committees to strategically align more comprehensive curriculum and professional learning.
	 Build capacity in master teachers with coaching, mentoring and support.
	 Work highlighted in a Fordham Report and American Radio Works documentary (2014) as well as
	the book, Every Reader a Close Reader, and the video series Teaching the Core with Charlotte Danielson.
2008-Present	Letter of Appointment Faculty, UNR & Sierra Nevada College Elementary Methods, Secondary Social Studies Methods, and Parent Involvement & Family Engagement
2009-2013	Instructional Specialist/Project Director, Nevada Teaching American History Project
	 Develop, coordinate, and disseminate long-term, sustained professional development opportunities.
	 Manage a budget of over \$300,000/year.
	 Build strong and lasting relationships with teachers and leaders in school Districts across Nevada.
	 Develop and maintain website <u>www.projecttahoe.org.</u> Contact and the second secon
	 Create assessments for grant evaluation of teacher and student knowledge and skills and evaluate teacher created materials to align with research and CCSS.
2002-2009	Social Studies Teacher Damonte Ranch High School, Dilworth Middle School, Billinghurst Middle School
	 Coordinate school-wide professional development and mentor novice and student teachers.
	 Perform as AP Coordinator and serve on Graduation, Accreditation, and Scholarship Committees.
	 Advise Student Council, Service Learning, Travel Club & Coach Championship We the People teams. Engage in five years of collaborative research with UNR professors.
	 Engage in five years of collaborative research with UNR professors.

Education

Washoe Academy of School Leaders Certificate, 2017

Grand Canyon University, 2012 - M.Ed. in Educational Administration

University of Nevada, Reno, 2008 - M.S. in Educational Specialties: Literacy

University of Nevada, Reno, 2001 - B.A. in Secondary Education with an emphasis on Social Studies

Professional Service & Committees

	rioressional service & Committees
2018-Present	Board Member of National Social Studies Supervisors Association
2016-Present	AdvancED External Review Member for Accreditation at K-12 Schools
2016	Fulbright Teachers for Global Classrooms Administrative Fellow
2015-2017	ATLAS: WCSD Committee for Teacher Leadership
2014-Present	Treasurer & Founding Member, Learning Forward Nevada
2014-Present	Community University School Partnership (CUSP)
2005-Present	Conference Planning Chair for Northern Nevada Social Studies Conference
2009-Present	Executive Director, Northern Nevada Council for the Social Studies (Past President)
2015-Present	McQueen High School Global Studies Steering Committee
2011-Present	Nevada Law Related Education Committee
2013-Present	Student Achievement Partners Core Advocate: Literacy
2010-Present	Curriculum & Professional Development Consultant for N. Nevada Community Agencies
2010-Present	Conference presentation reviewer, National Council for the Social Studies
2013-2015	American Heritage Education Fellow
2011-2015	Nevada National History Day Board
2009-2015	Library of Congress Grant Writing
2009-2015	Nevada Holocaust Education Taskforce Board of Directors
2010-2012	Project Director for Northern Nevada Project REAL (Relevant Education About the Law)
2010-2014	George Washington Teaching Ambassador Program Committee Chair
2009-2014	Awards Committee, National Council for the Social Studies
2007-2013	Nevada Voting Delegate, National Council for the Social Studies
2009	Co-Chair, Nevada Social Studies Standards Integration
2007-2009	President, Northern Nevada Council for the Social Studies
2005-2008	Steering Committee, Northwest Accreditation, Damonte Ranch High School
2007	CIVITAS Bosnia-Herzogovenia Civics Standards Writing Committee
2005-2006	Nevada Civic Mission of Schools Board of Directors

	Honors & Awards
2018	National Social Studies Supervisors Association Board Appointment
2017	NNCSS Leadership in Education Award
2014	International Reading Association Celebrate Literacy Award
2007	WEA Most Influential Educator
2007	Nevada Social Studies Teacher of the Year
2006	WEA Most Influential Educator
	Articles & Conference Presentations
As a proj	fessional learning facilitator, I create over 300 hours of learning and many curriculum publications for teachers and leaders each year. The following list only includes presentations and papers outside that scope of work.
2017	"Creating a Community of Practice through Collaborative Inquiry" NSSSA Conference
2016	"Voices from the Field: Evidence to Support Novice Social Studies Teachers" College, University,
	Faculty Alliance Conference
2015	"Inquiring Minds Want to Know: Textual Inquiry Through Question Quads" NCSS Conference
2015	"But the Textbook Said' Document Based Questions for Elementary Students," NCSS Conference
2014	"Closing the Opportunity Gap with Close Reading," NCSS Conference
2014	"Overcoming the Controversy Conundrum: Structured Academic Controversy" NCSS Conference
2011-2015	Contributing Editor: Sierra Social Studies Newsletter and Blog
2013	"Getting Down to the Core: Analyzing and Developing Arguments" NCSS Conference
2013	"Core Task Project: Close Reading of Complex Text" workshop for Contra Costa Schools & Washington D.C. Charter Schools
2012	"A New View of Scaffolding: Powerful Reading of Complex Text" NCSS Conference
2011-2012	Contributing Editor Series: Shifting instruction to the common core state standards: A guide for educators and supervisors. Achieve the Core. Available on iTunes University.
2011	Orr, A., Obenchian, K.M., & Davis, S. (2011). Past as Puzzle: How Essential Questions Can Piece Together A Meaningful Investigation of History. <i>The Social Studies</i> , 102, 2.
2010	Obenchain, K.M., Pennington, J., & Orr, Angela. (2010). Angela: On a Critical Curve. Theory & Research in Social Education, 38, 4.
2010	"What's Really Essential: Creating Questions to Make Historical Connections" NCSS Conference
2009	"Annie: A Case Study of an Exceptional Teacher" presented to College & University Faculty Alliance at National Council for the Social Studies conference
2009	"Making the Question Essential Again" presentation at District Professional Development Day
2008	Thesis Study: Orr, A. (2008). "I don't want to learn this stuff:" A study of middle school students in a media literacy curriculum (University of Nevada, Reno, 2008). UMI, 1460768.
2007	"Geography Through the Arts" presentation at NNCSS annual conference
2006	"Interactive Vocabulary Strategies" presentation at NNCSS annual conference

Personal Professional Learning Northern Nevada Leadership Institute Learning Forward Annual Conference focus on systems leadership National Council for the Social Studies Annual Conference Graduate of Washoe Academy for School Leaders Culturally Responsive Practices & the Brain Unleashing the Positive Power of Differences and Polarity Thinking in Schools Hard Conversations for School Improvement Leading with Collective Efficacy Instructional Coaching: A Partnership Approach to Improving Instruction CHOICES by Brown University Leadership Institute Differentiated Coaching Project Based Learning with Buck Institute Advance Placement Leaders Conference Teaching the Core with Charlotte Danielson Core Advocate Leadership Training Vertical Team Fellow Learning Forward Conference Common Core Authors' Workshop: Close Textual Analysis Surfing the Tsunami of Change Transitioning to the Common Core: Key Implementation Strategies Common Core State Standards: Understanding and Implementation Democratizing the DBQ Scaffolding Literacy in the Elementary Grades Differentiated Instruction and Vocabulary Development

2017-2019

2017-2018

2004-2018

2017

2017

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2017

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2004-2008

2003-2008

Collaborative IRB Training

Foundations in Mentoring

Writing Across the Curriculum

Teaching American History Fellow

Designing Meaningful Literacy Curriculum in the Core

College Board Advanced Placement in American Government

College Board Advanced Placement Vertical Alignment of Curriculum

State Supreme Court Justice Institute at Montpelier

We the People Nationals: Mentoring Teachers

Civil Rights Institute, Birmingham, Alabama

We the People: The Citizen & the Constitution

Backwards Planning and Design

2013-2015

2009-2015

Angela Orr Biography

Angela Orr (M.Ed. Educational Administration, M.S. Educational Specialties: Literacy) proudly serves students, staff and families as the Principal at Doral Academy of Northern Nevada. She recently worked in the Washoe County School District Department of Curriculum & Instruction as the K-12 Social Studies Coordinator, wherein she provided indepth, sustained professional learning to teachers and supported the development and implementation of high-quality curricula to over 100 schools. In addition, Angela devotes much of her time to expanding leadership capacity and efficacy with her colleagues in a co-created, two-year leadership cohort for teachers across grade levels and specialties, Teachers Leading Change. As an instructor for seniors and graduate students at the University of Nevada, Reno, Angela bridges the gap between theory, research and practice in order to support pre and in-service teachers in their goals to provide the highest level of education for all students.

Previously, Angela was awarded two million-dollar grants from the U.S. Department of Education to provide professional learning to teachers across the state of Nevada. She taught every grade level 7-12 at multiple schools and developed new courses like Law & Society and Media Literacy, while facilitating the development of school leadership programs and assisting with efforts in vertical teaming and accreditation. Angela is currently a founding executive board member for three different non-profit organizations supporting teaching, learning and civic engagement: The Nevada Center for Civic Engagement, Learning Forward Nevada, and The Northern Nevada Council for the Social Studies. She also sits on the board of the National Social Studies Supervisor's Association and has done extensive work with the Center for Civic Education, School Kit, the Nevada Governor's Task Force for Holocaust Education, and as a Core Advocate through Student Achievement Partners. Angela is an award-winning educator known for leading highly successful cross-department teams in areas of literacy and student engagement and for her relentless pursuit of excellence in teaching and learning. She believes in the democratic power of education to provide all young people with the knowledge, skills, and dispositions necessary to live successful lives and to be engaged positively in the political, economic, social, and cultural institutions in our community.

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
- 2. Full name

Home Address

Business Name and Address

Phone Number E-mail address

- PINECHEST OF NONTHERN NEWADA CLAIG MICHAEL SENDEN
- 3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I how AN ASSOCIATES DEGREE AND ballielous degree AND HAVE bEEN A LICENSED CPA M NEVADA SMCE JULY 2000. CUMBENTLY I SETUE AS THE VICE PRESIDENT OF NOMMISTRATION & CHTCP FINANCIAL OFATER FOR A 1,500 PRIVATE NOT-POR - PROPIT IN STITUTION OF HIGHER EDVERTION, PRIOR to THIS I SERVED AS CHTEF BUSINESS OFFICER FOR ANOTHER INSTITUTION OF HIGHER ENVERTED.

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

I PRESENTLY SERVE AS MEASMER ON PINEOREST NEUROA CHARTER SCHOOL AND SERVE AS CHAM OF THE PINEOREST POINDATION. I AM COMPLETING my thing your AS BORNO MERSINGE AND SECOND YOUR AS BOARD attan. Phion to this I SERVED STR YEARS on the BARD OF THE MADENA CANYON HOME OWNERS ASSOCIATION (THE IST TWO YEARS AS DOARD SECRETIMY NO THE LAST 6. Why do you wish to serve on the board of the proposed charter school? 4 YEARS AS BOARD PROFILED.

IN MY TIME SERVING on the board of PINECREST NEVANA for NEVANA three years I have had this offartunity to bet to know MS, TIPFAN BATLEY (imaginal phinupper) For the pinecress of Northern NEWADA, ADD, HOWMLY I have bottom to know AND DELIEVE IN the SUCCESSFUL PINECREST METHOD_ Digy AND DELIEVE I CAN Provide ASSISTANCE for A SUCCESSFUL NEW School.

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

I bELIEVE THE NOLE OF A PUBLIC CLANTER School barno Member is to hims the LEADER OF the School (i.e. Principal) AND how that moivieuse Accountable for the SUCCESS on Frailings 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.

This would be my Fourth offerturity to serve on A band of DMECTORS. to make annowing serving on A charters school's band of Directors.

9. Describe the specific knowledge and experience that you would bring to the board. I have Experies in Financial matters such as budgeting reforting, no forecastive. I Also have Experience in bord Francing for schools of HIGHER EDUCATION AND K-12. For the PAST 17 YEARS I HAVE WORKED , N HIGHER EDUCATION AND AM EXPERIENCED IN REGIONAL & PROGRAMMATIC ACCNO, 79400

School Mission and Program

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

I believe the school is driver by PREPARAG Students for high school, collette, AND A CARED. 1812 6

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

My understanding is that five cutst of northern North A is wanting to repairate the EDURATIONAL MOSAMIS with M the over All five cutst unbrell A with the schools in Florida AND Southern NEVADA

- 3. What do you believe to be the characteristics of a successful school? I betreve it stants with A strong LEADER in the PANNI PAL AND TEACHERS AND SUPPORT STAPP THAT UNDERGRAND THAT STUDENTS Should be the MANN FOCUS IN MI THAT THEY DO.
- 4. How will you know that the school is succeeding (or not) in its mission?

SUCCESS will be measured on student LEARNing outcomes, graduation mates and standardized test scores

Governance

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

The board Should Eisme we establish policies and procedures by which the school is Governes. We very to Also work with the community to try and wenevese student Allore VEMENT.

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

MEMICS SUCH AS STUDENT SHANDARDIZED TEST SIGNES AS COMPANED to HUEN CHILDREN THEIR AGE IN THE STATE AS WELL AS NATIONAL CEVELS. PARENT & TEACHER StuDent SATISFACTION SURVEYS WILL ALSO DE USED AS determining Fractions OF SUCCESS AS WELL AS INCOMMENCE ON DECREASINGS EMOL/MENT NUMBERS.

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

SAME ANSWER AS #2. IN AND THON ANY designations the School Could ACLIEVE Such AS A DESTENATED STEAM School AS PROVIDED 3 by the Company of Northern Nevada 368 Attachment 8: Board Member Information 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

HAVE REGULAR MEETINGS to discuss on going issues, meet with community GADENS, PARENAS, AND other constituents to here FEEDBACK. TALL with TEACHERS to SEE what is worker well and what is not. Promoe support but Do NOT MANAGE. HOLD AccountAble LEADENS AND MALES to do HIER Job to the best of Them Abilities.

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? My FINST A ctran would be to discuss & with this bagna clippen my concerns, Possibly discuss with consel dependent on the behavior AND if the behavior to wannavts bring my concerns to the NEVADA STATE Public Chanter School Authority.

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.

indicate the precise nature of your relationship. I / we do not know any such trustees. Yes MA. STEVE ALDAECHT is A Assistant PAN GRAL AT HIE School MY YOUR 5ST SON AHENDS. I would not SAY HUAT I know him as Million HUAT I LANE BORELACED interacted with him. 2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or

- 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.

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 prov/der or school management organization.

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

- ANNETTE CHRISTENSEN
- 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.
 Yes
- 4. 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, <u>CAPE SETDEM</u>, 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 <u>NAE CLEST OF</u> Charter School is true and correct in every respect.

Signature

JV4 9,2019 Date

ANNETTE CHRISTENSEN NOTARY PUBLIC State of Nevada Appt. No. 18-3526-1 My Appt. Expires 08/29/2022

Amuette Chost 7/9/19

Pinecrest Academy of Northern Nevada Attachment 8: Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, <u>**Pinecrest Academy of Northern Nevada**</u> (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.

ANNETTE CHRISTENSEN

Pinecrest Academy of Northern Nevada Attachment 8: 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.

1 Soce

JULY 9, 2019

Craig Seiden

Signature of Certifying Charter School Official

Name Printed

Board Treasurer

Title

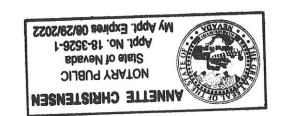
Date

Subscribed and sworn to before me

day of Jul This

date month Armetk

(Notary Public Seal)



year

8



OBJECTIVE

A senior executive level management position that will utilize my analytical, operations management, organizational development and interpersonal skills in a teamwork environment to meet corporate objectives.

EDUCATION AND PROFESSIONAL DESIGNATIONS

СРА	Nevada License #3458, July 2000	
	University of Nevada, Las Vegas 1995 – 1997 Completed Accounting courses at the master's level as prerequisite for the Uniform CPA Examination.	
CGMA	Chartered Global Management Accountant, July 2014	
B.S.	University of Nevada, Las Vegas 1996 Major: Hotel Administration	
A.S.	Johnson and Wales University, Providence, Rhode Island 1990 Major: Hotel Food and Beverage Management Graduated Summa Cum Laude	

EMPLOYMENT HISTORY

TOURO UNIVERSITY - 09/2007 to Present, Henderson, NV & Vallejo, CA

Vice President for Finance and Administration Touro Western Division 08/2014- Present

As Vice President for Finance and Administration I assume the duties and responsibilities delineated below for the Associate Vice President for Administration at Touro University Nevada. Additionally, I serve as the principal fiscal executive for Touro University California and have direct supervisory responsibilities for all staff in Accounting, Budgeting, and Financing. Total budgetary responsibilities in excess of \$110 million dollars.

<u>Associate Vice President for Administration Touro University Nevada</u> 09/2007 – 07/2014

As Associate Vice President for Administration, I serve as the principal administrative operations and fiscal executive for Touro University Nevada. I have direct supervisory responsibility for all staff in the following areas: Accounting,

Facilities, Security, Touro Health Center, and Center for Autism and Developmental Disabilities. I am also a member of the senior executive team responsible for the overall development and management of Touro University Nevada. My primary responsibilities include:

- Develop and manage the Touro Health Center which is the faculty clinical practice plan and Center for Autism and Developmental Disabilities. This includes billing and collections management, provider productivity analysis, clinical practice benchmarking, practice cost management, and reimbursement analysis. Areas of practice include Primary Care, Rheumatology, Gynecology, Pediatrics, Geriatrics, Osteopathic Manipulative Medicine, Neuropsychology, Occupational Therapy, Speech and Language Therapy, Applied Behavior Analysis.
- Act as primary business development contact to develop/assist in developing new clinical business opportunities.
- Supervise and implement new construction projects, including identifying and recruiting general contractors, architects, and sub-contractors.
- Oversee accounting and budgetary functions for all Colleges and Departments within Touro University Nevada.
- Serve as primary contact for third party business partners such as the campus bookstore and campus vending operations.
- Oversee business development arrangements and contracts to ensure that the business models and contractual language are not contradictory to Federal, State, and local regulatory requirements.
- Assist Deans with creation of new academic programs.
- Act as primary contact for medical malpractice and general liability issues.
- Serve as the Institutional HIPAA Privacy Officer.
- Chair of the Institutional Infrastructure Committee, member of Institutional Security Committee, member of Institutional Strategic Planning Committee,
- Member Touro College & University system 403(b) investment committee, steering committee member Touro College & University system Enterprise Resource Project.

UNIVERSITY OF NEVADA SCHOOL OF MEDICINE - 06/02 to 09/2007, Las Vegas, NV

<u>Chief Business Officer</u> (Reno & Las Vegas Campus) 02/2007 to 09/2007 <u>Chief Business Officer</u> (Las Vegas Campus) 12/2005 – 01/2007 <u>Interim Chief Business Officer</u> – 07/2005 to 11/2005 <u>Fiscal Officer</u> 10/2002 to 06/2005 <u>Financial Analyst</u> 06/2002 to 09/2002

As financial analyst my duties and responsibilities included preparing physician productivity analysis and clinical practice benchmarking and report findings to the Chief Business Officer and Department Administrators. As Fiscal Officer, my responsibilities included preparation of all financial statements, budgets, federal tax return, and business plans, responsible for fiscal monitoring and assisting the Chief Business Officer in community practice acquisitions.

As Chief Business Officer, I serve as the principal administrative operations and fiscal executive for the clinical activities conducted on the Las Vegas and Reno campuses. Direct supervisory responsibility for all staff in the following areas: clinical operations, corporate compliance, contracting, finance and planning, accounting and treasury, human resources, billing and collections, business development, information systems, and facilities management. I am also a member of the senior executive team responsible for the overall development and management of the University of Nevada School of Medicine. My primary responsibilities include:

- Principal contact for all external and internal business constituencies, including physicians, insurers, hospitals, research organizations, banks and external lenders, auditors, legal counsel (internal and external), risk managers, business consultants, staff, and faculty.
- Recruitment and retention of physician faculty and non-physician clinical service providers.
- New business and new product line development, including new clinical sites, at-risk contracting, and acquisition of community physician practices.
- Clinical practice corporation budgeting, fiscal monitoring, and profitability. Academic and research activity budgeting, fiscal monitoring, and profitability. Direct supervisory responsibility for the Director of Accounting for both the Las Vegas and Reno campuses of the multispecialty group practice. Total budgetary responsibility in excess of \$60 million dollars.
- Clinical practice operations management consisting of greater than 25 divisions and programs, 12 departments, and 13 multispecialty practice sites.
- Assisting in strategic planning for the School of Medicine and the multispecialty group practice, promoting the resulting plan and developing/supporting initiatives designed to achieve the goals defined in the strategic planning process.

- Billing and collections management, physician productivity analysis, clinical practice benchmarking, practice cost management, and reimbursement analysis.
- Information systems management and development for the multispecialty group practice, including overall responsibility for HIPAA compliance projects
- Physician credentialing and contract negotiations, including professional services, lease and sublease obligations, purchase arrangements, research endeavors, etc.
- Risk management, including physician malpractice, research activities, clinical operations, property and casualty risks, etc.

CONWAY, STUART & WOODBURY - 12/1997 to 05/2002, Las Vegas, NV

Certified Public Accountant

One of two senior auditors in the firm responsible for overseeing the financial statement audits, Minimum Internal Control Standards (MICS) audits of Nevada and California gaming clients, Oregon and New Mexico tribal gaming clients, and audits of pension and profit-sharing plans. Direct supervisory responsibility for audit staff in the following areas: planning, budgeting, fieldwork, and review process. My primary responsibilities included:

- Develop audit budgets and oversee time management of staff assigned to audit engagements. Plan financial statement, internal control, pension and profit-sharing audits, and supervise audit staff during the fieldwork process. Responsible for reviewing fieldwork to ensure the firm's quality assurance standards were properly followed.
- Responsible for analyzing a client's system of internal controls for their gaming operations in comparison to established Minimum Internal Control Standards and report findings to senior level management and the Nevada Gaming Control Board.
- Primary contact with senior level management on audit engagements to discuss audit results. Responsible for developing text for executive presentations and assisted in delivering corporate presentations.
- Responsible for reviewing major financial institutions Statement on Auditing Standards (SAS) 70 Report for those institutions who served as a client's plan trustee for their pension or profit-sharing plan.
- Prepare full disclosure financial statements as well as corporate, personal, and estate income taxes.

GOLDEN NUGGET HOTEL & CASINO – 11/1995 TO 11/1997, Las Vegas, NV

Front Desk Clerk

Worked as a front desk clerk while taking required masters courses at UNLV as prerequisite for the Uniform CPA Examination.

SHOWTIME TICKETS AND TOURS - 01/1995 TO 10/1995, Las Vegas, NV

Director of Operations

FLAMINGO HILTON – 09/1991 to 01/1995, Las Vegas, NV

Assistant Hotel Manager/Assistant Director of Front Office Operations

PROFESSIONAL QUALIFICATIONS

- Excellent written and oral communication skills.
- Proficient in the use of a wide variety of Windows-based presentation and spreadsheet productivity applications including Microsoft Office.
- Well-developed executive level presentation skills

HONORS AND AFFILIATIONS

- Member of American Institute of Certified Public Accountants
- Member of Nevada Society of Certified Public Accountants
- Member of Medical Group Management Association
- Member of Society for College and University Planning
- Master Mason, Oasis Lodge #41, Las Vegas, NV
- Paseo Verde Little League, Henderson, NV Coach 2007-2010
- Madeira Canyon Homeowners Association, Henderson, NV Secretary 2007-2010
 President 2010-2013

Pinecrest Academy of Northern Nevada Attachment 8: Board Member Information

Craig Seiden Professional Biography

Craig Seiden serves as Vice President for Finance and Administration for Touro University Western Division which encompasses Touro University Nevada (Nevada's largest medical school) located in Henderson, Nevada and Touro University California located in Vallejo, California.

Prior to joining Touro University, he served as Chief Business Officer for the University of Nevada School of Medicine between 2002-2007 overseeing the medical practices in Las Vegas and Reno. Seiden worked for five years as an auditor at the firm Conway, Stuart, and Woodbury and six years in the hotel industry for Hilton Hotels Corporation where he held the positions of Assistant Director of Operations and Assistant Hotel Manager for the Flamingo Hilton Las Vegas. Seiden earned his bachelor's degree in hotel administration from UNLV and an associate's degree in food and beverage management from Johnson and Wales University, Providence, Rhode Island. He also completed master's level accounting courses at UNLV as a prerequisite for the uniform C.P.A. examination. Seiden is a licensed Certified Public Accountant.

Craig is originally from New Jersey but has proudly called Nevada home since 1990.

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 **Pinecrest Academy of Northern Nevada**
- 2. Full name

Iacob Richard Wiskerchen

Home Address Business Name and Address Phone Number E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

Please see attached resume with particular attention to my service on the State of Nevada Board of Examiners for Marriage and Family Therapists and Clinical Professional Counselors and the founding and operation of Zephyr Wellness.

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

^{4.}

I am currently in the process of being appointed the clinical advisory board for INSPIR3 and the Walk the Talk America and by the time this application is approved, those might be in place. However, because they are not current, they are not on my resume.

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

I believe in responsive, transparent governance and I believe I can bring that to this school's board. I believe in Pinecrest's mission and I advocate for improved educational choice, both of which should be reflected in this position.

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

My understanding of this role is not limited to charter school boards, but all public school boards, including school districts. The board should ensure a high caliber of academic rigor, ethical stewardship of taxpayer dollars, and adherence to the mission and philosophy contained within the charter (as with a charter school) and statutory and regulatory requirements (as with a school district), through evaluation of the school's principal. Responsiveness to public input – including parents – and transparent decision making is a prerequisite for this and all public service.

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 spent 2016-19 guiding my state licensing board out of roughly two decades' worth of administrative neglect that contributed to Nevada's slow, steady descent to the bottom of the national behavioral health rankings. The first year I served as secretarytreasurer and created and implemented the board's first budget on record. The past two years were spent as board president, navigating three audits from different entities, and authoring sweeping changes in both NAC and NRS in the form of R094-18, adopted August 30, 2018, and Senate Bill 37, signed into law on June 6, 2019. The rest of what our board accomplished is literally too voluminous to list here but is available upon request.

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

I possess strong leadership skills, an understanding of seminal documents, and the ability to build consensus among various stakeholders to achieve a common goal. I also work really hard and value others ahead of self.

School Mission and Program

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

Pinecrest aims to provide students and families an alternative to traditional district-based education while adhering to high academic standards and ensuring that every child has the opportunity for an individualized education, regardless of what may be mandated by a formal IEP. Pinecrest's focus will be a comprehensive curriculum undergirded by STEAM

influence with an eyeball toward college preparation. Students' education is at the center of, and influences all decision making.

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

Pinecrest is a STEAM school, with a focus to integrate science into all facets of the curricula. As I understand it, the math and literacy instruction will be anchored by evidence-based standards and the grades will be grouped by ability into homogeneous student sets. The school will offer all-day kindergarten and set its sights on five-star performance in alignment with the five other Pinecrest academies already functioning in Las Vegas, which is largely accomplished through high-caliber ongoing professional development.

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

Autonomy in decision making, active and involved administrative leadership that priorities education and student safety, and an active and involved parent organization.

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

Beyond the static evaluations of testing metrics and traditional grade promotion outcomes, the "feel" of a school's culture will be reflected in the students themselves and whether or not they believe in their own ability to achieve. Success is an anecdotal as it is empirical, with qualitative evaluations of parents' and students' beliefs and understanding of their own achievement within a school.

Governance

- 1. Describe the role that the board will play in the school's operation.
- We are to, in accordance with Nevada Open Meeting Law, set the budget, hire and evaluate the principal, and respond to public input as to the manner and direction of school operation. The board will also handle any litigation, negotiate and enter into contracts, oversee and approve construction, set enrollment numbers and classroom size(s), and provide ongoing schoolwide performance evaluation. Collaborative interaction with the school principal will be key to accomplishing these tasks.
- 2. How will you know if the school is successful at the end of the first year of operation?
- Pinecrest at the end of year one should have fully enrolled all open grade levels and employed an appropriate number of teachers and staff commensurate to the enrollment. The school will also have chosen and implemented curricula sufficient to meet Nevada's Academic Content Standards and will have developed and implemented efficient mechanisms by which to measure performance outcomes. Along the way it will also have embraced parent and family input while creating a plan for the coming years. The principal will report at each board meeting on progress, challenges, and corrective suggestions for the future.
- 3. How will you know at the end of three years of the school is successful?

- By the end of three years I would like Pinecrest to have received a five-star rating from the State of Nevada's Department of Education and solidified ongoing and sustainable community partnerships to support its several goals. Schoolwide baseline academic performance standards should be in place and trending upward with specific students' needs identified by staff and faculty in order to be met with the appropriate interventions to ensure maximum individual performance.
- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Ongoing collaborative dialogue with leadership is the cornerstone of any successful organization and board. In the case of a charter school, the board and its principal should be in constant communication in order to provide the best possible environment for academic, social, emotional, and psychological growth and 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?

Transparency is key in any ethically questionable situation. NRS chapters 241 and 388A, along with NAC 386 provide substantial direction on how to hold accountable all parties involved in the entire process. Further assistance will be provided by in-house legal counsel and, at day's end, the Office of the Attorney General may be utilized.

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. Xes

Megan Salcido and I went to college together.

- 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.
 X 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.

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. X 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.
 Noes 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, ____Jake Wiskerchen_____, 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 _Pinecrest Academy of Northern Nevada____ Charter School is true and correct in every respect.

7/11/19

Date

Signature

Pinecrest Academy of Northern Nevada Attachment 8: Board Member Information

6

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Pinecrest 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.

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.

JAKE WISKERCHEN

Signature of Certifying Charter School Official

Name Printed

CHAIR (MENBER)

Title

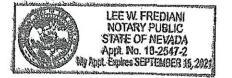
7/11/19

Date

Subscribed and sworn to before me

This_	11th	day of Thy	2019	
	date	month	year	

(Notary Public Seal)



JAKE WISKERCHEN

MARRIAGE AND FAMILY THERAPIST, NATIONAL CERTIFIED COUNSELOR

EDUCATION

Master of Arts – University of Nevada, Reno Dec. 2011 o Counseling and Educational Psychology, Marriage and Family Therapy Master of Arts – University of Nevada, Reno May 2008 o Educational Leadership, Higher Education Administration Bachelor of Arts – University of Nevada, Reno Dec. 2001 o Journalism/Public Relations; Minor: Business Administration PROFESSIONAL EXPERIENCE > Owner & Clinical Director Mar. 2015 - present Zephyr Wellness; Reno, Sparks, and Lovelock, Nevada o Outpatient therapy for children, adolescents, families, couples, individuals, and groups. Consultation and staff training for community groups, businesses, and organizations 0 Field Supervisor for Practicum Studies Dec. 2015 - present o Capella University, Northcentral University, George Fox University, Antioch University New England, and University of Nevada (current) o Liberty University (past) President and Voting Member Aug. 2016 - present o State of Nevada Board of Examiners for MFTs and CPCs Secretary-Treasurer, 2016-17 Clinical Director Aug. 2016 - present VanNess & Minkaboo Group Homes Board Approved Clinical Supervisor Apr. 2017 - present o State of Nevada Board of Examiners for MFTs and CPCs Private Practitioner/Independent Contractor Apr. 2012 - July 2015 o Sage Health Services, Clover Community Counseling, Washoe County Social Services > Therapist Jun. 2012 – Apr. 2014 Willow Springs Center; Reno, NV o Treated children and adolescents in a residential inpatient psychiatric hospital setting Substance Abuse Counselor Feb. 2011 – Mar. 2012 Bristlecone Family Resources; Reno, NV Treated adults in an outpatient drug, alcohol, and criminal rehabilitation setting 0 o Worked with Washoe County Adult Drug Court, probation, and case management services Marriage and Family Therapy Practicum Intern Jan. 2011 – Aug. 2011 Children's Cabinet; Reno, NV o Treated adolescents, couples, and families in an outpatient setting Psychosocial Rehabilitation Worker and Trainer Jan. 2009 – Aug. 2010 Alliance Family Services; Reno, NV o In-home work with clients to develop self-efficacy, internal motivation, and social skills o Trained and educated new PSRs on methods, approaches, and ethical practices

> Pinecrest Academy of Northern Nevada Attachment 8: Board Member Information

OTHER EXPERIENCE

Substitute Teacher & Special Education Aide Washoe County and Lyon County School Districts; Northern Nevada Dec. 2008 - Feb. 2011

COMMUNITY SERVICE/VOLUNTEER WORK

\triangleright	Alumni & Volunteer Corp., Sigma Phi Epsilon Fraternity	2004 - 2010 & Aug. 2014 - present
	Board Member & Volunteer	
X	Nevada Coalition for Suicide Prevention	Jul. 2015 - present
	Member	
\blacktriangleright	Tutus and Top Hats Against Domestic Violence	Oct. 2015 - present
	Volunteer	
×	Hillside Foursquare Church	Jan. 2016 - present
	Church Council Member	
\blacktriangleright	Northern Nevada Behavioral Health Coalition	May 2016 - present
	Executive Team Member	
\blacktriangleright	Health and Wellness Hub of Lyon and Storey Counties	Apr. 2014 - Aug
	2018	
	Core Management Team Member	
×	Behavioral Health Task Force, Lyon and Storey Counties	Jul. 2017 - Aug 2018
	Volunteer Member	
X	Washoe County School District Student Attendance Review	w Board Aug. 2016 - Jun.
	2018	
	Volunteer Community Member	

PRESENTATIONS/SEMINARS/PUBLICATIONS

\blacktriangleright	Head Start & Early Head Start	Aug. 2015 - present
	Staff and parent training	
\blacktriangleright	Washoe County School District	Aug. 2016 - present
	Staff and Parent training	
×	Show Host/Content Creator	Apr. 2017 - present
	Noggin Notes App & Podcast and Zephyr Wellness YouTube channel	
\blacktriangleright	Reno Dads Blog	Jan. 2018 - present
	Author & Contributor	
×	SB 37 - Nevada Revised Statutes Chapter 641A	Jun. 2018 - present
	Author	
\blacktriangleright	Continuing Education	ongoing
	Various topics	
\triangleright	Nevada Police Officer Standards and Training (POST) Academy	ongoing
	Instructor - Crisis Intervention Training; mental health overview, scenario-based training, a	evaluations

Pinecrest Academy of Northern Nevada Attachment 8: Board Member Information

JAKE WISKERCHEN Marriage and Family Therapist, National Certified Counselor

Þ	Nevada Bar Association & Nevada Civil Attorney Conference	ongoing	5
	Presentation - How Emotional (non)Functioning Can Impair Practice: A Mental Hea	alth Primer	
×	Jobs for America's Graduates (JAG) Program	ongoing	3
	Guest Teacher - psychology, counseling, and emotional management		
\blacktriangleright	Pershing County Mental Health Summit	Jan. 201	9
	Closing Keynote Speaker		
×	Truckee Meadows Healthy Communities	Dec. 2018	3
	Presentation - Progress and Evolution: What's Possible for Mental Health in Nevada		
\blacktriangleright	Northern Nevada Mentorship and Professional Development Day	Nov. 201	8
	Presentation - Legal and Ethical Updates to NRS and NAC		
\blacktriangleright	Mendive Middle School Parent Night	Sept. 201	8
	Presentation - The Dangers (and Benefits) of Technology		
A	Regulation R094-18, Nevada Administrative Code Chapter 641A	Oct. 2017 - Aug.	
	2018		
	Author (adopted 8.30.18)		
X	Nevada Coalition to End Domestic and Sexual Violence	Sept. 201	7
	$Presentation - After \ the \ Offense: \ Compassionate \ and \ Effective \ Rehabilitation \ for \ DV$	Offenders	
A	CASAT Program, University of Nevada, Reno	Apr. 201	7
	Presentation - Owning Your Manhood by Owning Your Emotions		
X	Nevada School Counseling Association Conference	Jan. 201	7
	Presentation - Improving Access to Mental Health in K-12 Settings		
\blacktriangleright	Show Host	Aug. 2015 – Dec.	
	2016		
	Mental Matters Radio Show		
X	Articles on psychology, counseling, emotions, and business	Various &	
	ongoing		
	Available upon request		



Jake Wiskerchen Founder, Clinical Director

Marriage and Family Therapist, National Certified Counselor

Across the counseling field Jake has helped people struggling with all types of issues and has been trained in a variety of methodologies and theories. Prior to founding Zephyr Wellness, he gained experience working for six different mental health agencies, three colleges, two school districts, Washoe County Adult Drug Court, and a psychiatric inpatient hospital. He has done work both inhome and in-office and enjoys teaching, consulting, and training as much as he does one-on-one psychotherapy. In addition to his degree in Marriage and Family Therapy, he also holds a master's degree in Higher Education Administration and consults on accreditation surveys for multiple universities.

Jake's strengths lie in understanding and appreciating a broad variety of people from all walks of life. Having worked numerous jobs across a multitude of industries from food service to security, warehousing to education, and retail to event planning, he takes great pride in being able to connect with all types of folks. Jake believes to his core in treating people as human beings rather than labels; he works to help clients address their longer standing problems and not just treat their temporary symptoms. He also believes in the infinite capacity of the human mind and that it can conquer anything with the right amount of awareness and intentionality.

A fifth generation Nevadan, Jake's family comes from both rural and urban areas. His father graduated from White Pine High School and his mother went to Reno High School while the entire family attended the University of Nevada. He has played sports his entire life and still enjoys doing so, along with backpacking, cooking, brewing beer, exploring his spiritual faith, and being dad and husband to his family. His volunteer activities include: hosting and authoring the <u>Noggin Notes</u> podcast; helping coordinate the <u>Northern Nevada Behavioral Health Coalition</u>; participating as a member of the <u>Hillside Foursquare</u> Church council; working with <u>Walk the Talk America</u>; working with <u>Inspir3</u>; and writing for the <u>Reno Dads</u> group. Jake also spent three years serving by appointment from Governor Brian Sandoval on the State of Nevada <u>Board of Examiners for MFTs and CPCs</u>, including as the Board's president for two years, working to expand Nevada's behavioral health workforce through legislative change.

His long and deep roots in the general community as well as his experience in health and wellness allow Jake to connect his clients to resources well beyond just mental health. If he cannot provide the help that is needed, he will work hard to find someone who can.

Jake has given consultations, talks, seminars, continuing education classes, and staff trainings, to many agencies, groups, organizations, and individuals, including the Nevada Bar Association, Nevada POST Academy, Nevada State Civil Attorneys Association, University of Nevada, Washoe County School District, Nevada School Counselors Association, Nevada Coalition to End Domestic and Sexual Violence, Lyon County School District, VanNess Group Homes, and CSA/Head Start.

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 **Pinecrest Academy of Northern Nevada**
- 2. Full name

Home Address

Business Name and Address

Phone Number E-mail address

John Stephen Albrecht III



3. Brief educational and employment instory and discussion of quantizations to serve on the board of this charter school.

Bachelor of Arts: 1998, Michigan State University Master of Science: 2015, Nova Southeastern University

2017-Present: Assistant Principal, Pinecrest Academy Inspirada 2007-2017: Project Facilitator/Licensed Teacher, Clark County School District (CCSD) 1999-2004: General Manager/Manager, bd's Mongolian Barbeque, Dearborn, MI

Board qualifications include:

 Instructional Leadership position (Assistant Principal) at Pinecrest Academy Inspirada. Pinecrest Inspirada has been ranked a 5 Star School under the Nevada School Performance Framework (NSPF) for the last two consecutive years (2017, 2018). Pinecrest Inspirada is currently projected to attain a 5 Star ranking for the 2019 school year.

- 2. My personal vision for a school closely mirrors the mission statement for the currently operating Pinecrest Academy schools in the state of Nevada. I believe that schools should unite all members of a community to prepare students for the high school, college, and career of their choice.
- 3. I am willing to make the time commitment required monthly to devote to board service.
- 4. I am very responsive and open to communicating with all school stakeholders in a timely and effective manner.
- 5. I can commit to attending board meetings via telephone and in person, when needed.
- 6. Prior to my experience in education I was a General Manager for a multi-million dollar restaurant in Dearborn, Michigan. I was responsible for all operations of the business.
- 7. I served on the Board of Directors for the City of Dearborn Chamber of Commerce from 2003-2004.
- 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).
 X Does not apply to me. Yes
- 6. Why do you wish to serve on the board of the proposed charter school?

I wish to support the expansion of Pinecrest Academy into Northern Nevada.

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

As a board member, I am responsible for the quality of the educational practices and the longterm sustainability 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.

I served on the board of directors for the City of Dearborn Chamber of Commerce in 2003-2004. Dearborn, MI is a city of 100,000 residents. The city has a diverse population and is home to the Ford Motor Company.

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

See qualifications above in Item 3.

School Mission and Program

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

Pinecrest Academy of Nevada's school mission is to unite the community to prepare students for the college and career of their choice. Pinecrest is a STEM focused school that integrates STEM instruction across the curriculum.

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

Pinecrest Academy of Northern Nevada proposes to use rigorous instruction through vetted and tested curriculum programs such as Wonders Reading, Every Day Mathematics, SpringBoard, and iReady/Ready Common Core.

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

The characteristics of a successful school include the following:

- Following the school's vision across the school community through all stakeholders
- Having a strong leadership, starting with the Principal. I also believe that the school board must demonstrate strong leadership qualities through supportive, sound, and justifiable decision making.
- Data supported school evaluations such as the Nevada School Performance Framework (NSPF) ratings.
- Effective hiring, development, and retention of highly qualified teachers.
- The belief that you will not fail. Schools with high expectations of their students and teachers will show a positive impact on the school's overall performance.
- 4. How will you know that the school is succeeding (or not) in its mission?

The measurement of the school's success will be demonstrated/communicated through the principal's accountability report to the board of directors during regularly held board meetings. As board members we will be able to review school performance data (SBAC, iReady Diagnostic, Achieve, MAP Tests). I believe board member campus visits will serve as an important measurement tool for gauging the school's success on its mission.

Governance

- Describe the role that the board will play in the school's operation.
 - The board will ensure that the school's academic programs/curriculum and successful.
 - The board will oversee the financial operations of the school.
 - The board will monitor the school's programs/operations and make sure they comply with charter regulations.
 - The board will hire competent leaders who will ensure that the school's mission and vision is carried out.
 - The board will assist in fundraising for the school.
- How will you know if the school is successful at the end of the first year of operation?
 - Standardized testing scores
 - Parent and staff surveys
 - Student standards mastery
- How will you know at the end of three years of the school is successful?
 - Repeated successes of the measures listed above in question 2.
 - Decreased teacher turnover and the retention of quality employees.
 - Financial stability
 - Healthy wait list
- What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - Effective Meetings that are characterized by great discourse on issues that confront the school.

Pinecrest Academy of Northern Nevada Attachment 8: Board Member Information

- Solid regular communication with school leaders to address important issues. Timely and direct feedback to the school administration
- Financial stability and addressing financial issues from a long-term/strategic perspective
- 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 approach the board member(s) face to face with my concerns.
 - If the situation was able not able to be remedied, I would address my concerns with the board chairperson and hopefully be able to work with the chair to come to a resolution to the behavior(s).

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.
 X 1 / we do not know any such employees. Yes
- 3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

🗴 I / we do not know any such persons. 🗌 Yes

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

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

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

Not applicable because the school does not intend to contact with an education service

provider or school management organization. I / we do not know any such persons. Yes

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

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

- 7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. X 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.
 X 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.
 X None. Yes

Certification

I, John Jtephen Albrecht III, 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 <u>Pinecrest Acodemy</u> Charter School is true and correct in every respect.

of Northern Nevlada

6-27-19

Signature

Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, <u>Pinecrest Academy of Northern Nevada</u> (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.

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.

John Stephen Albrecht III

7-2-19

Signature of Certifying Charter School Official

Name Printed

Board Membe

Title

Date

Subscribed and sworn to before me

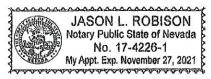
This 2nd day of _

month

date

vear

(Notary Public Seal)



State of Nevada County of Clark

This instrument was acknowledged before me or

signature of Notary

Pinecrest Academy of Northern Nevada Attachment 8: Board Member Information

J. STEPHEN ALBRECHT





<u>Administrative Objective</u>: To effectively serve as a Principal of a K-8 school, where I am able to provide instructional leadership and facilitate a growth focused culture that promotes student achievement for all learners.

On Being and Effective Leader: As we look ahead into the 21st century, leaders will be those who empower others. – Bill Gates

EDUCATION

MASTER OF SCIENCE: EDUCATIONAL LEADERSHIP Nova Southeastern University, Las Vegas, NV			
ELEMENTARY EDUCATION CERTIFICATION Wayne State University, Detroit, MI			
BACHELOR OF ARTS: INTERDISCIPLINARY STUDIES (Political Science, Economics, Sociology)1998 Michigan State University , E. Lansing, MI			
EXPERIENCE			
Assistant Principal: Pinecrest Acade	emy of Nevada-Inspirada, Henderson, NV	07/2017 – Present	
 Observe, supervise, and evaluate teachers and provide meaningful feedback for growth. Coordinate daily school operations for grades K-8 classes in a school with 1,100 students. Create and maintain yearly student schedule of core classes and electives (Grades 5-8). Facilitate professional development experiences for faculty at Pinecrest Inspirada campus and across the Pinecrest Academy of Nevada system. Create and maintain meaningful relationships with students, parents, and community stakeholders. Conflict resolution achieved through proactive communication techniques and collaborative mediation. 			
Project Facilitator: Clark County S	chool District English Language Learner Division, Las Vegas, NV	08/2016 - 06/2017	
 Presented and assisted CCSD Cohort-A schools with the implementation of the ELL Master Plan for Success. Coached teachers and administrators at multiple CCSD campuses on effective instructional practices for working with students and the development of language. Coordinated field trips and scheduled guest speakers for the 2017 Zoom University middle school summer program. Conducted quarterly classroom walk-through observations to monitor student learning behaviors and classroom discourse. 			
Licensed Teacher: Clark County S	chool District, Las Vegas, NV	08/2007 - 08/2016	
 Utilized consistent, ongoing formal and informal standards based assessments to develop instruction that addressed individual student needs. Prepared unit and lesson plans for all intermediate elementary subject areas, following curriculum guidelines and Nevada Academic Content Standards. Conferred with parents, guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems. 			
REFERENCES			
Mr. Michael O'Dowd – 702-881-3821	Principal Pinecrest Academy of Nevada-Inspirada		
Mrs. Cindy Flores - 818-414-5773	Coordinator III English Language Learner Division		
Mrs. Anna Hurst – 702-556-0188	Principal Shirley & Bill Wallin Elementary School		
	Pinecrest Academy of Northern Nevada	399	

Attachment 8: Board Member Information

JOHN STEPHEN ALBRECHT BIOGRAPHY

Steve Albrecht serves as Assistant Principal at Pinecrest Academy of Nevada-Inspirada in Henderson, Nevada.

He is originally from Detroit, Michigan, but has been a proud resident of Nevada since 2007. He and his wife, Amy have been married for 9 years. They have 3 children, Ryan (6), Miles (4), and Norah (1). His family enjoys traveling, camping, hiking, and spending time together. They enjoy watching Vegas Golden Knights games and are looking forward to rooting for the Las Vegas Raiders in 2020.

Albrecht earned his bachelor's degree in Interdisciplinary Studies (Political Science, Economics, Sociology) from Michigan State University. He also earned his master's degree in Educational Leadership from Nova Southeastern University.

Prior to joining Pinecrest, he held various positions within the Clark County School District (CCSD). Albrecht served as a project facilitator for the English Language Learner Division and helped to implement the Master Plan for ELL Success in the district. He also taught various intermediate elementary grade levels for 9 years.

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 Pinecrest Academy of Northern Nevada
- 2. Full name

Home Address

Business Name and Address Phone Number

E-mail address

Michael P. Wurm



- 3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. Bullet points from resume, employment history, personal why I am qualified
 - B.S., Secondary Education Social Studies/English, Washington State University, 1985
 - 6 **Employment:**
 - o Executive Director, Boys & Girls Club of Truckee Meadows October 2005 to present
 - Director of Operations, Boys & Girls Club of Truckee Meadows March 1995 to October 2005
 - o Assistant Basketball Coach, Clarion University November 1993 to March 1995
 - o Student Government Advisor, Sierra Nevada Job Corp September 1992 to October 1993
 - Assistant Basketball Coach, University of Nevada Reno August 1986 to August 1992

- I work with one of the largest non-profit boards in Reno and have an expert knowledge of high functioning board practices and procedures. I am a former board member of the National Boys & Girls Club Professional Association and past president of the Sparks Chamber of Commerce Board of Directors, as well as the Sparks Centennial Little League Board of Directors.
- 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. X Yes

Yes, please see above.

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

I wish to serve on the board based on a belief that the Washoe County School District is the primary educator of our children. I work for an organization that recognizes that and works hard to support their mission through our efforts at the Boys & Girls Club. Through my experience working with youth, it has become evident that there is not a one size fits all approach to education. We've had great success working with other charter schools to provide alternative environments for children and have seen their accomplishments with great success. I plan to bring this experience to my contributions on the board.

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

A public charter school board member serves first as an advocate for charter schools. The Board of Directors oversees the hiring of the principal, and provides governance and leadership for the direction of the school at the 10,000 foot level. Board members represent the interest of the owners of the school who are the tax payers. The Board regularly reviews policies of the school and make sure the charter is duly executed.

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 work with one of the largest non-profit boards in Reno and have an expert knowledge of high functioning board practices and procedures. I am a former board member of the National Boys & Girls Club Professional Association and past president of the Sparks Chamber of Commerce Board of Directors, as well as the Sparks Centennial Little League Board of Directors.

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

Through my nearly 25 year career at the Boys & Girls Club of Truckee Meadows, I have extensive knowledge of the Reno/Sparks community. I have first-hand knowledge of how board volunteers can come together to effectively support the leadership of the non-profit or

charter school. I know how to foster community involvement and how to effectively meet the expectations of stake holders.

School Mission and Program

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

The Pinecrest mission is to unite the community to prepare students for college and career. They provide access to all students regardless of socioeconomic background. Their goal is for the student to be successful in life no matter where they are coming from.

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

Pinecrest will focus on a STEAM based school curriculum. This will involve offering broad based liberal arts as well as science curriculum to prepare students for the 21st Century work force. The emphasis is on technology while rounding out with the arts.

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

A successful school would see its students performing well on the annual SBAC. The school curriculum would be aligned to help students be prepared for college and career. Evidence of this would be students becoming proficient on the SBAC exam every year. The curriculum would be engaging and meaningful and rigorous. The students would also be involved in the community and be well rounded, productive citizens.

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

The school will succeed if students are proficient on the SBAC exam every year and are progressing every year to the next grade. At the end of their time they will transition to high school and be successful. They will be well prepared to succeed at the next level. Signs of the school not succeeding would be financial issues, and if actions of the students or leadership led to negative images in the community.

Governance

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

The board will oversee the principal and make sure we are meeting the charter. The board focuses on representing taxpayers, holding the principal accountable and governing from a 10,000 ft view.

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

The school will succeed if students are proficient on the SBAC exam every year and are progressing every year to the next grade. They will be well prepared to succeed at the next level. Signs of the school not succeeding would include financial issues, and if actions of the students or leadership led to negative images in the community.

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

At the end of three years the school should reach its capacity for the number of students. The school should be fiscally sound and in a position to possibly purchase its facility from the lender. A high percentage of the teachers from year one have been retained in the school. Each grade level will have a waiting list for students to get into the school.

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

The board will need to hold frequent public meetings to make sure we are progressing, moving forward in a methodical and transparent manner. This will include a regular view of data for test results and close review of the financials. The board will also hold focus with students to ensure their voices are heard.

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?

This should first be discussed at the board level. If it is not possible to resolve at that level, then the board must rely on the school legal team to handle privately and respectfully.

Disclosures

 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.
 X 1 / 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.

 \Box I / we do not know any such persons. \boxtimes Yes

The Boys & Girls Club of Truckee Meadows will be a strong partner for students. I will be representing the BGC, serve as a community partner, and the BGC will be potentially running the before and after school programming at no financial gain

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.

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

The Boys & Girls Club of Truckee Meadows will be a strong partner for students. I will be representing the BGC, serve as a community partner, and the BGC will be potentially running the before and after school programming at no financial gain

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.

 \Box I / we do not know any such persons. \boxtimes Yes

I do know Amanda Safford, Director of Operations for Academica of Northern Nevada, by working with Mater Academy of Northern Nevada (MANN).

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.

 \square N/A. \square I / we have no such interest. \square 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. X I / we or my families 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. X Yes.

The Boys & Girls Club of Truckee Meadows will be a strong partner for students. I will be representing the BGC, serve as a community partner, and the BGC will be potentially running the before and after school programming at no financial gain

- 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, <u>Michael P. Wurm</u>, 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 <u>Pinecrest Academy of Northern Nevada</u> Charter School is true and correct in every respect.

Signature

<u>July 12, 2019</u> Date

Pinecrest Academy of Northern Nevada Attachment 8: Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named,

PINECREST ACADEMY OF Northen Nevadla (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, 0 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.

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.

MICHAEL P. WURM

July 12, 2019

Signature of Certifying Charter School Official

Name Printed

EXECUTIVE DIRECTOR

Title

Date

Subscribed and sworn to before me Michael P. WURM

__day of _______ This date month vear

(Notary Public Seal)



Pinecrest Academy of Northern Nevada Attachment 8: Board Member Information

MICHAEL P. WURM

ACCOMPLISHMENTS	As Executive Director of the Boys & Girls Club of Truckee Meadows, I manage a top-notch staff and a devoted Board that work in harmony to serve over 14,300 kids each year. Prior to my appointment to Executive Director, I was the Director of Operations, during which time I oversaw programming and facility management and day-to-day operations, as well as played an integral role in growing the organization from a single site, 800-member organization to the Club we have today.
COMMUNITY INVOLVEMENT & RECOGNITION	 2015 Boys & Girls Clubs of America National Executive of the Year 2014 Boys & Girls Clubs of America Pacific Region Executive of the Year Former National Board Member, Boys & Girls Clubs Professional Association Former President, Sparks Chamber of Commerce
PROFESSIONAL EXPERIENCE	 EXECUTIVE DIRECTOR, BOYS & GIRLS CLUB OF TRUCKEE MEADOWS October 2005 to present DIRECTOR OF OPERATIONS, BOYS & GIRLS CLUB OF TRUCKEE MEADOWS March 1995 to October 2005 ASSISTANT BASKETBALL COACH, CLARION UNIVERSITY November 1993 to March 1995 STUDENT GOVERNMENT ADVISOR, SIERRA NEVADA JOB CORP September 1992 to October 1993 ASSISTANT BASKETBALL COACH, UNIVERSITY OF NEVADA RENO August 1986 to August 1992
EDUCATION	WASHINGTON STATE UNIVERSITY —PULLMAN, WA B.S., SECONDARY EDUCATION - SOCIAL STUDIES/ENGLISH 1980-1985

MICHAEL P. WURM EXECUTIVE DIRECTOR, BOYS & GIRLS CLUB OF TRUCKEE MEADOWS

PROFESSIONAL BIOGRAPHY

As the Executive Director, Mike Wurm manages a top-notch staff and a devoted Board that work in harmony to serve over 14,000 kids at the Boys & Girls Club of Truckee Meadows. Since its founding in 1976, the Club has grown into northern Nevada's leading youth-serving organization with a \$9.6 million annual operating budget that supports 22 school-age sites and four Early Learning Centers spanning four counties (Washoe, Lyon, Humboldt and White Pine).

Mike has been involved in a number of organizations outside of the local Club including but not limited to the President of the Sparks Chamber of Commerce, a national board member of The Professional Association of Boys & Girls Clubs of America and a variety of national and local committees and boards. He was recognized as the 2014 Pacific Region Executive of the Year and the 2015 National Executive of the Year for the Boys & Girls Clubs of America Professional Association.

Prior to his appointment as Executive Director, Mike was the Director of Operations at the Boys & Girls Club of Truckee Meadows, a position he first took in March 1995. During his tenure, the organization saw many changes and had many successes. For 10 years, he oversaw all programming, facility management, and day to day operations of the Club and played an integral role in growing the organization from a single site, 800-member organization to the organization we have today.

Prior to coming to the Boys & Girls Club, Mike spent 12 years as an assistant basketball coach at Washington State University, the University of Nevada and Clarion University in Clarion, Pennsylvania.

Mike earned his undergraduate degree from Washington State University as a Secondary Education Major in Social Studies with a minor in English. Mike was born and raised in St. Louis, Missouri. He currently lives in Sparks, Nevada with his wife of 36 years, Sharon. They have two children, Megan, 26, and Zach, 24.

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

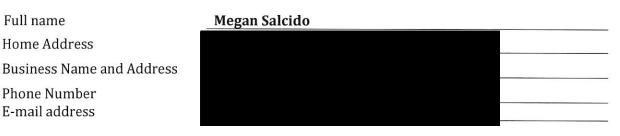
2. Full name

Home Address

Phone Number E-mail address

1. Name of charter school on whose Board of Directors you intend to serve

Pinecrest Academy of Northern Nevada



3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I graduated from the University of Nevada with a bachelor's degree in International Business. I then obtained a law degree from the William S. Boyd School of Law at UNLV. Since graduating from law school and passing the state bar exam, I have gained legal experience in various areas, including labor and employment law. Additionally, I was the Government Affairs Coordinator for the City of Reno, where I became familiar with the operation of a public body and the various laws to which it must adhere, including the open meeting law. I was also fortunate to serve on the Committee to Form for Doral Academy of Northern Nevada and subsequently as a board member after charter approval. After that service, I worked for Academica Nevada as the Northern Nevada Director of Operations for almost a year before staying home to raise my children. My legal training and past charter school experience will enable me to help ensure the board of Pinecrest Academy of Northern Nevada follows all applicable laws and regulations and fulfills its responsibilities in the process of operating a successful charter school.

Resume and professional bio are attached.

4.

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. X Yes

As indicated above in my response to Question 3, I previously served on the Committee to Form/Board for Doral Academy of Northern Nevada.

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

I come from a family of educators, so education has always been very important to me. That importance was reinforced when I became a mother. Every child deserves a quality education, and as a proud product of the Washoe County School District, I believe we have great schools in Reno. But I also believe public charter schools serve an important purpose in providing more options to parents and students, whether they are looking for alternative learning methods, smaller school populations, or any other personal reason.

It was a great honor for me to serve on the Committee to Form/Board for Doral Academy of Northern Nevada, and it has been fulfilling to see the school come to fruition and thrive in South Reno, as it meets the needs and desires of so many families in the area. I believe the community in Spanish Springs is equally hungry for an alternative educational choice, and I am hopeful that my experience on a previous Committee to Form will be beneficial.

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

A public charter school board is responsible for setting policies to further the mission and vision of the school, while the principal and staff of the school are responsible for carrying out the policies on a daily basis. A board member must respect these roles and not micromanage the daily operations of the school, while also ensuring a proper amount of oversight to ensure adherence to the school's mission and vision. In short, I believe the appropriate role of a board member can be summed up in two words: accountability and mission.

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 2015, I served on the Committee to Form for Doral Academy of Northern Nevada and subsequently as a board member after charter approval. That experience underscored how important it is for the board (if the charter application is approved) to set a strong foundation in the first several months.

Prior to serving on the Doral Academy of Northern Nevada board, I worked for the City of Reno and worked closely with the Reno City Council, as well as various City boards and commissions. I was responsible for staffing the City of Reno Charter Committee, so I am very familiar with the open meeting law and its various requirements. Additionally, because I worked for the City of Reno for two years, I closely observed how the City Council operated as a policy-making board.

Other relevant experience includes my work with a law firm that specialized in labor and employment law. Our primary client was the Nevada State Education Association, so I am wellversed in Nevada Revised Statutes Chapters 288 and 391 and the provisions governing collective bargaining and personnel. While I understand that those provisions are largely inapplicable to charter schools at this time and that the law varies with regard to charter school personnel, I will work to ensure the school's staff are treated fairly and receive due process.

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

My legal training and varied legal experience will enable me to help ensure the board is operating within the laws and regulations governing charter schools. While I will not serve as legal counsel for the board, I will be able to provide a legal perspective in various instances, such as when the board is reviewing contracts, amending bylaws, and conducting meetings under the open meeting law.

School Mission and Program

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

If approved, Pinecrest Academy of Northern Nevada will strive to prepare its students for college and their careers, and in doing so, will engage all stakeholders, including the surrounding community, to assist in the process. Executed correctly, this approach will lead its students to excellence in academic achievements.

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

The educational philosophy of Pinecrest Academy of Northern Nevada (PANN) will be to increase learning opportunities, raise academic achievement, and promote civic responsibility. To achieve this, PANN will utilize a STEAM approach, incorporating Science, Technology, Engineering, Arts, and Mathematics. A STEAM education has been shown to develop a more well-rounded, creative, and better problem-solving student.

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

A successful school can take many shapes and forms, but they all likely have several commonalities: students that are engaged and eager to learn; teachers that are enthusiastic and passionate; administrators that are hands-on and accessible to students, teachers and parents alike; parents that are involved and whose input is welcome and encouraged. I believe that if characteristics such as these are present, the success will be reflected in students' test scores.

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

To determine whether the school is succeeding or not in its mission, I believe the board must evaluate whether teachers and students are achieving the goals set by the board, as well as academic benchmarks established by the principal (with considerable input from staff). Personnel must be engaged in professional development to learn new STEAM teaching methods and to ensure they are being implemented effectively. While it does not apply for year 1, I

believe another great measuring stick for success is the level of demand from the community reflected in the enrollment and waitlist numbers.

Governance

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

The board will be responsible for driving the mission and vision of the school, as well as holding the school's administration accountable. The board will set the overarching policy that must then be implemented by the principal and personnel. To develop appropriate policies, the board should continually receive input from school personnel and parents.

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

Success at the end of the first year of operation means the school is meeting the goals set by the board. Also, the school should be in good standing with the SPCSA and receive at least a 3 star rating under the Nevada State Performance Framework and an "adequate" rating under the Charter School Performance Framework.

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

Much like after the first year of operation, the school should be meeting the goals set by the board. The school should be moving students forward and demonstrating significant student growth. Staff retention and parent satisfaction should be high. Within the rating systems, the school should receive at least a 4 star and "exceeds" rating. Additionally, by year three, the school's enrollment should reflect a demand from the community for this educational choice.

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

One of the most important first actions of the board will be to identify and retain an exceptional leader. The board must also establish strong policies to guide the school in its first few years. Additionally, the board must provide the appropriate tools and curriculum to make sure the teachers and students can be 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?

Every governing body should establish its own protocol for handling situations like the one outlined above. I would address the behavior internally first—talk to the individual(s) involved and then notify the Chair. If any corrective actions need to be taken, they can be completed at that time. I would also confer with the board's legal counsel to make sure all appropriate laws and regulations were followed in addressing the behavior in question.

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

Jake Wiskerchen and I went to college together and were acquaintances; we only recently reconnected through the Pinecrest Committee to Form.

Mike Wurm and I briefly worked together and interacted regarding Mater Academy of Northern Nevada in his role as the Director of the Boys and Girls Club of Truckee Meadows and my role at Academica Nevada.

- 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.
 X 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.

 \boxtimes I / we do not anticipate conducting any such business. \square 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.

 \Box I / we do not know any such persons. \boxtimes Yes

I was an employee of Academica Nevada from April 2016-February 2017. My husband, Victor Salcido, was an employee of Academica Nevada from February 2017-October 2018. Thus, we know a number of Academica employees.

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. X 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

Up until June 2019, my husband, Victor Salcido, worked for Tri-Strategies, which provided government affairs services to Academica Nevada. My husband no longer works for Tri-Strategies and is no longer conducting business with Academica Nevada.

- 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

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

Megar falido _______ Signature ______ Date

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Statement of Assurances

Revised June, 2015

1. The charter school herein named, <u>Pinecrest Academy of Northern Neva da</u> (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.

Pinecrest Academy of Northern Nevada Attachment 8: 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.

Megan J. Jalido Megan Salido

Signature of Certifying Charter School Official Name Printed

Member of PANN Committee to Form _ 7/1/19

Title

Date

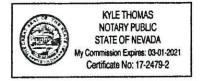
State of Neucon, County of Washer Subscribed and sworn to before me

1st day of July 2019 This

date

month year

(Notary Public Seal)



BAR ADMISSION

State of Nevada, admitted 2009

EXPERIENCE

Academica Nevada

Northern Nevada Director of Operations

- Provided operational support to Mater Academy of Northern Nevada and Doral Academy of Northern • Nevada to ensure a successful opening for both schools.
- Assisted Mater Academy of Northern Nevada's Committee to Form during the charter application • process.

City of Reno

Government Affairs Coordinator

- Coordinated the development of the City's state and federal legislative platforms. .
- Tracked legislation, monitored legislative committee hearings, met with legislators • and advocated the City's position on legislation.
- Aided in the drafting, negotiating and amending of legislation affecting the City of Reno. .
- Coordinated state and local legislative and policy-related intergovernmental activities. .
- Conducted research and analysis and prepared reports and memoranda on various subjects. .

Factor Sales, Inc.

In-House Counsel

- Provided legal guidance to private grocery store business on various issues.
- Assisted company in successfully defending a unionization effort.
- Conducted legal research and provided written memoranda to management employees. .
- Defended company against complaints filed with the Equal Employment Opportunity Commission and the National Labor Relations Board.

Dyer Lawrence Law Firm

Associate Attorney

- Conducted research and drafted hearing briefs for various teacher dismissal and disciplinary matters.
- Represented a labor union before the State of Nevada Employee-Management Committee.
- Drafted memoranda on various employment issues related to the Fair Labor Standards Act and the Americans with Disabilities Act.

The Honorable James W. Hardesty, Supreme Court of Nevada

Law Clerk

- Conducted research and analysis and prepared memoranda for the court on various • legal issues.
- Observed oral arguments and assisted the Justice in drafting orders and opinions. .

Snell & Wilmer Law Offices Las Vegas Chamber of Commerce

Legislative Extern

- Attended committee hearings and prepared legislative reports for various clients.
- Drafted a weekly newsletter for the Las Vegas Chamber of Commerce.

Pinecrest Academy of Northern Nevada

Attachment 8: Board Member Information

Carson City, NV 2009 Legislative Session

August 2009-August 2010

Carson City, NV

Carson City, NV

October 2010-August 2011

Reno, NV September 2012-January 2015

April 2016-February 2017

Reno, NV

Yuma, AZ

August 2011-September 2012

Megan N. Salcido

Resume Page 2

Dyer Lawrence Law Firm

Law Clerk

- Researched and wrote memoranda on labor law topics and legislative issues.
- Discussed research and legal theories with the lawyers.
- Observed legal proceedings in district court.

The Honorable Brian Sandoval, United States District Court, District of Nevada

Judicial Extern

- Researched and wrote memoranda on various cases pending before the Court.
- Drafted orders on motions to dismiss and observed legal proceedings.
- Discussed research, court proceedings, and legal theories with the Judge and clerks.

Office of First Lady Laura Bush

White House Intern

- Reviewed, sorted and filed Mrs. Bush's daily mail.
- Drafted reply letters to constituents concerning various inquiries.

EDUCATION

William S. Boyd School of Law, University of Nevada, Las Vegas

Juris Doctor, May 2009

Partial Academic Scholarship, 2006-2009

Honors:

- Graduation Awards: Dean's Award and the American Society of Legal Writers' Scribes Award
- Dean's List (Fall 2006)
- CALI Awards for highest grade in Judicial Writing, Lawyering Process I, and Lawyering Process II (legal research and writing)
- Community Service Top Student Award-Paternity and Custody

Activities:

- Society of Advocates, Boyd's Moot Court Team (2007-2009): One of 12 selected to participate
- ABA National Appellate Advocacy Moot Court Competition (2008): Regional finalist
- Clark County Moot Court Competition (2007)
- Career Services Advisory Board (2007-2008); Phi Alpha Delta Law Fraternity (2006-2009)
- Protest, Appeals and Discipline Committee for U.S. Youth Soccer Nevada (2008-2009)
- Paternity and Custody Legal Education Class, Co-Instructor (2007)
- Study Abroad: Florence, Italy Summer Law Program (Summer 2007)

University of Nevada, Reno

Bachelor of Science in International Business, Minors in Spanish and Economics, May 2006

- University of Nevada Outstanding Senior (2005-2006), Outstanding Junior (2003-2004)
- Senior Scholar, College of Business Administration (2006); Outstanding Economics Student (2004-2006)
- Women's Greek Scholar of the Year Award (2003; 2004); Dean's List (every semester); Phi Kappa Phi Honor Society, Vice President (2005-2006); Gamma Sigma Alpha Honor Society; Golden Key Honor Society; Order of Omega Leadership Society; Beta Gamma Sigma Honorary Business Society (2002-2006); NCAA Western Athletic Conference Academic All-Conference Team (2002-2003)

PROFESSIONAL ASSOCIATIONS

- Doral Academy of Northern Nevada, Committee to Form/Board Member (July 2015-March 2016)
- Northern Nevada Women Lawyers Association (2013-2015)
- Bruce R. Thompson Inns of Court member (2010-2011)

Pinecrest Academy of Northern Nevada Attachment 8: Board Member Information

Carson City, NV Summer 2008

> Reno, NV Summer 2007

Washington, DC Summer 2005

Megan Salcido Professional Biography

Megan was born and raised in Northern Nevada and is a proud product of Reno's public school system. After graduating from the University of Nevada with a degree in International Business, she attended Boyd School of Law at UNLV. Upon graduation in 2009, Megan spent a year clerking for Chief Justice James Hardesty of the Nevada Supreme Court. Upon completion of her clerkship, she joined Dyer Lawrence, a law firm specializing in labor and employment law. While there, Megan spent considerable time working on cases involving teacher dismissal and disciplinary matters. In 2011, she and her husband had the opportunity to move to Yuma, Arizona to work together as inhouse counsel for a regional grocery store chain. After helping the grocery store successfully navigate a unionization effort, they moved back to Northern Nevada. Megan then spent 2 $\frac{1}{2}$ years serving as the Government Affairs Coordinator for the City of Reno. In 2015, Megan had the honor and privilege of serving on the Committee to Form of Doral Academy of Northern Nevada. After helping the school secure approval of its charter application, she had the opportunity to open a Northern Nevada office for Academica Nevada, which she headed up for a year before the arrival of her second child. Since then, Megan has dedicated herself to raising her young children.

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

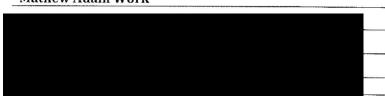
- 1. Name of charter school on whose Board of Directors you intend to serve **Pinecrest Academy of Northern Nevada**
- 2. Full name

Home Address

Phone Number E-mail address

Business Name and Address

Mathew Adam Work



3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I attended the University of Nevada, Reno and earned a degree in economics, graduating summa cum laude. After college, I moved to Washington D.C. where I attended graduate school at American University and worked on Capitol Hill as an intern. I attended Thomas Jefferson School of Law and graduated magna cum laude.

Prior to founding my law firm, Work Law, I was the Deputy City Attorney for the City of Reno. In addition to practicing law, I am a Law Professor at the University of Nevada, Reno and Truckee Meadows Community College.

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

- Why do you wish to serve on the board of the proposed charter school? I want to enrich our community with a high quality STEAM public charter school option.
- 7. What is your understanding of the appropriate role of a public charter school board member? A public charter school board member should serve as a liaison between the needs of the students, staff and public.
- 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 the capability to be an effective board member due to my background as a legal professional and college professor. These facets of my career encourage judicious and academically rigorous analysis of issues facing the school and governing board.
- 9. Describe the specific knowledge and experience that you would bring to the board. My knowledge as a licensed attorney affords me an acute understanding of how to interpret legislation that may affect Pinecrest Academy of Northern Nevada.

School Mission and Program

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

The mission of the school is to unite the community to prepare students for college and career.

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

The school's educational program will empower students to perform at the highest level in order to achieve the school's founding mission.

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

A successful school brings together and creates a community, holds high academic expectations for students and creates opportunities for students to grow socially.

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

High levels of student, parent and community engagement and strong test scores/star rating.

Governance

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

The board is a governing board that will guide the school's finances, growth and policies. The board will ensure strong relationships between the school and the community.

2. How will you know if the school is successful at the end of the first year of operation? **Increased interest in enrollment.**

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

Increased interest in enrollment, strong test scores/star rating, plethora of sports and extracurricular offerings for students.

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

Consistent meetings, transparency with the school and the community.

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 inform the Board Chair and possibly address the situation with the individual in a public forum as transparency is essential.

Disclosures

- 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
- 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.

 \boxtimes I / we do not know any such persons. \square 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. \square N/A. \boxtimes I / we or my family do not anticipate conducting any such business. \square 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

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

Signature

<u>7/10/15</u> Date

Statement of Assurances

Revised June, 2015

Pinecrest

1. The charter school herein named, _____

(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; 0
- 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; 0
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements:
- Submit reports regarding student truancy, transiency, attendance and dropout rates; 0
- Submit reports of weapons and violence incidence; 0
- 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.

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

Mathew A. Work

Senior Partner, Work Law Title

Date

Name Printed

Subscribed and sworn to before me

gth_day of JUly This_ 2019 date month year (Notary Public Seal)

LAUREN DRISCOLL Notary Public, State of Nevada Appointment No. 18-2189-2 My Appt. Expires May 11, 2022

X damen Driscoll Lauren Driscoll Notary Public Nevada

Mathew A. Work, Esq.

Education

Thomas Jefferson School of Law, San Diego CA.

Academic Achievements:

- Criminal Law Society President **1**
- Moot Court Regional Champion
- Torts I and II Teaching Assistant
- . Witkins Award – Torts II / Criminal Law
- Jefferson Award Winner

American University, Washington D.C.

- Maintained strategic partnerships on behalf of Congressman Mike Honda of California. н.
- Strategically networked on behalf of Congressman Honda to better communicate with constituents.
- Attended classes at American University as a Capitol Hill Fellow and full-time student

University of Nevada, Reno, NV

- Member of the Phi Kappa Phi Honor Society
- 8 Honors Graduate in Economics

Professional Experience

Owner, Work Law, LLC.

- Maintained an open client portfolio of over one hundred actives Criminal and Family Law cases.
- Met with clients to evaluate cases, trial strategies and upcoming hearings.

Deputy City Attorney, Reno City Attorney's Office

- Closely review, analyze and comply with state and municipal statutes, in the prosecution of criminal cases.
- н. Review police reports and determine criminal charges and secure additional information from law enforcement personnel when required.
- Frequently litigate cases at trial and successfully practiced pre and post-trial motion-work. 1
- Selected as a training prosecutor for the Reno Police Department because of prior felony trial experience and an expansive . understanding of the rules of evidence.

Adjunct Professor, Truckee Meadows Community College

- Present and illuminate the law, legal theories and case law in a clear manner.
- Curriculum includes: legal writing, civil procedures, contract law and constitutional law.

Associate Attorney, Joey Gilbert & Associates, Ltd.

- Researched and drafted pleadings and memoranda on civil and criminal issues, including contract drafting, corporate . formations, civil litigation, and trial practice.
- Gained vast exposure to trial practice, while sitting first chair in an attempted-murder trial, inclusive of the examination of witnesses, opening and closing arguments and pre-trial discovery hearings.

References

Hon. Oscar Delgado	775-338-1002
David Houston	775-786-4188
Judge Gene Drakulich	775-772-1205

Pinecrest Academy of Northern Nevada Attachment 8: Board Member Information

2014 – Juris Doctorate

2011 - Capitol Hill Fellowship

2009 – Bachelors in Economics

2017 - Current

2014-2017

2013 - 2014

2015- Current

MATHEW A. WORK BIOGRAPHY

Attorney Mathew A. Work was born in Henderson, NV where he was raised by his single-mother and grandfather. From a young age Mathew understood the value of education.

Mathew attended the University of Nevada, Reno and earned a degree in economics, graduating summa cum laude. While in college Mathew was a collegiate athlete playing both lacrosse and football.

After college, Mathew moved to Washington D.C. where he attended graduate school at American University. Mathew worked on Capital Hill as an intern. Mathew was able to work side by side with members of Congress.

Upon leaving Washington D.C., he attended Thomas Jefferson School of Lawon a full academic scholarship and graduated magna cum laude. While at Thomas Jefferson he earned the Jefferson Award, Witkins Award, Cali Award, Deans List and was selected as a teaching assistant as a result of his academic success.

Mathew passed the Nevada bar on his first attempt and accepted a position as an associate attorney where he successfully defended criminal cases at jury trial.

Mathew was then offered a job as a criminal prosecutor. This experience was invaluable. Mathew spent years trying cases and prosecuting criminal charges. His ability as a trial attorney consistently earned praise from the Northern Nevada legal community.

In addition to practicing law, Mathew is a Law Professor at the University of Nevada, Reno and Truckee Meadows Community College.

BYLAWS OF PINECREST ACADEMY OF NORTHERN NEVADA

ARTICLE I INTRODUCTION AND LEGAL STATUS

Section 1. <u>Name, Location and Address</u>. The name of the charter school is Pinecrest Academy of Northern Nevada (hereinafter referred to as the "School") also known as Pinecrest Academy of Northern Nevada, Inc., a non-profit corporation. The School, is located in Washoe County. The address is _____.

Section 2. <u>Legal Status</u>. The School is a charter school pursuant to Nevada Revised Statute 388A.025 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 388A.095(2). The Board plans and directs all aspects of the school's operations.

Section 3. <u>Statutes</u>. The School shall operate in accordance with Nevada Revised Statutes, Chapter 388A, and all other applicable Nevada laws and regulations.

ARTICLE II PURPOSE AND MISSION

Section 1. <u>Purpose and Mission.</u> The School will provide a safe and nurturing educational environment that maximizes student achievement and fosters respect for all. The School will utilize ongoing assessments, engaging activities, the creation of a strong community environment and regular parent involvement to achieve student success. In this manner the School will assist all students to become equally successful as lifelong learners and responsible citizens.

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 388A 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. <u>Non-Discrimination</u>. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by 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. <u>Powers and Duties</u>. For the foregoing purposes, the School shall operate in accordance with Chapters 82 and 388A 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 be become the first governing body of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) To develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) To submit a final budget to the state pursuant to statute and regulation;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- To ensure ongoing evaluation of the School and provide public accountability; Pinecrest Academy of Northern Nevada Attachment 9: Bylaws and Conflicts of Interest

- (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;
- (0) To ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. <u>Prohibited Purposes and Powers.</u> 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. <u>Prohibited Acts.</u> 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. <u>Formation</u>. The first Board formed after the approval of a charter issued pursuant to NRS 388A.270(1) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 388A.525 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 388A.525 and all other applicable statutes.

Section 5. <u>Qualifications; Election; Tenure</u>. The Board shall be composed of five to nine (5-9) 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.

The Board shall adhere to the statutory requirements of NRS 388A.320 which

requires one (1) active or retired teacher licensed by the State of Nevada, one (1) active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:

- (1) Accounting;
- (2) Financial services;
- (3) Law; or
- (4) Human resources.
- (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) Two of the Board Members shall be appointed by the Pinecrest Academy of Nevada Board of Directors. If any of these appointed board member positions are vacated, for any reason, they can only be replaced by another appointment made by the Pinecrest Academy of Nevada Board. The appointment of such will be put on the next available Pinecrest Academy of Nevada board meeting agenda.
- (e) A standard term shall consist of five (5) years. Directors may serve on the Board a maximum of two terms.
 - 1. <u>Founding Directors:</u> Terms of the Founding Directors 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. To initially stagger the terms for the founding board, two Directors will serve three-year terms, two Directors will serve fouryear terms, and the remaining three Directors will serve the usual five-year term. Those Founding Directors who will serve the three, four, and five year terms will be determined by lottery at the first official board meeting upon receipt of the charter. For purposes of determining term limits, Founding Director's terms shall not begin until January 1 of the initial school year in which they became the Board of Directors as indicated in Article III Section 4.
 - 2. <u>New Directors:</u> New Directors are eligible to serve two (2) consecutive standard terms, unless, by doing so, more than half the Board would be up for election in any one year. In this case, the new Director will be given either a three or four-year initial term, which ever term would prevent more than half of the Board being up for election in one year. New Directors will begin serving on the Board immediately following their election to the Board. For the purpose of determining term limits, the New Director's initial term will begin on January 1 of the school year in which they were elected.
- (f) 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

Pinecrest Academy of Northern Nevada Attachment 9: Bylaws and Conflicts of Interest 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.

- (g) 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 388A.320. 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).
- (h) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Director. and provide the sponsor and the Department of Education with the new Director's resume and affidavit as required pursuant to NRS 388A.320(2) and (3).
- (i) Directors shall be fingerprinted according to the NRS 388A.515 procedures for employees of the school.
- (j) 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. <u>Conflict of Interest.</u> The Board shall follow the Board adopted Conflict of Interest Policy.

Section 7. <u>Annual Meeting</u>. The annual meeting of the Board shall be held at the School in January or February 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. <u>Regular and Special Meetings</u>. 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. <u>Agenda</u>. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2). 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. <u>Quorum</u>. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 11. Ex-Officio Members. There shall be no ex-officio governing body members.

Section 12. <u>Vacancies</u>. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 13. <u>Committees</u>. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees, each of which shall consist of at least one 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. <u>Academic Committee</u>: 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. <u>Governance Committee</u>: The Governance Committee shall consist of at least two Board members, one of whom shall be an elected Officer of the Board. The Governance

committee shall meet at least two (2) times per school year. The purpose of the Governance Committee shall be to plan and develop Board Member orientation and training and ensure Board operations and policies are updated and compliant with State law.

3. <u>Financial Committee</u>: The Financial Committee shall consist of at least two Board members, one of whom shall be the Board's Treasurer, and the School Principal/Administrator. The Financial Committee shall meet at least two (2) times per school year. The purpose of the Financial Committee shall be to prepare annual budgets for full Board review and approval, coordinate the Annual Audit, and develop long-term financial goals and plans for full Board consideration.

Section 14. <u>Removal</u>. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 15. <u>Resignation</u>. A resignation by a Director shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 16. <u>Participation by Telephone</u>. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 17. Proxy Voting. Proxy voting is not permitted.

Section 18. <u>Compensation</u>. No member of the Board shall receive any compensation for serving in such office, except as allowable under NRS 388A.320 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. <u>Closed Sessions</u>. 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. <u>Protocol</u>. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board Member is unable to attend a Board meeting, the Board Member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 21. <u>Public Comment</u>. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

ARTICLE IV OFFICERS

Pinecrest Academy of Northern Nevada Attachment 9: Bylaws and Conflicts of Interest Section 1. <u>Number</u>. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. <u>Election and Term of Office</u>. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one (1) year and until their successors have been duly elected and qualified. Board Officers may serve no more than three (3) consecutive one-year terms in any office. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. <u>Removal of Officers</u>. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. <u>Chair</u>. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. <u>Vice-Chair</u>. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. <u>Secretary</u>. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. <u>Treasurer</u>. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board Member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. <u>Vacancies</u>. A vacancy in any office, held by an officer, because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term. The unexpired portion of the remaining term shall count as a full term and against the allotted three consecutive terms referenced in Article IV Section 2.

Pinecrest Academy of Northern Nevada Attachment 9: Bylaws and Conflicts of Interest

ARTICLE V STAFF

The Board shall appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI CONTRACTS, LOANS, AND DEPOSITS

Section 1. <u>Contracts</u>. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. <u>Loans</u>. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board Member of the School.

Section 3. <u>Checks, Drafts, and Notes</u>. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of \$25,000.

Section 4. <u>Deposits</u>. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 5. <u>Gifts.</u> The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. 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

<u>Revocation of Charter or Dissolution</u>. 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 disposed of to the State of Nevada or the sponsor to dispose of according to NRS 388A.306 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 $\int \mathcal{D}^{n} day of \underline{Tuly}, 2019.$ _____, Secretary. 20

PINECREST ACADEMY OF NORTHERN NEVADA Conflict of Interest Policy and Code of Ethics

For Directors and Officers and Members of a Committee with Board Delegated Powers

Article I – Purpose

1. The purpose of this conflict of interest policy is to protect PINECREST ACADEMY OF NORTHERN NEVADA ("PANN") 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 PANN or might result in a possible excess benefit transaction, as that concept is defined in the Internal Revenue Code and related regulations.

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 PANN has a transaction or arrangement,

b. A compensation arrangement with PANN or with any entity or individual with which PANN has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which PANN 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 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 Form 990 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 PANN or any entity in which PANN has a financial interest;

b. Does not directly or indirectly have a significant business relationship with PANN which might affect independence indecision-making;

c. Is not employed as an executive of another corporation where any of PANN'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 PANN or who holds a position that has a significant financial relationship with PANN.

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 of Directors.

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 of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board 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 of Directors 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 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 of Directors shall determine whether PANN can obtain with reasonable efforts a more advantageous us 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 of Directors shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in PANN'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 of Directors 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 of Directors 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:

1. 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 decision as to whether a conflict of interest in fact existed.

2. 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 PANN 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 PANN 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 PANN, 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 PANN 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 of Directors 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 Board of Directors 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 PANN 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 PANN'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, PANN 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.

Article IX – Code of Ethics

Directors, officers and members of committees with Board delegated authority shall act in an ethical, business like and lawful manner, including proper use of authority and appropriate decorum when acting in their official capacity. Directors shall exercise reasonable care, good faith and due diligence in governing and managing the affairs of PANN.

They will not attempt to exercise individual authority over PANN. Interaction with the administrator and staff must recognize the lack of authority vested in individual directors, officers and members of committees, except when explicitly authorized by the Board of Directors. Except when deliberating during Board of Directors meetings, individuals will not express individual judgements of performance of the administrator or staff.

Directors, officers and members of committees with Board delegated authority shall respect the confidentiality of sensitive information known to them and used for purposes of governance and management, and respect that the obligation to maintain confidentiality extends indefinitely beyond the term in office.

Directors shall be properly prepared for Board deliberation and support the legitimacy and authority of the final determination of the Board on any matter without regard to the individual's personal position on the issue.

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 2019-20) to ensure that the school is ready for a successful launch in fall 2020. Feel free to add rows as needed.

2019-20 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
	Professional Development	PANN Nevada Principal	August 15, Opening Year
TALENT	Principal Recruitment	Board, PANN, Academica	Principal has been identified
TALENT	Teacher Recruitment	Principal, PANN, Academica	Major Teacher Recruitment Campaign during planning year months Feb- May. School fully Staffed by July 1st of 1st Year
OPERATIONS	Property/Facility under Contract	PANN, Board, Academica	12 Months Prior to School Opening
OPERATIONS	Lease Finalized	PANN, Board	12 Months Prior to School Opening
OPERATIONS	Construction and Permits Completed	PANN, Board General Contractor	12 Months Prior to School Opening
TECHNOLOGY	Technology Purchased	Principal, PANN	4 Months Prior to School Opening

2019-20 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
TECHNOLOGY	Technology Installed	IT Company, PANN, Academica	3 Weeks Prior to School Opening
FINANCE	Lending for FFE Secured	Academica, Board, Lender	6 Months Prior to School Opening
PARENT & COMMUNITY ENGAGEMENT	Open Houses for Student Recruitment	Principal, PANN Academica	Multiple Open Houses starting Dec- July of Planning Year
PARENT & COMMUNITY ENGAGEMENT	Grass Roots Campaign: Door to Door	Principal, Staff, Academica	Dec-July of Planning Year
SCHOOL SYSTEMS & CULTURE	Staff Trainings and Introductions	Principal	July and August of Opening Year
OTHER			

Attachment 11- MOU for Dual Enrollment

Pinecrest Academy of Northern Nevada is not currently seeking approval to operate a program of Dual Enrollment during the start-up phase of the elementary and middle school programs; therefore, this attachment is not applicable.

Attachment 12 - Operational Execution Plan

(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.

PANN will not provide daily transportation for the students to and from school. The School has 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 have an IEP that has transportation as an accommodation, PANN will honor their IEP by working to partner with Washoe School District or Regional Transportation-Washoe as to how to best provide this accommodation. Should the school plan field trips and/or athletic events, the school will accommodate transportation needs by contracting with a charter bus company or by other viable means.

(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.

PANN anticipates that it will participate in the National School Lunch Program. In doing so, the school will follow all guidelines set forth by the Nevada Department of Agriculture. PANN will seek to be its own school food authority and anticipates identifying and contracting with a third party food service provider. The Board will ensure that the vendor is registered with the Nevada Department of Agriculture as an approved vendor that is in good standing with the Food and Nutrition Program.

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

PANN has a multi-leveled plan for maintaining the facility:

• On-Site, PANN will have 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.

• PANN will contract with a janitorial company to provide a cleaning service 5 nights a week which will include annual floor work.

• PANN's EMO, Academica Nevada, will assist in the identification of facility maintenance service providers such as; janitorial, HVAC, locks/doors, plumbing, pest control, landscaping, etc.

(d) School health and nursing services

PANN 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 and/or nursing staff as follows:

Kindergarten: Vision (near, far, stereo butterfly, color) and hearing

4th Grade: Vision (far) and hearing

7th Grade: Vision (far), hearing, and scoliosis

Pursuant to NRS 392.420(5)(9), the school will notify parents or guardian of any child who is found to have problems with vision, hearing, or scoliosis along with suggested resources within the community to provide medical attention. In addition, FASA and/or nursing staff will also report these findings to the Chief Medical Officer, in the format prescribed by the Chief Medical 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, 388A.420)

(f) Safety and security (include any plans for onsite security personnel)

PANN will employ a Campus Monitor as onsite security who works in conjunction with the Principal to implement the Emergency Operations Plan (EOP). The school's administration and Campus Monitor will have primary responsibility over proper implementation of the Emergency Operations Plan. A training will be provided to all staff members (licensed and non-licensed) on emergency protocols with monthly drills conducted to ensure compliance. PANN will also create a system whereby all non-school personnel must check in with the front office when arriving on campus. In addition, PANN has access to the Director of School Security from Academica Nevada to assist with training of personnel and writing EOPs.

Attachment 13- Proof of Facility Commitment

Pinecrest Academy of Northern Nevada has not entered into a facility agreement for the occupancy of their proposed site. PANN will submit such documentation for review and approval prior to the acquisition of any facility in compliance with NAC 386.3265.

As previously discussed in sections "Meeting the Need" and "Academic Plan" PANN has selected the area in northeast Reno/Sparks called Spanish Springs as a proposed location for the school in order to provide students and families an additional option for a quality education.

Attachment 14- List of Insurance Coverage

PANN's expanded insurance coverage will include coverage for general liability, abuse, employee benefits, professional educators' legal liability, auto, property, equipment breakdown, crime, excess liability, Directors & Officers/Employment Practices, student accident, and Worker's Compensation. All required insurance coverages will be in place at or above Nevada-mandated baseline requirements, adjusting as student population increases each year. Please see the table below for the policy limits for each category of this coverage:

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

Pinecrest Academy of Northern Nevada (PANN) Budget Narrative

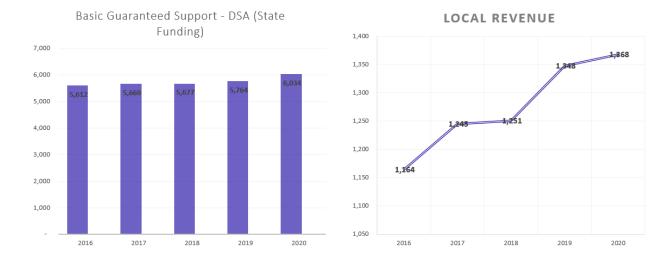
The following narrative provides an overview of PANN's projected revenue and expenses. *The budget is based off of 95% of planned enrollment.*

Revenue

Per-Pupil Revenue:

The budget created for PANN includes the per-pupil revenue assumption of \$7,402 for the first fiscal year of operation (2020-2021), with an estimated 1.30% increase each subsequent year thereafter. Assumption of \$7,402 was based on the per-pupil revenue anticipated to be funded during the 19-20 school year.

15	Sec. 3. The basic su	pport guarantee for school districts, charter							
16	schools and university	schools for profoundly gifted pupils for							
17	operating purposes for	Fiscal Year 2019-2020 is an estimated							
18	weighted average of \$6,218 per pupil. For each respective school								
19	district, the basic support guarantee per pupil for Fiscal Year 2019-								
20	2020 is:								
21									
22	Carson City	\$7,184							
23	Churchill	\$7,006							
24	Clark	\$6,067							
25	Douglas	\$6,086							
26	Elko	\$7,891							
27	Esmeralda	\$20,750							
28	Eureka	\$11,032							
29	Humboldt	\$7,431							
30	Lander	\$3,517							
31	Lincoln	\$12,131							
32	Lyon	\$7,724							
33	Mineral	\$10,152							
34	Nye	\$7,967							
35	Pershing	\$9,691							
36	Storey	\$6,136							
37	Washoe	\$6,034							
38	White Pine	\$8,512							



Pinecrest Academy of Northern Nevada Attachment 15: Budget Narrative

Special Education Funding (Part B):

Anticipated \$950 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year. Student SPED counts are budgeted at 8% of the anticipated student enrollment.

SPED Discretionary Unit:

Anticipated \$3,225 per SPED student – Revenue is budgeted based upon prior year SPED counts. Student SPED counts are budgeted at 8% of the anticipated student enrollment. PANN will not be eligible to receive this funding during their first year of operations.

Expenses

Expense Categories:

1.	Personnel	pg. 2
2.	Benefits	pg. 4
3.	Payroll Services	pg. 4
4.	Contractual	pg. 4
5.	Contracted Services	pg. 5
6.	Equipment	pg. 5
7.	Supplies	pg. 5
8.	Facility	pg. 6
9.	Travel	pg. 7
10.	Accounting, Audit, Legal Fees	pg. 7
11.	Technology	pg. 7
12.	Other	pg. 8

Personnel: Approx. 39.00% of the budget (Year 1 – Year 6)

PANN will begin in Year 1 with a total staff of 48, including 34 total teachers and 14 total administrative and support staff; with a starting enrollment of 688 students. By Year 6, PANN will expand to a total staff of 70 and a total student enrollment of 988; adding throughout Years 2-6, 13 teachers and 9 administrative and support staff. Below are the anticipated staffing positions including the starting salary of each position:

Principal - \$110,000/year – Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

Assistant Principal - \$75,000/year – Develop/implement the total school program by assisting the principal in the overall running of the school.

Counselor - \$55,000/year – Act as advocates for students' well-being, and as valuable resources for their educational advancement.

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

Classroom Teachers (Core) - \$43,000/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.

Classroom Teachers (Special) - \$43,000/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.

Special Ed. Teachers - \$43,000/year – Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.

Office Manager - \$45,000/year – Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.

Registrar - \$40,000/year – Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.

School Nurse - \$40,000/year – Supports all students by providing health care services through assessments and interventions addressing the physical, mental, emotional and social health needs.

Teacher Assistants - \$12.50/hour - Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.

Receptionist - \$12.75/hour – Greet visitors, parents and students; while facilitating communication within the school and assuring records and schedules are kept up to date.

Campus Monitor - \$13.25/hour - Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.

Below are the anticipated staffing needs each year; including the anticipated student enrollment and the anticipated total staffing cost each year:

		20-21	21-22	22-23	23-24	24-25	25-26
	Anticipated Enrollment:	688	807	895	957	988	988
		Personnel	Chart				
				Total Staff Ea	ach Year		
Position	Starting Salary	20-21	21-22	22-23	23-24	24-25	25-26
Principal	\$110,000/year	1	1	1	1	1	1
Assistant Principal	\$75,000/year	1	1	2	2	2	2
Counselor	\$55,000/year	0	1	1	1	1	1
Curriculum Coach	\$57,000/year	0	1	1	1	1	1
Classroom Teachers (Core)	\$43,000/year	26	30	33	35	36	36
Classroom Teachers (Special)	\$43,000/year	5	5	6	6	6	7
SPED Teachers	\$43,000/year	3	4	4	4	4	4
Office Manager	\$45,000/year	1	1	1	1	1	1
Registrar	\$40,000/year	1	1	1	1	1	1
School Nurse	\$40,000/year	0	0	0	1	1	1
Teachers Aid and Assistants	\$12.50/hour	6	7	7	8	9	10
School Operations Support Staff	\$12.75/hour	4	4	4	4	4	4
	Total Staffing Cost:	\$ 1,927,600	\$ 2,315,740	\$ 2,615,848	\$ 2,818,268	\$2,940,273	\$ 3,065,888
All salaries increased by 2% each year							

is will be added in the following years based upon the charter school's growth

Benefits: Approx. 18.72% of the budget (Year 1 – Year 6)

Employee benefits will cover all employees except for substitute teachers and other contracted services; as they are not employed by the school. Employee benefits include, but are not limited to, the following:

- PERS (Retirement)
- ➢ Medicare
- ➢ Workers Comp
- Medical/Dental/Vision/Life/Disability

These expenses are figured at approximately 46.75% of salaries in the 20-21 school year, increasing by 0.50% each subsequent year thereafter. Using the total cost of salaries each year from the personnel chart above, the anticipated cost of employee benefits each year is as followed:

	20-21	21-22	22-23	23-24	24-25	25-26
Total Salaries & Wages:	\$ 1,927,600	\$ 2,315,740	\$ 2,615,848	\$ 2,818,268	\$ 2,940,273	\$ 3,065,888
Benefits % of Salaries:	46.75%	47.25%	47.75%	48.25%	48.75%	49.25%
Total Cost of Benefits:	\$ 901,153	\$ 1,094,187	\$ 1,249,067	\$ 1,359,814	\$ 1,433,383	\$ 1,509,950

Payroll Services:

Approx. 0.22% of the budget (Year 1 – Year 6)

The cost of payroll services is assumed based upon the figures provided by other charter schools working with Academica Nevada. It costs \$20 per employee per month to process payroll, bringing us to an annual total cost of \$240 per employee.

Contractual:

Approx. 7.00% of the budget (Year 1 – Year 6)

Academica Nevada Management Fee – \$450 per student – Academica Nevada is an Educational Management Service Provider whose services to PANN shall include, but may not be limited to, the following:

- > Identification, design, and procurement of facilities and equipment
- Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting
- Legal and corporate upkeep
- Public relations and marketing
- > The maintenance of the books and records of the charter school
- > Bookkeeping, budgeting and financial forecasting

Pinecrest Academy, Inc. Affiliation Fee – 1.00% of DSA revenue – Trademark License Agreement between Pinecrest Academy, Inc. ("Licensor"), and the school, Pinecrest Academy of Northern Nevada (PANN) ("Licensee"). Pinecrest Academy, Inc. grants PANN a non-exclusive, nontransferable, royalty-free license to use the trademark in connection with the development and establishment of the school of PANN in the State of Nevada.

> 0.50% of the 1.00% Pinecrest Academy, Inc. Affiliation Fee is used for Professional Development.

Contracted Services: Approx. 3.54% of the budget (Year 1 – Year 6)

Special Education Contracted Services – Anticipated expense of \$175 per student the first year, increasing incrementally as student enrollment increases. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based off the charter schools Academica Nevada works closely with.

Substitute Teachers - \$165/day – *Manage the learning environment while providing instruction in the absence of a classroom teacher.* (10 days per teacher) PANN will contract with a staffing agency for substitute teachers. Pricing is based on the rates given by Kelly Educational Staffing, an experienced provider of substitute teachers nationwide, who has and is currently serving charter schools similar in size of the proposed charter. The substitute teacher services provided, which include educational staffing and placement needs; are conservatively priced at \$165 per day, for 10 days per teacher.

Equipment:

Approx. 3.51% of the budget (Year 1 – Year 6)

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank will allow PANN to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The lease will include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. The proposed campus will likely enter into this lease agreement in their first year of operation. PANN budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years.

Below is a yearly breakdown of the anticipated FFE Lease cost over the first 6 years, including the total anticipated borrowed amounts and lease payments each year:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Planned Enrollment:	688	807	895	957	988	988		
Anticipated								
Borrowed Amount:	\$ 688,000.00	\$ 119,000.00	\$ 88,000.00	\$ 62,000.00	\$ 50,000.00	\$ 50,000.00		
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	School Year
2021	\$ 126,753.20	\$-	\$-	\$-	\$-	\$-	\$126,753.20	2020-2021
2022	\$ 190,129.80	\$ 21,923.92	\$-	\$-	\$-	\$-	\$212,053.72	2021-2022
2023	\$ 190,129.80	\$ 32,885.88	\$ 16,212.64	\$-	\$-	\$-	\$239,228.32	2022-2023
2024	\$ 190,129.80	\$ 32,885.88	\$ 24,318.96	\$ 11,422.56	\$-	\$ -	\$258,757.20	2023-2024
2025	\$ 63,376.60	\$ 32,885.88	\$ 24,318.96	\$ 17,133.84	\$ 9,211.68	\$-	\$146,926.96	2024-2025
2026	\$-	\$ 10,961.96	\$ 24,318.96	\$ 17,133.84	\$ 13,817.52	\$ 9,211.68	\$ 75,443.96	2025-2026
2027	\$-	\$-	\$ 8,106.32	\$ 17,133.84	\$ 13,817.52	\$ 13,817.52	\$ 52,875.20	
2028	\$-	\$-	\$-	\$ 5,711.28	\$ 13,817.52	\$ 13,817.52	\$ 33,346.32	
2029	\$-	\$-	\$-	\$-	\$ 4,605.84	\$ 13,817.52	\$ 18,423.36	
2030	\$-	\$-	\$-	\$-	\$-	\$ 4,605.84	\$ 4,605.84	

Copier/Printing – Anticipated copier lease at a rate of roughly \$45,000 annually. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases.

Supplies:

Approx. 1.85% of the budget (Year 1 – Year 6)

Consumables – \$95 per student except for the first year of operation where most of the materials are incorporated into the FFE Lease. This includes items that can't be used more than once or by multiple students (i.e. workbooks).

Office Supplies – \$13 per student – utilized by administrative staff

Classroom Supplies – \$27 per student – utilized by teaching staff

Copier Supplies – \$4 per student

Nursing Supplies – \$3 per student

SPED Supplies – \$120 per SPED student– utilized by SPED teaching staff

Facility:

Approx. 22.86% of the budget (Year 1 – Year 6)

Scheduled Lease Payment (rent) – The Pinecrest Academy of Northern Nevada Board will secure a facility lease in time for the commencement of school operations. Assumes PANN will utilize a facility of approx. 57,000 sq. ft. The facility will allow for necessary classrooms, computer labs, science labs, multi-purpose room, and office space needed. Academica manages over one-hundred schools nationwide, with a majority that have facilities with the model of adequate square feet per students that the anticipated facility will offer. Year 1 rent total of \$750,000, increasing each year. Discussions regarding a facility lease agreement has yet to be finalized; however, this projection provides a more than adequate depiction of the anticipated rental cost.

Facility/School Insurance - \$30,000 annually - based upon the figures provided by other charter schools working with Academica Nevada. Increasing by 5% each subsequent year thereafter

Public Utilities (electricity, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as well. PANN is budgeting roughly \$105,000 in Year 1 for public utilities increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately \$0.11 per sq. ft. per month (rate at which the charter schools working with Academica Nevada pay as of right now), including a cushion for any major/miscellaneous janitorial expenses. Amount budgeted is based on what similar charter schools working with Academica are paying for janitorial expenses.

Custodial Supplies - \$15 per student

Facility Maintenance – basic facility maintenance of \$26,500 in Year 1, increasing as student enrollment increases and to account for general facility wear and tear.

Snow Removal - basic snow removal maintenance assumption of roughly \$12,000 in Year 1, Increasing by 5% each subsequent year thereafter.

Lawn Care - basic lawn care assumption of \$1,000 per month, \$12,000 annually in Year 1. Increasing by 5% each subsequent year thereafter.

AC Maintenance & Repair – Assumption of \$13,000 in Year 1, increasing as student enrollment increases and to account for general AC wear and tear.

Fire & Security Alarms - Assumption of \$7,200 in Year 1, based upon the actual expenses of other charter schools working with Academica Nevada. Increasing by 3% each subsequent year thereafter.

Travel: Approx. 0.04% of the budget (Year 1 – Year 6)

Travel costs associated with recruitment and staff development are estimated to be \$2,500 annually.

Accounting, Audit, and Legal Fees: Approx. 0.33% of the budget (Year 1 – Year 6)

Audit/Accounting - An accounting firm that is familiar with federal and state accounting practices and is familiar with Nevada charter school audits, will provide PANN's annual audit. PANN will not incur an audit fee in the first year of operation as the first audit will take place in September following the first fiscal year. PANN based pricing on the rates given by Binder Dijker Ote (BDO), an accounting firm, who has and is currently serving charter schools similar in size of the proposed charter. The auditing services provided, which include the auditing of school finances for annual reporting, IRS reporting, and legal compliance; are priced at \$20,000 per year.

Legal Fees - PANN aims to contract with one or more legal firms to provide legal expertise for any school specific issues that may arise during the schools' operation. Pricing is based on the rates given by Wolfe & Wyman LLP a law firm, who has and is currently serving charter schools similar in size of the proposed charter. PANN will research firms to ensure quality legal services, which include business/tax/regulatory issues; priced at \$5,500 in Year 1 and increasing incrementally each year thereafter

Technology: Approx. 1.11% of the budget (Year 1 – Year 6)

Intellatek IT Monthly Services - IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall and other technology related hardware. For continual maintenance/monitoring of technology related hardware for the school, a fee of \$3.50 per month per student is necessary to insure quality work is being done and the needs of the school are being met taking into consideration enrollment growth (equates to \$42.00 per year per student).

Intellatek IT Set-up Fees – Intellatek's initial start-up fee in Year 1 is \$15,000; to setup all of the new computer and laptop equipment for the school. After Year 1, that fee will be reduced by half, still accounting for each year's increase in student enrollment.

Infinite Campus - \$4,000 annual expense in Year 1, decreasing to \$2,000 each year thereafter. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - \$3,000 annual expense each year.

Phone & Communications – annual anticipated contract expense of \$20,000 per year, incrementally increasing as student enrollment increases.

Other: Approx. 1.84% of the budget (Year 1 – Year 6)

State Administrative Fee - 1.5% of DSA revenue – the state charges 1.5% of DSA revenue for the state sponsor fee.

Tuition Reimbursement - \$5,000 per year – Employee benefits in which the school pays all, or a portion, of an employee's tuition for coursework and/or training.

Dues and Fees - Assumption of \$5,000 annually, incrementally increasing each year.

Lunch Program - Assumes PANN will qualify for reimbursed student meals from the National School Lunch Program and School Breakfast Program. Assumes that meals will be paid for by students not eligible for these programs. The amount of \$1,000 per year has been budgeted in Years 1 - 6 for any potential overages or one-time costs associated with providing food services.

Postage - Assumption of \$750 in Year 1, increasing as student enrollment increases.

Background and Fingerprinting - \$75 per employee

Marketing - PANN will market via multiple modes to ensure that all families are informed of their educational options. 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. PANN 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. Assumes \$1,000 in Year 1, slightly increasing each year.

Miscellaneous Expenses (Other Purchases) – Estimate of \$1,000 per year, increasing to \$2,000 each year in Year 4, for miscellaneous expenses that may arise throughout the year.

CHARTER SCHOOL BUDGET

Name of School

Name of School									
Pinecrest Academy of Northern Nevada			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	Base	Year 2019	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
EVENUE ASSUMPTIONS			2020	2021	2022	2023	2024	2025	2026
lumber of grade levels			0	7	8	9	9	9	9
umber of classrooms				26	30	33	35	36	36
				100	100	100	100	100	100
st				100	100	100	100	100	100
nd				104	104	104	104	104	104
rd				104	104	104	104	104	104
th				78	104	104	104	104	104
th				78	78	104	104	104	104
:h				62	93	124	124	124	124
th				62	62	93	124	124	124
th					62	62	93	124	124
th									
Oth									
1th									
2th									
otal Student Enrollment			0	688	807	895	957	988	988
:le I (% of student body)			0%	0%	0%	0%	0%	0%	0%
pecial Education (% of student body)			0%	10%	10%	10%	10%	10%	10%
			070	10/0	10/0	10/0	10/0	10/0	10/0
ounty where school is located	Washoe								
otal Distributive School Account (DSA) Funding	\$7,402 Base year per st	udent	\$0	\$5,092,576	\$6,092,882	\$6,892,432	\$7,517,294	\$7,916,017	\$8,074,33
Inflation adjustor	1.02								
SA Sponsorship Fee	1.5%		\$0	-\$76,389	-\$91,393	-\$103,386	-\$112,759	-\$118,740	-\$121,11
pecial Education Weighted Funding	\$3,225 Per student		\$0	\$0	\$260,258	\$288,638	\$308,633	\$318,630	\$318,630
itle I	\$0 Per student		\$0	\$0	\$0	\$0	\$0	\$0	\$0
DEA	\$950 Per SPED studer	nt	\$0	\$65,360	\$76,665	\$85,025	\$90,915	\$93,860	\$93,860
reakfast Program - Federal Reimbursement	no "yes" or "no"								
chool Breakfast Program	\$0 Per student per	day	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ational School Lunch Program	\$0 Per student per	day	\$0	\$0	\$0	\$0	\$0	\$0	\$0
chool level fundraising	\$0 Per student		\$0	\$0	\$0	\$0	\$0	\$0	\$0
harter start-up funds (Federal R&E already awarded to ope	ratornot SEA grant)								
ther start-up grant funds									
udent fees									
vestment Income									
rivate fundraising (foundations, corporate)									
ivate fundraising (individuals)									
DTAL REVENUE			\$0	\$5,081,547	\$6,338,412	\$7,162,708	\$7,804,082	\$8,209,767	\$8,365,71
(PENSE ASSUMPTIONS									
AFFING COSTS									
ayroll Tax and Benefits									

Payroll Tax and Benefits
Medical
Single Coverage
Family Coverage
School's percentage of coverage
Assumed percentage of employees choosing single coverage
Weighted avg. cost for medical
FICA
State Retirement - Certified
State Retirement - Non-certified
Life Insurance
GASB 45
Unemployment Insurance

\$4,118	Per year
\$11,381	Per year
100%	
60%	
\$7,023	Per employee per year
11.00%	Percentage of Salary
14.63%	Percentage of Salary
14.63%	Percentage of Salary
4.00%	Percentage of Salary
	Per employee per year
	Per employee per year

Payroll Services
Bonus Pool
Instructional days per year
Saturday schools per year
Contractors required for Saturday School
Price per contractor

	Per employee per year
	Percentage of Salary
185	
0	
0	
\$0	

FTE Count Administrators	Start Year (Input year or "NA")	Base Salary
	(input year or rarr)	
Principal	2021	\$110,000.00
Assistant Principal	2021	\$75,000.00
Assistant Principal	2023	\$75,000.00
Curriculum Coach	2022	\$57,000.00
Counselor	2022	\$55,000.00
Total Administrators		

Office Staff		
Office Manager	2021	\$45,000.00
Registrar	2021	\$40,000.00
Receptionist	2021	\$18,360.00
Clinic Aide / FASA	2021	\$18,360.00
School Nurse	2024	\$40,000.00
Teacher Assistants (6)	2021	\$18,000.00
Teacher Assistant	2022	\$18,360.00
Teacher Assistant	2024	\$19,080.00
Teacher Assistant	2025	\$19,440.00
Teacher Assistant	2026	\$19,800.00
Campus Monitor/Custodian	2021	\$25,440.00
Campus Monitor/Custodian	2021	\$25,440.00
	NA	
	NA	
	NA	

Total Office Staff

Special Education and ELL Teachers

Special Education Teacher (3)	2021
Special Education Teacher	2022
	NA

2021	\$43,000.00	
2022	\$43,860.00	
NA		

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-3
2020	2021	2022	2023	2024	2025	2026
0.00	1.00	1.00	1.00	1.00	1.00	1.00
0.00	1.00	1.00	1.00	1.00	1.00	1.00
0.00	0.00	0.00	1.00	1.00	1.00	1.00
0.00	0.00	1.00	1.00	1.00	1.00	1.00
0.00	0.00	1.00	1.00	1.00	1.00	1.00
0.00	2.00	4.00	5.00	5.00	5.00	5.00
0.00	1.00	1.00	1.00	1.00	1.00	1.00
0.00	1.00	1.00	1.00	1.00	1.00	1.00
0.00	1.00	1.00	1.00	1.00	1.00	1.00
0.00	1.00	1.00	1.00	1.00	1.00	1.00
0.00	0.00	0.00	0.00	1.00	1.00	1.00
0.00	6.00	6.00	6.00	6.00	6.00	6.00
0.00	0.00	1.00	1.00	1.00	1.00	1.00
0.00	0.00	0.00	0.00	1.00	1.00	1.00
0.00	0.00	0.00	0.00	0.00	1.00	1.00
0.00	0.00	0.00	0.00	0.00	0.00	1.00
0.00	1.00	1.00	1.00	1.00	1.00	1.00
0.00	1.00	1.00	1.00	1.00	1.00	1.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	12.00	13.00	13.00	15.00	16.00	17.0
0.00	12.00	15.00	15.00	15.00	10.00	17.0
0.00	3.00	3.00	3.00	3.00	3.00	3.00
0.00	0.00	1.00	1.00	1.00	1.00	1.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00						
0.00	0.00	0.00	0.00	0.00	0.00	0.00

Total Special Education and ELL Teachers

	Grade	Start Year									
Teachers	Level	(Input year or "NA")	Base Salary	Subject	FTE Count						
Grade Level Teacher	К	2021	\$43,000.00	General (4)	0.00	4.00	4.00	4.00	4.00	4.00	4.00
Grade Level Teacher	1	2021	\$43,000.00	General (4)	0.00	4.00	4.00	4.00	4.00	4.00	4.00
Grade Level Teacher	2	2021	\$43,000.00	General (4)	0.00	4.00	4.00	4.00	4.00	4.00	4.00
Grade Level Teacher	3	2021	\$43,000.00	General (4)	0.00	4.00	4.00	4.00	4.00	4.00	4.00

Grade Level Teacher	4	2021	\$43,000.00	General (3)	0.00	3.00	3.00	3.00	3.00	3.00	3.00
					_						
Grade Level Assistant	4	2022	\$43,860.00	General	0.00	0.00	1.00	1.00	1.00	1.00	1.00
Grade Level Assistant	5	2021	\$43,000.00	General (3)	0.00	3.00	3.00	3.00	3.00	3.00	3.00
Grade Level Assistant	5	2023	\$44,737.20	General	0.00	0.00	0.00	1.00	1.00	1.00	1.00
Grade Level Assistant	6	2021	\$43,000.00	General (2)	0.00	2.00	2.00	2.00	2.00	2.00	2.00
Grade Level Assistant	6	2022	\$43,860.00	General	0.00	0.00	1.00	1.00	1.00	1.00	1.00
Grade Level Teacher	6	2023	\$44,737.20	General	0.00	0.00	0.00	1.00	1.00	1.00	1.00
Grade Level Teacher	7	2021	\$43,000.00	General (2)	0.00	2.00	2.00	2.00	2.00	2.00	2.00
Grade Level Teacher	7	2023	\$44,737.20	General	0.00	0.00	0.00	1.00	1.00	1.00	1.00
Grade Level Teacher	7	2024	\$45,631.94	General	0.00	0.00	0.00	0.00	1.00	1.00	1.00
Grade Level Teacher	8	2024	\$43,860.00	General (2)	0.00	0.00	2.00	2.00	2.00	2.00	2.00
	0	2022	343,800.00	General (2)	0.00	0.00	2.00	2.00	2.00	2.00	2.00
Create Level Assistant	8	2024	¢45 624 04	Constal	0.00	0.00	0.00	0.00	1.00	1.00	1.00
Grade Level Assistant		2024	\$45,631.94	General	-						
Grade Level Assistant	8	2025	\$46,544.58	General	0.00	0.00	0.00	0.00	0.00	1.00	1.00
Grade Level Assistant	-	2021	\$43,000.00	Special (5)	0.00	5.00	5.00	5.00	5.00	5.00	5.00
Grade Level Assistant	-	2023	\$44,737.20	Special	0.00	0.00	0.00	1.00	1.00	1.00	1.00
Grade Level Assistant	-	2026	\$47,475.47	Special	0.00	0.00	0.00	0.00	0.00	0.00	1.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
					_						
Grade Level Assistant		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Assistant		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Assistant		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Assistant		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Assistant		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
			•	•	-						
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
				ļ	_						
Grade Level Assistant		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Assistant		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Assistant		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Assistant		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Assistant		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Assistant		110			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
	1										
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
					_						
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher		NA			0.00	0.00	0.00	0.00	0.00	0.00	0.00

Grade Level Teacher	N	A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N	A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N	Ą		0.00	0.00	0.00	0.00	0.00	0.00	0.00
		I								
Grade Level Teacher	N	A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N	A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
			I							
Grade Level Teacher	N	4		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
				0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N	۵		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N									
	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N/	A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Crede Level Teesher		•		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N/			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N/			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N/			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N/			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N/	A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
		-								
Grade Level Teacher	N/			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N/			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N			0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	N	A		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Grade Level Teachers				0.00	31.00	35.00	39.00	41.00	42.00	43.00
FTE - Total				0.00	48.00	56.00	61.00	65.00	67.00	69.00
SALARIES										
TOTAL SALARIES				\$0	\$1,927,600	\$2,322,805	\$2,633,470	\$2,845,685	\$2,974,023	\$3,107,781
BENEFITS										
TOTAL BENEFITS				\$0	\$914,907	\$1,097,320	\$1,234,803	\$1,337,173	\$1,400,584	\$1,466,419
% of Salaries					47.5%	47.2%	46.9%	47.0%	47.1%	47.2%
PART-TIME EMPLOYEES										
Input part-time employees:										
Annualized salary				\$0	\$0	\$0	\$0	\$0	\$0	\$0
		L		ΨŪ	Ψũ	ΨŪ	ΨŪ	Ç.	ΨŪ	ţ.
Number of part-time employees at this pay rate										
Annualized colory		Γ		ćo	ćo	ćo	ćo	ćo	ćo	ćo
Annualized salary			J	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate										
		F	1							
Annualized salary				\$0	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate										
Annualized salary				\$0	\$0	\$0	\$0	\$0	\$0	\$0
		-								

Pinecrest Academy of Northern Nevada Attachment 16: Financial Workbook

Number of part-time employees at this pay rate

Annualized salary Number of part-time employees at this pay rate				\$0	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate				40	4-	45	40	40	42	1-
PART TIME WAGES				\$0	\$0	\$0	\$0	\$0	\$0	\$0
PERFORMANCE BONUSES				\$0	\$0	\$0	\$0	\$0	\$0	\$0
PAYROLL SERVICES				\$0	\$11,520	\$13,440	\$14,640	\$15,600	\$16,080	\$16,560
				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
GENERAL OPERATING EXPENSES				2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-2
nstruction	-	Assumptions		2020	2021	2022	2023	2024	2025	2026
Consumables		\$95	Per student		\$7,000	\$76,665	\$85,025	\$90,915	\$93,860	\$93,86
Office Supplies		\$13	Per student		\$8,944	\$10,491	\$11,635	\$12,441	\$12,844	\$12,84
Classroom Supplies		\$27	Per student		\$18,576	\$21,789	\$24,165	\$25,839	\$26,676	\$26,67
Coper Supplies		\$4	Per student		\$2,752	\$3,228	\$3,580	\$3,828	\$3,952	\$3,952
Nursing Supplies		\$3	Per student		\$2,064	\$2,421	\$2,685	\$2,871	\$2,964	\$2,96
SPED Supplies		\$120	Per SPED student		\$8,256	\$9,684	\$10,740	\$11,484	\$11,856	\$11,85
Dues and Fees		\$5,000	Per year increasing incrementally each year		\$5,000	\$5,500	\$6,000	\$6,500	\$7,000	\$7,500
Lunch Program		\$1,000	Per year		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Travel and Meetings		\$2,500	Per year		\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,50
Special Education Contracted Services		\$175	Per student		\$120,400	\$145,260	\$165,575	\$181,830	\$192,660	\$197,60
Vanagement Fee		\$450	Per student		\$309,600	\$363,150	\$402,750	\$430,650	\$444,600	\$444,60
T Services - Monthly		\$42	Per student		\$28,896	\$33,894	\$37,590	\$40,194	\$41,496	\$41,49
T Set-up Fees		\$15,000	Initially, decreasing each year		\$15,000	\$8,500	\$6,000	\$6,000	\$6,000	\$6,000
Website		\$3,000	Per year		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
nfinite Campus		\$2,000	Per year aside from Year 1 start up		\$4,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Phone and Communications		\$20,000	Per year increasing incrementally each year		\$20,000	\$21,000	\$21,000	\$21,000	\$21,000	\$21,00
Postage and shipping		\$750	Per year + enrollment increase		\$750	\$850	\$950	\$1,050	\$1,150	\$1,250
Background and Fingerprinting		\$75	Per employee		\$3,600	\$4,200	\$4,575	\$4,875	\$5,025	\$5,17
Marketing		\$1,000	Per year increasing incrementally each year		\$1,000	\$1,200	\$1,400	\$1,600	\$1,800	\$2,000
Dther/Misc. Purchases		\$1,000	Per year till doubling in Year 4		\$1,000	\$1,000	\$1,000	\$2,000	\$2,000	\$2,000
School/Facility Insurance		\$30,000	Per year increasing incrementally each year		\$30,000	\$31,500	\$33,075	\$34,729	\$36,465	\$38,28
Fire and Security Alarms		\$7,200	Per Year increasing incrementally each year		\$7,200	\$7,416	\$7,638	\$7,868	\$8,104	\$8,347
Repairs & Maintenance		\$26,500	Per Year increasing incrementally each year		\$26,500	\$32,500	\$40,000		\$8,104 \$50,000	\$50,00
.awn Care						\$32,500 \$12,600		\$43,000		
		\$12,000	Per Year increasing incrementally each year		\$12,000		\$13,230	\$13,892	\$14,586	\$15,31
AC Maintenance & Repair		\$13,000	Per Year increasing incrementally each year		\$13,000	\$14,000	\$15,000	\$16,000	\$17,000	\$18,00
Custodial Supplies		\$15	Per student		\$10,320	\$12,105	\$13,425	\$14,355	\$14,820	\$14,82
Snow Removal		\$12,000	Per student		\$12,000	\$12,600	\$13,230	\$13,892	\$14,586	\$15,31
Tuition Reimbursements		\$5,000	Per Year		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Substitute Teachers		\$165	Per day		\$56,100	\$64,350	\$70,950	\$74,250	\$75,900	\$77,55
Affiliation Fee		1%	% of S&L Revenues		\$50,926	\$60,929	\$68,924	\$75,173	\$79,160	\$80,74
Dues and memberships			Per FTE		\$0	\$0	\$0	\$0	\$0	\$0
ravel and Meetings			Per FTE		\$0	\$0	\$0	\$0	\$0	\$0
Background checks			Per new FTE		\$0	\$0	\$0	\$0	\$0	\$0
Accounting services			Per year		\$0	\$0	\$0	\$0	\$0	\$0
Field trips			Per grade level		\$0	\$0	\$0	\$0	\$0	\$0
Field trips - out of state			Per grade level		\$0	\$0	\$0	\$0	\$0	\$0
Parent & staff meetings			Per year		\$0	\$0	\$0	\$0	\$0	\$0
Saturday School (contractors for instruction)			Input "yes" or "no"		\$0	\$0	\$0	\$0	\$0	\$0
Total Instructional Supplies				\$0	\$786,384	\$970,332	\$1,073,643	\$1,149,734	\$1,199,004	\$1,212,6
Perstudent					\$1,143	\$1,202	\$1,200	\$1,201	\$1,214	\$1,227
Contracted Services										
Annual audit		\$20,000	Per year		\$0	\$20,000	\$20,000	\$20,000	\$20,000	\$20,00
egal funds		\$5,500	Per year		\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500
otal Contract Services	I			\$0	\$5,500	\$25,500	\$25,500	\$25,500	\$25,500	\$25,50
	School Pays?					•			•	
ood Program	(Input "yes" or "no")									
Breakfast	yes		Per student		\$0	\$0	\$0	\$0	\$0	\$0
Lunch program	yes		Per student (not covered by Title I)		\$0	\$0	\$0	\$0	\$0	\$0
Snacks	yes		Per student		\$0	\$0	\$0	\$0	\$0	\$0
Saturday food program	yes		Per student		\$0	\$0	\$0	\$0	\$0	\$0 \$0
,	103				<i>~~</i>	40	<i>40</i>	<i>40</i>	<i>40</i>	~~

Total Food Costs			\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL GENERAL OPERATING EXPENSES			\$0	\$791,884	\$995,832	\$1,099,143	\$1,175,234	\$1,224,504	\$1,238,152
			Ψ	<i>\$751,004</i>	<i>3333,</i> 032	<i>Ş1,033,143</i>	J1,17J,2J4	J1,224,304	\$1,230,132
TRANSPORTATION COSTS ASSUMPTIONS									
Percentage of students transported									
Students per bus		-							
Bus purchase price (used bus)		-							
Miles driven per bus per day		-							
Miles driven per bus per day	0								
Miles per gallon	0	1							
Gallons purchased per year	0.00								
Price per gallon	0.00	1							
Annual fuel costs per bus	\$0.00	4							
Maintenance costs per bus		per mile	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Annual maintenance costs per bus	\$0	per fille	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Bus Contracting Costs		annual	2013-20	2020-21	2022	2022	2024	2025	2025-20
bus contracting costs		annuar	2020	2021	2022	2025	2024	2025	2020
Number of students participating				0	0	0	0	0	0
Number of buses required				0	0	0	0	0	0
Bus purchasing costs				\$0	\$0	\$0	\$0	\$0	\$0
Fuel costs				\$0	\$0	\$0 \$0	\$0	\$0	\$0 \$0
Maintenance costs				\$0 \$0	\$0	\$0 \$0	\$0	\$0	\$0 \$0
Bus Contracting Costs				\$0	\$0	\$0	\$0	\$0	\$0 \$0
TOTAL TRANSPORTATION COSTS			\$0	\$0	\$0	\$0	\$0	\$0	\$0
Per student			ΨŪ	NA	NA	NA	NA	NA	NA
, er stadent									
ATHLETIC COSTS									
Head coach									
Assistant Coach									
Equipment									
Uniforms									
Footballs									
Flags/Misc Equipment									
Transportation		away game for 8 games is \$1,200 for bus rental							
Referees		wo referees (\$50 per ref) for eight home games	is \$800						
Total Costs	\$0								
Head coach									
Assistant Coach									
Equipment									
Uniforms									
Basketballs									
Misc Equipment									
Transportation	Example: \$150 per a	away game for 8 games is \$1,200 for bus rental							
Referees	Example: \$100 for tv	wo referees (\$50 per ref) for twelve home game	es is \$1,200						
Gym rental	Example: \$35/hour -	- could be up to \$6K							
Total Costs	\$0								
Head coach									
Assistant Coach									
Equipment									
Uniforms									
Basketballs									
Misc Equipment									
Transportation		away game for 8 away games is \$1,200 for bus							
Referees		wo referees (\$50 per ref) for twelve home game	es is \$1,200						
Gym rental		our for 120 hours of practice is \$4,200							
Total Costs	\$0								

Head coach	
Assistant Coach	
Equipment	
Uniforms	
1	
Soccer balls	
Shin guards, Misc Equipment	
Transportation	Example: \$150 per away game for 8 away games is \$1,200 for bus rental
Referees	Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Total Costs	\$0
Head coach	
1	
Assistant Coach	
Equipment	
Uniforms	
Soccer balls	
Shin guards, Misc Equipment	
	Example: \$1,000 per goal part is \$2,000 for a set of goals
Soccer goals	Example: \$1,000 per goal post is \$2,000 for a set of goals
Transportation	Example: \$150 per away game for 8 away games is \$1,200 for bus rental
Referees	Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Total Costs	\$0
Head coach	
Assistant Coach	
1	
Equipment	
Uniforms	
Other Equipment	
Transportation	Example: \$150 per away game for 8 away games is \$1,200 for bus rental
Referees	Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Total Costs	\$0
Head coach	
Assistant Coach	
Equipment	
Uniforms	
Other Equipment	
Transportation	Example: \$150 per away game for 8 away games is \$1,200 for bus rental
Referees	Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Total Costs	\$0
Head coach	
Assistant Coach	
Equipment	
Uniforms	
Other Equipment	
Transportation	Example: \$150 per away game for 8 away games is \$1,200 for bus rental
Referees	Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Total Costs	\$0
Head coach	
Assistant Coach	
Equipment	
Uniforms	
Other Equipment	
Transportation	Example: \$150 per away game for 8 away games is \$1,200 for bus rental
Referees	Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Total Costs	\$0
10(4) (03(3)	

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Start Year	Active program?	2020	2021	2022	2023	2024	2025	2026
	(Input year or "NA")	(Input "yes" or "no")							
0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	no		\$0	\$0	\$0	\$0	\$0	\$0
0	NA	no		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL ATHLETIC COSTS			\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES			\$0	\$3,645,911	\$4,429,397	\$4,982,055	\$5,373,693	\$5,615,191	\$5,828,912

Pinecrest Academy of Northern Nevada

FACILITY & TECNOLOGY EXPENSES

FACILITIES				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
INPUT "Purchase" or "Lease"	Lease			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
				2020	2021	2022	2023	2024	2025	2026
LEASE OPTION										
Square feet leased					65,000	65,000	65,000	65,000	65,000	65,000
Lease rate	\$750,000	Per Year increasing in Annual lease	cost	\$0	\$750,000	\$980,000	\$1,150,000	\$1,300,000	\$1,375,000	\$1,425,000
Custodial	\$105,050	Per Year increasing incrementally each	/ear	\$0	\$105,050	\$106,050	\$107,150	\$107,850	\$109,350	\$110,850
Utilities	\$75,000	Per Year increasing incrementally each	/ear	\$0	\$105,000	\$100,000	\$110,000	\$115,000	\$120,000	\$125,000
Capital Outlay (building renovations)		One-time cost Capital Out	lay							
Total cost to lease				\$0	\$960,050	\$1,186,050	\$1,367,150	\$1,522,850	\$1,604,350	\$1,660,850
		_								
General liability insurance		Annual cost		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL FACILITIES COSTS				\$0	\$960,050	\$1,186,050	\$1,367,150	\$1,522,850	\$1,604,350	\$1,660,850

TECHNOLOGY & EQUIPMENT ASSUMPTIONS

ASSUMPTIONS		_								
Copier (monthly lease rate)		Per month								
	700	Students per copier								
Desktop/laptop computer cost - Faculty		Per faculty member								
Desktop/laptop computer cost - Students		Per student		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Desktop/laptop computers - Students		Per grade level		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Cart costs - Students		Per cart		2020	2021	2022	2023	2024	2025	2026
Number of copiers needed					1	2	2	2	2	2
Annual copier lease					\$45,000	\$50,000	\$55,000	\$57,750	\$60,638	\$63,669
Zion FFE Lease - Instructional / Computer / Furniture / Fixtures		\$1,000	Per student		\$127,000	\$212,000	\$239,000	\$259,000	\$147,000	\$75,000
New Desktop/laptop computer cost - Faculty		\$0	Per desktop/laptop	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Desktop/laptop replacement cost - Faculty			Number of years use		FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
New Desktop/laptop computer cost - Students		\$0	Per desktop/laptop		\$0	\$0	\$0	\$0	\$0	\$0
Desktop/laptop replacement cost - Students			Number of years use		FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
Mobile laptop cart - students			Per grade level		\$0	\$0	\$0	\$0	\$0	\$0
Mobile Laptop cart replacement costs			Number of years use		FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
FTE cell phone handset			Per handset	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE Cell phones (monthly coverage)			Per month	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Internet setup			Setup fee		\$0					
Server			Per server		\$0					
Classroom technology			Per classroom		\$0	\$0	\$0	\$0	\$0	\$0
Educational software			Per student		\$0	\$0	\$0	\$0	\$0	\$0
Technology Support Services			Per month		\$0	\$0	\$0	\$0	\$0	\$0
Internet and phone monthly service			Per month		\$0	\$0	\$0	\$0	\$0	\$0
Other Equipment (hardware costs, setup fees, security system)			Setup cost		\$0					
Monthly equipment cost			Per month		\$0	\$0	\$0	\$0	\$0	\$0
Computer Hardware			Per FTE		\$0	\$0	\$0	\$0	\$0	\$0
Computer Software			Per FTE		\$0	\$0	\$0	\$0	\$0	\$0
Faculty furniture			Per FTE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student furniture			Per new student		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL TECHNOLOGY & EQUIPMENT COSTS				\$0	\$172,000	\$262,000	\$294,000	\$316,750	\$207,638	\$138,669

Pinecrest Academy of Northern Nevada

Finecrest Academy of Northern Nevada			BUD	GET SUMMA	ARY		
	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	2020	2021	2022	2023	2024	2025	2026
Number of Students	0	688	807	895	957	988	988
Number of Employees	0	48	56	61	65	67	69
REVENUE							
DSA Funding	\$0	\$5,092,576	\$6,092,882	\$6,892,432	\$7,517,294	\$7,916,017	\$8,074,337
DSA Sponsorship Fee	0	(76,389)	(91,393)	(103,386)	(112,759)	(118,740)	(121,115)
State Special Education Funding	0	0	260,258	288,638	308,633	318,630	318,630
Title I	0	0	0	0	0	0	0
IDEA	0	65,360	76,665	85,025	90,915	93,860	93,860
Federal Breakfast Program	0	0	0	0	0	0	0
Federal Lunch Program	0	0	0	0	0	0	0
School level fundraising	0	0	0	0	0	0	0
R&E start-up funds	0	0	0	0	0	0	0
Other start-up funds	0	0	0	0	0	0	0
Student fees	0	0	0	0	0	0	0
Investment Income	0	0	0	0	0	0	0
Private fundraising (foundations, corporate)	0	0	0	0	0	0	0
Private fundraising (individuals)	0	0	0	0	0	0	0
TOTAL REVENUE	\$0	\$5,081,547	\$6,338,412	\$7,162,708	\$7,804,082	\$8,209,767	\$8,365,712
EXPENSES							
Salaries	\$0	\$1,927,600	\$2,322,805	\$2,633,470	\$2,845,685	\$2,974,023	\$3,107,781
Benefits	0	914,907	1,097,320	1,234,803	1,337,173	1,400,584	1,466,419
Part-Time Wages	0	0	0	0	0	0	0
Performance Bonuses	0	0	0	0	0	0	0
Payroll Services	0	11,520	13,440	14,640	15,600	16,080	16,560
General Operating Expenses	0	791,884	995,832	1,099,143	1,175,234	1,224,504	1,238,152
Transportation	0	0	0	0	0	0	0
Athletic Program	0	0	0	0	0	0	0
Facilities	0	960,050	1,186,050	1,367,150	1,522,850	1,604,350	1,660,850
Technology & Equipment	0	172,000	262,000	294,000	316,750	207,638	138,669
TOTAL EXPENSES	\$0	\$4,777,961	\$5,877,447	\$6,643,205	\$7,213,293	\$7,427,179	\$7,628,432

SURPLUS/(DEFICIT)	\$0	\$303,586	\$460,965	\$519,502	\$590,789	\$782,588	\$737,281
Per student		\$441	\$571	\$580	\$617	\$792	\$746
Ending Fund Balance	\$0	\$303,586	\$764,551	\$1,284,053	\$1,874,843	\$2,657,431	\$3,394,711

Pinecrest Academy of Northern Nevada Projected Cash Flow Statement

2020-21

2020-21															
	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	TOTAL PROJECTED BUDGET	REVENUES PER BUDGET SUMMARY	
REVENUES	July	August	September	October	November	December	January	February	March	April	May	June			VARIANCE
DSA Funding DSA Sponsorship Fee State Special Education Funding	424,381 (6,366)	424,381 (6,366)	424,381 (6,366)	424,381 (6,366)	424,381 (6,366)	424,381 (6,366)	424,381 (6,366)	424,381 (6,366)	424,381 (6,366)	424,381 (6,366)	424,381 (6,366)	424,381 (6,366)	5,092,576 (76,389)	5,092,576 (76,389)	
Title 1 IDEA Federal Breakfast Program Federal Lunch Program School level fundraising R&E start-up funds Other start-up funds Student fees Investment Income Private fundraising (foundations, corporate) Private fundraising (individuals)				7,262	7,262	7,262	7,262	7,262	7,262	7,262	7,262	7,262	65,360	65,360	
Total Revenues	418,016	418,016	418,016	425,278	425,278	425,278	425,278	425,278	425,278	425,278	425,278	425,278	5,081,547	5,081,547	
Total Revenues Y-T-D	418,016	836,031	1,254,047	1,679,325	2,104,603	2,529,880	2,955,158	3,380,436	3,805,714	4,230,992	4,656,270	5,081,547			
Percent of Revenues Y-T-D	8.23 %	16.45 %	24.68 %	33.05 %	41.42 %	49.79 %	58.15 %	66.52 %	74.89 %	83.26 %	91.63 %	100.00 %			
													TOTAL PROJECTED BUDGET	EXPENSES PER BUDGET SUMMARY	
EXPENDITURES															VARIANCE
Salaries		175,236	175,236	175,236	175,236	175,236	175,236	175,236	175,236	175,236	175,236	175,236	1,927,600	1,927,600	
Benefits		83,173	83,173	83,173	83,173	83,173	83,173	83,173	83,173	83,173	83,173	83,173	914,907	914,907	
Part-Time Wages															
Performance Bonuses Payroll Services		1,047	1,047	1,047	1,047	1,047	1,047	1,047	1,047	1,047	1,047	1,047	11,520	11,520	
General Operating Expenses		71,989	71,989	71,989	71,989	71,989	71,989	71,989	71,989	71,989	71,989	71,989	791,884	791,884	
Transportation		, 1,505	, 1,505	, 1,505	71,505	, 1,505	, 1,505	71,505	,1,505	71,505	71,505	71,505	, 51,004	751,004	
Athletic Program															
Facilities		87,277	87,277	87,277	87,277	87,277	87,277	87,277	87,277	87,277	87,277	87,277	960,050	960,050	
Technology & Equipment		15,636	15,636	15,636	15,636	15,636	15,636	15,636	15,636	15,636	15,636	15,636	172,000	172,000	
		434.360	434.360	434.360	434.360	434.360	434.360	434.360	434.360	434.360	434.360	434.360	4,777,961	4,777,961	
Total Expenditures Total Expenditures Y-T-D		434,360 434,360	434,360 868,720	434,360 1,303,080	434,360	434,360 2,171,801	434,360 2,606,161	434,360 3,040,521	434,360 3,474,881	434,360 3,909,241	434,360 4,343,601	434,360 4,777,961	4,777,961	4,777,961	
Percent of Expenditures Y-T-D	.00 %	434,360 9.09 %	18.18 %	27.27 %	36.36 %	45.45 %	2,606,161 54.55 %	3,040,521 63.64 %	3,474,881 72.73 %	3,909,241 81.82 %	4,343,601 90.91 %	4,777,961			
references Expenditures 1-1-D	.00 %	3.05 %	10.10 %	21.21 70	30.30 %	43.43 %	54.55 %	03.04 %	12.13 %	01.02 /6	50.51 %	100.00 %			
Net Change	418,016	(16,344)	(16,344)	(9,082)	(9,082)	(9,082)	(9,082)	(9,082)	(9,082)	(9,082)	(9,082)	(9,082)	303,586	303,586	
Net Change Y-T-D	418,016	401,671	385,327	376,244	367,162	358,080	348,998	339,915	330,833	321,751	312,668	303,586			
Percent of Net Change Y-T-D	137.69 %	132.31 %	126.92 %	123.93 %	120.94 %	117.95 %	114.96 %	111.97 %	108.97 %	105.98 %	102.99 %	100.00 %			

Projected Cash Balance

	PROJECTED	TOTAL PROJECTED BUDGET	NET CHANGE PER BUDGET SUMMARY												
	July	August	September	October	November	December	January	February	March	April	May	June			VARIANCE
Net Change in Cash (F/B)	418,016	(16,344)	(16,344)	(9,082)	(9,082)	(9,082)	(9,082)	(9,082)	(9,082)	(9,082)	(9,082)	(9,082)	303,586	303,586	
Begin Cash Balance(F/B)		418,016	401,671	385,327	376,244	367,162	358,080	348,998	339,915	330,833	321,751	312,668			
End Cash Balance (F/B)	418,016	401,671	385,327	376,244	367,162	358,080	348,998	339,915	330,833	321,751	312,668	303,586	303,586	303,586	

WEIGHTED

Estimated 2019-20 Rates

			Outside			
County District	DSA	F	Revenue	Total	Enrollment	Subtotal
Carson City	\$ 7,193	\$	1,053	\$ 8,246		\$ -
Churchill	\$ 7,202	\$	1,173	\$ 8,375		\$ -
Clark	\$ 6,067	\$	1,100	\$ 7,167		\$ -
Douglas	\$ 6,334	\$	2,723	\$ 9,057		\$ -
Elko	\$ 8,129	\$	1,310	\$ 9,439		\$ -
Esmeralda	\$ 21,776	\$	7,784	\$ 29,560		\$ -
Eureka	\$ 14,487	\$	21,820	\$ 36,307		\$ -
Humboldt	\$ 7,379	\$	1,977	\$ 9 <i>,</i> 356		\$ -
Lander	\$ 4,904	\$	4,529	\$ 9,433		\$ -
Lincoln	\$ 10,907	\$	1,329	\$ 12,236		\$ -
Lyon	\$ 7,487	\$	936	\$ 8,423		\$ -
Mineral	\$ 9,725	\$	1,475	\$ 11,200		\$ -
Nye	\$ 8,278	\$	1,469	\$ 9,747		\$ -
Pershing	\$ 9,261	\$	2,606	\$ 11,867		\$ -
Storey	\$ 8,283	\$	6,398	\$ 14,681		\$ -
Washoe	\$ 6,034	\$	1,368	\$ 7,402	688	\$ 5,092,576
White Pine	\$ 8,324	\$	1,634	\$ 9,958		\$ -
Multi-District	\$ 7,402				688.0	\$ 5,092,576

				Entity D	escription Data							Stude	nt Demographic I	Inform <u>ation</u>					M	ath					Reading/L	angu <u>age A</u>	rts				Sci	ence		
Cabaal			Communa	Lough	Comparison Entity According to Very	Test Name	School/Campus Statewide Accountability	Grades Served	Grades Tested	Total # Students Enrolled	Total # EDI	Total # EL	. Total # SPED	Total # Black	Total # Hispanic Students	Total # Native American Students	Math # students tested	Math % students	Math % students Emergent /Developi	Math % students Approact standard	h Math % Meets	Math % Students Exceeds Standard	# students	Reading % Proficien	Reading g % Emergent nt /Develop	% t Approac	Reading	Exceeds	# students tested	Science % Proficient	/Developi	Science % Approach es Standard		Science % Exceeds Standar
	ID Schoo	001	Campus	Elementary	Comparison Entity Assessment Year	Test Name	Rating 4 star	K-5th	3rd-5th		TOLAT # FKL	TOLAT # ELL	I I I I I I I I I I I I I I I I I I I	Students		Students	324	69.8	t ng	21.5	I Standard		323	68.4	ng 10.8	Standar	d 33.4	25	111	45	ng 20.7	34.2	37.8	7.2
55200	0		Cactus	Middle	2017/2018		5 star	6th-8th	6th-8th	997	-	31	79	44	179	-	358	55.6	14.3	30.1	32.4	23.2	323	76.7	6.4	16.9	43.9	32.8	111	66.9	9.3	23.7	44.9	22
55202	1		Eine Mess	Elementary	2017/2018	-	3 star	K-5th	3rd-5th	985	147	16	0.2	100	284		316	53.9	21.1	25	34.1	19.7	311	63.7	11.6	24.7	34.6	29.1	106	39.6	24.5	35.8	39.6	0
5520.	1		Fire Mesa	Middle	2017/2018		4 star	6th-8th	6th-8th	985	147	40	92	100	284	-	333	34	32	33.5	22.4	12.1	333	62.8	11.8	25.3	48.6	14.2	103	44.7	17.5	37.9	32	12.6
55204	4 le	3	Pebble	Elementary	2017/2018		5 star	K-5th	3rd-5th	796	13	23	42	50	181	-	320	61.7	10.5	27.8	34	27.6	319	74.2	9.5	16.3	39.8	34.4	111	45.9	21.6	32.4	39.6	6.3
	10	5		Middle		_	4 star	6th-8th	6th-8th								155	42	24.9	33.2	30.6	11.4	155	60.5	15.3	24.3	45.6	14.8			N	/A	17.4	
66207		ے ا		Elementary	2017/2010		5 star	K-5th	3rd-5th	1 4 2 2		45	125	59	275		406	67.1	12.8	20.2	32.2	34.9	406	68.3	11.2	20.5	32	36.4	140	55	17.9	27.1	47.1	7.9
55202	2		Red Rock	Middle HS	2017/2018		5 star NR	6th-8th	6th-8th N/A	1,423	-	45	135	59	275	-	437	44.6	18.1	37.3	27.2	17.4	437	72.9	8.3	18.8	50.4	22.6	90	47.8	21.1	31.1	35.6	12.2
				Elementary		-	4 star	9th-12th K-5th	3rd-5th								320	66.1	9.2	24.7	39.2	26.9	317	71.6	12.4	16.1	36	35.6	112	52.7	17	30.4	39.3	13.4
55203	3		Saddle	Middle	2017/2018		3 star	6th-8th	6th-8th	972	17	26	75	79	194	-	333	32.7	31.6	35.6	22.8	9.9	334	61.5	13.7	24.8	42.9	18.6	106	54.7	12.3	33	37.7	17
50420	<u>, </u>	-	D	Elementary	2017/2010	-	1 star	K-5th	3rd-5th	760	(10	397	50	70	500		299	27.4	45.5	27	20.9	6.6	288	30.9	41	28.1	20.8	10	95	7.4	64.2	28.4	6.3	1.1
59433	te		Bonanza	Middle	2017/2018		3 star	6th-7th		/60	610	397	52	72	589	-	86	29.1	43	27.9	20.9	8.1	86	36	30.2	33.7	24.4	11.6			N	/A		
49432	2 Ma	БИ	Iountain Vista	Elementary	2017/2018		3 star	K-5th	3rd-5th	996	626	472	83	90	752	-	303	36.9	27.7	35.5	21.8	15.1	299	39.6	31.7	28.7	23.7	15.9	105	9.5	52.4	38.1	8.6	1
		-		Middle	2017/2010	_	4 star	6th-8th		,,,,,	020				, 52		313	26.5	40.1	33.47	17.4	9.1	313	46	24.3	29.6	37.8	8.3	81	35.8	27.2	37	28.4	7.4
50427	2		Calana	Elementary	2017/2010		5 star	K-5th	3rd-5th	1.261	227	47	144	02	220		363	65.4	10.7	23.9	32.8	32.6	353	69.5	10.3	20.23	32.1	37.4	119	45.4	16	38.7	40.3	5
58432	ب 2	۔ ا	Cadence	Middle HS	2017/2018		5 star NR	6th-8th 9th-12th	6th-8th N/A	1,261	227	47	144	83	320	-	314	44.4	21.4	34.2	24.4	20	313	64	12	24.1	43.7	20.3	87	48.3	20.7	<u>31</u> [/A	27.6	20.7
	es	3 –		Elementary		-	5 star	K-5th	3rd-5th								308.0	48.2	11.6	15.2	22.7	25.5	306.0	54.2	9.5	11.4	20.6	33.6	112	46.4	26.8	26.8	34.8	11.6
58422		5	Horizon	Middle	2017/2018	SBAC	5 star	6th-8th	6th-8th	866	153	13	97	71	219	-	194.0	35.9	15.9	23.2	19.3	16.6	194.0	55.3	5.1	14.6	34.0	21.2	45	62.2	11.1	26.7	44.4	17.8
50421	, ne		I	Elementary	2017/2010	-	5 star	K-5th	3rd-5th	1.017	22		00	40	100		375	80.4	5.5	14.2	28.9	51.5	369	85.4	6	8.6	28.3	57	114	64	12.3	23.7	52.6	11.4
58425	Pi Pi	-	Inspirada	Middle	2017/2018		5 star	6th-8th	6th-8th	1,017	32	-	98	40	189	-	236	59.5	8.2	32.2	24.5	35.1	236	88.5	3.5	7.9	45.8	42.7	49	69.4	8.2	22.4	49	20.4
58422	7		St. Rose	Elementary	2017/2018		5 star	K-5th	3rd-5th	982	81	25	72	52	226	_	326	75.7	6.7	17.6	29.3	46.3	318	82.2	6.5	11.3	33.2	49	115	57.4	10.4	32.2	47.8	9.6
			bt. Rose	Middle	2017/2010	_	5 star	6th-8th	6th-8th	502	01		, _				320	55.6	18.5	25.9	20.2	35.4	320	70.7	12.9	16.4	42.8	27.9	101	59.4	8.9	31.7	38.6	20.8
5912	1	Lo	one Mountain	Elementary	2017/2018		4 star	K-5th	3rd-5th	957	0	29	104	63	245	-	294	59.2	11.3	29.5	31.2	28.1	29.2	59.9	14.8	25.4	31.1	28.8	100	38	20	42	37	1
				Middle Elementary		-	5 star 3 star	6th-8th K-5th	6th-8th 3rd-5th								352 370	40.9	21.9 21.2	37.2	25.6 28.3	15.3 17.9	352 368	59.4 49.7	28.5	29.3	30.4	16.4	119 123	66.4 35	5.9 29.3	27.7 35.8	41.2 31.7	25.2 3.3
59120	0		Losee	Middle	2017/2018		3 star	6th-8th	6th-8th	1,754	485	124	233	301	722	-	518	24.4	41.5	34.2	16.9	7.5	516	46.8		28.3			174		31.6	28.7	34.5	5.2
0,11	iet		100000	HS	2017/2010		NR	9th-12th	N/A	1,701	100	121	200	001	, 22		510	2		I/A	10.7	7.0	510	10.0		N/A	0110	10.1		00.7		/A	0 1.0	5.2
50110	ers		N11 17	Elementary	2017/2010	-	2 Star	K-5th	, 3rd-5th	1.150	201	100	110	200	441		354	35.8	26.8	37.3	23.2	12.6	348	42.6	25.6	31.9	27.9	14.7	115	26.1	27	47	25.2	0.9
59119	9 W		NLV	Middle	2017/2018		3 star	6th-8th	6th-8th	1,158	281	188	118	209	441	-	394	30.4	37.5	32	22.1	8.3	394	43.6	25.1	31.2	33.6	10.1	120	40.8	28.3	30.8	34.2	6.7
	Sol	Ś		Elementary			4 star	K-5th	3rd-5th	-							379	68.7	11.2	20.1	35.6	33.1	371	65.2	14.6	20.2	26.7	38.5	130	43.1	15.4	41.5	33.1	10
59122	2	-	Sky Pointe	Middle	2017/2018		3 star	6th-8th	6th-8th	1,914	-	26	256	123	353	-	514	36.3	28.5	35.2	24	12.3	514	58.7	15.1	26.2	42.8	15.9	175	53.7		27.4	34.9	18.9
				HS			3 star	9th-12th	N/A								0.40	(4.0		I/A	04.0	00 -	0.40		1	N/A	0.0 -		400	44.0		I/A	26.0	
59123	3		Stephanie	Elementary Middle	2017/2018		4 star	K-5th	3rd-5th	906	215	37	101	52	264	-	342	61.9 51.0	10.7	27.4	31.3	30.7	340	64.6	15.2	20.2	32.7		122	41.8	12.3	45.9	36.9	4.9
				Middle			5 star 2 star	6th-8th 6th-8th	6th-8th 6th-8th								241 488	51.9 27.3	20.1 38.9	28 33.7	25.1 18.8	26.8 8.5	240 492	63.8 42.8		26.6 30.4	37.2 36.1		57 124	66.7 13.6	10.5 67.2	22.8 19.2	45.6 11.0	21.1 2.7
47434	4		SLAM	HS	2017/2018		NR	9th-12th	N/A	738	241	54	63	59	377	-	400	27.3		33.7 I/A	10.0	0.5	472	42.0		30.4 N/A	50.1	0.7	124	13.0		19.2 //A	11.0	2.7
	Dora	al		Elementary			5 star	K-5th	3rd-5th								1386	59.8			314	28.4	1387	70	11.2	./	33.7	36.3	<u> </u>			/ **		



							Schoo	l Contact Info			Αι	thorizer Contact Information		
		Year	Year EMO Began											
Charter School Name	Name of Campus (if more than one)	Opened		City	State	Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
	Cactus	2014												
	Fire Mesa	2015			N 12				(702) 424 6260					
Doral Academy of Nevada	Pebble	2017	Las V	/egas	NV	Bridget Phillips	Executive Director	Bridget.Phillips@doralacademynv.org	(702) 431-6260					
	Red Rock	2016												
	Saddle Mt. Vista	2013 2015								-				
Mater Academy of Nevada	Bonanza	2015	Las \	/egas	NV	Renee Fairless	Principal	Renee.Fairless@materacademynv.org (70	(702) 485-2400	0				
	Cadence	2017							(702) 749-3500					
	Horizon	2010												
Pinecrest Academy of Nevada	Inspirada	2012	Hen	derson	NV	Lisa Satory	Principal			SPCSA	Rebecca Feiden	Executive Director	rebecca.feiden@spcsa.nv.gov	702-486-0826
	St. Rose	2015												
SLAM Academy of Nevada		2016	Hen	derson	NV	Dan Triana	Principal	Dan.Triana@slamnv.org	(702) 473-5735	-				
,	Aliante	2018					•			1				
	Lone Mountain	2015												
	Losee	2013		10000										
Somerset Academy of Las Vegas	North Las Vegas	2011		Las Vegas NV John B	John Barlow	Executive Director	John.Barlow@somersetnv.org	(702) 487-5411						
	Sky Canyon	2018												
	SkyPointe	2012												
	Stephanie	2011	Hen	lenderson										

Pinecrest Academy of Northern Nevada Attachment 17: School Audit Worksheet

THER INFORMATION Fill in the yellow cells with any additional notes necessary to explain the data

Please use this space to include any additional information you would like SPCSA to know about the data you are submitting

INDEPENDENT AUDIT DATA-Supply the requested data from each independent audit performed for the organization or a school in the past four years - Please check the calculated values below and make sure they correspond with internal records - Discrepancies between published data and reported data must be thoroughly explained on next tab

			Entity Description Data											Independent A	udit Data									
			School/Entity Name (as it appears on									Non Current					Change in Ne		Unrestricte	Debt to S	urplus		Net Position	Net Position
State		ity ID School ID	Independent Audit)	Operation	Fiscal Year	Cash		l Current Assets No	on Current Assets	Total Assets	Current Liabilities	Liabilities	Total Liabilities N	let Assets Fund	0	(penditures	Assets	Ratio	d Days Cash	Asset Ratio N	- 0	Cash Flow		Year) (End of Year)
NV		122331	Mater Academy of Nevada	2017-2018	2018	\$ 1,14	8,834 \$	2,692,203 \$	5 1,019,659	\$ 0)/11)00 1	\$ 1,674,528	\$ 8,091,330	\$ 9,765,858	<u>\$ 622,328</u> \$	16,318,578 \$	10)100)100	\$ 135,1	1.61	25.91	2.63	0101	\$ 784,110		7,151 \$ 622,326
NV		907920	Doral Academy of Nevada	2017-2018	2018	\$ 7,35	7,580 \$	12,609,531 \$	==)===)	\$ 37,763,267	+ 0)=0=)000	\$ 49,645,937	¢ 01)/00)010	\$ 133,138 \$	40,161,058	10)=>0)1=?	\$ (135,0	069) 2.47	66.64	1.45	(111)	\$ 2,453,338		3,205 \$ 133,136
	10 00	065099	Pinecrest Academy of Nevada	2017-2018	2018	φ 1)01	0,215 \$	6,421,426 \$	5 2,064,927	÷ 0)100)000	¢ ≦)>00)10>	\$ 22,187,036	\$ 25,143,445	φ (1)017)000 μ	33,862,243	34,610,981	\$ (748,7	50) 11,	50.83	2.96	(0.02)	\$ 2,298,770	+	,924) \$ (1,349,662)
NV		393412	Somerset Academy of Las Vegas	2017-2018	2018	+ ==)>	0,269 \$	22,651,001 \$	¢ 010101000	\$ 104,197,669	¢ 0) ⊒ 00)009	φ 1 Ξ /)001)100	\$ 132,284,612		52,196,541 \$	- / · /	\$ (1,0)69) 4.33	90.84	1.27	(0100)	\$ 6,192,714		,668) \$ (9,424,737)
NV	81-16	668405	SLAM Academy of Nevada	2017-2018	2018	\$ 52	5,858 \$	729,115 \$	5 466,470	\$ 1,195,585	\$ 558,550	\$ 2,447,603	\$ 3,006,153	\$ 427,123 \$	5,828,120 \$	5,770,865	\$ 57,2	255 1.31	32.63	2.51	0.01	\$ 515,858	\$ 369	9,868 \$ 427,123
		122331	Mater Academy of Nevada	2016-2017	2017	+	4,724 \$	1,493,205 \$	5 462,215	\$ 1,955,420	\$ 1,018,780	\$ 4,917,293	\$ 5,936,073	\$ 487,151 \$	9,507,679 \$	9,708,043	\$ (200,3	364) 1.47	13.71	3.04	(0.02)	\$ 356,208		7,515 \$ 487,151
NV		907920	Doral Academy of Nevada	2016-2017	2017	+ -)-	4,242 \$	5,600,581 \$	5 2,563,608	\$ 8,164,189	\$ 3,187,829	\$ 15,971,347	\$ 19,159,176	\$ 268,205 \$	29,501,449 \$	<u>29,762,798</u>	\$ (261,3	349) 1.76	60.14	2.35	(0.01)	\$ 2,727,428	7	0,554 \$ 268,205
NV	10 0 0	065099	Pinecrest Academy of Nevada	2016-2017	2017	\$ 2,52	1,445 \$	5,288,828 \$	2,289,463	\$ 7,578,291	\$ 2,917,222	<u>\$ 14,957,746</u>	<u>\$ 17,874,968</u>	\$ (600,924) \$	29,305,075 \$	<u>28,912,184</u>	\$ 392,8	391 1.81	31.83	2.36	0.01	<u>\$ 1,437,951</u>		8,815) \$ (600,924)
NV		393412	Somerset Academy of Las Vegas	2016-2017	2017	\$ 6,79	7,555 \$	15,299,189	\$ 39,409,597	\$ 54,708,786	\$ 5,979,923	\$ 73,904,866	\$ 79,884,789	<u>\$ (9,423,668)</u> <u>\$</u>	47,015,649 \$	48,334,574	\$ (1,318,9	25) 2.56	51.33	1.46	(0.03)	\$ 592,318	\$ (8,104	,743) \$ (9,423,668)
NV	81-16	668405	SLAM Academy of Nevada	2016-2017	2017	\$	- \$	448,520 \$	5 431,549	\$ 880,069	\$ 458,505	\$ 312,026	\$ 770,531	\$ 369,868 \$	3,677,755 \$	5 3,307,887	\$ 369,8	368 0.98	0.00	0.88	0.10	\$ -	\$	- \$ 369,868
		100001			2.2.1.4					t () 0 0 (0 0		+	+									+ (2,622)		
	46-51		Mater Academy of Nevada	2015-2016	2016	Ŧ	8,516 \$	942,949 \$	<u>487,174</u>	+	φ 100), <u>1</u> 1	\$ 1,666,226	↓ =)0000)910	\$ 687,515 \$	6,557,805 \$	6,028,026	\$ 529,7	779 1.35	0.52	1.66	0.08	\$ (9,632		7,736 \$ 687,515
NV		907920	Doral Academy of Nevada	2015-2016	2016	+ _/	6,814 \$	3,879,919 \$	5 1,549,618	\$ 5,429,537	φ 1,071,270	\$ 7,779,693	\$ 9,670,983	\$ 529,554 \$	18,055,798 \$	17,316,796	\$ 739,0	2.05	45.88		0.04	\$ 690,337		9,448) \$ 529,554
NV		065099	Pinecrest Academy of Nevada	2015-2016	2016	÷ =)••	3,494 \$	3,212,540 \$	5 1,521,307	\$ 4,733,847	\$ 1,785,354	÷ 0)0 / 1)0 0 1	+ 0,019,000	\$ (993,815) \$	17,665,570 \$	16,256,319	\$ 1,409,2	100	24.33	1.15	0.08	\$ (78,315)		(993,815) \$
NV	27-53	393412	Somerset Academy of Las Vegas	2015-2016	2016	\$ 6,20	5,237 \$	18,817,850 \$	\$ 34,828,815	\$ 53,646,665	\$ 4,552,047	\$ 62,872,574	\$ 67,474,621	\$ (8,104,743) \$	39,665,718 \$	39,382,738	\$ 282,9	980 4.13	57.51	1.26	0.01	\$ 2,250,201	\$ (8,387	7,723) \$ (8,104,743)
NV		100001			2217	+				+	+	+										+		
NV		122331	Mater Academy of Nevada	2014-2015	2015	+	8,148 \$	234,180 \$	5 248,284	\$ 482,464	\$ 299,143	\$ 178,898	\$ 478,041	\$ 157,736 \$	2,165,379 \$	2,007,643	\$ 157,7	50 0.70	3.30	0.2.2	0.07	\$ 18,148	- T	- \$ 157,736
NV		907920	Doral Academy of Nevada	2014-2015	2015	+	6,477 \$	2,551,892 \$	5 1,058,788	\$ 3,610,680	\$ 1,185,892	\$ 2,905,228	\$ 4,091,120	\$ (209,448) \$ + (209,448) \$	11,540,277 \$	<u>9,970,714</u>	÷ _)≥ € ?)≥	563 2.15	54.42		0.14	\$ 976,173		0,011) \$ (209,448)
NV		065099	Pinecrest Academy of Nevada	2014-2015	2015	+ =)= (1,809 \$	1,845,812 \$	<u>507,728</u>	\$ 2,353,540	\$ 715,222	\$ 3,680,102	\$ 4,395,324	<u>\$ (2,403,066) </u> \$	6,700,349 \$	6,647,802	+ 0=)0	547 2.58	63.79	1.87	0.01	\$ (460,432		<u>(654) \$ (2,403,066)</u>
NV	27-53	393412	Somerset Academy of Las Vegas	2014-2015	2015	\$ 3,95	5,036 \$	19,406,000 \$	\$ 32,421,280	\$ 51,827,280	\$ 3,529,571	\$ 56,026,029	\$ 59,555,600	<u>\$ (8,387,723)</u> <u>\$</u>	31,560,824 \$	30,105,962	\$ 1,454,8	362 5.50	47.95	1.15	0.05	\$ 2,231,253	\$ (9,842	2,585) \$ (8,387,723)
NV					2211	÷ =	0.001		b	• • • • • • • • • • • • • • • • • •	* • • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • • • • • • • • • • •						11.00	0.0.(0.4 5	* = 1 0 0 0 1		
NV		907920	Doral Academy of Nevada	2013-2014	2014	ф U.	0,304 \$	1,017,714 \$		<u>\$ 1,017,714</u>	φ 11,000	\$ 17,831	\$ 265,719	<u>\$ 751,995</u> <u>\$</u>	4,920,517 \$	<u>4,168,522</u>	\$ 751,9	995 4.11	44.68	0.26	0.15	\$ 510,304	Ψ	- \$ 751,995
NV		065099	Pinecrest Academy of Nevada	2013-2014	2014	/-	2,241 \$	1,776,283	<u>\$ 21,274</u>	, ,	<i>ф</i> 000)111	\$ -	\$ 338,444	\$ 1,459,113 \$	6,060,552 \$	5,339,215	\$ 721,3	537 5.25	110.90	011)	0.12	\$ 660,279		7,776 \$ 1,459,113
NV	27-53	393412	Somerset Academy of Las Vegas	2013-2014	2014	\$ 1,72	3,783 \$	3,902,921 \$	5 173,984	\$ 4,076,905	\$ 1,241,017	\$ 104,959	\$ 1,345,976	\$ 2,730,929 \$	19,468,500 \$	5 18,097,343	\$ 1,371,1	157 3.14	34.77	0.33	0.07	\$ 514,475	\$ 1,359	9,772 \$ 2,730,929
NV					0.010	.	10(0 +	4 4 4 4 2 2 4 4	b	h	• • • • • • • • • • • • • • • • • • •	b	* 07 (100				a b b c c c c c c c c c c		05.00	0.0.1	0.1.6			.
NV		065099	Pinecrest Academy of Nevada	2012-2013	2013		1,962 \$	1,114,206 \$) -	\$ 1,114,206	\$ 376,430	+	\$ 376,430	\$ 737,776 \$	4,758,906 \$	<u>4,021,130</u>	\$ 737,7	76 2.96	87.32	0.34	0.16	#REF!	\$	- \$ 737,776
NV	27-53	393412	Somerset Academy of Las Vegas	2012-2013	2013	\$ 1,20	9,308 \$	2,238,199 \$	• -	\$ 2,238,199	\$ 878,427	\$ -	\$ 878,427	\$ 1,359,772 \$	11,486,000 \$	10,585,090	\$ 900,9	2.55	41.70	0.39	0.08	\$ 154,430	\$ 458	3,862 \$ 1,359,772
	0				2010					* # 404 #24	* (00.070	+	†	*	(0.0 1 0.0 0 1 1				60.40		0.0.1	*		
NV	27-53	393412	Somerset Academy of Las Vegas	2011-2012	2012	\$ 1,05	4,878 \$	1,092,540 \$	5 4,099,196	\$ 5,191,736	\$ 623,352	\$ 4,317,489	\$ 4,940,841	\$ 250,895 \$	6,324,089 \$	6,073,194	\$ 250,8	395 1.75	63.40	0.95	0.04	\$ 1,054,878	\$	- \$ 250,895

476

THER INFORMATION Fill in the yellow cells with any additional notes necessary to explain the data

Please use this space to include any additional information you would like SPCSA to know about the data you are submitting: There was a restatement of Net Assets in the 2015 audit due to the implementation of GASB 68 and proper treatment of capital leases.

						Schoo	ol Contact Info				Authorizer Contact Information		
		Yea											
		EMO											
Charter School Name	Name of Campus (if more than one)	Year Bega Opened Mgm		State	Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
	Cactus	2014	it city	51810	. contact nume	condet file	contact cintai	contact i none	Autorizing organization	contact manie	condet file	contact cintai	contact r none
	Fire Mesa	2015											
	Pebble	2017	Las Vegas	Nv	Bridget Phillips	Executive Director	Bridget.Phillips@doralacademynv.org	(702) 431-6260					
	Red Rock	2016											
	Saddle	2013											
Mater Academy of Nevada	Mt. Vista	2015	Las Vegas	Nu	Renee Fairless	Executive Director	Renee.Fairless@materacademynv.org	(702) 485-2400					
	Bonanza	2017	cas vegas		hence runness	Excentive birector	nence.runess@materideademini.org	(702) 405 2400					
	Cadence	2016											
	Horizon	2012	Henderson	Nv	Carrie Buck	Executive Director	Carrie.Buck@pinecrestnv.org	(702) 431-6260					
	Inspirada	2015							SPCSA	Rebecca Feiden	Executive Director	rebecaa.feiden@spcsa.nv.gov	702-486-0826
	St. Rose	2015											
SLAM Academy of Nevada		2016	Henderson	Nv	Dan Triana	Principal	Dan.Triana@slamnv.org	(702) 473-5735					
	Aliante	2018											
	Lone Mountain	2015											
	Losee North Las Vegas	2013 2011	Las Vegas	Nu	John Barlow	Executive Director	John.Barlow@somersetnv.org	(702) 487-5411					
	Sky Canyon	2011 2018						(,,					
	SkyPointe	2018											
	Stephanie	2012	Henderson										

STATE TEST & COLLEGE ENTRANCE EXAM DATA

Please check the calculated values below and make sure they correspond with internal records discrepancies between publicly available data and reported data must be thoroughly explained on next ta

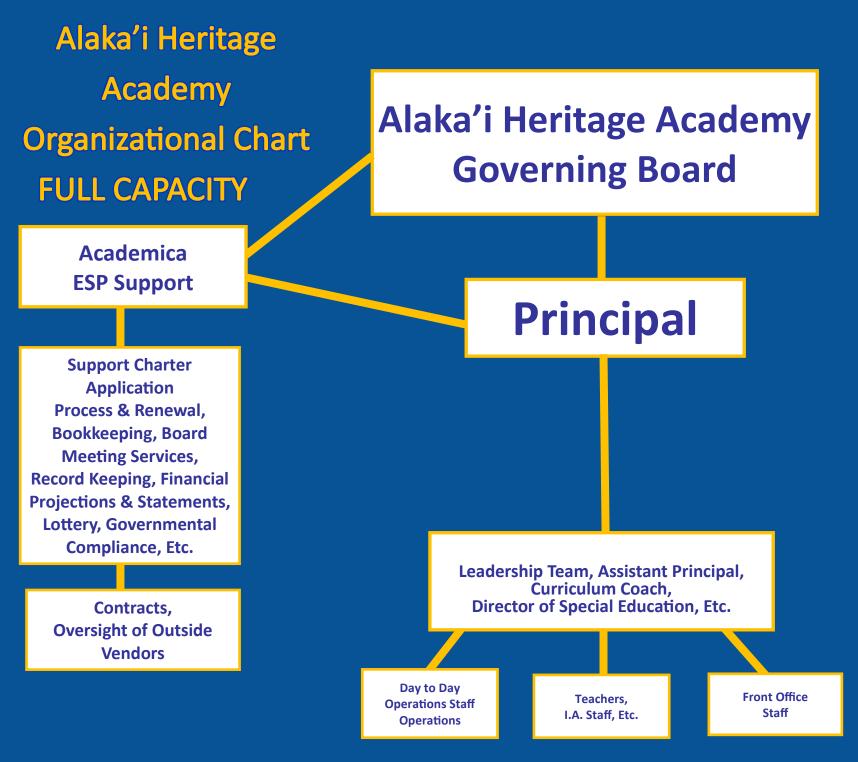
_				Entity Description Pate							Student	Domograph	o Information						oth				too ding /1 eres						وروار			_
				Entity Description Data							Student	exemographi	erntormation					Math %	ath Math %				Reading F	Reading		Reading		1	Science c	cience %		
							School/Campus Statewide		Total #				Total #	Total #	Total # Native	Math #				Math % h% Student		Reading %		% pproach	Reading % Meets	Exceeds		Science % Proficient	Emergent A	pproach	% Meets	
State	Entity ID School ID	School	Campus	Level Comparison Entity	y Assessment Year	Test Name	Accountability Rating	Grades Grades Served Tested	Students Enrolled	Total # FRL	Total # ELL	Total # SPED	Black Students	Hispanic Students	American Students	students tested	students / Proficient	Developi ng	es Me Standard Stan			Proficient	/Developi	es tandard	Standard	Standard	students tested	Proficient	/Developi ng	es itandard	Standard	Standar
	55200		Cactus	Elementary Middle	2017/2018		4 star 5 star	K-5th 3rd-5th 6th-8th 6th-8th	997	-	31	79	44	179	-	324 358	69.8 55.6	8.7 14.3	21.5 30 30.1 32	.3 39.4 .4 23.2	323 360	68.4 76.7	10.8	20.8 16.9	33.4 43.9		111 118	45 66.9	20.7	34.2 23.7	37.8 44.9	7.2
	55201		Fire Mesa	Elementary	2017/2018		3 star 4 star	K-5th 3rd-5th 6th-8th 6th-8th	985	147	46	92	100	284	-	316	53.9 34	21.1	25 34	.1 19.7	311 333	63.7		24.7 25.3	34.6	29.1	106	39.6	24.5	35.8	39.6	0
	55204	lal	Pebble	Elementary	2017/2018		5 star	K-5th 3rd-5th	796	13	23	42	50	181		320	61.7	10.5	27.8 3	4 27.6	319	74.2	9.5	16.3	39.8	34.4	103 111	44.7 45.9	21.6	37.9 32.4	32 39.6	12.6 6.3
		Dor		Middle Elementary			4 star 5 star	6th-8th 6th-8th K-5th 3rd-5th	1							155 406	42 67.1	24.9 12.8	33.2 30 20.2 32	.6 11.4 .2 34.9	155 406	60.5 68.3		24.3 20.5	45.6 32	14.8 36.4	140	55	N// 17.9	27.1	47.1	7.9
	55202		Red Rock	Middle	2017/2018		5 star NR	6th-8th 6th-8th 9th-12th N/A	1,423		45	135	59	275	-	437	44.6		37.3 27	.2 17.4	437	72.9	8.3 N/A	18.8	50.4	22.6	90	47.8	21.1	31.1	35.6	12.2
	55203		Saddle	Elementary Middle	2017/2018		4 star 3 star	K-5th 3rd-5th 6th-8th 6th-8th		17	26	75	79	194	-	320 333	66.1 32.7		24.7 39	.2 26.9	317 334	71.6	12.4	16.1 24.8	36 42.9	35.6 18.6		52.7	17		39.3	13.4
	59433	H	Bonanza	Elementary	2017/2018	-	1 star	K-5th 3rd-5th		610	397	52	72	589		299	27.4	45.5	27 20	.9 6.6	288	30.9	41	28.1	20.8	10		54.7 7.4	12.3 64.2	33 28.4		17 1.1
	49432	Mater	Mountain Vista	Middle Elementary	2017/2018		3 star 3 star	6th-7th K-5th 3rd-5tl	996	626	472	83	90	752		86 303	29.1 36.9	43 27.7	27.9 20 35.5 21	.9 8.1 .8 15.1	86 299	36 39.6	30.2 31.7	33.7 28.7	24.4 23.7	11.6 15.9	105	9.5	52.4 N/	38.1	8.6	1
	49432	~	Mountain visu	Middle	2017/2018	-	4 star 5 star	6th-8th K-5th 3rd-5tl	990	020	472	83	50	732	-	313	26.5 65.4		33.47 17 23.9 32	.4 9.1 .8 32.6	313 353	46	24.3 10.3	29.6	37.8 32.1	8.3 37.4	81	35.8 45.4	27.2	37 38.7	28.4	7.4
	58432		Cadence	Middle	2017/2018		5 star	6th-8th 6th-8th	1,261	227	47	144	83	320	-		44.4	21.4	34.2 24	.4 20	313		12	24.1		20.3		48.3	20.7	31		20.7
NV	58422	rest	Horizon	HS Elementary	2017/2018	SBAC	NR 5 star	9th-12th N/A K-5th 3rd-5th	866	153	13	97	71	219		308.0		11.6			306.0			11.4	20.6	33.6	112		N// 26.8	26.8	34.8	11.6
		Pinecre		Middle Elementary	2017/2018	3DAC	5 star 5 star	6th-8th 6th-8th K-5th 3rd-5th	1				40	189		194.0 375		15.9 5.5		.3 16.6	194.0 369	55.3 85.4		14.6 8.6	34.0 28.3	21.2		62.2 64	11.1 12.3	26.7		17.8
	58425	Pi	Inspirada	Middle			5 star 5 star	6th-8th 6th-8th K-5th 3rd-5th		32	-	98				236 326	59.5 75.7	8.2 6.7		.5 35.1 .3 46.3	236 318	88.5 82.2	3.5 6.5	7.9 11.3	45.8 33.2	42.7 49	49 115	69.4	8.2 10.4	22.4 32.2	49 47.8	20.4
	58427		St. Rose	Elementary Middle	2017/2018		5 star	6th-8th 6th-8th	982	81	25	72	52	226	-	320	55.6	18.5	25.9 20	.2 35.4	320	70.7	12.9	16.4	42.8	27.9	101	59.4	8.9	31.7	38.6	20.8
	59121		Lone Mountair	Elementary Middle	2017/2018		4 star 5 star	K-5th 3rd-5th 6th-8th 6th-8th		0	29	104	63	245	-	294 352	59.2 40.9	11.3 21.9	29.5 31 37.2 25	.6 15.3	29.2 352	59.9 59.4		25.4 29.3	31.1 42.9	28.8 16.4	100 119		20 5.9	42 27.7	37 41.2	1 25.2
	59120		Losee	Elementary Middle	2017/2018		3 star 3 star	K-5th 3rd-5th 6th-8th 6th-8th	1,754	485	124	233	301	722		370 518		21.2 41.5	32.6 28 34.2 16	.3 17.9 .9 7.5	368 516			21.7 28.3	30.4 34.8	19.3 12.1	123	35 39.7		35.8	31.7 34.5	3.3 5.2
		set		HS	· ·		NR	9th-12th N/A								354	35.8	N	I/A			42.6	N/A						N//			
	59119	Somer	NLV	Elementary Middle	2017/2018		2 Star 3 star	K-5th 3rd-5th 6th-8th 6th-8th	1,158	281	188	118	209	441	-	394	30.4	26.8 37.5	32 22	.1 8.3	348 394	43.6	25.1	31.2	27.9 33.6	10.1		40.8		47 30.8		0.9 6.7
	59122	Sc	Sky Pointe	Elementary Middle	2017/2018		4 star 3 star	K-5th 3rd-5th 6th-8th 6th-8th			26	256	123	353	-	379 514	68.7 36.3	11.2 28.5		.6 33.1 4 12.3	371 514			20.2 26.2	26.7 42.8	38.5 15.9	130 175	43.1 53.7	15.4 18.9	41.5 27.4	33.1 34.9	10 18.9
				HS Elementary		-	3 star 4 star	9th-12th N/A K-5th 3rd-5th								342	61.9		Z7.4 31	.3 30.7	340	64.6	N/A 15.2		32.7	32		41.8	N//	45.9		49
	59123	Ļ	Stephanie	Middle	2017/2018		5 star	6th-8th 6th-8th	906	215	37	101	52	264	-	241	51.9	20.1	28 25	.1 26.8	240	63.8	9.5	26.6	37.2	26.7	57	66.7	10.5	22.8	45.6	21.1
	47434	SLAN	SLAM	Middle HS	2017/2018		2 star NR	6th-8th 6th-8th 9th-12th N/A	738	241	54	63	59	377	-	488			I/A	.8 8.5	492	42.8	26.8 N/A		36.1	6.7	124	13.6	67.2 N//		11.0	2.7
	18426	Doral Doral		Elementary Middle Charter	2016/2017		5 star 5 Star	K-5th 3rd-5th 6th-8th 6th-8th		879	100	309	244	779	0		59.8 39.9	13.3 26.2		.4 28.4	1387 1258		11.2 10.6	18.9 25.4		36.3 18.9						
		Doral Mater		HS		-	N/A 2 Star	9th-10th N/A K-5th 3rd-5tl								N/A 307	N/A 25.4	44.4	N/A 30.2 18	2 7.2	N/A 307	32.5	41.1	N/A 26.4	25.3	72						
	18432	Mater		Middle Charter	2016/2017		3 Star	6th-8th 6th-8th	911	327	427	86	91	668	0	270	12.6	54.4	33 11	.2 1.4	271	28.7	39.8	31.4	23.5	5.3			is not been ind			
Nv	18423	Pinecrest Pinecrest		Elementary Middle Charter	2016/2017	SBAC	5 star 5 star	K-5th 3rd-5th 6-8th 6th-8th	3,716	817	64	304	189	793	16	869	66.5 46.6	22.7	22.7 31 30.6 24	.5 22.1	868	68.1 61.1		25.1	39.7	21.4	data prov	rided, the dat	adareportcard a noted is not	omplete in	the requeste	d format
	18434	Pinecrest SLAM		HS Middle Charter	2016/2017		N/A 3 Star	9-10th N/A 6th-8th 6th-8th		117	24	36	33	234	0	N/A 290	N/A 22.9	N/A 47.3	N/A N/ 29.8 14	A N/A		N/A 42.4		N/A 30.9	N/A 33.7	N/A 8.8	If you	acco	the limited data omplished in a	nother form	o you, this c iat.	a be
	10434	SLAM Somerset		HS Charter	2010/2017	-	N/A 4 Star	9th-10th N/A		,	2.	50		2.54	v	N/A 1.713		13.8	N/A 26.7 3	2 27.4	N/A 1.707		15.6	N/A 21.8	32.8	29.8						
	18419	Somerset		Middle Charter	2016/2017		3 Star	6th-8th 6th-8th 11th-12th N/A	6,432	1,472	429	704	683	1,791	26	1,995 N/A	33.6 N/A	32.3	34.1 22 N/A	.5 11	1,987 N/A	50.6	20.9	28.5 N/A	37.2	13.5						
	18426	Doral		Elementary	2015 (201-		5 star	K-5th 3rd-5th		12	43	178	132	436	0	979	56.6	12.4		.8 24.7	977			18.9	33.9	36.2						
	18426	Doral Doral		HS	2015/2016		3 Star N/A	6th-8th 6th-8th 9th N/A		12	4.3	178	132	436	U	756 N/A	N/A	19.7	39.1 25 N/A		756 N/A	69.2		22.2 N/A	50.5							
Nv	18432	Mater Mater		Elementary Middle Charter	2015/2016	SBAC	N/A N/A	K-5th 3rd-5th 6th-7th 6th-7th		207	129	62	84	527	0	293 129	16.2	47.6 50.9	33 14	.6 1.7	290 131	31.5	30.2	25.1 38.3	26.8	4.8	diesaggre	gated on nev:	ot been include adareportcard	.com. While	there is sor	ne genera
W	18423	Pinecrest Pinecrest		Elementary Middle Charter	2015/2016	JDAC.	3 Star 3 Star	K-5th 3rd-5th 6th-8th 6th-8th		620	512	150	93	497	13	908 549	66 37.8	11.1 30.2	23 33 32.1 23	.7 32.3 .7 14.1	909 549	65.6 59.2	16.2 16.1	18.2 24.7	31.3	34.3	If you wou	ld like the lir	noted is not o nited data pro			
		Pinecrest Somerset		HS		_	N/A 5 star	9th N/A K-5th 3rd-5tl								N/A 1,736	N/A	14.5	N/A 26.4 31		N/A 1,736			N/A			accomplis	hed in anoth	er format.			
	18419	Somerset		Middle	2015/2016		5 star N/A	6th-8 6th-8ti		36	269	516	562	1,503	14	1,779	39.2 38.7 N/A			.1 15.5	1,779 N/A	54.7	14.7 18.2	27.1 N/A	42.6	12.1						
	18426	Doral		Elementary Charter	2014/2015		5 star	K-5th 3rd-5th		111	37	99	200	468	16	8/8	R/A		N/A		n/A			.qA								
	18432	Doral Mater		Middle Elementary Charter	2014/2015		3 Star N/A	6th-8th 6th-8th K-5th 3rd-5th		207	129	19	40	149	0																	
Nv	18423	Mater Pinecrest		Middle Elementary Charter	2014/2015	SBAC	N/A 3 Star	6th 6th K-5th 3rd-5th		70	23	90	Control of the second static second stati																			
	18423	Pinecrest Somerset		Middle Charter Elementary	2019/2015	-	3 Star 5 star	6th-8th 6th-8th K-5th 3rd-5th	937	70	23	90	32	180	U	-																
		Somerset		Middle Charter	2014/2015		5 star	6th-8th 6th-8th 9th-10th N/A		242	171	415	395	1,061	12																	
	18419 18426	Doral		HS Elementary Charter	2013/2014		5 star	K-5th 3rd-5th		112	0	0	27	102	0		69.1	0.03		.6 22.5		90.2		0.07	44.8							
	18423	Doral Pinecrest		Elementary Charter	2013/2014		3 Star 3 Star	6th-7th 6th-7th K-5th 3rd-5th	1 885	120	29	68	40	74	11	138 292	75.3	16.6 7.2	17.5 54		292	75.3	9.2	15.2 15.4	44.2 38.4	32.6 37	diesaggre	gated on neva	ot been include adareportcard	com. While	there is sor	ne genera
Nv		Pinecrest Somerset		Middle Elementary		CRT	3 Star 5 star	6th-8th 6th-8th K-5th 3rd-5th	1								81.9	19.1 0.05		.2 27.7	998	82.2	13.6 0.06	12.1	45		If you wou	ıld like the lir	noted is not o nited data pro	omplete in t vided to you	he requeste , this can be	format.
	18419	Somerset		Middle Charter	2013/2014		5 star N/A	6th-8th 6th-8th 9th N/A	3,012	452	113	207	232	481	45	693 N/A		0.09 N/A	25.5 55 N/A N	.4 0.09	693	75	0.09	15.7	37.9	37.1		hed in anothe	er format.			
1		somerset	1	nS	1		N/A	9th N/A							1	N/A	N/A	N/A	N/A N,	a n/A	n/A	N/A	N/A	18/75	n/n	n/A	1					

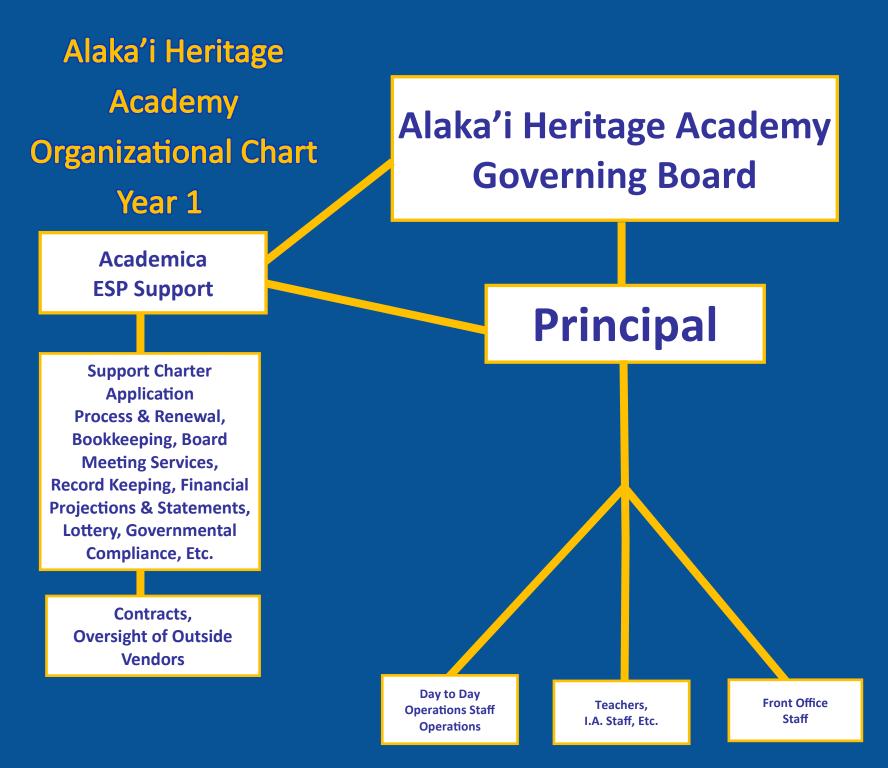
ENT AUDIT DATA meaned data from each independent audit performed for the organization or a school in the past four years here and data from each independent audit performed for the organization or a school in the past four years here any birth of the values below and make sure they correspond with internal records

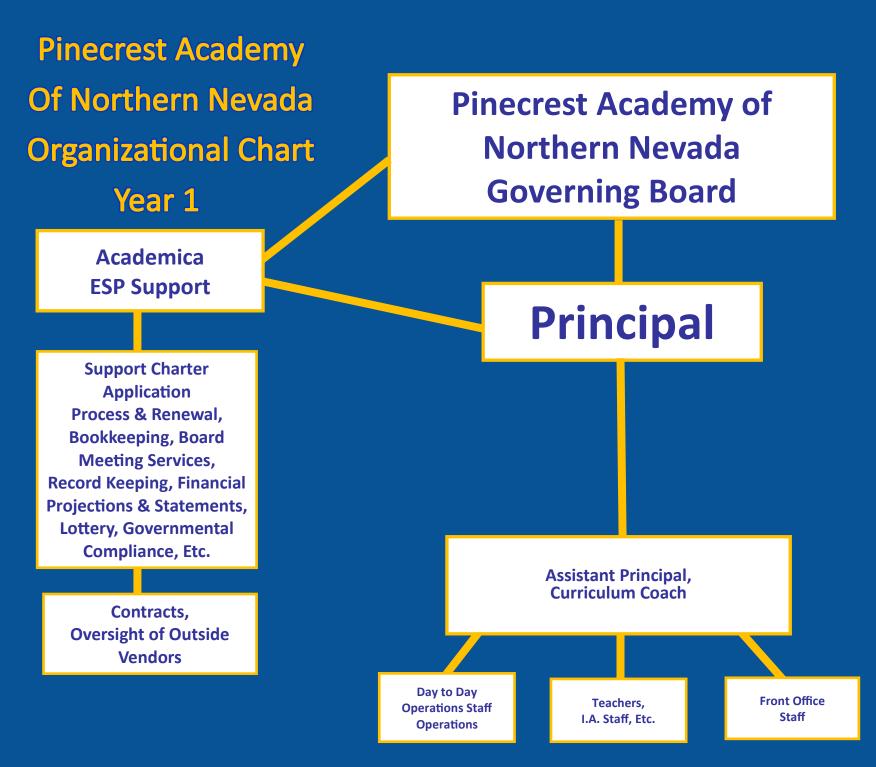
		Entity Description Data										Independ	lent Audit Data									
																	Unrestricte					
		School/Entity Name (as it appears on								Ion Current					Change in Net	Current	d Days	Debt to 5	Surplus		Net Position	Net Position
State	Entity ID School ID	Independent Audit)	Operation	Fiscal Year	Cash		Non Current Assets	Total Assets	Current Liabilities Li	iabilities	Total Liabilities	Net Assets	Funding	Expenditures	Assets	Ratio	Cash	Asset Ratio	Margin	Cash Flow	(Beginning of Year	
NV	46-5122331	Mater Academy of Nevada	2017-2018	2018	\$ 1,148,8		\$ 1,019,659		\$ 1,674,528	\$ 8,091,330	\$ 9,765,858	\$ 622,328	\$ 16,318,578	\$ 16,183,403	\$ 135,175		25.91	2.63	0.01	\$ 784,110		\$ 622,326
NV	46-1907920	Doral Academy of Nevada	2017-2018	2018	\$ 7,357,5		\$ 25,153,736	\$ 37,763,267	\$ 5,104,883	\$ 49,645,937	\$ 54,750,820	\$ 133,138	\$ 40,161,058	\$ 40,296,127	\$ (135,069)		66.64	1.45		\$ 2,453,338		\$ 133,136
NV	45-5065099	Pinecrest Academy of Nevada	2017-2018	2018	\$ 4,820,3		\$ 2,064,927	\$ 8,486,353	\$ 2,956,409	\$ 22,187,036	\$ 25,143,445	\$ (1,349,663)	\$ 33,862,243	\$ 34,610,981	\$ (748,738)		50.83	2.96	(0.02)	\$ 2,298,770) \$ (1,349,662)
NV	27-5393412	Somerset Academy of Las Vegas	2017-2018	2018	\$ 12,990,3		\$ 81,543,668	\$ 104,197,669		\$ 127,051,103	\$ 132,284,612	\$ (8,423,736)	\$ 52,196,541	\$ 52,197,610	\$ (1,069)) 4.33	90.84	1.27	(0.00)	\$ 6,192,714		\$ (9,424,737)
NV	81-1668405	SLAM Academy of Nevada	2017-2018	2018	\$ 515,8	58 \$ 729,115	\$ 466,470	\$ 1,195,585	\$ 558,550 5	\$ 2,447,603	\$ 3,006,153	\$ 427,123	\$ 5,828,120	\$ 5,770,865	\$ 57,255	1.31	32.63	2.51	0.01	\$ 515,858	\$ 369,868	\$ 427,123
																						4
NV	46-5122331	Mater Academy of Nevada	2016-2017	2017		24 \$ 1,493,205	\$ 462,215							\$ 9,708,043			13.71	3.04	(0.02)	\$ 356,208	\$ 687,515	
NV	46-1907920	Doral Academy of Nevada	2016-2017	2017	\$ 4,904,3		\$ 2,563,608	\$ 8,164,189	\$ 3,187,829	\$ 15,971,347	\$ 19,159,176	\$ 268,205	\$ 29,501,449	\$ 29,762,798	\$ (261,349)		60.14	2.35	(0.01)	\$ 2,727,428		\$ 268,205
NV	45-5065099	Pinecrest Academy of Nevada	2016-2017	2017	\$ 2,521,4		\$ 2,289,463	\$ 7,578,291	\$ 2,917,222	\$ 14,957,746	\$ 17,874,968	\$ (600,924)		\$ 28,912,184	\$ 392,891		31.83	2.36	0.01	\$ 1,437,951) \$ (600,924)
NV	27-5393412	Somerset Academy of Las Vegas	2016-2017	2017	\$ 6,797,		\$ 39,409,597	\$ 54,708,786	\$ 5,979,923	\$ 73,904,866	\$ 79,884,789	\$ (9,423,668)	\$ 47,015,649	\$ 48,334,574			51.33	1.46	(0.03)	\$ 592,318	\$ (8,104,743)	
NV	81-1668405	SLAM Academy of Nevada	2016-2017	2017	\$	- \$ 448,520	\$ 431,549	\$ 880,069	\$ 458,505	\$ 312,026	\$ 770,531	\$ 369,868	\$ 3,677,755	\$ 3,307,887	\$ 369,868	0.98	0.00	0.88	0.10	\$ -	s -	\$ 369,868
																						/
NV	46-5122331	Mater Academy of Nevada	2015-2016	2016		16 \$ 942,949			\$ 700,717	\$ 1,666,226	\$ 2,366,943	\$ 687,515		\$ 6,028,026	\$ 529,779		0.52	1.66	0.08	\$ (9,632)		
NV	46-1907920	Doral Academy of Nevada	2015-2016	2016	\$ 2,176,0		\$ 1,549,618		\$ 1,891,290	\$ 7,779,693	\$ 9,670,983	\$ 529,554	\$ 18,055,798	\$ 17,316,796	\$ 739,002		45.88	1.78	0.04	\$ 690,337	\$ (209,448)	
NV	45-5065099	Pinecrest Academy of Nevada	2015-2016	2016	\$ 1,083,4		\$ 1,521,307		\$ 1,785,354	\$ 5,094,004	\$ 6,879,358	\$ (993,815)	\$ 17,665,570	\$ 16,256,319	\$ 1,409,251		24.33	1.45	0.08	\$ (78,315)) \$ (993,815)
NV	27-5393412	Somerset Academy of Las Vegas	2015-2016	2016	\$ 6,205,2	37 \$ 18,817,850	\$ 34,828,815	\$ 53,646,665	\$ 4,552,047	\$ 62,872,574	\$ 67,474,621	\$ (8,104,743)	\$ 39,665,718	\$ 39,382,738	\$ 282,980	4.13	57.51	1.26	0.01	\$ 2,250,201	\$ (8,387,723)	5) \$ (8,104,743)
NV																						4
NV	46-5122331	Mater Academy of Nevada	2014-2015	2015		48 \$ 234,180			\$ 299,143	\$ 178,898	\$ 478,041	\$ 157,736	\$ 2,165,379	\$ 2,007,643	\$ 157,736		3.30	0.99	0.07	\$ 18,148		\$ 157,736
NV	46-1907920	Doral Academy of Nevada	2014-2015	2015	\$ 1,486,4		\$ 1,058,788	\$ 3,610,680	\$ 1,185,892	\$ 2,905,228	\$ 4,091,120	\$ (209,448)	\$ 11,540,277	\$ 9,970,714	\$ 1,569,563		54.42	1.13	0.14	\$ 976,173) \$ (209,448)
NV	45-5065099	Pinecrest Academy of Nevada	2014-2015	2015	\$ 1,161,8		\$ 507,728		\$ 715,222	\$ 3,680,102		\$ (2,403,066)	\$ 6,700,349	\$ 6,647,802			63.79	1.87	0.01	\$ (460,432)) \$ (2,403,066)
NV	27-5393412	Somerset Academy of Las Vegas	2014-2015	2015	\$ 3,955,0	36 \$ 19,406,000	\$ 32,421,280	\$ 51,827,280	\$ 3,529,571	\$ 56,026,029	\$ 59,555,600	\$ (8,387,723)	\$ 31,560,824	\$ 30,105,962	\$ 1,454,862	5.50	47.95	1.15	0.05	\$ 2,231,253	\$ (9,842,585)) \$ (8,387,723)
NV																						4
NV	46-1907920	Doral Academy of Nevada	2013-2014	2014	\$ 510,3		\$ -	\$ 1,017,714	\$ 247,888	\$ 17,831	\$ 265,719	\$ 751,995	\$ 4,920,517	\$ 4,168,522	\$ 751,995		44.68	0.26	0.15	\$ 510,304	s -	\$ 751,995
NV	45-5065099	Pinecrest Academy of Nevada	2013-2014	2014	\$ 1,622,3		\$ 21,274		\$ 338,444	\$-	\$ 338,444		\$ 6,060,552		\$ 721,337		110.90	0.19	0.12	\$ 660,279	\$ 737,776	
NV	27-5393412	Somerset Academy of Las Vegas	2013-2014	2014	\$ 1,723,	33 \$ 3,902,921	\$ 173,984	\$ 4,076,905	\$ 1,241,017	\$ 104,959	\$ 1,345,976	\$ 2,730,929	\$ 19,468,500	\$ 18,097,343	\$ 1,371,157	3.14	34.77	0.33	0.07	\$ 514,475	\$ 1,359,772	\$ 2,730,929
NV																						
NV	45-5065099	Pinecrest Academy of Nevada	2012-2013	2013	\$ 961,9		\$ -	\$ 1,114,206	\$ 376,430	ş -	\$ 376,430	\$ 737,776	\$ 4,758,906	\$ 4,021,130	\$ 737,776		87.32	0.34	0.16	#REF!	\$-	\$ 737,776
NV	27-5393412	Somerset Academy of Las Vegas	2012-2013	2013	\$ 1,209,3	08 \$ 2,238,199	\$ -	\$ 2,238,199	\$ 878,427	ş -	\$ 878,427	\$ 1,359,772	\$ 11,486,000	\$ 10,585,090	\$ 900,910	2.55	41.70	0.39	0.08	\$ 154,430	\$ 458,862	\$ 1,359,772
NV	27-5393412	Somerset Academy of Las Vegas	2011-2012	2012	\$ 1,054,8	78 \$ 1,092,540	\$ 4,099,196	\$ 5,191,736	\$ 623,352	\$ 4,317,489	\$ 4,940,841	\$ 250,895	\$ 6,324,089	\$ 6,073,194	\$ 250,895	1.75	63.40	0.95	0.04	\$ 1,054,878	s -	\$ 250,895
																						/

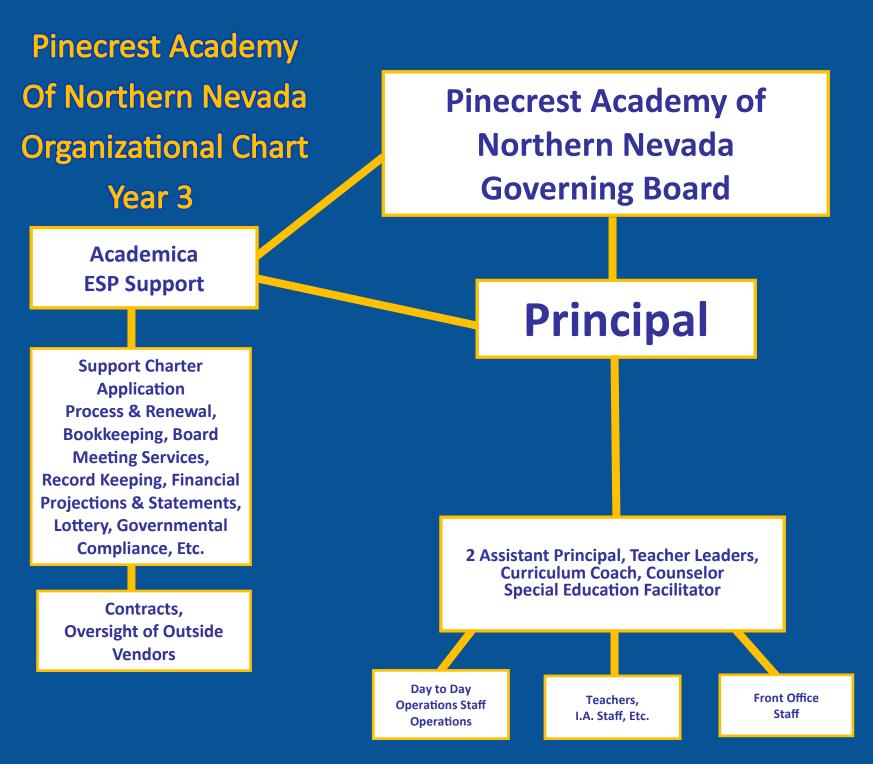
Attachment 19- Regional Director Resume or Job Description

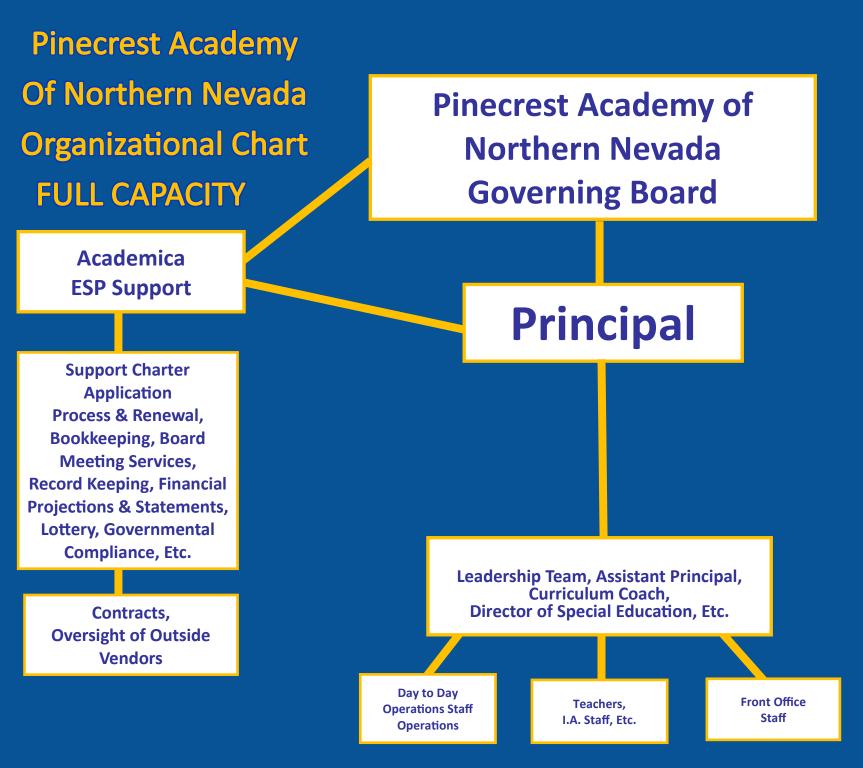
Pinecrest Academy of Northern Nevada has no plan to hire a regional director or expand to multiple sites until the performance of the school can be assessed; therefor, this attachment is not applicable.











PANN	20-21	21-22	22-23	23-24	24-25	25-26
WFTE Gross Value	\$ 7,402	\$ 7,498	\$ 7,596	\$ 7,694	\$ 7,794	\$ 7,896
Total Students (FTEs)	688	807	895	957	988	988
Kinder - Student Teacher Ratio(25:1)	100	100	100	100	100	100
1st Grade - Student Teacher Ratio(25:1) 2nd Grade - Student Teacher Ratio(26:1)	100 104	100 104	100 104	100 104	100 104	100 104
3rd Grade - Student Teacher Ratio(26:1)	104	104	104	104	104	104
4th Grade - Student Teacher Ratio(26:1)	78	104	104	104	104	104
5th Grade - Student Teacher Ratio(26:1)	78	78	104	104	104	104
6th Grade - Student Teacher Ratio(31:1)	62	93	124	124	124	124
7th Grade - Student Teacher Ratio(31:1)	62	62	93	124	124	124
8th Grade - Student Teacher Ratio(31:1)	-	62	62	93	124	124
9th Grade - Student Teacher Ratio(31:1)	-	-	-	-	-	
10th Grade - Student Teacher Ratio(31:1) 11th Grade - Student Teacher Ratio(31:1)	-	-			-	
12th Grade - Student Teacher Ratio(31:1)	-	-	-	-	-	
Total Students (FTEs)	688	807	895	957	988	988
Prior Year Numbers	20-21	21-22	22-23	23-24	24-25	25-26
SPED	69	81	90	96	99	99
ELL Gate	-	-	-	-	-	-
FRL %						
	_	-	-	_	_	-
TEACHING STAFF	20-21	21-22	22-23	23-24	24-25	25-26
Classroom Teachers	26	30	33	35	36	36
SPED Teachers	3.0	4.0	4.0	4.0	4.0	4.0
Art Teacher	1	1	1	1	1	1
Music PE Teacher	1 1	1	1	1	1	1
Dance	0	0	0	0	1 0	1 0
Technology (STEM)	1	1	1	1	1	1
Additional Core	0	0	0	0	0	0
Spanish / Language	1	1	1	1	1	1
Additional Elective Teachers	0	0	1	1	1	2
Total Teaching Staff	34.00	39.00	43.00	45.00	46.00	47.00
ADMIN & SUPPORT	20-21	21-22	22-23	23-24	24-25	25-26
Executive Director & Assistant	0	0	0	0	0	0
Principal	1	1	1	1	1	1
Assistant Principal	1	1	2	2	2	2
Lead Teacher(s)	0	0	0	0	0	0
Counselor/ Student Support Advocate	0	1	1	1	1	1
Curriculum Coach	0	1	1	1	1	1
Office Manager	1	1	1	1	1	1
Registrar Clinic Aide/ FASA	1	1	1	1	1	1
Receptionist	1	1	1	1	1	1
Teacher Assistants (Including SPED)	6	7	7	8	9	10
Campus Monitor/Custodian	2	2	2	2	2	2
Cafeterial Manager	0	0	0	0	0	0
SPED Facilitator	0	0	0	0	0	0
Speech Pathologist	0	0	0	0	0	0
School Psychologist School Nurse	0	0	0	0	0 1	0
Gate Teacher	0	0	0	0	0	0
Total Admin & Support	14.00	17.00	18.00	20.00	21.00	22.00
T-1-1 # T	24.00	20.00	42.00	45.00	45.00	47.00
Total # Teachers Total # Admin & Support	34.00 14.00	39.00 17.00	43.00 18.00	45.00 20.00	46.00 21.00	47.00 22.00
Total # Admin & Support	48.00	56.00	61.00	65.00	67.00	69.00
	40.00	50.00	01.00	05.00	07.00	05.00
Total Salaries & Benefits as % of Expenses	59.70%	58.16%	58.28%	58.00%	58.92%	59.98%
Instruction Salaries as % of Total Salaries	75.85%	73.87%	73.54%	72.86%	72.82%	72.78%
Admin & Support Salaries as % of Total Salaries	24.15%	26.13%	26.46%	27.14%	27.18%	27.22%
Rent as % of Expenses	15.49%	16.38%	17.01%	17.71%	18.19%	18.35%
REVENUE (@ 95%)						
Budget Revenue	4,837,947	5,748,515	6,458,246	6,995,407	7,315,894	7,411,001
NSLP	-	-	-	-	-	-
Special Ed Funding (Part B)	28,500	65,360	76,665	85,025	90,915	93,860
SPED Discretionary Unit	-	221,880	260,258	288,638	308,633	318,630
Other:	-	-	- C 705 4.00	-		
Total Revenues Actual Revenue	4,866,447 5,092,576	6,035,755 6,051,068	6,795,169 6,798,154	7,369,069 7,363,586	7,715,442	7,823,491 7,801,053
NSLP	5,092,576		0,798,154	- ,303,386	- 7,700,941	1,001,053
Special Ed Funding (Part B)	28,500	65,360	76,665	85,025	90,915	93,860
SPED Discretionary Unit	-	221,880	260,258	288,638	308,633	318,630
Other:	-	-	-	-	-	· ·
Total Actual Revenues:	5,121,076	6,338,308	7,135,077	7,737,248	8,100,489	8,213,543

XPENSES						
Personnel Costs	20-21	21-22	22-23	23-24	24-25	25-26
rincipal	110,000	112,200	114,444	116,733	119,068	121,
ssistant Principal(s)	75,000	76,500	153,030	156,091	159,212	162,
ead Teacher	-	-	-	-	-	- ,
Curriculum Coach	-	57,000	58,140	59,303	60,489	61,
counselor / Student Support Advocate/Dean	-	55,000	56,100	57,222	58,366	59,
eachers Salaries	1,333,000	1,535,100	1,744,751	1,870,910	1,954,872	2,041,
PED Teachers	129,000	175,440	178,949	182,528	186,178	189,
Office Manager/ Registrar / Banker	85,000	86,700	88,434	90,203	92,007	93,
ecretary & FASA	36,720	37,440	38,160	38,880	39,600	40,
eacher Assistants (including SPED)	108,000	128,520	131,040	152,640	174,960	198,
ampus Monitors	50,880	51,840	52,800	53,760	54,720	55
Inrestricted Salaries	1,927,600	2,315,740	2,615,848	2,778,268	2,899,473	3,024,
nrestricted Salaries	1,927,000	2,315,740	2,015,646	2,778,208	2,699,475	5,024,
estates d Colorise						
estricted Salaries						
PED Facilitator	-	-	-	-	-	
peech Pathologist	-	-	-	-	-	
chool Psychologist	-	-	-	-		
chool Nurse	-	-	-	40,000	40,800	41
afeteria Manager	-	-	-	-	-	
SLP Manager	-	-	-	-	-	
n Campus Sub	-	-	-	-	-	
Total Salaries and Wages	1,927,600	2,315,740	2,615,848	2,818,268	2,940,273	3,065
ERS - 29.25%	563,823	677,354	765,135	824,343	860,030	896
surances/Employment Taxes/Other Benefits	337,330	416,833	483,932	535,471	573,353	613
ncentives / Bonuses		-	-		-	
uition Reimbursements	5,000	5,000	5,000	5,000	5,000	5
ubst. Teachers (10 days/Teacher)	56,100	64,350	70,950	74,250	75,900	77
Total Payroll / Benefits and Related	2,889,853	3,479,277	3,940,865	4,257,333	4,454,556	4,658
perations	20-21	21-22	22-23	23-24	24-25	25-26
onsumables	7,000	76,665	85,025	90,915	93,860	93
ion's FFE Lease - payments			239,000			
	127,000	212,000		259,000	147,000	75
Office Supplies	8,944	10,491	11,635	12,441	12,844	12
lassroom Supplies	18,576	21,789	24,165	25,839	26,676	26
opier Supplies	2,752	3,228	3,580	3,828	3,952	3
lursing Supplies	2,064	2,421	2,685	2,871	2,964	2
PED Supplies	8,256	9,684	10,740	11,484	11,856	11
thletics	-	-	-	-		
ues and Fees	5,000	5,500	6,000	6,500	7,000	7
unch Program	1,000	1,000	1,000	1,000	1,000	1
ravel Reimbursement	2,500	2,500	2,500	2,500	2,500	2
pecial Education Contracted Services	120,400	145,260	165,575	181,830	192,660	197
Contracted Data Services	,			,	,	
Aanagement Fee	309,600	363,150	402,750	430,650	444,600	444
ayroll Services	11,520	13,440	14,640	15,600	16,080	16
	11,520					
ludit/Tax		20,000	20,000	20,000	20,000	20
egal Fees	5,500	5,610	5,722	5,837	5,837	5
Services - Monthly	28,896	33,894	37,590	40,194	41,496	41
l Set-up Fees	15,000	8,500	6,000	6,000	6,000	6
Vebsite	3,000	3,000	3,000	3,000	3,000	3
opier / Printing	45,000	50,000	55,000	57,750	57,750	60
nfinite Campus	4,000	2,000	2,000	2,000	2,000	2
tate Administrative Fee (1.5%)	76,389	90,766	101,972	110,454	115,514	117
ffiliation Fee - Inc. (1/2 of 1%)	25,463	30,255	33,991	36,818	38,505	39
ffiliation Fee - Professional Development (1/2 of 1%)	25,463	30,255	33,991	36,818	38,505	39
hone and Communications (with E-rate discount)	20,000	21,000	22,050	23,153	24,310	25
. ,						
ostage	750	850	950	1,050	1,150	1
ackground and Fingerprinting	3,600	4,200	4,575	4,875	5,025	5
acility and School Insurances	30,000	31,500	33,075	34,729	36,465	38
Aarketing	1,000	1,200	1,400	1,600	1,600	1
Other Purchases	1,000	1,000	1,000	2,000	2,000	2
Total	909,672	1,201,159	1,331,611	1,430,735	1,362,148	1,305
acilities	20-21	21-22	22-23	23-24	24-25	25-26
ublic Utilities	105,000	125,000	130,000	135,000	140,000	145
ire and Security alarms	7,200	7,416	7,638	7,868	8,104	8
iontracted Janitorial	105,050	106,050	107,150	107,850	109,350	110
ustodial Supplies	10,320	12,105	13,425	14,355	14,820	14
acility Maintenance	26,500	32,500	40,000	43,000	50,000	50
now Removal	12,000	12,600	13,230	13,892	14,586	15
awn Care	12,000	12,600	13,230	13,892	14,586	15
C Maintenance & Repair	13,000	14,000	15,000	16,000	17,000	18
Total	291,070	322,271	339,673	351,856	368,446	377
		,			,	
otal Expenses	4,090,595	5,002,707	5,612,149	6,039,923	6,185,150	6,341
cheduled Lease Payment	750,000	980,000	1,150,000	1,300,000	1,375,000	1,425
cheduled Lease Payment cheduled Bond Payment	/50,000	980,000	1,150,000	1,500,000	1,575,000	1,425
			-			
ent Reimhursed hv Pre-K	-	-	-	-	-	
ent Reimbursed by Pre-K						
·	25.852	53.048	33.020	29.146	155.292	57
ent Reimbursed by Pre-K Irplus (Revenues-Total Expenses-Lease-Bond)	25,852	53,048	33,020	29,146	155,292	57

Pinecrest Academy of Northern Nevada Attachment 21: School Budget Attachment 22

As a part of the application, the SPCSA has requested the three most recent audits of the EMO, Academica Nevada be provided. Academica Nevada requests that the Deputy Attorney General arrange for a private review of the audited financial statements.

(a) TERM SHEET

Proposed Duration of Contract: The proposed initial term of the contract is to be two years. Thereafter, the contract shall automatically renew for the full term of the initial Charter Agreement (which is expected to be an additional four [4] years), absent notice of termination. Following the term of the initial Charter Agreement, the Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that the Agreement shall be cancelled at the expiration of the term of the then-current Charter 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 Pinecrest Academy of Northern Nevada (PANN), 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 on ongoing process. However, to ensure early success, PANN will partner with Pinecrest of Nevada in Las Vegas and Pinecrest Academy Inc., which will provide the administrator with training, share best practices, and collaborate on educational programs and initiatives. This partnership will provide PANN'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 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 Pinecrest Academy, Inc.

School Staff: The Principal, as the instructional leader, will be responsible for all aspects of dayto-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 administrating positions including but not limited to assistant principal, lead teacher, office manager, grade/department chairs, etc.

Service Provider: The role of Academica Nevada and Pinecrest Academy, Inc., is to serve at the will and guidance of the Board. We expect Academica Nevada to carry out the defined responsibilities found in the contract 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.

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 PANN 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 PANN 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 PANN serve more students and maintain financial surpluses without compromising the educational goals of the school.

The school will affiliate with Pinecrest 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 Pinecrest 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 Pinecrest 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 Pinecrest Academy, Inc. to successfully assist in completing the accreditation process, and 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 Service Evaluation rubric:

Service Evaluation

Check the appropriate box next the performance level and provide comments when needed.

Board Management												
Responsibilities: Staff coord	inates Board meeting dates, tir	nes, and locations.										
UNABLE TO RATE THIS C	ATEGORY											
Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🛛									
No communication is provided regarding Board meeting dates, times, and locations.Inconsistent communication is provided regarding Board meeting dates, times, and locations.Staff provides consistent communication regarding Board meeting dates, times, and locations.Staff provides highly consistent communication to all parties regarding Board meeting dates, times, and locations.No communication is regarding Board meeting dates, times, and locations.Board meeting dates, times, and locations. Quorum confirmation is always ensured.Staff provides highly consistent communication to all parties regarding Board meeting dates, times, and locations; including calendar invites and reminders.												
Comments:												
Responsibilities: Staff is responsible for working with System Leaders for feedback on items to be added to the agenda. Staff is responsible for ensuring timely posting of agendas to designated locations as required by Open Meeting Law.												
Unsatisfactory Approaching Solid Exemplary Exemplary												
Staff has no communication with System Leaders during	Occasionally System Leaders receive	Without fail staff works with System Leaders to	Staff provides a high level of service, consistently									
with System Leaders to of service, consistently												

preparation of Board meeting agendas. Staff does not comply with Open Meeting Law, and deadlines are often missed.	communication from staff regarding items to be placed on the agenda. Staff occasionally complies with Open Meeting Law and required deadlines.	ensure that necessary items of importance are placed on each agenda. Staff diligently works to comply with Open Meeting Law and consistently meets required deadlines.	communicating with System Leaders to ensure all necessary and/or required items are placed on the agenda for Board consideration. Staff always ensures that all posting requirements are met per Open Meeting Law; as well as providing transparency
			by providing agenda access in additional locations.

Comments:

Responsibilities: Staff gathers, prepares, and distributes support materials. Staff prepares all required documents and equipment for use during Board meetings.

	CATECODY
UNABLE TO RATE THIS	CATEGORY

Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🛛
There is a lack of proper	Timely distribution of	Staff prepares and	Staff provides highly
support materials prior to	support materials prior to	distributes accurate	effective support materials,
Board meetings. Room,	Board meetings is	support materials in	which are prepared and
documents, and equipment	inconsistent. Staff lacks	advance of Board meetings,	distributed in a timely
are not prepared for Board	proper preparation for	allowing Board members to	manner to allow Board
meetings.	Board meeting by failing to	properly prepare prior to	members ample time for
	provide necessary	the meetings. Rooms,	preparation. In an effort to
	equipment and materials	documents, and equipment	provide transparency, staff
	for the Board meeting.	are consistently prepared	consistently works to
		in advance of Board	ensure Stakeholder's have
		meeting time, allowing	access to Board meeting
		meetings to begin on time	support materials.
		and run efficiently.	

Comments:

Responsibilities: Preparation of Board meeting minutes in a timely manner in compliance with Open Meeting Law.

Unsatisfactory 🛛	Approaching 🛛	Solid 🗆	Exemplary 🛛
Staff does not prepare meeting minutes, resulting in violation of Open Meeting Law.	Staff inconsistently prepares Board meeting minutes resulting in occasional violation of Open Meeting Law. Prepared minutes contain errors and/or typos.	Staff prepares accurate minutes, resulting in effective follow up on future agenda items. Staff distributes minutes in accordance with Open Meeting Law.	Staff consistently and expertly prepares minutes, capturing necessary elements of each Board meeting, allowing for an accurate depiction the meeting. As minutes are prepared, staff ensures that any item request and/or items of concern are noted for discussion with System Leaders for future agendas. Minutes are always posted in compliance with Open Meeting Law.
Comments:			

UNABLE TO RATE Unsatisfactory		Approaching	Solid 🗆	Exemplary 🛛
Requests for repairs a		Some jobs entered into the	Jobs entered into the	Expert or high level of
naintenance are ignor		ticket system are attended	Facilities Ticket System are	service is provided in
nd/or no attempt is r		to in a sufficient manner.	responded to within 5-10	dispatching vendors to the
o provide service.		Modest attempt is made to	hours (depending on	school site with immediate
•		fulfill job requests.	priority level) and vendors	follow up when entered
			are dispatched to the	into the Facilities Ticket
			campus.	System.
Comments:				
-	cure ver	ndors and bids for ongoing cor	ntracted services (janitorial, la	ndscaping, fire inspection,
etc.) J UNABLE TO RATE	THIS C	ATEGORY		
		Approaching 🛛	Solid 🛛	Exemplary 🛛
Requests for quotes/b		Less than three quotes/bids		More than three vendors
re ignored. Little or i		are presented for ongoing	quotes/bids are presented	are brought forward with
ttempt is made to fin	ıd	contracted services. There	for ongoing contracted	quotes/bids for ongoing
rendors.		is a delay in providing	services. Quote/Bids are	contractual services.
		quotes of more than 40	provided in less than 35	Quote/Bids are provided
		1		
esponsibilities: Con UNABLE TO RATE	THIS C	ATEGORY	days.	
Responsibilities: Con UNABLE TO RATE Unsatisfactory		cate with site based personnel ATEGORY Approaching	on requested projects/repairs	5. Exemplary 🗆
Responsibilities: Con UNABLE TO RATE Unsatisfactory Io communication is	THIS C	cate with site based personnel ATEGORY Approaching Inconsistent	on requested projects/repairs Solid □ Effective communication is	s. Exemplary Image: Description Highly consistent level of Image: Description
Responsibilities: Con UNABLE TO RATE Unsatisfactory No communication is provided regarding se	THIS C	cate with site based personnel ATEGORY Approaching Inconsistent communication is provided	on requested projects/repairs Solid □ Effective communication is provided to the facilities	5. Exemplary Highly consistent level of communication is provide
Responsibilities: Con UNABLE TO RATE Unsatisfactory No communication is provided regarding se	THIS C	cate with site based personnel ATEGORY Approaching Inconsistent communication is provided to the facilities	on requested projects/repairs Solid □ Effective communication is provided to the facilities representative regarding	5. Exemplary Highly consistent level of communication is provide to schools with frequent
Responsibilities: Con UNABLE TO RATE Unsatisfactory Io communication is provided regarding se	THIS C	cate with site based personnel ATEGORY Approaching Inconsistent communication is provided to the facilities representative regarding	on requested projects/repairs Solid □ Effective communication is provided to the facilities representative regarding the status of a maintenance	5. Exemplary Highly consistent level of communication is provide to schools with frequent updates regarding the
Responsibilities: Con UNABLE TO RATE Unsatisfactory Io communication is provided regarding se	THIS C	cate with site based personnel ATEGORY Approaching Inconsistent communication is provided to the facilities	on requested projects/repairs Solid □ Effective communication is provided to the facilities representative regarding	5. Exemplary Highly consistent level of communication is provide to schools with frequent
Responsibilities: Con UNABLE TO RATE Unsatisfactory Io communication is provided regarding se	THIS C	cate with site based personnel ATEGORY Approaching Inconsistent communication is provided to the facilities representative regarding maintenance and repairs.	Solid Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In	5. Exemplary Highly consistent level of communication is provide to schools with frequent updates regarding the status of outstanding requests. Follow up is
esponsibilities: Con UNABLE TO RATE Unsatisfactory fo communication is rovided regarding se	THIS C	Cate with site based personnel ATEGORY Approaching □ Inconsistent communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between communication or schools	on requested projects/repairs Solid Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In addition, weekly	5. Exemplary Highly consistent level of communication is provide to schools with frequent updates regarding the status of outstanding requests. Follow up is provided to ensure school
esponsibilities: Con UNABLE TO RATE Unsatisfactory to communication is rovided regarding se rojects or repairs.	THIS C	Cate with site based personnel ATEGORY Approaching Inconsistent communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between	on requested projects/repairs Solid Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In addition, weekly communication is provided	5. Exemplary Highly consistent level of communication is provide to schools with frequent updates regarding the status of outstanding requests. Follow up is provided to ensure school
Responsibilities: Con UNABLE TO RATE Unsatisfactory Io communication is provided regarding se projects or repairs.	THIS C	Cate with site based personnel ATEGORY Approaching □ Inconsistent communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between communication or schools	on requested projects/repairs Solid Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding	5. Highly consistent level of communication is provide to schools with frequent updates regarding the status of outstanding requests. Follow up is provided to ensure schools are highly satisfied with th
Responsibilities: Con UNABLE TO RATE Unsatisfactory No communication is provided regarding se projects or repairs.	THIS C	cate with site based personnel ATEGORY Approaching Inconsistent communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between communication or schools must seek the information. Finance –	Solid Solid Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests. Accounting	5. Highly consistent level of communication is provide to schools with frequent updates regarding the status of outstanding requests. Follow up is provided to ensure schools are highly satisfied with th outcome.
Responsibilities: Con UNABLE TO RATE Unsatisfactory No communication is provided regarding se projects or repairs.	THIS C	cate with site based personnel ATEGORY Approaching Inconsistent communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between communication or schools must seek the information. Finance –	Solid Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests.	5. Highly consistent level of communication is provide to schools with frequent updates regarding the status of outstanding requests. Follow up is provided to ensure school are highly satisfied with th outcome.
Responsibilities: Con UNABLE TO RATE Unsatisfactory Io communication is provided regarding se projects or repairs.	THIS C	Cate with site based personnel ATEGORY Approaching □ Inconsistent communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between communication or schools must seek the information. Finance – actuals are provided to the Bo	Solid Solid Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests. Accounting	5. Highly consistent level of communication is provide to schools with frequent updates regarding the status of outstanding requests. Follow up is provided to ensure school are highly satisfied with th outcome.
Comments: Communications: Communication is rovided regarding se rojects or repairs. Comments: Co	THIS C	cate with site based personnel ATEGORY Approaching Inconsistent communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between communication or schools must seek the information. Finance – actuals are provided to the Bo ATEGORY	Solid Solid Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests.	S. Highly consistent level of communication is provide to schools with frequent updates regarding the status of outstanding requests. Follow up is provided to ensure schools are highly satisfied with the outcome.
Responsibilities: Con UNABLE TO RATE Unsatisfactory lo communication is rovided regarding se rojects or repairs. Comments: Responsibilities: Bud ccurate decisions. UNABLE TO RATE Unsatisfactory	THIS C	cate with site based personnel ATEGORY Approaching Inconsistent communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between communication or schools must seek the information. Finance – actuals are provided to the Bost ATEGORY Approaching	Solid Image: Solid Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests. Accounting Dard and School Principals in outstanding	S. Exemplary Image: Comparison of the status of outstanding requests. Follow up is provided to ensure schools are highly satisfied with the outcome. rder to make timely and Exemplary Image: Comparison of the status of outstanding requests. Follow up is provided to ensure schools are highly satisfied with the outcome.
Responsibilities: Con UNABLE TO RATE Unsatisfactory Io communication is provided regarding se projects or repairs. Comments: Responsibilities: Bud ccurate decisions. UNABLE TO RATE Unsatisfactory Budget to actuals are n	THIS C	Cate with site based personnel ATEGORY Approaching Inconsistent communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between communication or schools must seek the information. Finance – actuals are provided to the Bo ATEGORY Approaching Inconsistently meets	Solid Solid Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests. Accounting bard and School Principals in of Solid Solid Consistently provided	S. Highly consistent level of communication is provide to schools with frequent updates regarding the status of outstanding requests. Follow up is provided to ensure school are highly satisfied with th outcome. rder to make timely and Exemplary Consistently provided timely
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Responsibilities: Con UNABLE TO RATE Unsatisfactory Io communication is rovided regarding se rojects or repairs. Comments: Responsibilities: But ccurate decisions. UNABLE TO RATE Unsatisfactory Budget to actuals are p rovide accurately or imely Board. No	THIS C cervice dget to THIS C never	Cate with site based personnel ATEGORY Approaching Inconsistent communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between communication or schools must seek the information. Finance – actuals are provided to the Boo ATEGORY Approaching Inconsistently meets deadline for budget to actual. Lack of details as	I on requested projects/repairs Solid Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests. Accounting Dard and School Principals in or Solid Consistently provided timely to allow for review and development of	S. Exemplary Image: Second state
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Responsibilities: Con UNABLE TO RATE Unsatisfactory No communication is provided regarding se projects or repairs. Comments: Responsibilities: But accurate decisions. UNABLE TO RATE Unsatisfactory Budget to actuals are no provide accurately or imely Board. No explanations of what r	THIS C cervice dget to THIS C never	Cate with site based personnel ATEGORY Approaching Inconsistent communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between communication or schools must seek the information. Finance – actuals are provided to the Box ATEGORY Approaching Inconsistently meets deadline for budget to actual. Lack of details as to what makes up the differences.	Solid Image: Solid Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests. Accounting bard and School Principals in or Solid Image: Solid Consistently provided timely to allow for review and development of questions at or prior to board meetings. Able to	Exemplary Image: Compute the second seco
□ UNABLE TO RATE Unsatisfactory No communication is provided regarding se projects or repairs. Comments: Responsibilities: Butaccurate decisions. □ UNABLE TO RATE	THIS C cervice dget to THIS C never	Cate with site based personnel ATEGORY Approaching Inconsistent communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between communication or schools must seek the information. Finance – actuals are provided to the Box ATEGORY Approaching Inconsistently meets deadline for budget to actual. Lack of details as to what makes up the differences.	I on requested projects/repairs Solid Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests. Accounting Dard and School Principals in or solution of timely to allow for review and development of questions at or prior to	Exemplary Image: Communication is provided to schools with frequent updates regarding the status of outstanding requests. Follow up is provided to ensure school are highly satisfied with thoutcome. rder to make timely and Exemplary Image: Consistently provided timely provides expert knowledge

Comments:

Responsibilities: Submit State reports on time and ensures schools are meeting required state/federal guideline for use of funds.

UNABLE TO RATE THIS CATEGORY

Approaching 🛛	Solid 🛛	Exemplary 🛛
Inconsistent submittal of	Submit reports on time.	All reports are submitted on
reports on time. Little	Keeps Board and School up	time and accurately. Board
communication to the	to date on guidelines for the	and School are kept up to
Board and School about	use of funds.	date about guidelines for use
guidelines for the use of		of funds and provide
funds.		explanations about those
		guidelines.
	Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of	Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use ofSubmit reports on time. Keeps Board and School up to date on guidelines for the use of funds.

Comments:

Responsibilities: Provide Office Managers with support and training to meet their needs (including QB and SGF Account support).

UNABLE TO RATE THIS CATEGORY

Unsatisfactory	Approaching 🛛	Solid 🛛	Exemplary 🛛
Office Managers were never	Poorly trained, questions	Received appropriate	Receives continuous training
trained, questions are	are inconsistently	training and questions are	and communicates effectively
never addressed.	addressed in a timely	addressed in a timely	to resolve questions.
	manner (over 1 business	manner (within 1 business	
	dav)	dav)	

Comments:

Finance - Accounts Payable

Responsibilities: AP Clerk answers all my questions in a timely manner and provides constant guidance. **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🛛
AP Clerk does not respond to questions and ignores requests for assistance.	AP Clerk will occasionally respond to questions and provides moderate support and guidance.	AP Clerk addresses inquires effectively and within a reasonable amount of time (1 business day). Accounts Payable offers help and guidance when it is	AP Clerk regularly takes the initiative to ask if the school is experiencing any problems, offers solutions and is highly consistent in providing guidance on
		requested.	policies and procedures.

Comments:

Responsibilities: AP Clerk makes payments to vendors in a timely manner.

UNABLE	TO RATE THIS	S CATEGORY

Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🛛
AP Clerk makes little to no attempt to pay vendors on time resulting in late fees, cancellation of orders, interruptions of service and numerous payment status inquiries from vendors.	AP Clerk inconsistently pays vendors on time.	AP Clerk effectively processes payments on time, preserving positive relationships with vendors and improving credit ratings.	AP Clerk exceeds expectations by demonstrating a high turn- around time when processing payments.
Comments:			

Responsibilities: AP Clerk efficiently handles vendor inquiries, credit applications, adding/removing users from current accounts, obtains proper authorization before payments being made according to Financial Policies & Procedures.

□ UNABLE TO RATE THIS C	ATEGORY		
Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🛛
AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures.	AP Clerk makes a moderate effort to handle vendor inquiries, credit applications, adds/removes users from current accounts and sometimes guides me to follow Financial Policies & Procedures.	AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies & Procedures.	AP Clerk exceeds expectations in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow Financial Policies & Procedures.
Comments:	I		
	Financa - Buda	gets and Bonds	
Responsibilities: Prepare b	udgets that are realistic and ke		tate and debt requirements.
Unsatisfactory 🛛	Approaching	Solid 🛛	Exemplary 🗆
No communication with the school when prepared. Budgets are unrealistic and do not take into consideration the needs of the school. Budget would not meet the state financial framework or debt covenants.	Little communication of the budget. Budget is shared but little explanation of the budget. Options are not readily explored with the school.	The budget is communicated with the school and overall budget is explained. Options are presented when requested. The budget is realistic and will meet the state and debt covenants.	The budget is explained to the school and the school has a good understanding of the numbers. Different options are presented and explained to the school when requested to see what options may be available. The budget will pass all required state and debt covenants.
Comments:			
Responsibilities: Facilitatin	g the purchasing of buildings a ATEGORY	nd management of the bonds.	
Unsatisfactory	Approaching 🛛	Solid 🛛	Exemplary 🛛
No communication of the process and no updates of throughout the process. Bond covenants are not explained.	Inconsistent updates on the bonding process. Updates to the bond covenants are general and not explained well.	Effective communication about the bond with the proper staff/board members happens timely. Debt covenants are explained.	Highly consistent level of communication is provided to the proper staff/board members. Debt covenants are explained and updated as necessary.
Comments:			
	Finance	- Payroll	
Responsibilities: Complete requests.	personnel changes in the payro		all payroll processing and
Unsatisfactory	Approaching	Solid 🛛	Exemplary 🛛
Requests for assistance are ignored and/or no attempt	Some requests are looked into immediately while	Requests are completed within 24 hours of being	Requests are handled immediately upon sending

is made to assist.	others take longer to	notified. Communication	the initial request.
Communication regarding	address. Communication	regarding the request is	Communication regarding
he request is poor.	regarding the requests needs improvement.	open and prompt.	the request exceeds expectations.
Comments:			
	ERS payroll report to the state c	on time and accurately.	
UNABLE TO RATE THIS (
Unsatisfactory	Approaching		Exemplary
PERS Reporting is not completed on time and it is	PERS reporting is often completed on time and it is	PERS reporting is completed and submitted	PERS reporting is completed prior to the
not accurate when	at times accurate.	by the deadline and it is	deadline and it is
submitted.	at times accurate.	accurate when submitted.	completely accurate.
Comments:		decurate when submitted.	completely accurate.
	Logal	0.001	
	Legal 5	ervices	
Responsibilities: Providing	day-to-day legal support and a	dvice in coordination with cou	nsel hired by the board.
UNABLE TO RATE THIS O			5
Unsatisfactory	Approaching	Solid 🛛	Exemplary 🛛
Requests for legal support	Requests for legal support	Requests for legal support	Requests for legal support
and/or advice is ignored	and/or advice are	and/or advice receive a	and/or advice receive a
and/or no attempt is made	occasionally addressed or	response within a	response in a timely
to provide legal support or	are addressed in an	reasonable amount of time.	manner. The Academica
advice.	untimely manner.	Responses are clear,	Legal Staff anticipates,
	Responses are unclear or	concise, and consistent.	communicates, and trains
	inconsistent.		school leaders on relevant
	meensistend		
2			legal issues.
Comments:			
		school and hoard policies and c	legal issues.
Responsibilities: Assist sch	ools in preparing and drafting s	school and board policies and c	legal issues.
Responsibilities: Assist sch contracts, MOU's) as request	ools in preparing and drafting s	school and board policies and c	legal issues.
Responsibilities: Assist sch contracts, MOU's) as request I UNABLE TO RATE THIS (ools in preparing and drafting s ed. CATEGORY	-	legal issues. other written documents (i.e
Responsibilities: Assist sch contracts, MOU's) as request UNABLE TO RATE THIS (Unsatisfactory	ools in preparing and drafting s ed. CATEGORY Approaching	Solid 🗆	legal issues. other written documents (i.e Exemplary 🗖
Responsibilities: Assist sch contracts, MOU's) as request UNABLE TO RATE THIS (Unsatisfactory Requests for written	ools in preparing and drafting s ed. CATEGORY Approaching Requests for written	Solid Requests for written	legal issues. other written documents (i.e <u>Exemplary</u> Requests for written
Responsibilities: Assist sch contracts, MOU's) as request UNABLE TO RATE THIS (Unsatisfactory Requests for written policies or other documents	ools in preparing and drafting s ed. CATEGORY Approaching	Solid Requests for written policies and other	legal issues. other written documents (i.e Exemplary Requests for written policies and other
Responsibilities: Assist sch contracts, MOU's) as request UNABLE TO RATE THIS (Unsatisfactory Requests for written policies or other documents	ools in preparing and drafting s ed. CATEGORY Requests for written policies and other	Solid Requests for written	legal issues. other written documents (i.e Exemplary Requests for written policies and other
Responsibilities: Assist sch contracts, MOU's) as request UNABLE TO RATE THIS (Unsatisfactory Requests for written policies or other documents	ools in preparing and drafting sed. CATEGORY Requests for written policies and other documents are occasionally	Solid Requests for written policies and other documents are prepared	legal issues. other written documents (i.e Exemplary Requests for written policies and other documents are prepared in
Responsibilities: Assist sch contracts, MOU's) as request UNABLE TO RATE THIS (Unsatisfactory Requests for written policies or other documents	ools in preparing and drafting sed. CATEGORY Approaching Requests for written policies and other documents are occasionally addressed or addressed in an untimely manner. Policies or other documents	Solid Requests for written policies and other documents are prepared within a reasonable amount of time. Written policies or other documents are clear,	legal issues. other written documents (i.e Exemplary Requests for written policies and other documents are prepared in a timely manner. The
Responsibilities: Assist sch contracts, MOU's) as request UNABLE TO RATE THIS (Unsatisfactory Requests for written policies or other documents	ools in preparing and drafting sed. CATEGORY Requests for written policies and other documents are occasionally addressed or addressed in an untimely manner. Policies or other documents need several revisions or	Solid Requests for written policies and other documents are prepared within a reasonable amount of time. Written policies or	legal issues. other written documents (i.e Exemplary Requests for written policies and other documents are prepared in a timely manner. The policies or written
Responsibilities: Assist sch contracts, MOU's) as request UNABLE TO RATE THIS (Unsatisfactory Requests for written policies or other documents are ignored.	ools in preparing and drafting sed. CATEGORY Approaching Requests for written policies and other documents are occasionally addressed or addressed in an untimely manner. Policies or other documents	Solid Requests for written policies and other documents are prepared within a reasonable amount of time. Written policies or other documents are clear,	legal issues. other written documents (i.e Exemplary Requests for written policies and other documents are prepared in a timely manner. The policies or written
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Responsibilities: Assist sch contracts, MOU's) as request □ UNABLE TO RATE THIS (Unsatisfactory □ Requests for written policies or other documents are ignored. Comments: Responsibilities: Work wit	ools in preparing and drafting sed. CATEGORY Approaching Requests for written policies and other documents are occasionally addressed or addressed in an untimely manner. Policies or other documents need several revisions or corrections. h campus leaders to resolve leg	Solid Requests for written policies and other documents are prepared within a reasonable amount of time. Written policies or other documents are clear, concise, and consistent.	legal issues. ther written documents (i.e Exemplary Requests for written policies and other documents are prepared in a timely manner. The policies or written documents are error free.
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		member or student.	to a resolution that is most
0			beneficial to the school.
Comments:			
	Marketin	g/Design	
Responsibilities: Confer wit	th clients to determine marketing		l marketing materials
UNABLE TO RATE THIS C		ig strategy and design of senot	in marketing materials.
Unsatisfactory	Approaching	Solid 🗆	Exemplary
Requests for meetings and	Some jobs requested are	Marketing materials and	Expert or high level of
product designs are	completed in a sufficient	design requests are	service is provided in
ignored and/or no attempt	manner. Modest attempt is	confirmed within 48 hours	defining what the client
is made to provide service.	made to fulfill job requests.	and a timeline is agreed	needs with immediate
Material and copy fails to	Modest attempt is made to	upon. The final printed	follow up. Initial design is
meet needs of particular	fulfill copy and style	product is consistent with	ready according to the pre-
graphic design job, i.e. the	requirements and meets	the scope and vision of the	arranged timeline, based o
size/material or number of	needs and vision from time	marketing project and is	the current que and time
products do not match up with the client's wishes.	to time.	within the proposed budget	sensitivity of each request.
with the client's wisnes.		price point.	Product meets and exceeds client's expectations in
			type, style, arrangement
			and size, and shows a
			mastery of understanding
			the targeted audience for
			the material.
Comments:			
	sely with school principals, dire	ctors, managers, administratio	n, and all other school
representatives for creative of	direction.	ctors, managers, administratio	n, and all other school
representatives for creative o	direction. CATEGORY	_	
representatives for creative of UNABLE TO RATE THIS C Unsatisfactory	direction. CATEGORY Approaching	Solid 🗆	Exemplary 🗆
representatives for creative of UNABLE TO RATE THIS O Unsatisfactory Opinions and wishes on	direction. CATEGORY Approaching Some designs reflect wishes	Solid Most designs are	Exemplary Products are professional
representatives for creative of UNABLE TO RATE THIS Of Unsatisfactory Opinions and wishes on creative direction are	direction. CATEGORY Approaching	Solid Most designs are satisfactory in their layout,	Exemplary Products are professional and meets or exceeds
representatives for creative of UNABLE TO RATE THIS O Unsatisfactory Opinions and wishes on creative direction are	direction. CATEGORY Approaching Some designs reflect wishes	Solid Most designs are satisfactory in their layout, design and concept, and	Exemplary Products are professional and meets or exceeds client's expectations in fina
representatives for creative of UNABLE TO RATE THIS O Unsatisfactory Opinions and wishes on creative direction are	direction. CATEGORY Approaching Some designs reflect wishes	Solid Most designs are satisfactory in their layout, design and concept, and closely match up to client's	Exemplary Products are professional and meets or exceeds
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representatives for creative of UNABLE TO RATE THIS O Unsatisfactory Opinions and wishes on creative direction are followed rarely. Comments:	direction. CATEGORY Approaching Some designs reflect wishes and direction of client.	Solid Most designs are satisfactory in their layout, design and concept, and closely match up to client's vision.	Exemplary Products are professional and meets or exceeds client's expectations in fina design and presentation.
representatives for creative of UNABLE TO RATE THIS O Unsatisfactory Opinions and wishes on creative direction are followed rarely. Comments: Responsibilities: Provide te	direction. CATEGORY Approaching Some designs reflect wishes and direction of client. National School Lui	Solid Most designs are satisfactory in their layout, design and concept, and closely match up to client's vision.	Exemplary Products are professional and meets or exceeds client's expectations in fina design and presentation.
representatives for creative of UNABLE TO RATE THIS O Unsatisfactory Opinions and wishes on creative direction are followed rarely. Comments: Responsibilities: Provide te Practices.	direction. CATEGORY Approaching □ Some designs reflect wishes and direction of client. National School Lui chnical assistance to ensure scl	Solid Most designs are satisfactory in their layout, design and concept, and closely match up to client's vision.	Exemplary Products are professional and meets or exceeds client's expectations in fina design and presentation.
representatives for creative of UNABLE TO RATE THIS O Unsatisfactory Opinions and wishes on creative direction are followed rarely. Comments: Responsibilities: Provide te Practices. UNABLE TO RATE THIS O Unsatisfactory	Arection. CATEGORY Approaching □ Some designs reflect wishes and direction of client. National School Lur chnical assistance to ensure scl CATEGORY Approaching □	Solid Most designs are satisfactory in their layout, design and concept, and closely match up to client's vision.	Exemplary Products are professional and meets or exceeds client's expectations in fina design and presentation. e NSLP Regulations and Best Exemplary
representatives for creative of UNABLE TO RATE THIS O Unsatisfactory Opinions and wishes on creative direction are followed rarely. Comments: Responsibilities: Provide te Practices. UNABLE TO RATE THIS O Unsatisfactory No attempt is made to	Approaching □ Some designs reflect wishes and direction of client. National School Lur chnical assistance to ensure scl CATEGORY Approaching □ Moderate level of technical	Solid Image: Consistent level of technical Most designs are satisfactory in their layout, design and concept, and closely match up to client's vision. Consistent level of technical	Exemplary Image: Complex system Products are professional and meets or exceeds client's expectations in finate design and presentation. e NSLP Regulations and Best Exemplary Image: Complex system High level of technical Image: Complex system Image: Complex system
representatives for creative of UNABLE TO RATE THIS O Unsatisfactory Opinions and wishes on creative direction are followed rarely. Comments: Responsibilities: Provide te Practices. UNABLE TO RATE THIS O Unsatisfactory No attempt is made to provide technical	Arection. CATEGORY Approaching □ Some designs reflect wishes and direction of client. National School Lur chnical assistance to ensure scl CATEGORY Approaching □	Solid Most designs are satisfactory in their layout, design and concept, and closely match up to client's vision.	Exemplary Products are professional and meets or exceeds client's expectations in fina design and presentation. e NSLP Regulations and Best Exemplary
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provided in preparation and throughout the Administrative Review process.	in preparation and throughout the Administrative Review process.	provided in p and througho v Administrativ process.	ut the	consistent support is provided in preparation and throughout the Administrative Review process.
Comments:		I		
Responsibilities: Provid	e assistance to schools in c	ompleting all required	NDA reporting	and with applying for
renewal of the NSLP.		ompieting un required	n bi repereng	and with applying for
UNABLE TO RATE TH	IS CATEGORY			
Unsatisfactory 🛛	Approaching	🗆 🛛 Solid	1 🗆	Exemplary 🗆
Little assistance is provid	ed Inconsistent assistance	e is Appropriate a	issistance is	Advanced assistance is
in completing NDA report				provided in completing
and applying for renewal				NDA reports and applying
the NSLP.	for renewal of the NSI	LP. for renewal of	f the NSLP.	for renewal of the NSLP.
Comments:				
		D		
Dooponoihilitien 147		Procurement	o www.ah.cc 1	and place cuid-up for
	with the school leadership			
	equipment based upon the	e school's requests and	needs, while m	aking sure to maintain their
allotted budget.				
Unsatisfactory	Approaching	Solid	Even out ou	Exemplary
Requests from the school office manager	Some requests are fulfilled in a sufficient	Quotes are obtained and orders placed in		high level of service is in fulfilling requests from
or Principal are ignored	manner. Requests are	timely manner.		aff. Records are kept and
and/or attempt to assist	taking an unacceptable	Suggestions are		e of prior year purchases for
in purchasing the	length of time to be	provided for materia		e. Any order issues that are
materials is not made.	fulfilled.	that will meet the ne		icated to us are immediately
	Tunnou	and requirements.		ed to the school.
Comments:				
	in creating the Summer Pu	rchasing Budget for the	e school, and pr	ovide regular progress
reporting on budget as pu				
UNABLE TO RATE TH				
Unsatisfactory \Box	Approaching 🛛	Solid 🛛		Exemplary 🛛
Budgets are not	Budgets are	Budgets are updated		are customized at the reques
communicated with the	communicated with the	a timely manner and		nool administration, and the
school administration,	school administration,	available for the scho	0	communicated with the
school administration is	but only at the request	administration on a	school ev	very time it is updated.
not aware of how much	of the school	normal basis.		
money they have spent	administration.			
and how much money				
	1			
that have left.				
that have left. Comments:				
that have left.				
that have left. Comments: Responsibilities: Assist	as a Liaison for and oversed	e summer furniture ins	stallation.	
that have left. Comments:		e summer furniture ins	stallation.	Exemplary

installers and furniture show up to the school unannounced.	School Administration is notified of installation dates, but no attempts are made to work around requests from the school.	effecti partie furnit proces proces	nunication is ive between all s involved in the ure installation ss, and school ss/timeline sts are met.	high level issues are with little School Ac	llation is completed with a l of satisfaction and any e communicated effectively e/no oversight needed by dministration. School timeline expectations are
Comments:					
Responsibilities: Assist as		hool an	d curriculum vendc	ors.	
Unsatisfactory	Approaching		Solid 🗆		Exemplary 🛛
made with the school regarding what purchases they would like to make.	School Administration is aware of purchases being made but is not receiving any updates regarding the status of the order or any digital access information.	purch and is any ba shippi comm the ve access proces	l is aware of ases being made kept apprised of ackorders or ing delays unicated to us by ndor. Any digital s updates are ssed in a timely	curriculu made awa renewal o processed	provided with a list of all m previously purchased and are of any items they need or replenishment. Orders are d as quickly as possible and are quickly made to digital atforms.
Comments:		mann	er.		
		Regist	ration		
	-	Regist municat			
Responsibilities: Manage	CATEGORY Approaching		tion. Solid [Exemplary
UNABLE TO RATE THIS Unsatisfactory	CATEGORY Approaching Sporadically sends out acceptances when reminded. Sporadicall	municat L y in a	tion. Solid Consistently sends acceptances when Waitlists and lotte consistently main asked. Makes phon needed or request 72 hours. Consistently respon professional and t	s out asked. ries tained as ne calls as ed within onds in a	Always monitors numbers and send out acceptances as needed. Establish and maintains accurate and up- to-date waitlists. Makes phone calls as needed or requested within 24 hours. Always responds in a professional and timely
□ UNABLE TO RATE THIS Unsatisfactory □ Rarely send acceptances nor monitor databases. Rarely update waitlists. Does not assist with needed phone communication. Rarely responds in a professional and timely manner.	CATEGORY Approaching Sporadically sends out acceptances when reminded. Sporadicall maintaining waitlists. Makes phone calls as needed within a week Sporadically responds professional and time	municat L y in a	tion. Solid Consistently sends acceptances when Waitlists and lotte consistently main asked. Makes phon needed or request 72 hours. Consistently respo	s out asked. ries tained as ne calls as ed within onds in a	Always monitors numbers and send out acceptances as needed. Establish and maintains accurate and up- to-date waitlists. Makes phone calls as needed or requested within 24 hours. Always responds in a
□ UNABLE TO RATE THIS Unsatisfactory □ Rarely send acceptances nor monitor databases. Rarely update waitlists. Does not assist with needed phone communication. Rarely responds in a professional and timely manner. Comments: Responsibilities: Manage	CATEGORY Approaching Image: Constraint of the second state of the	municat t y : in a ly	tion. Solid Consistently sends acceptances when Waitlists and lotte consistently main asked. Makes phon needed or request 72 hours. Consistently respon professional and t manner.	s out asked. ries tained as ne calls as ed within onds in a imely	Always monitors numbers and send out acceptances as needed. Establish and maintains accurate and up- to-date waitlists. Makes phone calls as needed or requested within 24 hours. Always responds in a professional and timely manner.
□ UNABLE TO RATE THIS Unsatisfactory □ Rarely send acceptances nor monitor databases. Rarely update waitlists. Does not assist with needed phone communication. Rarely responds in a professional and timely manner. Comments: Responsibilities: Manage processes.	CATEGORY Approaching Image: Constraint of the second state of the	municat t y : in a ly	tion. Solid C Consistently sends acceptances when Waitlists and lotte consistently main asked. Makes phot needed or request 72 hours. Consistently respo professional and t manner.	s out asked. ries tained as ne calls as ed within onds in a imely	Always monitors numbers and send out acceptances as needed. Establish and maintains accurate and up- to-date waitlists. Makes phone calls as needed or requested within 24 hours. Always responds in a professional and timely manner.

No audit preparation		Provides information for	information for audit
guidance or assistance	Audit assistance provided	audit preparation with	preparation with individual
provided.	in person but no	guidance. Person on-site to	guidance. Full
	preparation materials	assist as needed. Provides	participation assistance
No training provided for	provided.	training for reporting	provided during attendance
reporting procedures.	-	procedures and new	audit. Provides continual,
	Only provides training for	processes when asked.	on-going assistance and
	new processes and does not		training for reporting
	review currently used		procedures and new
	procedures.		processes.
Comments:			

Responsibilities: Manage Infinite Campus Census and Attendance information and assist in accurate monthly and quarterly attendance reporting.

UNABLE TO RATE THIS CATEGORY

Unsatisfactory	Approaching 🛛	Solid 🛛	Exemplary 🛛	
Rarely provides up-to-date	Sporadically provides up-	Consistently provides up-	Always provides up-to-date	
state required attendance	to-date state required	to-date state required	state required attendance	
reporting procedures and	attendance reporting	attendance reporting	reporting procedures and	
codes. Always provides	procedures and codes.	procedures and codes.	codes. Always provides	
assistance with Campus	Sporadically provides	Consistently provides	assistance with Campus	
Census procedures such as	assistance with Campus	assistance with Campus	Census procedures such as	
building households, ad	Census procedures such as	Census procedures such as	building households, ad	
hocs, attendance coding,	building households, ad	building households, ad	hocs, attendance coding,	
immunizations, flags,	hocs, attendance coding,	hocs, attendance coding,	immunizations, flags,	
enrollments and	immunizations, flags,	immunizations, flags,	enrollments and	
withdrawals.	enrollments and	enrollments and	withdrawals.	
	withdrawals.	withdrawals.		

Comments:

School Resource Development (Grants, Charter Applications, Amendments, Renewals, School Programs)

Responsibilities: Coordinate the development, writing, and submission of grant proposals. **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory	Approaching 🛛	Solid 🛛	Exemplary 🛛
Failed to demonstrate	Demonstrated vague	Demonstrated clear	Demonstrated clear
adequate understanding of	understanding of the	understanding of the	understanding of the
the grant's purpose and/or	grant's purpose or school's	grant's purpose and	grant's purpose and clearly
school's requests/needs for	requests/needs for the	school's request/needs for	identified various
the grant. Did not identify	grant. Vaguely identified	the grant. Identified various	stakeholder
various stakeholder	various stakeholder	stakeholder	responsibilities, deadlines,
responsibilities. Did not	responsibilities. Provided	responsibilities. Provided	and other related
provide update of	irregular or inconsistent	regular status update of	expectations. Executed
submission progress.	status update of submission	submission progress.	designated roles in an
Failed to execute	progress. Executed	Executed designated roles	effective and professional
designated roles or submit	designated roles in an	in an effective and	manner and gathered
grant proposal by deadline.	ineffective and	professional manner.	school feedback for
	unprofessional manner.	Submitted grant by	revisions. Provided regular
	Submitted grant by	deadline.	status update of submission
	deadline.		progress and submitted
			grant by or before deadline.
Comments:			

Responsibilities: Coordinate the development, writing, and submission of charter applications, amendments, renewals & various programs

UNABLE TO RATE THIS CATEGORY				
Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🛛	
Failed to demonstrate adequate understanding of the project's purpose. Did not identify various stakeholder responsibilities or provide update of submission progress. Failed to execute designated roles or submit project by deadline.	Demonstrated vague understanding of the project's purpose. Vaguely identified various stakeholder responsibilities. Provided irregular or inconsistent status update of submission progress. Executed designated roles in an ineffective and unprofessional manner. Submitted grant by deadline.	Demonstrated clear understanding of project's purpose. Identified various stakeholder responsibilities. Provided regular status update of submission progress. Executed designated roles in an effective and professional manner. Submitted project by deadline.	Demonstrated clear understanding of the project's purpose and clearly identified various stakeholder responsibilities, deadlines, and other related expectations. Executed designated roles in an effective and professional manner and gathered school feedback for revisions. Provided regular status update of submission progress and submitted application by or before deadline.	
Comments:	1	L	ucaumic.	
		porting		
	school system, responsible par from the Authority and the De	ty and/or Academica Departme	ents of items or information	
	III LUOINI			
Unsatisfactory	Approaching 🛛	Solid 🛛	Exemplary 🛛	
Unsatisfactory Staff does not provide ample notice to schools after receiving notice from the proper agency, of items or information coming due and school employees are often rushing to submit requested items.		Solid Staff provides timely notice, once deadlines are received from the proper agency, as to the information or items due, giving the responsible party ample time to complete.	Exemplary Once deadlines are received from the proper agency, staff always goes to great lengths to ensure that all parties involved are aware of the information and/or items coming due and works to gain extensions where necessary. Staff sends out a calendar invite for all items coming due, as well as, staff provides reminders of upcoming due dates.	
Unsatisfactory Staff does not provide ample notice to schools after receiving notice from the proper agency, of items or information coming due and school employees are often rushing to submit	Approaching Staff sometimes provides forward notice of items or information coming due (once the due dates are received from proper agency); however, those responsible are sometimes still rushing to complete	Staff provides timely notice, once deadlines are received from the proper agency, as to the information or items due, giving the responsible party ample time to	Once deadlines are received from the proper agency, staff always goes to great lengths to ensure that all parties involved are aware of the information and/or items coming due and works to gain extensions where necessary. Staff sends out a calendar invite for all items coming due, as well as, staff provides reminders of upcoming due	
Unsatisfactory Staff does not provide ample notice to schools after receiving notice from the proper agency, of items or information coming due and school employees are often rushing to submit requested items. Comments: Responsibilities: Works wit necessary information to ens arise, staff works with the Au works to ensure that all system	Approaching Staff sometimes provides forward notice of items or information coming due (once the due dates are received from proper agency); however, those responsible are sometimes still rushing to complete items timely. th each school system, responsi- ure information or required iter thority and/or Department of 1 ems receive a clear explanation cessary party to obtain an exter	Staff provides timely notice, once deadlines are received from the proper agency, as to the information or items due, giving the responsible party ample time to complete.	Once deadlines are received from the proper agency, staff always goes to great lengths to ensure that all parties involved are aware of the information and/or items coming due and works to gain extensions where necessary. Staff sends out a calendar invite for all items coming due, as well as, staff provides reminders of upcoming due dates.	
Unsatisfactory □ Staff does not provide ample notice to schools after receiving notice from the proper agency, of items or information coming due and school employees are often rushing to submit requested items. Comments: Responsibilities: Works with necessary information to ens arise, staff works with the Au works to ensure that all syste as requested. Works with ne	Approaching Staff sometimes provides forward notice of items or information coming due (once the due dates are received from proper agency); however, those responsible are sometimes still rushing to complete items timely. th each school system, responsi- ure information or required ite thority and/or Department of 1- ems receive a clear explanation cessary party to obtain an exter ATEGORY	Staff provides timely notice, once deadlines are received from the proper agency, as to the information or items due, giving the responsible party ample time to complete.	Once deadlines are received from the proper agency, staff always goes to great lengths to ensure that all parties involved are aware of the information and/or items coming due and works to gain extensions where necessary. Staff sends out a calendar invite for all items coming due, as well as, staff provides reminders of upcoming due dates.	
Unsatisfactory □ Staff does not provide ample notice to schools after receiving notice from the proper agency, of items or information coming due and school employees are often rushing to submit requested items. Comments: Responsibilities: Works with necessary information to ens arise, staff works with the Au works to ensure that all system as requested. Works with ne □ UNABLE TO RATE THIS C	Approaching Staff sometimes provides forward notice of items or information coming due (once the due dates are received from proper agency); however, those responsible are sometimes still rushing to complete items timely. th each school system, responsi- ure information or required ite thority and/or Department of 1 ems receive a clear explanation cessary party to obtain an exter ATEGORY	Staff provides timely notice, once deadlines are received from the proper agency, as to the information or items due, giving the responsible party ample time to complete.	Once deadlines are received from the proper agency, staff always goes to great lengths to ensure that all parties involved are aware of the information and/or items coming due and works to gain extensions where necessary. Staff sends out a calendar invite for all items coming due, as well as, staff provides reminders of upcoming due dates.	

		1	1
timely and accurate	information or items for	to gather the required	each system to ensure
submission of items or	submission. Staff	information or items for	timely and accurate
information. Nor does staff	inconsistently attempts to	submission. Staff offers to	submission of information.
work to gain additional	gather additional	be of any assistance to	When questions arise that
information when	information from various	those persons, whether to	staff cannot answer, staff
questions arise.	agencies, however, little	gather information	diligently works with other
	follow up takes place in this	independently or to work	agencies to obtain
	regard.	with others. Staff	additional guidance when
		frequently works with	needed and provides follow
		other agencies to obtain	up when additional
		additional guidance when	information is not received.
		needed.	Staff offers assistance at all
			times to help with data
			compilation or collection of
			documents to ensure
			proper compliance.

Comments:

Responsibilities: Submission of all documents related to reimbursement under grant funding. Maintain thorough and accurate records to ensure that all items are submitted timely and accurately, in order to ensure the proper reimbursement to the system. Responsible for assisting with revised grant budgets, when the need arises. Assist with any questions either the system, Academica departments or various agency departments might have regarding reimbursements submitted and projections of future grant spending.

UNABLE TO RATE THIS CATEGORY

Unsatisfactory	Approaching	Solid 🛛	Exemplary 🛛
Staff does not maintain proper grant reimbursement records and does not meet reimbursement request deadlines. Staff is not in communication with agencies regarding grant- funding questions. Staff does not assist the system with budget revisions.	Staff maintains minimal records, which at time leads to inaccurate or late information being submitted. Staff works sparsely with other department or systems regarding grant reimbursement questions or the revisions to grant budgets. As well, staff does not interact on a regular basis with various agencies inquiring about spending projections.	Staff maintains thorough records and files with regard to each grant a system is awarded, allowing for a streamlined process to ensure timely and accurate submissions. Staff works with all systems to modify grant budgets, as the need arises. Staff works with all agencies that have questions regarding grant reimbursements or other grant related questions.	Staff diligently works to ensure that all grant reimbursement files are complete and accurate, resulting in consistently timely and accurate reimbursement submissions. Staff frequently works with systems to ensure that any budget modifications needed are updated and submitted to the state for approval. Staff consistently follows up with the state on any questions they might have regarding the revisions, as well as the status of a submitted revision. Staff has built a strong working relationship with the various agencies in which reimbursement requests are submitted, in order to ensure any information needed is provided, resulting in timely reimbursement processing.

Comments:			
	Teacher P	ecruitment	
Resnonsibilities: Track and	advertise job openings for the		ing of job openings across
school systems to facilitate co		senoor site. I demate the shar	ing of job openings across
UNABLE TO RATE THIS C			
Unsatisfactory	Approaching	Solid 🛛	Exemplary 🛛
Jobs are inconsistently posted to recruiting platform(s). No attempt at communication with school site administration is made by the recruitment representative. Jobs posted are consistently out of date or inaccurate.	Jobs are posted to recruiting platform(s) within a sufficient amount of time. Recruitment representative makes an attempt to communicate with the school site to update openings.	Jobs are accurately posted to recruiting platform(s) within 12-24 hours of notification of the job opening. Recruitment representative consistently communicates with school site administration to ensure job openings are up to date.	Jobs are accurately posted to recruiting platform(s) within 12 hours of notification of the job opening. Recruitment representative initiates consistent communication with school site administration regarding open positions and frequently sends prospective candidates to
			school administration as appropriate.
Comments:			
Responsibilities: Track tead	ther licensure and notify teache	ers of license expiration.	
UNABLE TO RATE THIS C	-		
Unsatisfactory	Approaching	Solid 🛛	Exemplary 🛛
Licensed staff are not	Licensed staff are	Licensed staff are	Licensed staff are
notified of upcoming	inconsistently notified of	consistently notified of	consistently notified of
license expiration at least 6	upcoming license	upcoming license	upcoming license
months in advance. No	expiration at least 6 months	expiration at least 6 months	expiration, including an
attempt is made to notify	in advance. A modest	in advance. Licensed staff	explanation of any
licensed staff and	attempt is made to notify	and administration are	provisions or requirement
administration when a staff	licensed staff and	notified promptly when a	needed to renew the
member's license lapses.	administration when a staff	staff member's license	license. Licensed staff and
Requests for assistance	member's license lapses.	lapses. Effective assistance	administration are notified
with licensure questions	Minimal assistance is	is given to licensed staff	within 1 week of a staff
are ignored.	offered when licensure questions arise.	and administration when licensure questions arise.	member's license lapsing. Expert assistance is given when licensure questions arise.
Comments:			
Responsibilities: Organize a	nd execute teacher hiring fairs.	Coordinate attendance at out	of state recruiting fairs for
administrators as needed.	_		
Unsatisfactory	Approaching	Solid 🛛	Exemplary 🛛
Recruitment team makes	Recruitment team prepares	Recruitment team	Recruitment team
little or no attempt to	and executes 2 hiring fairs	effectively prepares and	effectively prepares and
-	per school year. There is	executes 2 hiring fairs per	executes 2 highly-organize
organize hiring fairs during			
organize hiring fairs during the school year. School sites	limited organization to the	school year. The hiring	hiring fairs per school year
the school year. School sites	limited organization to the hiring fairs, which leads to	school year. The hiring fairs are organized and	
organize hiring fairs during the school year. School sites have minimal opportunity to effectively hire teachers	limited organization to the hiring fairs, which leads to inconsistent recruitment	school year. The hiring fairs are organized and frequently assist the school	hiring fairs per school year The school sites are consistently given the

these events.	sites.	support staff recruitment	teachers and support staff
		for the current or upcoming	at these events. Feedback
		school year.	is acquired from school
			sites and implemented in
			future hiring fairs.
Comments:			
		avel	
	ravel for school employees in a	ccordance with governmental	regulations.
UNABLE TO RATE THIS C	ATEGORY		
Unsatisfactory	Approaching 🛛	Solid 🛛	Exemplary 🛛
Inadequate communication	Limited communication	Travel is booked in a timely	Highly consistent
with the school and	with the school. Modest	manner and within school	communication with the
requests are not handled	attempt is made to book	budgetary requirements	school. Travel is booked in
timely. Travel does not	travel with in the school	(GSA guidelines).	a timely manner and meets
meet the school budget	budget requirements (GSA		school budget
requirements (GSA	guidelines). Travel requests		requirements (GSA
standards).	are not attended to in a		guidelines). Helps with
	sufficient manner.		travel problems when they
			occur.
Comments:			
	school employees for conferen	ces when requested.	
UNABLE TO RATE THIS C	ATEGORY		
Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🗆
Requests are ignored and	Limited communication	Conference is booked in a	Highly consistent
conference is not booked	with the school regarding	timely manner. Conference	communication with the
for school employees.	the conference. Conference	early bird and/or group	school. Conference early
	early bird discounts and or	discounts are applied (if	bird and/or group
	group rates are missed (if	requested on time).	discounts are applied (if
	requested on time).		requested on time).
Comments:			

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.

Pinecrest Academy Inc. charges a fee 1% of annual revenues in exchange for the support services detailed above and the use of the Pinecrest Inc. name and logo. The Pinecrest 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.

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 PANN'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 Academica 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 23b.

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

BETWEEN

THE BOARD OF DIRECTORS FOR

PINECREST ACADEMY OF NORTHERN NEVADA, A NEVADA PUBLIC CHARTER SCHOOL

AND

ACADEMICA NEVADA, LLC

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CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

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

WHEREAS, Pinecrest Academy of Northern Nevada (the "School" or "PANN") may have a contract ("the Charter") with the Nevada State Public Charter School Commission (the "State") to operate a charter school;

WHEREAS, the School is governed by 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 various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for other charter school programs;

WHEREAS, Service Provider's officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Service Provider 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 <u>PANN</u>, and the Board of Director's duty to make all decisions and direct Service Provider to act accordingly on the Board's behalf.

WHEREAS, PANN 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

<u>PANN</u> engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. <u>Duties</u>

At the direction of the Board, Service Provider will coordinate the services required to support the School. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. If instructed by the Board, Service Provider's services may include, but not be limited to: identification, design and procurement of facilities; staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the Schools as well as bookkeeping, budgeting and financial forecasting. The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

4. Board of Directors Meetings

Service Provider will attend the meetings of the Board and the staff of the School. Unless otherwise instructed by the Board, Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of HRS 302D-12 regarding such meetings and record keeping.

5. <u>Record Keeping</u>

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with all legal requirements for record keeping. In addition, Service Provider will ensure that designated on site staff receives proper training by the **State's** appropriate departments for student school record keeping through its designated programs.

6. Bookkeeping

Service Provider will coordinate with the accounting firms selected by the Board ("the accounting firm"), and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Charter and State law.

7. <u>Staff Administration</u>

If instructed by the Board, Service Provider may coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be **PANN**

employees or employees leased to <u>PANN</u>, and will not be employees of Service Provider. At the Boards direction, Service Provider may prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. At the request of the Board, Service Provider may propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider Service Provider will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The Service Provider will prepare and maintain all financial records at the direction of the Board and in compliance with Nevada public accounting standards and regulations, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. **PANN** will provide the State with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the 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.

9. Designated Contact Person

The designated contact person of Service Provider shall be the Manager of Academica Nevada, LLC Robert B. Howell.

10. Grant Solicitation

At the request of the Board, Service Provider may solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

If directed by the Board, Service Provider may coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

At the request of the Board, Service Provider may coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Service Provider will coordinate the preparation of the Annual Report for the School. The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the-State and Charter School legislation for the Annual Report.

14. Student Assessment

If instructed by the Board, Service Provider may coordinate a student assessment methodology and retain on behalf of <u>PANN</u>, professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

The Board President will serve as primary liaison with the State Public Charter School Commission and its officials on behalf of the School. If instructed by the Board, Service Provider may also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

16. Governmental Compliance

If requested by the Board, Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider may also advise the Board on compliance with the School's Charter with the State. The School's Charter with the State is incorporated herein by reference.

17. Charter Renewal Coordination

At the direction of the Board, Service Provider may assist the Board with renewal of the School's Charter on a timely basis. If instructed by the Board, may negotiate the terms of the renewal Charter with the State on behalf of the Board and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the State.

18. Curriculum Development

If requested by the Board, Service Provider may identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All proposed curricula shall be approved by the Board prior to use.

19. Facilities Identification Expansion, Design and Development

At the direction of the Board, Service Provider may coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

20. Systems Development

If requested by the Board, Service Provider may identify and develop a Nevada based and state compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

21. Initial Term

The Initial term of the Agreement shall commence on July 1, 2020 and continue initial term of two (2) years, through June 30, 2022.

22. Renewal

Absent notice of termination pursuant to Section 23(a), this Agreement shall automatically renew for the full term of the initial Charter Agreement. Thereafter, this Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement by the School's sponsor unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that this Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

23. Termination

(a) During the Initial Term 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 Initial Term of the Agreement, either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, <u>PANN</u> 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 Oharter 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, <u>PANN</u> shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

(c) <u>Duties upon termination</u>. In the event this Agreement is terminated, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to <u>PANN</u> any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

COMPENSATION

24. Base Compensation

PANN 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 **PANN** receives such funds. The fee shall be payable in equal monthly installments, provided that **PANN** 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 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 2020-21 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider may lower the fee should the school experience severe financial distress.

25. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of <u>PANN</u>, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

26. Reimbursement of Costs

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

27. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the school's financial records.

OTHER MATTERS

28. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees, principals or agents and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

29. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect <u>PANN</u> the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

30. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all if this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

Pinecrest Academy of Northern Nevada Attachment 23: EMO Combined

(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 6630 Surrey Street Las Vegas, NV 89119 Attention: Robert Howell

If to Board:Pinecrest Academy of Northern Nevada
6630 Surrey Street
Las Vegas, NV 89119
Attention: PANN 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 PANN held on the

_____day of _______20___. At that meeting, the undersigned Chair of **PANN** 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.

PINECREST ACADEMY OF NORTHERN NEVADA

By: _____, Board President

Date: _____

ACADEMICA NEVADA LLC

By:

Robert Howell, CEO

Date: _____

Academic Framework			
Section	School Goal	ЕМО	
		Responsibility	
Student Progress Over Time			
 2.1.a Are schools making adequate progress based on the school's Median Student Growth Percentiles in reading? 2.1.b Are schools making adequate progress based on the school's Median Student Growth Percentiles in math? 2.1.c Are schools making adequate growth based on the percentage of students meeting AGP in reading? 	Goal No. 1: At least eighty (80) percent of students enrolled at the school for a three (3) consecutive year period will achieve proficient or advanced status, with at least twenty (20) percent obtaining advanced status on the state's annual assessments in math and reading. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the sixth-ninth grade.		
 2.1.d Are students making adequate growth based on the percentage of students meeting AGP in math? 2.1.e Using Adequate Growth results, are schools meeting AGP in reading when compared with traditional school that charter school students would otherwise attend? 2.1.f Using Adequate Growth results, are schools meeting AGP in math when compared with traditional school that charter school students would otherwise attend? 2.1.f Using Adequate Growth results, are schools meeting AGP in math when compared with traditional school that charter school students would otherwise attend? 	Goal No. 2: At least eighty (80) percent of students enrolled at the school for a three-year period will achieve proficient or advanced status, with at least twenty (20) percent obtaining advanced status on the state's annual assessments in math and reading. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the ninth- twelve grade.	Academica Nevada does not set school-based performance goals.	
 2.1.g Are students in sub-groups (FRL, ELL, IEP) making adequate growth based on the percentage of students meeting AGP in reading? 2.1.h Are students in sub-groups (FRL, ELL, IEP) making adequate growth based on the percentage of students meeting AGP in math? 	Goal No. 3: 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		

		Y
	performance of the general student population). This goal will be measured by PANN's diagnostic assessments and screeners. These screeners will be used for benchmark screening and progress monitoring to ensure academic gains for students.	
Student Achievement		
 2.2.a Are students achieving proficiency on state examinations in reading? 2.2.b Are students achieving proficiency on state examinations in math? 	Goal No. 1: At least eighty (80) percent of students enrolled at the school for a three (3) consecutive year period will achieve proficient or advanced status, with at least twenty (20) percent obtaining advanced status on the state's annual assessments in math and reading. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the sixth-ninth	
 2.2.c Using proficiency rates, are schools achieving proficiency in reading when compared with the traditional school that charter school student would otherwise attend? 2.2.d Using proficiency rates, are schools achieving proficiency in math when compared with the traditional school that charter school student would otherwise attend? 	grade. Goal No. 2: At least eighty (80) percent of students enrolled at the school for a three-year period will achieve proficient or advanced status, with at least twenty (20) percent obtaining advanced status on the state's annual assessments in math and reading. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the ninth- twelve grade.	Academica Nevada does not set school-based performance goals.
 2.2.e Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in reading? 2.2.f Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in math? 	Goal No. 3: 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). This goal will be measured by PANN's diagnostic assessments and screeners. These screeners will be used for benchmark screening and progress monitoring to ensure academic gains for students.	
Career and College Readiness		
 2.3.a Based on scores obtained from SBAC, are students making adequate growth points for being college ready by the time they graduate? 2.3.b Are students on target for being college ready by the time they graduate as measured by the SBAC benchmarks in English and Math? English Math 2.3.c Are students graduating from high school? 2.3.d Do students have the content and skill knowledge needed to succeed beyond high school? 	100% of students in grades 3-8 will complete the SBAC summative to demonstrate adequate progress towards college and career readiness.	Academica Nevada does not set school-based performance goals.
Fin	ancial Framework	
Near Term Measures		
1. Current Ratio 2. Unrestricted days cash on hand 3. Enrollment forecast accuracy 4. Debt default	Maintain 1.1 ratio or greater, establish a reserve of cash on hand, forecast enrollment, maintain all debts current (no delinquent accounts)	Academica Nevada is responsible for developing the school's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for

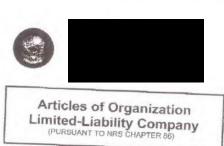
Sustainability Measures		bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board's chosen accounting firm in their annual audit.
1. Total Margin 2. Debt to asset ratio 3. Cash Flow 4. Debt service coverage ratio	Maintain positive total margin, debt to asset ratio, positive cash flow, debt serves coverage ratio	Academica Nevada is responsible for developing the school's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board's chosen accounting firm in their annual audit.
	rational Framework	
Educational Program1. Essential terms of the charter agreement2. Education requirements3. Students with disabilities4. English Language Learner Students	Charter contract compliance, curriculum and instruction, student support services	Academica Nevada works with the School's administration to procure curriculum, Academica Nevada

Financial Management & Oversight		will help Kamalani Academy of Nevada identify a 3 rd party Student Support Organization.
1. Financial Reporting and compliance 2. Financial management and oversight	Compliance with state reporting guidelines, annual independent audit	Academica Nevada is responsible for developing the school's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board's chosen accounting firm in their annual audit.
Governance & Reporting		
1. Governance and reporting 2. Management accountability 3. Reporting requirements	Nevada Statute and Academic Code compliance, board governance, annual evaluation of school leadership and the EMO, accurate and timely reporting	Academica Nevada provides policy support and legal counsel, Academica Nevada maintains board meeting notifications and provides board support.
Students & Employees		
1. Rights of students2. Attendance goals	Highly qualified teachers, attendance records	Academica Nevada is a school

3. Staff credentials		resource for
4. Employee rights		questions or issues
5. Background checks	1	related to HR
b. Buchgi bullu chechs		services,
		Academica Nevada
		assists the Board
		in staff recruitment
		and hiring and HQ
		status, Academica
		Nevada works to
		identify and
		procure data
		management
		systems for the
		school.
School Enrollment		A 1 1 3- 7
1. Facilities and transportation	-	Academica Nevada
2. Health and safety	-	manages 3 rd party
3. Information management		contractors for the maintenance and
		repair of Kamalani
		Academy of
		Nevada, under the
		direction of the
		Board, Academica
		issues requests for
	Maintain safe and respectful	proposals from
	learning environment	vendors, reviews
		contracts, and
		offers
		recommendations,
		Academica is
		responsible for
		procurement of the
		School's furniture,
		fixtures, and
		equipment.
Additional Obligations		
1. Additional obligations	Not Applicable	Not Applicable



From 7344686219	Page 3/3	Received by: NV Secretary of State	Date 1/7/2011 10 40 10 484



Ross Miller Secretary of State	Desonant Number 20110022547-14 Uting Date and Time 01/07/2011 7:33 AM Endly Number E0025202011-0
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1. Name of Limite	DO NOT HIGHLIGHT			ABOVE SPACE	IS FOR OFFICE USE
Liability Company (must contain approved timited-liability company wording; see instruction	Academica Nevada, LLC				Check box if Series Limited Lisbelity Compa
2. Registered	Freinig				
Agent for Service of Process: (check only one box)	Commercial Registered Agen	Same gent <u>OR</u>	Office or F	Position with d address bee	DW/)
	Name of Noncommercial Registered Av 3540 W. Sabara #E6, 125	gent OR Name of The	Office or Other D	* 14	
		Tac	Vegas	ation with Entli	Y
	Street Address	City	regas	Nev	ada 89102-5816
	Manager A and a star				Zig: Code
Dissolution	Mailing Address (it different from street			Nevi	Zip Code
Date: (optional)	Latest date upon which the company	ly is to dissolve (if exist			
Management:	Company shall be managed by:	Manager(s)	OR 7	Member(s)	5
Name and ddress of each	1) Robert B. Howell	(check	only one box)		
Manager or Managing Member:	1959 N. Bella Vista Dr. Street Address 2) Fernando Zulueta	Farmir City	igton	UT	84025 Zip Code
	Nama				zip code
s	6340 Sunset Drive Street Address 3) Ignacio Zulueta	Miami City		FL. State	33143 Zip Code
	Name 6340 Sunset Drive Street Address	Miami		FL.	33143
	Karen Sena	City	VALLAS	State	Zip Code
anizer: (attach	vame PO Box 13092		er Signature	una	
· or Benerget i	iddreas A	Tucsor		AZ	85732
eptance of ointment of	hereby accept appointment as Re	egistered Agent for th		State Entity: 01/07/2	Zip Code
form much i	uthorized signature of wegestered Ager anied by appropriate fees.	nt or On Behalf of Regist	erod Agent Entity	_ Date	011

Revised: 4-14-09

STATE OF NEVADA

ROSS MILLER



SCOTT W. ANDERSON Deputy Secretary for Commercial Recordings

OFFICE OF THE SECRETARY OF STATE

Certified Copy

January 18, 2011

Job Number: Expedite: Through Date:

C20110112-0709 Reference Number: 20110022547-14

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.

Document Number(s) 20110022547-14

Description Articles of Organization

Number of Pages 1 Pages/1 Copies



Certified By: GJ Jaillet Certificate Number: C20110112-0709 You may verify this certificate online at http://www.nvsos.gov/ Respectfully,

· con Ma ROSS MILLER

Secretary of State

Commercial Recording Division 202 N. Carson Street Carson City, Nevada 89701-4069 Telephone (775) 684-5708 Fax (775) 684-7138

BARBARA K. CEGAVSKE Secretary of State

JEFFERY LANDERFELT Deputy Secretary for Commercial Recordings



STATE OF NEVADA

OFFICE OF THE SECRETARY OF STATE

Stacie Gibson Academica Nevada 8235 S Eastern Ave Suite 150 Las Vegas, NV 89123 Commercial Recordings Division 202 N. Carson Street Carson City, NV 89701-4201 Telephone (775) 684-5708 Fax (775) 684-7138

Job:C20150109-0475 January 9, 2015

Special Handling Instructions:

Charges

Description	Document Number	Filing Date/Time
Annual List	20150010264-21	1/9/2015 9:18:27 AM
Business License 1/2015-	20150010264-21	1/9/2015 9:18:27 AM

Payments

Туре	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

Pinecrest Academy of Northern Nevada Attachment 23: EMO Combined	

INITIAL/ANNUAL LIST OF	MANAGERS OR MANAGING ME	MBERS AND STATE
BUSINESS LICENSE APP	ICATION OF:	
ACADEMICA NEVADA LLC		

ACADEMICA NEVADA. LLC			E0025202011-0
NAME OF LIMITED-LIABILITY COMPANY			
FOR THE FILING PERIOD OF JAN, 2015 TO	JAN, 2016		
USE BLACK INK ONLY - DO NOT HIGHLIGHT			*100402*
YOU MAY FILE THIS FORM ONLINE AT www.nvs	llverflume.gov		
Return one file stamped copy. (If filing not accompanied by order instructions, file stamped copy will be sent to registered agent.) <u>IMPORTANT</u> : 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 UNSTONED.		Filed in the office of	20150010264-21
		Lahora K. Cegarte	
		Barbara K. Cegavsk Secretary of State State of Nevada	01/09/2015 9:18 AN
 If there are additional managers or managing members, attach a list of ther 	m to this form.	State of Nevada	E0025202011-0
 Return completed form with the fee of \$125.00. A \$75.00 penalty must be form by the deadline. An annual fist received more than 90 days before its an amended list for the previous year. 			SPACE IS FOR OFFICE USE ONLY
4. State business license fee is \$200.00. Effective 2/1/2010, \$100.00 must be	e added for failure to file form b	y deadline.	
5. Make your check payable to the Secretary of State.			
A copy fee of \$2.00 per page is required for each additional copy genera accompany your order. 7. Return the completed form to: Secretary of State, 202 North Carson Street 8. Form must be in the possession of the Secretary of State on or before the I received after due date will be returned for additional fees and penalties. F ANNUAL LIST FILING FEE: \$125.00 LATE PENALTY: \$75.00 (fr filing	t, Carson City, Nevada 89701-4 last day of the month in which it ailure to include annual list and	201, (775) 684-5708. is due. (Postmark date is not a	ccepted as receipt date.) Forms t in rejection of filing.
CHECK ONLY IF APPLICABLE AND ENTER EXEMPTION COD	E IN BOX BELOW		
			S 76.020 Exemption Codes
Pursuant to NRS Chapter 76, this entity is exempt from the bu	siness license fee. Exemp		- Governmental Entity 5 - Motion Picture Company
			- NRS 680B.020 Insurance Co
NOTE: If claiming an exemption, a notarized Declaration of E attach the Declaration of Eligibility form will result in rejection		ached. Failure to	
NAME ROBERT B HOWELL	MA	NAGER OR MANAGING MEMBER	
ADDRESS	CITY		STATE ZIP CODE
1959 BELLA VISTA DRIVE , USA	FARMING	TON	UT 84025
NAME	MA	NAGER OR MANAGIN	
	MA	NAGEN ON MANAGI	
ADDRESS	CITY		STATE ZIP CODE
NAME	ма	NAGER OR MANAGIN	

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 felse or forged instrument for filing in the Office of the Secretary of State.

CITY

CITY

X STACIE GIBSON

ADDRESS

ADDRESS

NAME



MANAGER OR MANAGING MEMBER

1/9/2015 9:18:15 AM

STATE ZIP CODE

STATE ZIP CODE

Signature of Manager, Managing Member or Other Authorized Signature

Nevada Secretary of State List ManorMern Revised: 1-5-15

527



ENTITY NUMBER

Filed in the office of	Document Number	L
Bahorek ageste	20150010264-21	l
Barbara K. Ceoavske	Filing Date and Time	1
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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 <u>State of Nevada</u>.

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.

Barbara K. Cegevste

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 Secretary of State

You may verify this license at Nevada Secretary of State 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 <u>cannot</u> be waived.