



Nevada State Public Charter School Authority

Mater Academy of Northern Nevada (MANN)

2022 Charter Renewal Application

Per [NRS 388A.285](#) and [NAC 388A.415](#)

CHARTER SCHOOL RENEWAL APPLICATION AND GUIDELINES

Charter school authorizers are responsible for evaluating current charter schools' performance and achievement levels in the process of deciding whether to renew a school's charter. A strong renewal process is critical to protect charter school autonomy, students, and stakeholders and ensures schools are held to high standards.

In the following pages, we provide guidance around and outline the timeline for the renewal process with the hopes of making the process as seamless and smooth for schools and our Authorization team.

Please read through the renewal application and guideline carefully and reach out to **Mark Modrcin, Director of Authorizing** at **702.486.8271** or **mmodrcin@spcsa.nv.gov** or **Rebecca Feiden, Executive Director** at **775.546.3021** or **Rebecca.Feiden@spcsa.nv.gov** with any questions.

All of us at the Nevada State Public Charter School Authority are excited to work with each of you and support the work schools are doing on behalf of Nevada students.

RENEWAL TIMELINE

| Renewal Stage | Date (Fall) | Action |
|--|--|--|
| Optional Renewal Orientation | May | Schools up for renewal will be invited to join an orientation to answer general questions, address common concerns, and learn more about the renewal process. |
| Renewal Report from the SPCSA | No later than June 30, 2022 | SPCSA staff will provide each school up for renewal a copy of a summarizing performance report for the current charter term. |
| Letter of Intent | - Guidance provided by July 31 - Due no later than Sept 1 | Schools complete this critical first step and submit a notice of intent to apply for charter renewal. |
| Release of renewal application and decision criteria | - Released no later than July 31 - Due by October 15 @ 5 p.m. | Schools complete the formal renewal application process, submitting required documents and evidence to support a renewal. |
| Staff Review of Renewal Application | Mid-October through mid-November | Staff reviews schools' applications and supporting documents, including previously conducted site evaluations, to provide an informed, evidence-based recommendation to SPCSA Board. |
| Staff Recommendation to the Authority ¹ | Delivered at an Authority Board Meeting within 60 days of renewal submission or by a mutually agreed upon date | Staff submits recommendation to SPCSA Board based on thorough review. The Authority will discuss and make a decision about schools' renewal in an open meeting. |

REQUIRED SUBMISSIONS

The completed renewal application and all required documents must be submitted as a Word document and a signed PDF into the Charter Renewal Application section in Epicenter by 5 pm PT on the due date. Note that changes contemplated within this section of the renewal application may constitute an amendment under NAC 388A.330. SPCSA staff and the Authority will work with individual schools to accommodate these amendment requests should circumstances warrant.

¹ There are additional steps and provisions within [NAC 388A.415](#) should the Executive Director of the SPCSA recommend non-renewal, or if the Authority chooses to non-renew or deny a renewal application for a school.

1. **Executive Summary** [Limited to 5 pages]

Provide a written Executive Summary that includes the following:

- Mission Statement for next charter term. *Note that a change may require separate Authority approval.*
- Key Design Elements of your school
 - What do you do plan to do and why?
- Proposed changes for the next charter term and rationale
 - Speak to programs, structure, and principles²

Mater Academy of Northern Nevada (MANN) is a K-8 public charter school located at 2680 E. Ninth St., Reno, Nevada 89512 in Washoe County. The school began with 169 students and, due to its success, its enrollment has grown to nearly 500 students in just five years.

This charter renewal will not alter MANN's mission, vision, key design elements, structure, programs, or principles from the existing charter.

Mission

Mater provides a safe learning environment where

Academics are facilitated by

Teachers, administrators, parents, and the community which

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

Rigor, Relevance and Relationships.

Vision

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

At Mater, students are not asked “if” they are going to college; rather they are asked, “where” are they going to college?

MANN's Core Values

Perseverance, Respect, Integrity, Dedication, Empathy

These core values drive all behavior and decision-making at MANN. We have developed and defined our values as a code of conduct for daily living in our learning community. Adults model these values so that our students may learn from our example. Modeling these values, helps instill the importance of high personal standards and PRIDE leading towards an enriching life!

² Proposed changes may require separate approval by the Authority as required by statute, regulation or the charter contract.

MANN's Key Design Elements

MANN is affiliated with, and it replicates, the highly successful Florida Mater Academy charter school network that has demonstrated success with diverse, at-risk student populations, including English Language Learners. The Mater Academy model emphasizes positive, student-centered cultures that value equity, collaboration, and personalized learning.

MANN partners with the Boys and Girls Club of Truckee Meadows which provides facility accommodations at their 9th Street location, including a before- and after-school program. This key partnership greatly contributes to the attendance of students and their families who can seamlessly drop off their children both before and after school. It is a key to success in this Title I school.

Proposed Changes

MANN does not anticipate any proposed changes in programs, structure, or principles for the next prospective charter term.

2. Renewal Application

A. Application Form

Complete the provided template application (pg. 7 of this form) for the following:

- Academic Performance
- Operational Overview
- Financial Performance
- Organizational Performance
- Next Charter Term

Please see the required template below for additional information.

B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, and other relevant information to support the data provided in the Application Form.

Student Enrollment

The following student enrollment history in **Table 1** (Total Enrollment) for MANN is based on the SPCSA's 2022 Renewal Report issued on June 30, 2022. In general, due to its unique and successful educational model, student enrollment at MANN has consistently increased as new grades were added during the last five (5) years within MANN's current charter contract with the SPCSA.

Table 1. Total Student Enrollment

| Total Student Enrollment | | | | | |
|--------------------------|---------|---------|---------|---------|---------|
| Grade | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| K | 39 | 50 | 49 | 50 | 49 |
| 1 | 39 | 43 | 52 | 52 | 51 |
| 2 | 26 | 42 | 41 | 52 | 52 |
| 3 | 26 | 31 | 52 | 45 | 51 |
| 4 | 30 | 39 | 44 | 52 | 50 |

| | | | | | |
|--------------|------------|------------|------------|------------|------------|
| 5 | 18 | 36 | 40 | 51 | 53 |
| 6 | - | 28 | 40 | 57 | 62 |
| 7 | - | - | 21 | 48 | 62 |
| 8 | - | - | - | 25 | 53 |
| Total | 169 | 269 | 339 | 432 | 483 |

In the new prospective charter term, MANN will continue to market and recruit a diverse group of student populations to enroll at the MANN campus. MANN will ensure that all potentially interested students and families will be welcomed to our school and have equal access to apply, enroll, and attend. This plan includes recruiting and marketing initiatives to target the entire community with specific initiatives targeting economically-disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs, or who otherwise may be “at risk” of academic failure.

Through genuine community involvement and the collaboration between existing students, families, teachers, Board members, and community partners, MANN will consistently focus on student recruitment by hosting events at the school’s campus that are welcome to all community members and will welcome school tours during the school year to show families what the school is really like in action and will also host parent information meetings in the evening. MANN will also continue its efforts to recruit a diverse population by hosting a variety of recruitment and informational events at nearby parks, recreational centers, and retail stores children and families frequent. MANN will use its waiting list to fill any vacancies that may occur by grade level.

Student Retention

In the spring of 2020, MANN moved to a full virtual learning platform to address the state directives around COVID-19. Every student was provided a device for learning at home. Teachers quickly shifted to be able to teach our curriculum remotely in the rigorous way we do at MANN. Families who had students enrolled in both MANN and the WCSD had glowing reviews for our MANN teachers and the way Mater navigated the pandemic.

For the 2020-21 school year, MANN shifted to a hybrid learning model to address the state directives around social distancing and sanitizing. Students were separated into three different cohorts. Two of the cohorts attended school two days a week and then participated virtually two other days a week. The third cohort attended school virtually four days a week. Wednesdays were independent workdays for students to allow for deep cleaning of the building to prepare the school for the second cohort of students. WCSD, by contrast, had 5-day a week in-person learning because they had capacity to spread out the students in various rooms throughout the building. This resulted in MANN student retention loss to Washoe County schools that were allowed to go every day in person.

MANN was one of the hardest hit communities in Reno as our academic scores reflected. The teachers and students who tested positive for COVID-19 were required to stay home and quarantine at home. The county health and school administration performed contact-tracing and those students/teachers

that were deemed in “close contact” with those who tested positive were also required to stay home and be “excluded” from school/work in order to fulfill the quarantine period. These measures contributed to chronic absenteeism at MANN as well.

Environment was also a factor. At various times throughout the school year, there was the hazardous smoke in Reno/Sparks/Washoe County from the California fires blowing in, which in Reno was so significant, it affected air quality and recess. While traditional district schools had closures for the unsafe air quality during the California fires blowing in the Reno-Sparks Valley, MANN did not have any closures or delayed openings. Some student’s families may have chosen to keep their child home during the bad smoke days due to individual risk or medical issues, but the only student population loss MANN experienced was related to the COVID-closures, and the less than full-time in person learning capacity restrictions the during 2020-21 school year.

Overall, MANN’s enrollment has grown throughout the current charter term. In the first few years, there were aggressive recruitment initiatives to fill classrooms and build a waitlist. The Spring Semester of 2020 was completely online due to COVID. The 2020-21 school year was most challenging as some families needed a 5 day a week school structure and opted to enroll in the WCSD, causing MANN’s waitlist to become smaller.

MANN is now happy to report that, for the 2022-23 school year, waitlists are the deepest they have been and our school is operating at capacity. In the new charter term, Mater Academy of Northern Nevada is full at 470 for the 2022-23 first day of school, with a strong waitlist as well.

Attendance/Chronic Absenteeism

Student attendance is extremely important, has been a focus for MANN during the existing charter term, and will continue to be a priority during MANN’s new charter term. Regular attendance in school leads to increased student achievement and students benefit from opportunities provided by school staff. Absences and tardiness can cause disruptions in a student’s learning. MANN will work with families and community agencies to remove, where possible, causes of absences so that students may benefit from the educational opportunities offered with consistent attendance. As noted above, during the COVID-19 pandemic, student attendance at MANN was greatly impacted by wellness policies and exclusions.

Student attendance is critical to individual academic performance and school success as a whole. Chronically absent students are those absent 10% or more of the school year. MANN’s chronically absent percentages were 22.3% in 2018 and 11.9% in 2019. However, in 2020-21, the percentage of chronically absent students at MANN rose to 26.8% due to state-mandated COVID-19 school closures/virtual learning/partial closures and quarantining. The Nevada Report Card points for 2020-21 were 4.5/10 points for Elementary and 10/15 for Middle School. In 2021-22, Elementary chronic absenteeism was 8/10 points and Middle School absenteeism was 13.5/15 points. Throughout the COVID-19 pandemic, exclusions for quarantines and contact tracing were very specific and dictated

by the State and County Health authorities, strongly contributed to chronic absenteeism at MANN and many other schools. MANN has absenteeism policies and uses a tiered process to identify students that are chronically absent or at-risk.

MANN's Registrar will be responsible for monitoring student attendance and communicating with the Administration when issues of truancy arise. MANN's administration will work with the students and parents to ensure that students are attending school and helping them to understand the importance of regular attendance and the correlation with students regularly attending school to get the instruction needed for academic growth. The tiered process also includes our Dean and Counselor personally reaching out to families directly. Positive incentives are used when students are in school and make up recovery learning when students miss school. Hazel Health is being used to provide families with free, virtual medical care and verify student illnesses. The administration will follow proper protocol for the reporting of truancy if this becomes necessary.

Discipline

MANN believes in providing educational and leadership opportunities for personal growth in a safe and accepting environment. Our school is in its second year being a cohort in the PBIS system through the SPCSA, working to ensure our Tier 1 instruction supports positive behaviors in the learning environment. MANN also uses a comprehensive Restorative Justice Plan, with Restorative Action Plans and Restorative Parent Conferences to provide individual student support and involve the parents to create a team approach for students in our MTSS Behavioral Tier 2 and Tier 3.

Faculty/Staff Retention

Faculty and staff members employed by MANN believe in the educational model and curriculum design of Mater Academy, as well as an ability and motivation to work as part of a team with parental involvement. MANN looks for personnel who bring with them a sense of enthusiasm and commitment, as well as a strong belief in the charter school concept.

MANN is happy to report it only has one vacant position being filled by a long-term substitute.

For the last charter term, MANN averaged greater than 80% retention of instructional and non-instructional staff. Amongst the teaching assistants (unlicensed instructional staff), there is more mobility and loss as many are completing their degree and there are not licensed positions available, different career paths with increased pay, or personal reasons.

For the 2022-23 school year, MANN has 52 total staff members, with 42 instructional staff members, and 10 non-instructional staff members. Of the 42 instructional staff, 25 are licensed and 17 are aides. Of the 10 non-instructional staff, three are school administrators, two are instructional coaches, and five are office staff including a full-time speech pathologist and clinical aide. [*Note: Contracted services are not considered staff and include nurse, SPED, and counselor.*]

From 2021 to the current school year, 39 out of 49 staff members are returning (80%).

Out of 49 total staff (not counting contractor staff nurse, SPED), MANN had 10 total staff members that did not return.

In 2021-22, MANN's retention of licensed teachers was 70%. 20 licensed teachers returned, and 5 new licensed teachers were added for a total of 25 licensed teachers this year. MANN has lost licensed teachers for personal reasons (e.g., schedule conflicts, career opportunities, and family expansion). MANN has a diligent evaluation system amongst instructional staff and has released one staff member who was not up to the challenge.

In 2021-22, there were 16 unlicensed teaching staff (assistants/instructional aides) and 3 left. For the 2022-23 school year, MANN has 17 instructional aides.

MANN attributes the retention of staff members to having a culture of growth and learning, with a high level of support with teachers, where decisions are student-centered while maintaining a lens of teacher morale and capacity. The school leadership team exemplifies this value-culture.

To improve beyond its current staff retention rate, MANN will continue a commitment to the implementation of instructional strategies and methods focused on the key areas of collaboration, communication, creativity, and critical thinking. MANN will also continue to attract and retain highly-qualified teachers who are committed to the ideas behind these strategies and willing to do the work necessary to create an engaging learning environment. The school administration will identify and hire effective teachers who have experience working with, or a demonstrated desire to work with, at-risk students.

MANN will provide the professional development and competitive compensation plans, including salaries and benefits which are comparable to other charter and district schools, necessary to ensure a high retention rate. MANN provides training throughout the year to assist staff members in understanding the diverse needs of the students/families attending the school. These trainings cover topics such as how to ensure academic success among student subgroups, as well as encourage family engagement and diversity, equity, and inclusion between staff and students.

Please discuss how the school engages families and provide information regarding trainings that the school provides for staff on the topics of family engagement and diversity, equity, and inclusion.

School Engagement for Families and Staff

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

- **E-mail Newsletter** – At least twice per quarter, parents receive a newsletter updating them on school events and highlights. For families that do not have access to e-mail, a paper copy of the e-mail may be sent home with the student.

- **MANN's School Website** – The school's website (<http://www.materacademynv.org/>) is a resource with a wealth of information for families. The website is designed to meet the needs of the MANN community. The website includes information on:
 - MANN's mission, vision and history;
 - MANN's school schedule and calendars;
 - MANN's curriculum;
 - Frequently Asked Questions;
 - MANN's Governing Board Meetings including public notices, agendas, and minutes;
 - MANN's Governing Board Meetings are open public meetings held, on average, every other month.
 - Directory of administration and staff.
 - Uniform policy information and links for purchasing.
 - News and announcements.
 - Any other pertinent information that parents may need to know.
 - MANN's Facebook Page.

The school also uses workshops, parent meetings, open houses and other events to inform parents of involvement opportunities throughout the school year. Parents are notified of the e-mail newsletter, website, etc., as noted above. Other events and activities include:

- **Quarterly Parent/Teacher Conferences** – Hosted in the evenings at the school where parents can discuss topics that affect their children's educational progress.
- **Open houses, career fairs, and family day** – Events held yearly to recruit new students and maintain communication and involvement between MANN and the surrounding community.
- **Parent Teacher Student Organization (PTSO)** – PTSO coordinates extra-curricular events involving the community. Through the PTSO and other similar committees, parent and community members will also be able to partake in the school's decision-making process. The school plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs.
- **Volunteering for school events** – Chaperoning field trips, assisting with class projects, helping in the library or office, speaking during career week, participating in family day, conducting lunch and recess monitoring, helping with holiday events, etc.

Parent satisfaction is critical to the success of the school. As stated in the Bylaws, there will be a parent representative on MANN's Board as well as on MANN's Academic Committee. MANN's Academic

Committee will be tasked with reviewing school data, ensuring academic expectations and goals are being met, and providing insight to instructional activities that meet specific needs of the students.

In addition, the public (specifically parents) is notified of board meetings and may be active participants by providing public comment and bringing relevant matters to the board's attention. Parents are encouraged to visit teachers, administration, and the board to discuss concerns regarding their child's education. MANN and parents work collectively to provide the best educational plan possible for each student's learning needs. MANN encourages parental involvement in all aspects of their children's education. MANN also follows a policy that encourages parents to volunteer a minimum of 30 hours per school year.

With regard to MANN training on the topics of family engagement and diversity, equity, and inclusion, MANN regularly works with Liliana Salazar, National Director for Special Education and Student Support from Miami, to provide cultural responsive training, differentiated (diversity) responsiveness, as well as leadership support. All of these trainings include components of cultural responsiveness and are trauma-informed.

Finally, please discuss the demographics of the school as compared to the community it serves, local district, SPCSA, and statewide averages. Include any plans³ that the school may be considering to address any student demographic gaps so as to align to the SPCSA Strategic Plan, as well as any efforts to ensure a representative teaching staff and governing board.

School Demographics

The following student enrollment history in **Table 2** (Enrollment by Race/Ethnicity) and **Table 3** (Enrollment by Special Population) for MANN is based on the SPCSA's 2022 Renewal Report issued on June 30, 2022.

Enrollment by Race / Ethnicity

During the last five (5) years within MANN's current charter contract with the SPCSA, MANN has maintained a consistent population of students by race and ethnicity. See **Table 2** below.

MANN has compared its student demographic information to data from the [Nevada Accountability Portal](#) website maintained by the Nevada Department of Education for the 2020-21 school year for the State of Nevada, charter schools sponsored by the SPCSA, and the Washoe County School District. See **Table 2** below.

Table 2. Student Enrollment by Race / Ethnicity

| Student Enrollment by Race / Ethnicity | | | | | | | |
|--|----------|-------|-------|-------------|-----------------|-------|------------------|
| Year | Hispanic | White | Black | Two or More | American Indian | Asian | Pacific Islander |
| 2017-18 | 65.0 | 18.9 | 8.8 | 4.1 | 0.5 | 1.1 | 1.1 |

³ If previously directed by the Authority through [action on March 4, 2022](#), these plans should include updates on the implementation of a school's formal recruitment and enrollment plan.

| | | | | | | | |
|------------------------|------|------|------|-----|-----|-----|-----|
| 2018-19 | 66.1 | 16.3 | 10.0 | 3.3 | 0.7 | 0.7 | 2.6 |
| 2019-20 | 68.4 | 14.4 | 9.4 | 3.8 | 2.0 | 0.8 | 0.8 |
| 2020-21 | 68.9 | 15.5 | 7.1 | 4.3 | 2.3 | 1.1 | 0.4 |
| 2021-22 | 72.2 | 14.6 | 5.1 | 3.3 | 3.1 | 1.4 | 0.0 |
| | | | | | | | |
| Washoe County | 41.8 | 42.6 | 2.6 | 6.2 | 1.3 | 4.2 | 1.4 |
| SPCSA | 35.0 | 34.7 | 11.9 | 8.7 | 0.4 | 7.7 | 1.6 |
| State of Nevada | 43.4 | 30.0 | 11.8 | 7.0 | 0.8 | 5.5 | 1.5 |

When compared to the same 2020-21 school year enrollment, the demographic information for the students enrolled at MANN appear to be more diverse, racially and ethnically for Hispanic and American Indian populations, than the average populations of 482,000 students at traditional schools throughout the State of Nevada and 53,000 students enrolled at SPCSA-sponsored schools, as well as county-wide for the 61,000 students enrolled at 111 traditional public schools in the Washoe County School District⁴.

Enrollment by Special Populations

The enrollment of students in special populations (FRL, ELL, and IEP) has generally increased during the last five (5) years within MANN's current charter contract and exceeds the averages for students enrolled throughout the State of Nevada, in Washoe County, and at schools sponsored by the SPCSA.

Table 3. Student Enrollment by Special Populations

| Student Enrollment by Special Populations | | | |
|--|------------|------------|------------|
| Year | FRL | ELL | IEP |
| 2017-18 | 76.3 | 34.3 | 7.6 |
| 2018-19 | 81.4 | 18.5 | 10.4 |
| 2019-20 | >95.0 | 37.4 | 10.9 |
| 2020-21 | >95.0 | 39.1 | 15.0 |
| 2021-22 | >95.0 | 38.0 | 14.6 |
| | | | |
| State of Nevada | 78.2 | 13.7 | 12.1 |
| SPCSA | 43.4 | 8.8 | 9.8 |
| Washoe County | 45.4 | 14.1 | 13.6 |

Finally, the following demographic data for MANN is current as of the first day of the 2022-23 school year:

⁴ According to their website at [We Are WCSD](http://www.wcsd.net), "Washoe County School District's enrollment is in the top one percent of the nation's largest school districts, as the 59th largest district in the nation. Covering 6,342 miles, Washoe County is larger than Connecticut and Rhode Island."

Table 4. MANN Demographic Data for 2022-23 School Year

| MATER ACADEMY OF NORTHERN NEVADA: STUDENT GROUP ENROLLMENT RATES | | | | | | | | | | |
|--|------------|------------|------------|---------|------------------------|-----------|-----------------|--------------------------------|-------------------|----------------------------------|
| Total Enrolled | Male | Female | x | Asian | Black/African-American | White | Hispanic/Latinx | American Indian/Alaskan Native | Two or More Races | Native Hawaiian/Pacific Islander |
| 470 | 231 49% | 238 51% | 1 0.21% | 7 1% | 20 4.26% | 65 14% | 287 61% | 13 2.77% | 11 2% | 0 0% |
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Demographics of Governing Board and Teaching Staff

While MANN's unlicensed teaching staff is more reflective of the community demographic than its licensed staff, MANN will continue to seek a representative staff by recruiting via word of mouth through monthly communications to students' families. This has brought a multicultural mix to our staff from families of MANN including Latinx, African-American, and tribal members.

As openings occur throughout the prospective charter term, the board and school leadership will proactively engage in good faith efforts to encourage and welcome new members of both the teaching staff and governing board that will be representative of the student population served at MANN.

C. Required Supporting Documents

Please upload with your renewal application the following documents:

- Proposed calendar for the first year of the new charter term (*see Attachment A – Proposed Calendar*)
- Daily schedule for all grade levels (*see Attachment B – Proposed Daily Schedules*)

| Monday | Kinder | 1st | 2nd | 3rd | 4th | 5th |
|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 7:45-8:00 | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| 8:00-8:15 | Meet Up/SEL | Meet Up/SEL | Meet Up/SEL | Meet Up/SEL | Meet Up/SEL | Meet Up/SEL |
| 8:15-8:30 AM | | | | | Specials-MTWR | Power Hour |
| 8:30-8:45 AM | ELA/Math Block | Math /ELA Block | ELA/Math Block | Math /ELA Block | | |
| 8:45-9:00 | | | | | | |
| 9:00-9:15 | | | | | | |
| 9:15-9:30 | | | | | | Specials-MTWR |
| 9:30-9:45AM | | | | | | |
| 9:45-10:00 | | | | | | |
| 10:00-10:15 AM | | | | Power Hour | ELA/Math Block | |
| 10:15-10:30 | | | | | | |
| 10:30-10:45 AM | Math /ELA Block | ELA/Math Block | Math /ELA Block | | | |
| 10:45-11:00 | | | | | | |
| 11:00-11:15 AM | | | | Specials-MTWR | Power Hour | Math /ELA Block |
| 11:15-11:30 | | | | | | |
| 11:30-11:45 | Lunch | Lunch | Lunch | | | |
| 11:45-12:00 | Recess | Recess | Recess | | | |
| 12:00-12:15 PM | Power Hour | Science | Specials-MTWR | Lunch | Lunch | Lunch |
| 12:15-12:30 | | | | Recess | Recess | Recess |
| 12:30-12:45 PM | | | | | | |
| 12:45-1:00 | | | | | | |
| 1:00-1:15 PM | Specials-MTWR | Power Hour | Science | ELA/Math Block | Math /ELA Block | ELA/Math Block |
| 1:15-1:30 | | | | | | |
| 1:30-1:45 PM | | | | | | |
| 1:45-2:00 | | | | | | |
| 2:00-2:15 PM | Science | Specials-MTWR | Power Hour | Science | Science | Science |
| 2:15-2:30 | | | | | | |
| 2:30-2:45PM | | | | | | |
| 2:45-3:00 | | | | | | |

MATER ELEMENTARY MASTER SCHEDULE

Figure 1. MANN Elementary School Daily Schedule

MATER MIDDLE SCHOOL MASTER SCHEDULE

| MANN Middle School Master Schedule- SEMESTER 1 | | | | | | | | | | |
|--|-----------------|------------------|--------------|----------------|----------------------------|------------------------|---------------|---------------------|-------------------------|---------------------|
| Teacher/Room | Osheroff rm 308 | Smallwood rm 302 | Firzi rm 303 | Garrett rm 304 | Porfily rm 301 & roving | Harris rm 301 & Roving | Lam po rm 305 | Lewis rm BGCTM | Loza | Schenzel rm 306 |
| 1 8:00-9:28 | 8 Science | 8 US History II | 7 Math | Prep | 8 ELA rm 301 | Art BGCTM Art Rm | 8 ELA | Health and Wellness | EL Support-rm 304 | |
| 2 9:30-10:58 | 8 Science | 7 US History I | 8 PreAlgebra | Intensive Math | Intensive ELA-rm 301 | Art BGCTM Art Rm | Prep | Medical Detectives | EL Support-rm 305 | |
| LR 11:00-11:30 | | | | | | | | | L/R Duty | L/R Duty |
| HR 11:32-12:00 | Osheroff rm 308 | Smallwood rm 302 | Firzi rm 303 | Garrett rm 304 | | Harris rm 301 | Lampo rm 305 | | Loza rm 306 | Schenzel rm 306 |
| 3 12:32-1:30 | 7 Science | 8 US History II | Prep | Intensive Math | 8 ELA rm 301 | Intensive ELA-Rm 303 | 8 ELA | Health and Wellness | EL Support-BGCTM Art Rm | |
| 4 1:32-3:00 | 7 Science | Multicultural | 8 Algebra | Intensive Math | 8 ELA rm 301 | Prep | Intensive ELA | Health and Wellness | Spanish-BGCTM Art Rm | |
| 5 8:00-9:28 | Prep | 8 World History | 8 PreAlgebra | Intensive Math | Intensive ELA BGCTM Art Rm | 7 ELA rm 301 | Theater | Health and Wellness | | Student Support-6th |
| 6 9:30-10:58 | 8 Science | 7 US History I | 8 Math | Intensive Math | Computers BGCTM Art Rm | 7 ELA rm 301 | Intensive ELA | Prep | | Student Support-8th |
| 7 12:32-1:30 | 8 Science | Prep | 8 Math | Intensive Math | Intensive ELA-rm 302 | 7 ELA rm 301 | 8 ELA | Health and Wellness | | Student Support-7th |
| 8 1:32-3:00 | 8 Science | 8 World History | 7 Math | Intensive Math | Prep | Intensive ELA-rm 301 | Leadership | Health and Wellness | | |

| MANN Middle School Master Schedule - SEMESTER 2 | | | | | | | | | | |
|---|-----------------|----------------------|--------------|----------------|----------------------------|------------------------|--------------------|---------------------|-------------------------|---------------------|
| Teacher/Room | Osheroff rm 308 | Smallwood rm 302 | Firzi rm 303 | Garrett rm 304 | Porfily rm 301 & roving | Harris rm 301 & Roving | Lam po rm 305 | Lewis rm BGCTM | Loza roving | Schenzel rm 306 |
| 1 8:00-9:28 | 8 Science | 8 US History II | 7 Math | Prep | 8 ELA rm 301 | Art BGCTM Art Rm | 8 ELA | Health and Wellness | EL Support-rm 304 | |
| 2 9:30-10:58 | 8 Science | 7 US History I | 8 PreAlgebra | Intensive Math | Intensive ELA-rm 301 | Art BGCTM Art Rm | Prep | Medical Detectives | EL Support-rm 305 | |
| LR 11:00-11:30 | | | | | | | | | L/R Duty | L/R Duty |
| HR 1:32-12:00 | Osheroff rm 308 | Smallwood rm 302 | Firzi rm 303 | Garrett rm 304 | | Harris rm 301 | Lampo rm 305 | | Loza rm 306 | Schenzel rm 306 |
| 3 12:32-1:30 | 7 Science | 8 US History II | Prep | Intensive Math | 8 ELA rm 301 | Intensive ELA-Rm 303 | 8 ELA | Health and Wellness | EL Support-BGCTM Art Rm | |
| 4 1:32-3:00 | 7 Science | History Through Film | 8 Algebra | Intensive Math | 8 ELA rm 301 | Prep | Intensive ELA | Health and Wellness | Spanish-BGCTM Art Rm | |
| 5 8:00-9:28 | Prep | 8 World History | 8 PreAlgebra | Intensive Math | Intensive ELA BGCTM Art Rm | 7 ELA rm 301 | Theater Production | Health and Wellness | | Student Support-6th |
| 6 9:30-10:58 | 8 Science | 7 US History I | 8 Math | Intensive Math | Computers BGCTM Art Rm | 7 ELA rm 301 | Intensive ELA | Prep | | Student Support-8th |
| 7 12:32-1:30 | 8 Science | Prep | 8 Math | Intensive Math | Intensive ELA-rm 302 | 7 ELA rm 301 | 8 ELA | Health and Wellness | | Student Support-7th |
| 8 1:32-3:00 | 8 Science | 8 World History | 7 Math | Intensive Math | Prep | Intensive ELA-rm 301 | Leadership | Health and Wellness | | |

Figure 2. MANN Middle School Daily Schedule

3. Academic Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, principles, that are remaining unchanged as well as those that may be changing. For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken or plans to implement as well as a description of the proposed Restorative Discipline plan for the upcoming term and plans to monitor for potential disproportionate discipline practices, plans to monitor for potential disproportionate discipline practices, and plans to address any opportunity gaps for specific student groups. This may include plans to close gaps in proficiency and/or growth between different student groups (ex. race/ethnicity, FRL, EL, IEP).

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

- Honoring and building strength of community;
- Ensuring social justice for all students;
- Teaching with a sense of community by serving as “generalists first” (teachers and

scholars in education), “specialists second” (experts in a particular discipline), and embodying multiple responsibilities (teacher-counselor-manager);

- Personalized teaching and learning;
- Collaborating with the principal to decide the course of study;
- Personalizing curriculum to introduce concepts otherwise abstract to the students;
- Coaching students to acquire skills to enhance their ability to learn; and
- Developing students’ self-efficacy.

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

Academic Improvements

Additional Staffing/Training

Academic initiatives planned to improve gaps in student groups in direct response to the SBAC data include the hiring of an additional ELA teacher (increasing from 2 to 3 instructors) in middle school ELA and ELA support classes, resulting in smaller class sizes. MANN added another ELL teacher (from 1 to 2) this year making a dedicated elementary and middle school teacher and holding weekly professional trainings for assistants and teachers in order to better target ELL students. Springboard training for all Middle School Core and our instructional coach. Additionally, Amplify Science curriculum will be taught in all elementary classrooms, moving to integrated social studies class, and double-dose of science to make sure they have exposure to all science content. MANN is also holding monthly school-wide trainings from Community Training and Assistance Center on ELL strategies.

The Index score that came out on September 15, 2022 includes an improved academic NSPF score for elementary of 64 which is only 3 points away from a 4-star score.

Tier 1 Instruction

MANN also is directly responding to academic improvement through rigorous grade level instruction and content using evidence-based curriculum. MANN is also identifying and targeting specific student needs based on data and responding with remediation or acceleration.

Social Emotional Program

In response to the social emotional traumas from the COVID-19 pandemic shutdowns, MANN has bolstered its Social Emotional Learning (SEL) program with dedicated time in all grades to develop social-emotional competencies. In elementary, MANN has a SEL assistant as well as Hazel Heart which offers online counseling to students and families, which MANN purchases.

Chronic Absenteeism

In the last site evaluation in 2022, chronic absenteeism was identified as a challenge for both elementary and middle school students. MANN has brought on the online medical appointments through Hazel Health at school or at home, free to families through state funding. This has simplified the process when a student is absent for illness and allows the appointment and doctor's note to be on-site and seamless.

Additionally, the school calendar was approved to increase school holidays to correspond with regular emigration travels to Mexico and other Latino countries, directly addressing seasonal family visits for our Spanish-speaking students. This works well as it corresponds to our other Northern Nevada schools as well with one week off for Thanksgiving instead of just the last three days, longer Christmas and New Years' holidays, and other embedded weeks off.

MANN has also started school on Thursday, August 11, 2022. This is two working days prior to the Washoe County School District and earlier than last year to provide our alignment with the Mater Academy Model, and a theoretical/emotional break after being off all summer, with a short two-day week to start rather than a full week.

MTSS / Structure / Student Groups

MANN joined the State Positive Behavioral Interventions and Support (PBIS) Team and successfully implemented our Tier 1 PBIS supports with 88% fidelity as measured by the state. MANN is entering Tier 2 and creating the structures to help them be successful. Small group counseling, friendship groups, etc. in order to target specific student groups. To address opportunity gaps amongst student groups, MANN has a full Academic MTSS and Behavioral MTSS program with regular data meetings for identification and responses. Through PBIS, MANN monitors all student discipline through a program and it disaggregates all the different subgroups and this information is covered monthly with teachers. MANN will adjust the PBIS system in order to address any disproportionality amongst demographics and other special groups.

Restorative Discipline

MANN has recently updated its Restorative Justice Plan. Mater Academy of Northern Nevada treats every student with love and respect, holding students accountable for their actions, while having the student work with adults to determine the best way to fix the problem. As part of the Restorative Practices model, classrooms develop a community of respect through using affirmation statements as well as classroom circle meetings to allow students a format to voice concerns or celebrations and then work together as a class to solve issues when they arise.

Additionally, when students have made a mistake or have difficulty following the core values for Mater Academy, they are asked the following questions:

- What happened?

- What were you thinking at the time?
- What are you thinking now?
- Who was harmed?
- How are you going to fix it?

As staff help students through these questions, students build their capacity to better approach a situation in the future, own their actions, and be an active participant in solving the problem.

MANN is in its second year being a cohort in the PBIS system through SPCSA (see PBIS Behavior Flow Chart in **Figure 3** below). This is MANN's positive approach to behavior, working to ensure that its Tier 1 instruction supports positive behaviors in the learning environment.

In its Restorative Justice Plan, MANN uses restorative parent conferences to involve the parents so that students can get back to learning. MANN is also using restorative action plans to reintegrate students into learning for those in Tier 2 behavior. Students requiring Tier 3 support are referred to our Behavior Support team.

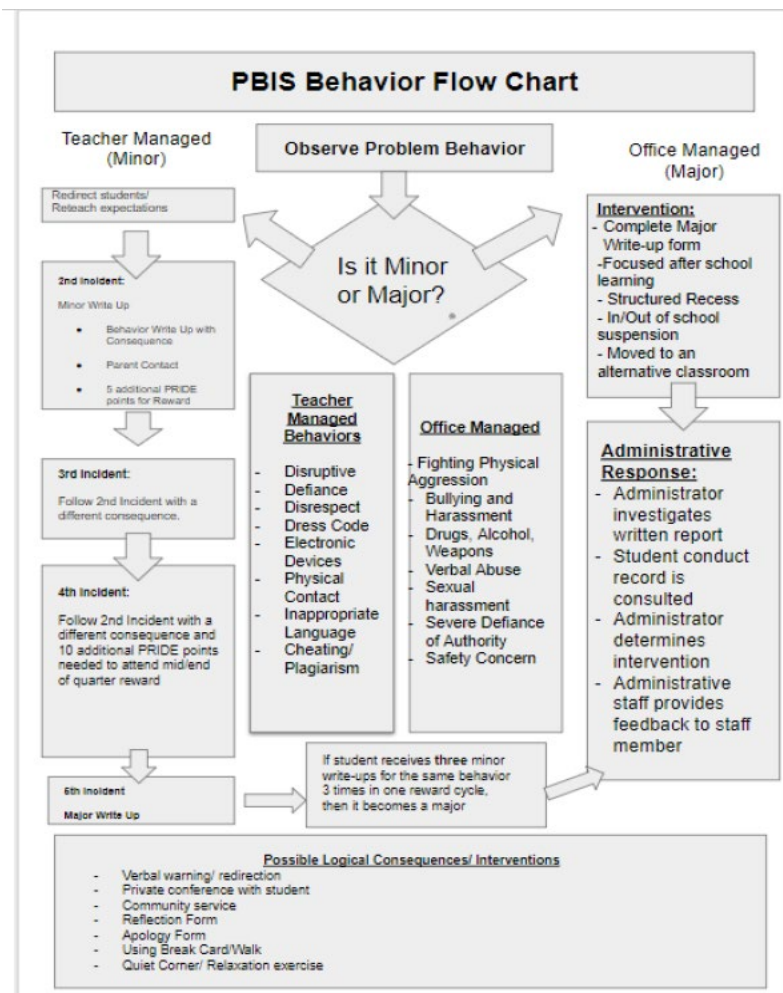


Figure 3. PBIS Behavior Flow Chart

For additional information, please refer to *Attachment C – Restorative Discipline Plan* for the proposed restorative discipline plan for the new charter term.

Finally, if the school currently provides distance education and plans to continue doing so under a renewed contract, please include responses to the following questions as required by NRS 388A.725(3) and NRS 388A.725(4):

- The support available to each pupil, in his or her home or community, including, without limitation, the availability and frequency of interactions between the pupil and teachers;
- The methods the charter school for distance education will use to administer any test, exam or assessment required by state or federal law;
- The methods the charter school for distance education will use to assess the academic success of pupils; and
- The criteria pupils must meet to be eligible for enrollment at the charter school for distance education.

MANN does not currently have a distance education program now that the Governor's previous COVID Executive Order has ended.

4. Organizational Viability and plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current Governing Board's capacity, skills, and qualifications for continued successful implementation of the school's design, as well as a growth plan for adding/replacing board members that support the school's success.

Governing Board's Capacity & Success

MANN's current Board Members have the necessary capacity to support the charter renewal term. The diverse skillsets include expertise in accounting/financial services, fundraising/development, human resources, legal, technology, public relations/communications, administration, working with diverse groups, community volunteer, as well as board experience

This broad and extensive knowledge base allows the Board to provide the educational, financial, and operational vision and governance which led to operational success by the School leader. The Board has had a consistently diligent and committed team of highly qualified volunteers since its inception from a variety of relevant fields.

The MANN Board of Directors is made up of seven (7) members who meet all of the requirements under state law and are leaders in the community.

Several of the members on the Board of Directors have been consistent since the Committee to Form process and/or the opening of the school: Chair Shari Dunn, Vice Chair Luke Welmerink, Member Teresa Benitez-Thompson, and Member Kayla Moynahan, and each have governance experience through the most difficult board processes. Collectively, MANN's Governing Board has soft skills; including working with diverse cultures, native bilingual Spanish speakers, and being ELL and FRL students as children. In addition, the board also has technical skills, such as managing multi-million

dollar corporations, over twenty years in education and school leadership, financial and account management, serving on other volunteer governmental and non-profit boards, as well as legal expertise in a variety of areas.

Replacing Board Members/Growth Plan

The growth plan for new board members includes the MANN families contacts, Academica's Contacts, as well as the national network of Mater Academy Inc. families and professionals from Southern Nevada to Florida.

For additional information, please refer to *Attachment D – New Board Member Recruitment Procedure*.

This section should also include a description of any organizational improvements that the charter school has undertaken or plans to implement in response to past performance, including board training and development.

Organizational Improvements / Board Trainings

In the 2019 SPCSA Site Evaluation, a recommendation was made to increase board training around their responsibilities. Since then, MANN board members have been encouraged to participate in the SPCSA Governance Training offered in the Summer of 2022 which was attended by a majority of Board members. MANN's board members have also had training on Nevada Open Meeting Law as well as new members receive on-boarding at the beginning of their respective terms. RTB Data & Consulting LLC (Dr. Jessica Barr) provides training to our board members on their responsibilities and governance, and is a nationally well-known, SPCSA-approved training provider.

Additionally, should the school contract with a Charter Management Organization (CMO) or Education Management Organization (EMO), this section should speak to the oversight and monitoring by the local board of the services provided by these organization(s).

Oversight and Monitoring

The MANN Board oversees and monitors its Educational Management Organization (EMO), Academica Nevada, as well as all the vendors used by the school. The MANN board is also following the SPCSA's development of standards and training for effective boards and looks forward to implementing best practices as guidance is released.

The SPCSA Renewal Report issued June 30, 2022 including improving student and staff to be more representative of the local district and the SPCSA and adopting a more robust tool to evaluate the performance of the contracted EMO more fully. In response, the MANN Board is currently in the process of adopting an appropriate rubric-based scoring system to evaluate the performance of MANN's EMO (see *Attachment E – EMO Evaluation Rubric*) which will be completed prior to November 1, 2022, and repeated annually thereafter.

The purpose of this draft evaluation rubric is to provide the board with pertinent objective standards for the governing body to evaluate whether the EMO is performing its duties and services in a satisfactory manner and whether MANN is satisfied with the contractual relationship with its current EMO. The evaluation will be completed by at least a majority of the Governing Board as well as MANN's school leader since school leadership works closely with various representatives of the EMO on a more consistent basis. The working draft of the proposed EMO Evaluation Rubric, which remains subject to modification by a vote of the Governing Board, includes rubrics for the following duties and services provided by Academica Nevada:

- Board Management
- Facilities Services
- Finance
 - Accounting
 - Accounts Payable
 - Budgets and Bonds
 - Payroll
- Grant Development
- Growth and Development (Charter Amendments and Renewals)
- Infinite Campus
- Legal Services
- Marketing / Design
- National School Lunch Program (NSLP)
- Procurement of Furniture / Curriculum
- Registration
- School Safety
- State Reporting
- Teacher Recruitment & Licensure
- Travel

B. Required Supporting Documents

Please upload with your renewal application the following documents:

- Current resumes for all Governing Board members

For additional information, please refer to *[Attachment F – Board Member Resumes](#)* to view the current resumes of all Governing Board members for MANN.

- Board Member Information Sheet / Roster (page 7 of this application). Note that only names, contact information and Board leadership information are required. Information provided in this section should match Epicenter.

For additional information, please refer to *[Attachment G – Board Member Information Sheet](#)*.

- Board Chair/Member Assurance Statement & Signature (see page 9 of this application)

Please see the [Board Chair/Member Assurance Statement & Signature](#) below.

- For schools contracting with a CMO or EMO, a copy of a draft contract for the upcoming term.

Please refer to [Attachment H – Draft EMO Contract](#) for a copy of a draft contract for the upcoming charter term.

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current fiscal state of the school and plans during the upcoming charter term to ensure it remains financially viable. This section should also include a description of any financial improvements that the charter school has undertaken or plans to implement.

Please upload with your renewal application the following school board-approved documents:

- Budget for the current and upcoming fiscal year (FY24)⁵

Please see [Attachment I – Budget for Current & Upcoming Fiscal Years](#).

6. Additional Information from the Governing Board Supporting Renewal

Please provide any information or data that the governing body of the charter school determines supports the renewal of the charter contract. This information must include:

- If applicable, external evaluations or academic data submitted within this section must be independently audited and verified by the person performing the evaluation as required by [NAC 388A.415](#).

Dr. Jessica Barr, an experienced analyst and consultant with RTB Data & Consulting has prepared detailed external evaluations of academic data for both the elementary and middle school campuses for MANN.

For more detailed academic achievement data for Mater Academy of Northern Nevada., please see [Attachment J – SBAC 2022 Academic Achievement, Growth, and Claim Data](#).

For more detailed academic achievement data for Mater Academy of Northern Nevada., please see [Attachment K – i-Ready Spring 21-22 End of Year Data](#).

- Agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application.

Please see [Attachment L – Board Meeting Agenda & Minutes](#) for a copy of the agenda and draft minutes from the meeting where the MANN Governing Board voted to approve the submission of this renewal application.

⁵ Applicants should use the budget template provided by the SPCSA. Should there be questions, or if incomplete information submitted, SPCSA staff will reach out to the applicant for additional information.

OVERSIGHT

SPCSA staff will include any Site Evaluations in the recommendation and provide documentation collected during visits to the Board as part of the renewal process. Additionally, SPCSA staff may consider and include the results of any subrecipient grant monitoring.

Renewal decisions for schools operating under written charters are based on historic performance data as evidenced by both the NSPF Performance Framework as well as the SPCSA Performance Frameworks. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the report but will be given less weight when considered by the Authority in making renewal decisions. Additionally, renewal decisions will be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of a school, and the SPCSA Organizational Framework will be used to assess the overall organizational capacity of the school. The Epicenter platform will be used to inform the assessment of the organizational health of a school, and to help determine whether or not the school is compliant under local, state, and federal law.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed based on past performance. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision by the Authority. Stated another way, a school may submit formal amendments for consideration by the Authority separately from the renewal application.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application, as called for in Section 6 of this application template. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

ACCESSIBILITY TO INDIVIDUALS WITH DISABILITIES

All charter school applications and renewals are required to be ADA compliant as described by Section 508 of the Rehabilitation Act of 1973 (refer to 29 U.S.C. 794d). This statute requires access to and use of Federal executive agencies and information technology (ICT) by individuals with disabilities. Compliance with Section 508 is mandatory for all entities receiving federal funds-including the SPCSA and its charters.

2022 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

| | | | |
|--|---|--|--|
| School Name & Contact Info | Name: Mater Academy of Northern Nevada Address: 2680 E. Ninth Street, Reno, NV 89512 Phone: (775) 470-8950 Website: www.maternorthernnevada.org | | |
| School Leader Name & Contact Info | Name: Gia Maraccini Title: Principal Contact info: school office: 775-470-8950, cell: 775-250-2920 Email: gia.maraccini@maternnv.org | | |
| Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i> | Chair/President | Name: Shari Dunn Email: sharikay50@gmail.com Phone: 775-233-1378 | |
| | Vice Chair/Vice President | Name: Luke Welmerink Email: luke@welmerinklaw.com | |
| | Treasurer | Name: Wendy Jauregui-Jackins Email: wendy.jauregui-jackins@maternnv.org | |
| | Secretary | Name: Kayla Moynahan Email: kayla.moynahan@maternnv.org | |
| | Member | Name: Teresa Benitez-Thompson Email: teresa.benitez-thompson@maternnv.org | |
| | Member | Name: Alex Velto Email: alex.velto@maternnv.org | |
| | Member | Name: Kristen Conway Email: kristen.conway@maternnv.org | |
| | Member | Name: Email: | |

ACADEMIC PERFORMANCE⁶

| | | | | | |
|---|---|---------|----------------------|---------|--------------------|
| 2019 NSPF Rating <i>Complete campus boxes as may be applicable</i> | (MANN Elementary School) | | (MANN Middle School) | | Campus 3 (name) |
| | ★★★/ 63.0 | | ★★★★★ / 85.6 | | N/A |
| 2018 NSPF Rating <i>Complete campus boxes as may be applicable</i> | (MANN Elementary School) | | (MANN Middle School) | | Campus 3 (name) |
| | ★★★ | | ★★★★★ | | N/A |
| 2017 NSPF Rating | Elementary School Rating | | Middle School Rating | | High School Rating |
| | ★ | | N/A | | N/A |
| CSI or TSI Identification | Please list any years in which your school was identified as a CSI (Comprehensive Support and Improvement) or TSI (Targeted Support and Improvement) school by NDE. | | | | |
| | 2017-18 - CSI for Bottom 5th Percentile/1 star | | | | |
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| NDE-Validated Four-Year Graduation Rate | N/A | N/A | N/A | N/A | N/A |

⁶ For schools applying for a third charter term or beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

OPERATIONAL OVERVIEW

| CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS | | | | | | | |
|---|-----------------------|------------------------------------|---|-------------------------------------|-------|---|-------|
| Total Student Enrollment [as of first day of school 2022] = (as of August 23rd, 2022) | | | | 470 | | | |
| Gender | | Ethnicity / Race | | | | | |
| Female | Male | White | Black | Hispanic/ Latino | Asian | Mixed Race | Other |
| 231 | 238 | 1 | 65 | 20 | 287 | 7 | 11 |
| Special Populations | | | Students on Waitlist | | | | |
| Students w/ disabilities (number) | ELLs (number) | Homeless Students (number) | Free/Reduced Lunch Eligibility (number) | Number of Students on Waitlist | | Percentage of Waitlist Students w/Preference Status | |
| 75 | 151 | 23 | 479 | 191 | | N/A | |
| Staff Retention | | | Discipline Data (2021 - 22) | | | | |
| Number of Instructional Staff | Total Number of Staff | Percentage returning staff 2021-22 | Percentage returning staff 2022-23 | Number of out of school suspensions | | Number of expulsions | |
| 42 | 52 | 80% | 80% | 1 | | N/A | |
| Year-to-Year Mobility [Student Retention from Oct. 1 to Oct.1] ⁷ | | | | | | | |
| 2017 - 2018 | | 2018 - 2019 | | 2020 - 2021 | | 2021 - 2022 | |
| first year | | 77% | | 88% | | 83% | |

http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/mater_academy_of_northern_nevada/2021

ACADEMIC PERFORMANCE

| SPCSA Authority Academic Programmatic Audit Findings | | | |
|--|-----------|-------------------|------------------|
| 2019-20 | No Notice | Notice of Concern | Notice of Breach |
| 2018-19 | No Notice | Notice of Concern | Notice of Breach |
| 2017-18 | No Notice | Notice of Concern | Notice of Breach |
| 2016-17 | No Notice | Notice of Concern | Notice of Breach |
| 2015-16 | No Notice | Notice of Concern | Notice of Breach |

FINANCIAL PERFORMANCE

| SPCSA Authority Financial Programmatic Audit Findings | | | |
|---|-----------|-------------------|------------------|
| 2019-20 | No Notice | Notice of Concern | Notice of Breach |
| 2018-19 | No Notice | Notice of Concern | Notice of Breach |
| 2017-18 | No Notice | Notice of Concern | Notice of Breach |
| 2016-17 | No Notice | Notice of Concern | Notice of Breach |
| 2015-16 | No Notice | Notice of Concern | Notice of Breach |

ORGANIZATIONAL PERFORMANCE

| SPCSA Authority Organizational Programmatic Audit Findings | | | |
|--|-----------|-------------------|------------------|
| 2019-20 | No Notice | Notice of Concern | Notice of Breach |
| 2018-19 | No Notice | Notice of Concern | Notice of Breach |
| 2017-18 | No Notice | Notice of Concern | Notice of Breach |
| 2016-17 | No Notice | Notice of Concern | Notice of Breach |
| 2015-16 | No Notice | Notice of Concern | Notice of Breach |

⁷ To calculate student retention, subtract the number of students from year 2 not returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 1 student did not return in year 2, the retention calculation would be: (5-1)/5, or 80%.

BOARD MEMBER ASSURANCE STATEMENT

I certify that the governing body of this charter school has voted that the school and its staff will adhere to the renewal process expectations outlined in the Renewal Guidelines. The information provided in this charter renewal application is true and correct. I also certify that the governing body of this charter school understands that any academic, financial, or organizational performance data collected during the period of the current charter term which is analyzed and reported following a renewal vote may be considered by the Authority in making performance and accountability decisions in the subsequent charter term.

Signature of Head of School: _____

Date: 10.12.22

Signature of President / Chair of Governing Body: _____

Shari Dunn
Shari Dunn (Oct 13, 2022 20:38 PDT)

Date Governing Body voted to approve application for renewal: 10/12/2022

MATER ACADEMY 2023-2024 SCHOOL CALENDAR

| AUGUST 2023 | | | | | | | NO SCHOOL ON SHADED DAYS |
|-------------|----|----|----|----|----|----|---|
| S | M | T | W | TH | F | S | # OF DAYS IN SESSION - |
| | | 1 | 2 | 3 | 4 | 5 | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | August 9-16 Teacher Prep |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | August 17 - 1st day of school - 1st - 8th |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | August 24 - 1st day for Kinder |
| 27 | 28 | 29 | 30 | | | | August 17-23 Kinder Screening |

| FEBRUARY 2024 | | | | | | | NO SCHOOL ON SHADED DAYS |
|---------------|----|----|----|----|----|----|---|
| S | M | T | W | TH | F | S | # OF DAYS IN SESSION - |
| | | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | February 19 - Presidents Day - No School |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | February 20-21 - Early Release - Conferences |
| 25 | 26 | 27 | 28 | 29 | | | February 22-23 - Teacher PD/Conferences - No School |

| SEPTEMBER 2023 | | | | | | | NO SCHOOL ON SHADED DAYS |
|----------------|----|----|----|----|----|----|--|
| S | M | T | W | TH | F | S | # OF DAYS IN SESSION - |
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | Sept 25-29 Conference Week Early Release |

| MARCH 2024 | | | | | | | NO SCHOOL ON SHADED DAYS |
|------------|----|----|----|----|----|----|--|
| S | M | T | W | TH | F | S | # OF DAYS IN SESSION - |
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | March 25-29 - Spring Break - No School |
| 31 | | | | | | | |

| OCTOBER 2023 | | | | | | | NO SCHOOL ON SHADED DAYS |
|--------------|----|----|----|----|----|----|--|
| S | M | T | W | TH | F | S | # OF DAYS IN SESSION - |
| | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | October 2 - 6 - Fall Break - No School |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | Oct 27 - No School Nevada Day |
| 29 | 30 | 31 | | | | | |

| APRIL 2024 | | | | | | | NO SCHOOL ON SHADED DAYS |
|------------|----|----|----|----|----|----|--------------------------|
| S | M | T | W | TH | F | S | # OF DAYS IN SESSION - |
| | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | |
| 28 | 29 | 30 | | | | | |

| NOVEMBER 2023 | | | | | | | NO SCHOOL ON SHADED DAYS |
|---------------|----|----|----|----|----|----|---|
| S | M | T | W | TH | F | S | # OF DAYS IN SESSION - |
| | | | 1 | 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | Nov 10 - No School Veteran's Day |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | November 20-24 - No School Thanksgiving Break |
| 26 | 27 | 28 | 29 | 30 | | | |

| MAY 2024 | | | | | | | NO SCHOOL ON SHADED DAYS |
|----------|----|----|----|----|----|----|---|
| S | M | T | W | TH | F | S | # OF DAYS IN SESSION - |
| | | | 1 | 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | May 27 - Memorial Day - No School |
| 26 | 27 | 28 | 29 | 30 | 31 | | May 30 - Last Day of School - Early Release |
| | | | | | | | May 31 - Teacher PD |

| DECEMBER 2023 | | | | | | | NO SCHOOL ON SHADED DAYS |
|---------------|----|----|----|----|----|----|---|
| S | M | T | W | TH | F | S | # OF DAYS IN SESSION - |
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | Dec 22 - Early Release |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | December 25 - 30 - No School Winter Break |
| 31 | | | | | | | |

| JUNE 2024 | | | | | | | NO SCHOOL ON SHADED DAYS |
|-----------|----|----|----|----|----|----|-----------------------------|
| S | M | T | W | TH | F | S | # OF DAYS IN SESSION - 0 |
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | June 3-7 - Contingency Days |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 30 | 31 | | | | | | |

| JANUARY 2024 | | | | | | | NO SCHOOL ON SHADED DAYS |
|--------------|----|----|----|----|----|----|--------------------------------------|
| S | M | T | W | TH | F | S | # OF DAYS IN SESSION - 15 |
| | 1 | 2 | 3 | 4 | 5 | 6 | January 1-5 - No School Winter Break |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | Jan 8 - Teacher PD - No School |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | January 15 - No School MLK Day |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | |
| 28 | 29 | 30 | 31 | | | | |

| JULY 2024 | | | | | | | NO SCHOOL ON SHADED DAYS |
|-----------|----|----|----|----|----|----|--------------------------|
| S | M | T | W | TH | F | S | # OF DAYS IN SESSION - 0 |
| | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | |
| 28 | 29 | 30 | 31 | | | | |

Attachment B - Proposed Daily Schedules

| Monday | Kinder | 1st | 2nd | 3rd | 4th | 5th |
|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 7:45-8:00 | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| 8:00-8:15 | Meet Up/SEL | Meet Up/SEL | Meet Up/SEL | Meet Up/SEL | Meet Up/SEL | Meet Up/SEL |
| 8:15-8:30 AM | | | | | Specials-MTWR | Power Hour |
| 8:30-8:45 AM | ELA/Math Block | Math /ELA Block | ELA/Math Block | Math /ELA Block | | |
| 8:45-9:00 | | | | | | |
| 9:00-9:15 | | | | | | |
| 9:15-9:30 | | | | | | Specials-MTWR |
| 9:30-9:45AM | | | | | | |
| 9:45-10:00 | | | | | | |
| 10:00-10:15 AM | | | | Power Hour | ELA/Math Block | |
| 10:15-10:30 | | | | | | |
| 10:30-10:45 AM | Math /ELA Block | ELA/Math Block | Math /ELA Block | | | |
| 10:45-11:00 | | | | | | |
| 11:00-11:15 AM | | | | Specials-MTWR | Power Hour | Math /ELA Block |
| 11:15-11:30 | | | | | | |
| 11:30-11:45 | Lunch | Lunch | Lunch | | | |
| 11:45-12:00 | Recess | Recess | Recess | | | |
| 12:00-12:15 PM | Power Hour | Science | Specials-MTWR | Lunch | Lunch | Lunch |
| 12:15-12:30 | | | | Recess | Recess | Recess |
| 12:30-12:45 PM | | | | | | |
| 12:45-1:00 | | | | | | |
| 1:00-1:15 PM | Specials-MTWR | Power Hour | Science | ELA/Math Block | Math /ELA Block | ELA/Math Block |
| 1:15-1:30 | | | | | | |
| 1:30-1:45 PM | | | | | | |
| 1:45-2:00 | | | | | | |
| 2:00-2:15 PM | Science | Specials-MTWR | Power Hour | Science | Science | Science |
| 2:15-2:30 | | | | | | |
| 2:30-2:45PM | | | | | | |
| 2:45-3:00 | | | | | | |

MATER ELEMENTARY MASTER SCHEDULE

MATER MIDDLE SCHOOL MASTER SCHEDULE

| MANN Middle School Master Schedule- SEMESTER 1 | | | | | | | | | | |
|--|-----------------|------------------|--------------|------------------|----------------------------|------------------------|---------------|---------------------|-------------------------|---------------------|
| Teacher/Room | Osheroff rm 308 | Smallwood rm 302 | Firzi rm 303 | Garrett rm 304 | Porfily rm 301 & roving | Harris rm 301 & Roving | Lam po rm 305 | Lewis rm BGCTM | Loza | Schenzel rm 306 |
| 1 8:00-9:28 | 6 Science | 8 US History II | 7 Math | Prep | 8 ELA rm 301 | Art BGCTM Art Rm | 8 ELA | Health and Wellness | EL Support-rm 304 | |
| 2 9:30-10:58 | 6 Science | 7 US History I | 8 PreAlgebra | * Intensive Math | Intensive ELA-rm 301 | Art BGCTM Art Rm | Prep | Medical Detectives | EL Support-rm 305 | |
| LR 11:00-11:30 | | | | | | | | | L/R Duty | L/R Duty |
| HR 11:32-12:00 | Osheroff rm 308 | Smallwood rm 302 | Firzi rm 303 | Garrett rm 304 | | Harris rm 301 | Lampo rm 305 | | Loza rm 306 | Schenzel rm 306 |
| 3 12:32-1:30 | 7 Science | 8 US History II | Prep | Intensive Math | 8 ELA rm 301 | Intensive ELA-Rm 303 | 8 ELA | Health and Wellness | EL Support-BGCTM Art Rm | |
| 4 11:32-3:00 | 7 Science | Multicultural | 8 Algebra | Intensive Math | 8 ELA rm 301 | Prep | Intensive ELA | Health and Wellness | Spanish-BGCTM Art Rm | |
| 5 8:00-9:28 | Prep | 6 World History | 8 PreAlgebra | Intensive Math | Intensive ELA BGCTM Art Rm | 7 ELA rm 301 | Theater | Health and Wellness | | Student Support-6th |
| 6 9:30-10:58 | 8 Science | 7 US History I | 8 Math | Intensive Math | Computers BGCTM Art Rm | 7 ELA rm 301 | Intensive ELA | Prep | | Student Support-8th |
| 7 12:32-1:30 | 8 Science | Prep | 8 Math | Intensive Math | Intensive ELA-rm 302 | 7 ELA rm 301 | 8 ELA | Health and Wellness | | Student Support-7th |
| 8 1:32-3:00 | 8 Science | 6 World History | 7 Math | Intensive Math | Prep | Intensive ELA-rm 301 | Leadership | Health and Wellness | | |

| MANN Middle School Master Schedule - SEMESTER 2 | | | | | | | | | | |
|---|-----------------|----------------------|--------------|----------------|----------------------------|------------------------|--------------------|---------------------|-------------------------|---------------------|
| Teacher/Room | Osheroff rm 308 | Smallwood rm 302 | Firzi rm 303 | Garrett rm 304 | Porfily rm 301 & roving | Harris rm 301 & Roving | Lam po rm 305 | Lewis rm BGCTM | Loza roving | Schenzel rm 306 |
| 1 8:00-9:28 | 6 Science | 8 US History II | 7 Math | Prep | 8 ELA rm 301 | Art BGCTM Art Rm | 8 ELA | Health and Wellness | EL Support-rm 304 | |
| 2 9:30-10:58 | 6 Science | 7 US History I | 8 PreAlgebra | Intensive Math | Intensive ELA-rm 301 | Art BGCTM Art Rm | Prep | Medical Detectives | EL Support-rm 305 | |
| LR 11:00-11:30 | | | | | | | | | L/R Duty | L/R Duty |
| HR 1:32-12:00 | Osheroff rm 308 | Smallwood rm 302 | Firzi rm 303 | Garrett rm 304 | | Harris rm 301 | Lampo rm 305 | | Loza rm 306 | Schenzel rm 306 |
| 3 12:32-1:30 | 7 Science | 8 US History II | Prep | Intensive Math | 8 ELA rm 301 | Intensive ELA-Rm 303 | 8 ELA | Health and Wellness | EL Support-BGCTM Art Rm | |
| 4 1:32-3:00 | 7 Science | History Through Film | 8 Algebra | Intensive Math | 8 ELA rm 301 | Prep | Intensive ELA | Health and Wellness | Spanish-BGCTM Art Rm | |
| 5 8:00-9:28 | Prep | 6 World History | 8 PreAlgebra | Intensive Math | Intensive ELA BGCTM Art Rm | 7 ELA rm 301 | Theater Production | Health and Wellness | | Student Support-6th |
| 6 9:30-10:58 | 8 Science | 7 US History I | 8 Math | Intensive Math | Computers BGCTM Art Rm | 7 ELA rm 301 | Intensive ELA | Prep | | Student Support-8th |
| 7 12:32-1:30 | 8 Science | Prep | 8 Math | Intensive Math | Intensive ELA-rm 302 | 7 ELA rm 301 | 8 ELA | Health and Wellness | | Student Support-7th |
| 8 1:32-3:00 | 8 Science | 6 World History | 7 Math | Intensive Math | Prep | Intensive ELA-rm 301 | Leadership | Health and Wellness | | |



**Mater Academy of Northern Nevada
Restorative Justice Plan
2022-2023**

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Attachment C - Restorative Justice Plan

Vision

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

Mission

Mater provides a safe learning environment where
Academics are facilitated by
Teachers, administrators, parents, and the community which
Enable students to become confident, self-directed learners in a technology rich college preparatory
environment through
Rigor, Relevance, and Relationships

Core Values (PRIDE)

Perseverance

Never ever give up!
Keep trying no matter how hard it is.
Be kind to yourself, others and school property.

Respect

Be Kind.
Help Others.
Treat people the way you want to be treated.

Integrity

Do the right thing even when no one is looking.
Stick to your morals.

Dedication

Make the commitment to be your best self and do your best work every day.

Empathy

Be aware of others, their struggles and successes.
Reach out and be helpful to those who need you.

In addition to positive behavior support, Mater Academy of Northern Nevada follows Restorative Practices as an approach to discipline.

Attachment C - Restorative Justice Plan

Restorative Justice

Restorative Justice is defined in Nevada legislation as:

NRS 392.4644 (from SB 89, 2019):

Provide restorative disciplinary practices which include, without limitation:

- Holding a pupil accountable for his or her behavior;
- Restoration or remedies related to the behavior of the pupil;
- Relief for any victim of the pupil; and
- Changing the behavior of the pupil.

NRS 392.472 (from AB 168, 2019):

“Restorative justice” means nonpunitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil.

According to the Nevada Department of Education, Restorative Justice is about “changing systems (schools, criminal, and juvenile justice) to address harm more meaningfully and undo systemic patterns of institutional racism and oppression.” “Restorative practices strengthen students’ connections to both staff and other students, which is why these practices support both prevention and response. Repairing harm and restoring relationships after transgressions helps keep students connected to a positive school community.”

At Mater Academy of Northern Nevada, we treat every student with love and respect, holding students accountable for their actions, while having the student work with adults to determine the best way to fix the problem. As part of the Restorative Practices model, classrooms develop a community of respect through using affirmation statements as well as classroom circle meetings to allow students a format to voice concerns or celebrations and then work together as a class to solve issues when they arise.

Additionally, when students have made a mistake or have difficulty following the core values for Mater Academy, they are asked the following question:

- What happened?
- What were you thinking at the time?
- What are you thinking now?
- Who was harmed?
- How are you going to fix it?

As staff help students through these questions, students build their capacity to better approach a situation in the future, own their actions, and be an active participant in solving the problem.

This plan, adhering to guidelines set forth by NRS 392.4644, is an effort to empower teachers and students to create a school environment of high standards, positive culture, and academic success.

Restorative Justice Notes from NDE

Restorative Practices (RP) is an alternative to exclusionary disciplinary practices that remove students from the academic environment; instead, restorative justice seeks to repair the harm done when a standard of conduct is violated.

1. Except as otherwise provided in NRS 392.466 and to the extent practicable, a public school shall provide a plan of action based on restorative justice before expelling a pupil from school.
2. The Department shall develop one or more examples of a plan of action which may include, without limitation:
 - Positive behavioral interventions and support;
 - A plan for behavioral intervention;
 - A referral to a team of student support;
 - A referral to an individualized education program team;
 - A referral to appropriate community-based services; and
 - A conference with the principal of the school or his or her designee and any other appropriate personnel.

Summary of Progressive Restorative Discipline Structure

Students are disciplined in a restorative, progressive manner. It is not an individual disciplinary event(s) that is/are consequential; students will be given an opportunity to correct their wrongdoings and to learn from their mistakes through restorative practices (AB 168).

Continued disregard for school rules is a key factor for all disciplinary consequences. Disciplinary action is also commensurate to the severity of the offense.

Addendum:

New guidance from the Nevada Department of Education as pertaining to AB 168 changes the level of board involvement for Special Education Students under age 11. The board is the decision-making authority for student suspension and expulsion for Special Education Students after hearing evidence from the Principal and Leadership Team.

LEVEL OF BOARD INVOLVEMENT:

- Expulsions will be reviewed by a panel consisting of at least 3 Mater Leadership Team Members or their designees.
- Appeals to an expulsion require Board review of circumstances and determination that action is in compliance with IDEA.
- Board action required to approve if the school requests an exception to permanently expel a Special Education student under age 11

AB 168 & BATTERY OF AN EMPLOYEE or PUPIL

MANDATORY DISCIPLINE IN NRS:

Although the battery of an employee does not require discipline according to NRS, the Mater Board reserves the right to suspend or expel students who commit battery against school staff or pupils. If a student repeatedly commits battery against a staff member or pupil, the principal will bring the matter to the Board for a decision as to consequences.

SUSPENSION APPEAL PROCESS

Suspension Appeal Process

If a student receives a suspension, the student/student's parents may appeal the suspension. In order to do so, they must notify the administration in writing within 24 hours of being notified of the suspension. If the student/student's parents choose to appeal the suspension, a meeting with an administrator that did not participate in the original suspension ("appeal administrator") must be scheduled within 3 school days of the original suspension. Between the original suspension and the appeal meeting, the student will be placed in an In-School Intervention pending the results of the appeal. An appeal may result in an increased or decreased suspension. If the suspension is not upheld on appeal, the appeal administrator may implement a lesser form of discipline. If the suspension is upheld, any time spent in In-School Intervention between the original suspension and the appeal meeting will be counted as part of the suspension. The decision of the appeal administrator is final.

EXPULSION APPEALS PROCESS

If the Committee determines a student will be expelled, the Committee will contact the student/student's guardian(s) within 24 hours of the hearing with its decision. If the student/student's guardian(s) disagree with the committee's decision, they may appeal to the Board of Directors of Mater Academy of Northern Nevada by contacting Shari Dunn. Email: shari.dunn@maternnv.org Phone: (775) 470-8950

At the Appeals Hearing, the Board of Directors will consider all evidence, including evidence from the investigation, witness statements, live testimony, etc. The decision by the Board of Directors will be final. If the hearing is waived or the Board of Directors confirms the decision to expel, according to NRS 392.466(3), a parent/guardian must know they may:

- a. Enroll their child in a private school pursuant to chapter 394 of NRS or homeschool their child; or
- b. Enroll their child in a program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the pupil qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program. Parent(s)/Guardian(s) may also enroll their child in the zoned school. The zoned school has the choice of whether to enroll the student or not as a student expelled from public school.

Attachment C - Restorative Justice Plan

DISCIPLINE LIMITS FOR SPECIAL EDUCATION STUDENTS:

- 11+* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).
- Age 11+ limit for all four categories of misconduct (no exception for possession of a firearm or dangerous weapon).
- Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

Changes to discipline laws for students who receive special education services in accordance with an Individualized Education Program (IEP)

Suspension or Expulsion

- A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the district Board of Trustees has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.
- Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).
- As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the district Board of Trustees (NRS 392.466.9, NRS 392.467.1)

For all offenses, common sense and good judgment will prevail. Mater Academy students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Behavior can be generally corrected when parents and teachers work together. Continued disregard for school rules is a key factor for all progressive consequences. Restorative action is also commensurate to the severity of the offense.

Administration will make the final decision on disciplinary actions.

If the administration determines that a Restorative Action Plan would not be practicable, the following discipline measures may be imposed: RPC, Suspension, or Expulsion.

The disciplinary charts shall only be used if:

1. A student has not followed or has violated their Restorative Action Plan
2. School administration has deemed that Restorative Justice is not practicable
3. State law does not require Restorative Justice to take place


Attachment C - Restorative Justice Plan

Additionally, pursuant to NRS 392.467 a student may be expelled, suspended, or removed if they have been charged with a crime if:

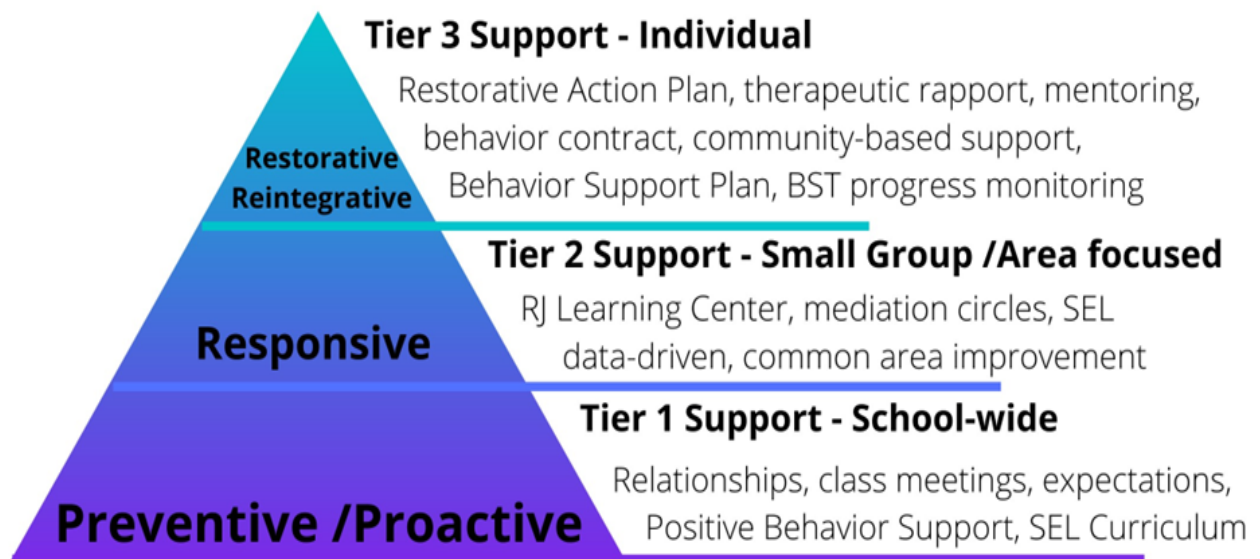
- a. The school conducted its own documented investigation
- b. The school gives notice of the charges brought against the student

Pro-Active Steps to Ensure a Positive and Safe Environment

- Perseverance, Respect, Integrity, Dedication, Empathy (PRIDE) Behavior Matrix Poster where expectations in each of the school environments is clearly defined. (See attached)
- Explicit teaching of expectations and review of expectations after school breaks or whenever students need to be reminded.
- 5:1 Ratio—Five positives to every negative
- Incentive system through individual PRIDE points, classroom PAW rewards, Mid and End of Quarter Rewards.
 - When students demonstrate one of the five core values, they will be reinforced for their positive behavior by receiving a PRIDE point. Students who have received enough points will be able to attend the Mid-Quarter or End of Quarter Reward. The points will also be able to be redeemed as the PRIDE classroom rewards. Students who do not have enough PRIDE points to attend the Reward will go to a reteach where the core values and expectations will be re-taught as well as goal-setting to get to the next reward.
 - After the Mid-Quarter Reward, students will start back with 0 PRIDE points for the End of Quarter Reward (however, students will keep all points earned in a bank until they are spent at the store) towards the End of Quarter reward. They will be able to earn points just as they did for the Mid-Quarter Reward.
 - Students are able to use their points in two ways—
 - One- they will need so many points to earn their way into the reward. They will not have to turn in their points or redeem them, just simply have enough to go.
 - Two-They will be able to redeem their PRIDE points through a classroom reward system.
- Attendance and Academic celebrations will happen during Mid-Quarter and End of Quarter Rewards.
- Morning Meet Ups
- Social Emotional Learning (SEL) Lessons during their Wellness class.
- Calming activities in each classroom to help students reset in a positive and supportive way and sensory paths in the hallways to help students move through their frustrations in a positive, active way.
- Parents as Partners in Education – Communication with families through teacher positive phone calls, monthly coffee and conversation meeting, staff attending community events, Facebook posts, school website, connect-ed and Dojo messages, and many parent and community events at our school.

| <div>  </div> | | | | | |
|---|--|---|---|--|--|
| PRIDE VALUES | | | | | |
| I CAN SHOW MY PRIDE VALUES EVERYWHERE... | PERSEVERANCE | RESPECT | INTEGRITY | DEDICATION | EMPATHY |
| | I KEEP TRYING NO MATTER HOW HARD SOMETHING IS. | I AM KIND TO MYSELF, OTHERS, AND SCHOOL PROPERTY. | I DO THE RIGHT THING EVEN WHEN NO ONE IS LOOKING. | I MAKE THE COMMITMENT TO BE MY BEST SELF AND DO MY BEST. | I AM AWARE OF OTHERS, THEIR STRUGGLES, AND SUCCESSSES. I REACH OUT TO OTHERS AND HELP THOSE IN NEED. |
| ARRIVAL/DISMISSAL | I arrive and end my day with a positive attitude. | I greet others when I arrive and leave. | I go directly where I need to go. | I wear my uniform. | I get to know new students and help others. |
| CLASSROOMS | I keep trying. | I allow myself and others to learn. | I do what is asked of me even when no one is looking. | I try my best on all challenges. | I am kind to everyone and everything. |
| HALLWAY/STAIRS | I keep control of my body and voice until I get to my destination. | I use a Level 0 Voice. I am aware and respectful of other learners. | I keep my hands and feet to myself. | I walk to my destination with purpose. I walk on the right side. | I look out for others as they move through the hallway. |
| PLAYGROUND | I solve problems using my words immediately. | I follow playground expectations. | I use equipment and play correctly. | I keep my hands and feet to myself while playing. | I include others and am kind while playing. |
| RESTROOM | I get in and get out. | I respect the privacy of others and keep the restroom tidy. | I report any problems to an adult. | Go. Flush. Wash. Leave. | I keep the bathroom usable for others. |
| CAFETERIA | I am patient while waiting in line. | I say "please" and "thank you." | I make healthy food choices. | I stay in my area and wait until I am dismissed. | I help others who need help. I clean up after myself. |

Mater | Restorative Practices



Multi-tiered System of Support Alignment (MTSS):

Mater Academy Behavior Tiers and Supports

Tier 1 (Preventive/Proactive Practices)—

Focuses on the prevention of problem behaviors by emphasizing universal supports

- Positive Behavior Supports (PRIDE points, PAW awards) for students who follow the school-wide PRIDE expectations.
- Mid-Quarter and End of Quarter Reward Celebration
- Teacher/Staff Recognition (Teacher Shining Star, Staff Shout Outs)
- Wellness Class with Social Emotional Learning (Harmony SEL, Teambuilding, Mindfulness strategies)
- Student Leadership
- School-wide Restorative Practices
- Classroom Restorative Practices
- School Assemblies
- Community Events

Attachment C - Restorative Justice Plan

Tier 2 (Responsive Practices)—

Designed to prevent the development and escalation of problem behaviors for students.

Mater Academy of Northern Nevada provided targeted support to students who struggle to meet Tier 1 expectations. Support at this Tier are more focused and based on behavior data and documentation. Tier 2 supports include, but are not limited to:

- Small group social skills instruction
- Restorative Conversations with all involved students
- Individual time with Counselor
- Structured Breaks
- Alternative Learning Environments
- Small group support for academics
- Behavior Contract and Reward Plan
- Behavior Plans
- Check In/Check Out
- Mid-Quarter and End of Quarter Reteaching of Expectations instead of Reward

Tier 3 Supports (Restorative and Reintegrative Practices)—

Designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior support and using evidence-based interventions.

Mater Academy of Northern Nevada provides individualized interventions and supports to reduce the occurrences and/or intensity of undesirable behaviors. Students requiring Tier 3 support are referred to our Behavior Support Team. Possible intervention include but not limited to:

- Restorative Justice Action Plan
- Check In/Check Out
- Behavior Contract with Behavior Goals
- Behavior tracking chart for progress monitoring

Responsive Interventions

When students violate Mater Academy of Northern Nevada PRIDE Values or exhibit behavior occurrences that warrant intervention, responsive interventions are used to determine the cause of the behavior, identify solutions, and help problem solve strategies to prevent the behavior from recurring. Students who demonstrate behavior concerns that consistently impede the learning of self and others will be placed MTSS tiered intervention.

When positive reinforcements and classroom interventions have not succeeded in teaching the student more appropriate ways to handle situations, students are assigned consequences. Age, developmental/cognitive level of students, and maturity are taken into consideration when determining appropriate consequences for students.

Attachment C - Restorative Justice Plan

Restorative Justice Plan

Minor and Major Behaviors/Removal from Classroom

1. **Step One:** Teachers will implement a behavior management plan in their classroom and will notify students, parents and administration of their plan.

Teachers are expected to handle their discipline by using positive, effective procedures, love, patience, and the PBIS system. Teachers will have a calming activity for students to be able to go to and reset within the class. Teachers will write the behavior up as a minor on the behavior violation form, work with the student to determine how to fix the behavior, and contact parents to explain the situation.

- The first time a behavior occurs the teacher will re-teach expectations.
 - After the second time a behavior occurs and a re-teach happens, a write up needs to be written and parent contact needs to be made within 24-hours. (See attached flow chart)
 - When a minor write up is issued, consequences may include but not limited to, redirection, seating change, student conference, reteach expectation, proximity, loss of privilege, apology, calming corner, reflection activity, verbal prompt, non-verbal prompt, reward alternative activity, peer mediation, restorative questioning.
 - The teacher writing the minor write up, within 24-hours, will enter the minor write up in IC. This is an important step in our Restorative Justice Plan as it allows us to collect data on behaviors and know when students need to receive support from the MTSS tiered interventions.
 - The teacher copy and parent copy of the behavior violation will be sent home with the student for a parent signature. If the student returns the teacher copy with a signature, they will earn a PRIDE point for Integrity.
2. **Step Two:** If step one is not working and a student continues to violate Mater's Core Values, the following will be implemented:
 - When the first intervention doesn't work, try a **DIFFERENT** intervention which may include but not limited to, redirection, seating change, student conference, reteach expectation, proximity, loss of privilege, apology, calming corner, reflection activity, verbal prompt, non-verbal prompt, reward alternative activity, peer mediation, restorative questioning.
 - A minor behavior write up will be issued, indicating the different intervention. The minor write up will be entered into IC and follow the same steps listed in Step One.
 - After three minor write ups, with different interventions each time, for the same behavior the student will move to Step Three.

Attachment C - Restorative Justice Plan

- 3. Step Three:** *Teacher will write a major on the write up, notify administrative team and a member of the team will come to the classroom to work with the child. If the child can't be reset in the classroom with the administrator, the student will be removed to an alternative location.* At this time, administration may use reflection activity, detention, loss of privilege, alternative learning environment, behavior contract, school beautification, structured recess, or suspension (in house or out of school suspension) or other consequences as deemed necessary. The administrator will contact parents to notify them of their child's behavior, enter the information into IC, and send a follow up email to all staff involved in the situation.
- A student will be removed from the classroom if an office referral is warranted (i.e., MAJOR BEHAVIORS), administrative intervention is needed, student is disruptive to the learning of self and others, or student is a safety concern to others. (NRS 392.4645)
 - If a student is removed from the classroom (i.e., suspension), per NRS 392.4645, the principal of the school shall provide an explanation of the reason for the removal of the student and offer the student an opportunity to respond to the explanation. The administrator will notify parents or legal guardian within 24-hours if a student is removed from the classroom.
- 4. Step Four:** If the student continues to misbehave, a Restorative Parent Conference will take place involving an administrator, teacher, parents, and student. A Restorative Action Plan will be created for a student who continues to have behavior violations and needs additional support through the MTSS system. The action plan will be developed with the counselor or student support advocate, administrative team, the child and their family.
- 5. Step Five:** A Restorative Conference, with the student or students involved, will be scheduled with the school counselor or student support advocate. Restorative questions will be used to help step the student or students through to a resolution of the problem. Follow up check-in meetings will be scheduled for an additional two sessions to ensure the conflict has truly been resolved.

Please note: If at any time a student is a safety concern for him/herself, other students and teachers, all these steps should be skipped and administration should be notified immediately. Additionally, at any time if a student reports bullying, the report is to be passed on to administration immediately.

PROGRESSIVE CONSEQUENCES

Follow these consequences within a Mid-Quarter or End of Quarter Cycle. Student warnings reset at the beginning of each new cycle.

1st Incident: Friendly reminder to meet the PRIDE values with a re-teaching of expectations

- Praise for making the right choice and give a PRIDE point

2nd Incident: Minor Write Up

- Behavior Write Up with Consequence from Write Up Form
- Parent contact
- 5 additional PRIDE points needed to attend Mid or End of Quarter Reward

3rd Incident: Minor Write Up

- Behavior Write Up with a DIFFERENT Consequence from Write Up Form
- Parent contact
- 5 additional PRIDE points needed to attend Mid or End of Quarter Reward

4th Incident: Minor Write Up

- Behavior Write Up with a DIFFERENT Consequence from Write Up Form
- Parent contact
- 10 additional PRIDE points needed to attend Mid or End of Quarter Reward

5th Incident: Major Write Up

- Contact Administration to come and take over with the student

Attachment C - Restorative Justice Plan

Minor Behaviors

| Examples of Minor Behaviors |
|--|
| <ul style="list-style-type: none">• Off task.• Not following directions.• Disrupting or distracting the class.• Talking out of turn.• Inappropriate voice level.• Unprepared for class.• Tipping chair.• Teasing others.• Name-calling.• Arguing with staff.• Using hands inappropriately.• Misusing classroom materials.• Lying.• Inappropriate language.• Disrespecting students of staff. |

Attachment C - Restorative Justice Plan

Major Behaviors

| Examples of Major Behaviors |
|---|
| <ul style="list-style-type: none">• Vandalism.• Inappropriate sexual behavior.• Bullying.• Harassment.• Threatening.• Academic dishonesty. • Physical aggression. <p>Persistent and more intense:</p> <ul style="list-style-type: none">• Off task.• Defiance.• Disrupting or distracting the class.• Inappropriate voice level.• Hate speech.• Arguing with staff.• Using hands inappropriately.• Misusing classroom materials.• Inappropriate language.• Disrespecting students or staff. |

Minor and Major Behavior Documentation

Minor Behaviors

- Teacher will notify parents of behavior and consequence.
- Teacher will track Minor Behavior Write Ups in the Minor Behavior Tab in SWIS.
- Student will need an additional 5 PRIDE points for each minor write up to attend the Mid or End of Quarter Reward

Major Behaviors

- Administration will issue Major Write Up and document major behavior occurrences in SWIS and IC.
- Administration will notify parents of behavior and consequence and follow up with teacher.
- Administration will run behavior reports monthly for school Data Meetings.
- Student will need additional 25 PRIDE points for each Major Write Up to attend the Mid or End of Quarter Reward.

Attachment C - Restorative Justice Plan

Mater Academy of Northern Nevada

Behavior Write Up

Student Name _____ Grade _____ Date _____ Time _____

Referral By _____ Homeroom Teacher _____

Location " Classroom " Playground " Cafeteria " Common Area " Specials " Bathroom " Other

What school value was not followed? (circle)

Persevere

Respect

Integrity

Dedication

Empathy

| Minor Behavior Violation (Action taken by Teacher/Staff) | Major Problem Behavior (Action taken by Administration) |
|--|---|
| " Inappropriate Body Contact with Others " Inappropriate Language " Disruption " Property Misuse " Other _____ | " Fighting " Harassment/Threatening Behavior " Possession of prohibited items at school " 3 rd Minor Violation " Other _____ |
| <i>* 3 Minor Incidents Equals a Major</i> | |
| Action/Intervention taken | |
| Teacher Assigned... Choose one from logical consequence sheet | Administrator Assigned " Focused After School Learning _____ " Structured Recess _____ " Moved to an Alternative Classroom _____ " In/Out school suspension (____ hours/ days) " Other _____ |

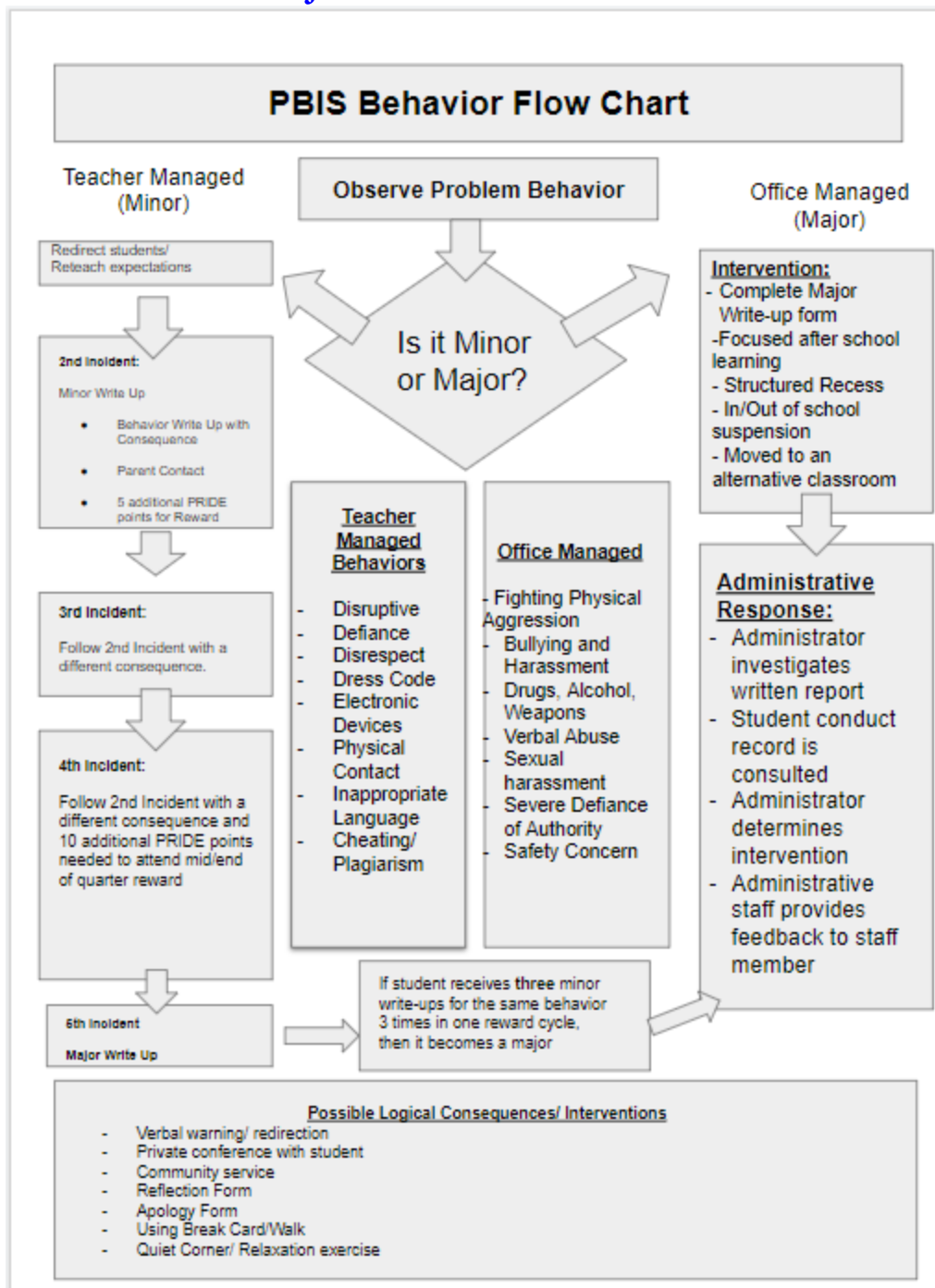
Specific comments about the incident: _____

Teacher/Staff Signature: _____

Parent Contact—Type: _____ Date: _____

Parent Signature: _____

Administrator Signature (Only for Major): _____



Attachment C - Restorative Justice Plan



Mater Academy Family Contract

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

In working to achieve the mission of Mater Academy of Northern Nevada, our students, families, teachers, and administrators agree to the following:

Student Agreement

- I know that I have to be at school in order to participate in my learning. I will come to school every day, be on time and stay at school until it is time to go home.
- I will work hard and do my best on all of my learning during the day.
- I will ask for help or assignments missed when needed.
- I will show PRIDE by Persevering in my work, Respecting myself, others around me and our school property, having Integrity, showing Dedication to Excellence, and having Empathy for others.

Family Agreement

- I will make sure my child is at school on time and remains in school until dismissal.
- I will monitor my child's schoolwork and communicate any concerns with my child's teacher.
- I will read, sign, and return progress reports and teacher communications and attend parent/teacher conferences as requested.
- I have read the Family Handbook and understand the expectations for my family at Mater Academy of Northern Nevada.

Teacher Agreement

- I will teach the Nevada Academic Content Standards and Mater curriculum.
- I will provide a multicultural classroom environment that allows your child to do their best learning.
- I will communicate my expectations, instructional goals, grading system, and individual student progress with parents through conferences, progress reports, e-mails, Class Dojo or by telephone.
- I will accept and respect the cultural differences of my students.

Administration Agreement

- We are committed to ensuring a safe and orderly environment where all students may learn and grow.
- As instructional leaders of Mater Academy, we will support teachers in their learning so they may better support your child.
- We will hold high expectations for all of our Mater Academy students.

I have read the above Family Contract. My signature below acknowledges my agreement to do my part to ensure success in school.

Student Name _____ Grade _____

Student Signature _____ Date _____

Family Signature _____ Date _____

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Attachment C - Restorative Justice Plan

Mater Academy of Northern Nevada

Restorative Action Plan

Student Number:

Student Name:

DOB:

Grade:

Discipline Administrator:

Restorative Interventions and Explanation: Support by Community:

- Starting on _____ (date) , _____ will have weekly scheduled meetings with the school counselor. _____ will also be able to request to meet with Terilyn Mo at other times as needed.
- This intervention was selected with the goal of building, strengthening, and restoring relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.

Support by Social & Emotional Learning:

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

Reintegration by Accountability:

- On _____ (dates) , _____ participated in Restorative Conversations with Terilyn Mo (Student Support Advocate) to discuss the events leading up to the incident, how _____ was thinking and feeling at the time of the incident, who they impacted with their choices, and what they needed to do to make things right. Expectations for classroom behavior were clearly explained and _____ had the opportunity to ask clarifying questions as necessary.
- We must set high expectations and provide support to hold students accountable for repairing and learning from the impact of their actions. Students must understand the impact of their choices, take responsibility, and work to repair the harm.

Attachment C - Restorative Justice Plan

Restoration by Healing and Repairing Harm:

- On _____ (date) , _____ elected to write a letter of apology to _____ (victim). The letter was sincere and addressed the situation thoroughly. The letter was shared with _____ (victim).
- _____ was offered the opportunity to sit down with _____ (victim) to discuss the matter. _____ declined at this time.
- We must identify the needs of all parties involved, address these needs, address the root cause of the behavior, rebuild impacted relationships/communities, and provide opportunities for the student to reflect on, heal, fix, and learn from their actions.

How will the interventions work together to provide the student with support to be successful? The rules and expectations of behavior have been clearly explained to _____.

_____ has had the opportunity to reflect on their actions and see the impact their choices have had on the educational environment.

_____ has talked about alternate ways of handling a similar situation in the future and has developed a plan to be better prepared for days when they come to school frustrated.

Additionally, by providing _____ with access to multiple staff members and opportunities to seek assistance, we are helping _____ to see that there are many people on campus who care about them and their success.

We want to ensure _____ knows that they can come to any of us for help or assistance and we can help them work through their struggles.

Seeking a Change in Placement: No

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

Principal's Signature: _____ Date: _____

| Restorative Justice Action Examples Follow | | | | |
|---|---|---|-----------------|----------------|
| INFRACTION | FIRST OFFENSE | SECOND OFFENSE | THIRD OFFENSE | FOURTH OFFENSE |
| Alcohol Possession and / or Use (Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / SUS | RPC / SUS Pending EXP | | |
| Arson (Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / SUS Pending EXP | RPC / SUS Pending EXP | | |
| Assault to Adult (Verbal or Physical) | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Reintegration by Accountability | | |
| | RPC / Change of Placement | RPC / Change of Placement / Possible SUS / Possible EXP | SUS Pending EXP | |

Attachment C - Restorative Justice Plan

| | | | | |
|---|---|---|--|---|
| Battery - Student (Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / SUS / Possible EXP | RPC / SUS Pending EXP | | |
| Battery Employee (Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / SUS Possible EXP | RPC / SUS Pending EXP | | |
| Bullying / Cyber Bullying | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Community | |
| | Follow SB504 Protocols RPC / Possible SUS | Follow SB504 Protocols RPC / Possible SUS | Follow SB504 Protocols SUS | Follow SB504 Protocols SUS / Possible EXP |

Attachment C - Restorative Justice Plan

| | | | | |
|--|---|---|--|--|
| Campus Disruption (May Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / Change of placement / Possible SUS / Possible EXP | RPC / SUS / Possible EXP | SUS Pending EXP | |
| Classroom Disruption (Minor) | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Support by Social and Emotional Learning | |
| | Classroom Progressive Disc. / Parent Contact / Possible Dean Involvement | RPC / Change of Placement / Behavior Contract | RPC / Possible SUS | |
| Classroom Disruption (Major) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community | |
| | RPC / Change of Placement | RPC / SUS / Possible EXP | SUS Pending EXP | |

Attachment C - Restorative Justice Plan

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|---|---|---|--|--|
| Technology Misconduct | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | |
| | Minor – RPC | Minor - Loss of privileges for a period | Minor - RPC / Change of Placement / Possible SUS | |
| | Major-RPC / Change of Placement | Major - RPC / Possible SUS | Major - SUS / Possible EXP | |
| Controlled Substance Use and / or Possession (Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / SUS | SUS Pending EXP | | |
| Controlled Substance Sale and / or Distribution (Involve Police) | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community | | |
| | RPC / SUS / Possible EXP | SUS Pending EXP | | |

Attachment C - Restorative Justice Plan

| | | | | |
|---|---|--|--|-----------------|
| Controlled Substance Paraphernalia | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability | |
| Police) | Parent Contact / RPC / Change of Placement | RPC / Change of Placement | RPC / SUS | SUS Pending EXP |

| | | | | |
|--|--|---|---|---------------------------|
| Detention No-Show | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Support by Social and Emotional Learning | | |
| | Student Conference | RPC | RPC / Change of Placement | RPC / Change of Placement |
| Disorderly Conduct (Student Profanity / | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | |
| Gestures Towards Students) | Student Conference / Parent Contact | RPC | RPC / Possible Change of Placement / Possible SUS | SUS / Possible EXP |
| Distribution of Porn (May Involve Police) | Restorative Interventions Category: Support by Social and Emotional Learning RPC/ Possible SUS/ Possible EXP | Restorative Interventions Category: Reintegration by Accountability SUS pending EXP | | |

| | | | | |
|---|--|---|--|---------------------------------------|
| Dress Code Attachment C - Restorative Justice Blue | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability | |
| | Warning / Parent Contact / Possible Change of Placement | RPC / Possible Change of Placement | RPC / Change of Placement | RPC / Change of Placement / Detention |
| Explosive Devices (Involve Police) | Restorative Interventions Category: Support by Community | | | |
| | RPC / SUS Pending EXP | | | |
| Fighting (Physical Aggression) | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | |
| | RPC / Change of Placement / Possible SUS | RPC / SUS | RPC / SUS / Possible EXP | RPC / SUS Pending EXP |
| Fighting (Initiating Physical Altercation) | RPC / SUS | RPC / SUS / Possible EXP | RPC / SUS Pending EXP | |

Attachment C - Restorative Justice Plan

| | | | | |
|---|--|--|---|---|
| Verbal Altercation | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability |
| | Student Conference / Parent Contact | RPC | Change of Placement | SUS / Possible EXP |
| Forgery (May Involve Police) | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability |
| | RPC / Possible Change of Placement | RPC / Change of Placement | RPC / SUS | SUS / Possible EXP |
| Gambling (May Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community |
| | RPC / Possible Change of Placement / Possible SUS | RPC / Change of Placement / Possible SUS | RPC / SUS | RPC / SUS / Possible EXP |

Attachment C - Restorative Justice Plan

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|---|---|---|---|--|
| Gang Fighting (May Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / SUS / Possible EXP | RPC / SUS / Pending EXP | | |
| Gang Activity (Involve police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / Possible SUS / Possible EXP | RPC / SUS Pending EXP | | |
| Habitual Disregard of School Rules | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community |
| | Student Conference / RPC / Possible Change of Placement / Possible SUS | RPC / Change of Placement / Possible SUS | RPC / SUS | RPC / SUS / Possible EXP |

Attachment C - Restorative Justice Plan

| | | | | |
|--|---|---|--|---|
| Harassment / Threats towards students | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community |
| | RPC / Possible SUS | RPC / Possible SUS | SUS | SUS Pending EXP |

| | | | | |
|--|---|---|--|--|
| Immoral Conduct | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability |
| | Student Conference / Parent Contact / Possible Change of Placement | RPC / Change of Placement | Change of Placement / Possible SUS | SUS / Possible EXP |
| Incitement (May Involve police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | |
| | RPC / Behavior Contract / Possible SUS | RPC / SUS | RPC / SUS / Possible EXP | |

Attachment C - Restorative Justice Plan

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|------------------------|---|--|---|---|
| Insubordination | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Restoration by Healing and Repairing Harm |
| | Student Conference / Parent Contact / Possible Change of Placement | RPC / Behavior Contract / Possible Change of Placement | RPC / Possible SUS | SUS |

| | | | | |
|---|---|--|--|--|
| Leaving Campus / Class Without Permission (May Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community |
| | Student Conference / Parent Contact / RPC | RPC / Possible Change of Placement / Detention | RPC / Detention / Possible SUS | RPC / Detention / SUS |

| | | | | |
|---|---|---|---|---|
| Nuisance Items | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning |
| | Student Conference / Confiscate and Return to Student at End of Day | Confiscate Item for Parent Pick-up | RPC / Parent Pick-up | RPC / Change of Placement |
| Possession of Stolen Property (Under \$500) (May Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community | |
| | Student Conference / Confiscate Items / RPC | RPC / Possible SUS | SUS / Possible EXP | |
| Possession of a Weapon (Non NRS) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community | |
| | RPC / Possible Change of Placement / Possible SUS | Change of Placement / SUS / Possible EXP | SUS Pending EXP | |

Attachment C - Restorative Justice Plan

| | | | | |
|--|---|--|--|--|
| Profanity Towards Employee | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Reintegration by Accountability | |
| | RPC / Possible Change of Placement / Possible SUS | RPC / Change of Placement / Possible SUS | RPC / SUS | |
| Robbery/ Extortion (Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community | |
| | RPC / SUS | RPC / SUS / Possible EXP | SUS Pending EXP | |
| Scholastic Dishonesty | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | |
| | RPC / Possible Redo / Possible Zero | RPC / Change of Placement / Possible Zero | RPC / Zero / Possible SUS | |
| Sexual Assault (Involve Police) | Restorative Interventions Category: Reintegration by Accountability | | | |
| | SUS Pending EXP | | | |

Attachment C - Restorative Justice Plan

| | | | | |
|--|---|---|---|--|
| Spraying Propellants (Tear Gas, Pepper Spray, Fire Extinguisher) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / Behavior Contract / Possible SUS / Possible EXP | SUS Pending EXP | | |
| Tardies | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability |
| | Student Conference / Parent Contact / RPC | RPC / Possible Change of Placement / Detention | RPC / Possible SUS | RPC / Detention / SUS |
| Threats Student (May Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community | |
| | RPC / Behavior Contract / Possible SUS / Possible EXP | RPC / SUS / Possible EXP | RPC / SUS Pending EXP | |

Attachment C - Restorative Justice Plan

| | | | | |
|---|---|---|--|--|
| Threats Employee (May Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / Change of Placement / Possible SUS / Possible EXP | RPC / SUS Pending EXP | | |
| Theft (May Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | Restorative Interventions Category: Support by Community | |
| | RPC / Change of Placement / Compensation / Possible SUS | RPC / Compensation / SUS / Possible Expulsion | SUS Pending EXP | |
| Tobacco Possession and/or Use | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | |
| | RPC / Confiscate / Change of Placement | RPC / Confiscate / Change of Placement / Possible SUS | RPC / Confiscate / SUS | |

Attachment C - Restorative Justice Plan

| | | | | |
|---|---|---|--|---|
| Truancy (May Involve Police) | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community |
| | Parent Contact / Possible Referral to SSP | Parent Contact / Truancy Contract / Detention | Parent Contact / Truancy Letter / Possible Contact With Outside Agency | Contact outside agency |
| Vandalism/ Destruction or Defacing Property (May Involve Police) | Restorative Interventions Category: Reintegration by Accountability | Restorative Interventions Category: Support by Community | | |
| | RPC / Change of Placement / Compensation / Possible SUS/ Possible EXP | RPC / Compensation / SUS / Possible EXP | Compensation / SUS Pending EXP | |
| Weapons | Restorative Interventions Category: Reintegration by Accountability | | | |
| | RPC / SUS Pending EXP | | | |

Attachment C - Restorative Justice Plan

| | | | | |
|-------------------------------|--|--|---|---|
| Verbal Altercation | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Restoration by Healing and Repairing Harm | Restorative Interventions Category: Support by Social and Emotional Learning | Restorative Interventions Category: Reintegration by Accountability |
| | Student Conference / Parent Contact | RPC | Change of Placement | SUS / Possible EXP |

Attachment D - New Board Member Recruitment Procedure

NEW BOARD MEMBER RECRUITMENT PROCEDURE NORTHERN NEVADA SCHOOLS: DANN, MANN, PANN

DATE PREPARED: DECEMBER 2021

PREPARED BY: Northern Nevada Director of Operations

Positions Affected: Director of Northern Nevada, Board Meeting Manager, Principal of Affected School, Board members.

Communications – Emails may originate from the Principal using that the parent/families lists, and the email is recognized, but direction to send information/resumes to the Director of Operations so that Academica staff can handle the process and collection, scheduling process.

Process: Board Member Recruitment/Replacement

1. Receive board/board chair direction to begin search process.
2. Send recruitment email to school leader to share with their school community.

Sample 1: Professional Board Seat

Dear _____ Academy Families,

We wanted to let you know that due to the term limit or resignation of a current Board Member there is a Board opening on _____ Academy's Board of Directors. This opportunity is not limited to _____ Academy families, so if you know someone who would be an asset to our future, please have them forward a resume to Colton Loretz of Academica Nevada at colton.loretz@academicanv.com!

By statute, the individual filling this seat must possess knowledge and professional experience in one or more of the following areas: **(1) Accounting; (2) Financial services; (3) Law; or (4) Human Resources.** Please know that this position is purely voluntary in that Board members receive no compensation. The ultimate decision of who is selected is made by current Board members. To be considered as a candidate please send a resume to Colton Loretz of Academica Nevada at colton.loretz@academicanv.com no later than [insert date].

Thank you,

Sample 2: Open Board Seat

Dear _____ Academy Families,

We wanted to let you know that due to the term limit or resignation of a current Board Member there is a Board opening on _____ Academy's Board of Directors. This

Attachment D - New Board Member Recruitment Procedure

opportunity is not limited to _____ Academy families, so if you know someone who would be an asset to our future, please have them forward a resume to Colton Loretz of Academica Nevada at colton.loretz@academicanv.com!

Please know that this position is purely voluntary in that Board members receive no compensation. The ultimate decision of who is selected is made by current Board members. To be considered as a candidate please send a resume to Colton Loretz of Academica Nevada at colton.loretz@academicanv.com no later than [insert date].

If you have any questions about this opening, please email [] at the email above.

Sample 3: Educator Board Seat

Dear _____ Academy Families,

We wanted to let you know that due to the anticipated resignation of a current Board Member there will be an opening on the Board of Directors for the school.

By statute, **the individual filling this seat must be a licensed teacher or school administrator, or someone who previously held such a license and is retired**, as long as his or her license was held in good standing. Please know that this position is purely voluntary in that Board members receive no compensation. The ultimate decision of who is selected is made by current Board members.

This opportunity is not limited to _____ Academy families, so if you know someone who would be an asset to our future, please have them forward a resume to Colton Loretz of Academica Nevada at colton.loretz@academicanv.com no later than [insert date].

If you have any questions about this opening, please email [] at the email above.

DIRECTOR OF OPERATIONS – Next steps

3. Depending on the number of applicants, work with board/board chair approval to create a review committee to screen applicants.
Past review committees have included 3-5 members with a combination of:
 - Past board members
 - Parents/PTO members
 - Community partners
 - Other stakeholders
4. Work with Board Meeting Manager to schedule 20-30 minute screening interviews with review committee for top 5-8 candidates. Facilitate discussion after interviews with the goal of sending

Attachment D - New Board Member Recruitment Procedure

1-3 (max) recommended candidates to the board to interview.

5. Send individual emails to all candidates to let them know about the process and timing after receiving their application/resume. Email candidates to let them know about their interview status after the review committee has selected their preferred candidates to interview.

Sample Email Providing Information About the Process:

Dear [],

Thank you so much for your interest in serving on the Board of Directors for _____ Academy of Northern Nevada ("_ANN"). We have been overwhelmed and thrilled by the level and the quality of interest. It speaks volumes that you would volunteer to make room in your incredibly accomplished and busy life to serve in this capacity. Thank you. I wanted to take a minute today to update you and to explain the next steps in this process.

As many of you know, the current Board of Directors will make the decision as to who fills the open seat. Due to the number of applicants, the Board has created a panel to review the resumes submitted, narrow the list down, and meet with remaining candidates individually. These meetings will be held on [insert date and time]. From those meetings, the panel has been tasked with recommending two candidates for the Board to interview at their [insert month of] upcoming board meeting.

Please know that the review panel and ultimately the Board of Directors will have a very difficult task due to the incredible quality of applicants. Thank you again for your interest and I will be in touch again shortly.

Kind regards,

[Insert name]

Director of Operations, Academica Nevada

Sample Decline Email:

Dear [],

On behalf of the entire _____ Academy of Northern Nevada family, I wanted thank you again for your interest in serving on the Board of Directors. We have been overwhelmed by both the level of interest and the quality of the applicants.

Attachment D - New Board Member Recruitment Procedure

Although everyone was very impressed with your resume and experience, after much deliberation and consideration they have selected other applicants to interview with the Board at this time.

Thank you again for your time and support of _____ Academy.

Kind regards,
[Insert name]

Director of Operations, Academica Nevada

6. Provide sample questions to review committee and board for interviews, but encourage them to use their own questions.

Example Board Member Interview Questions

Tell us about yourself and why you are interested in joining the Board.

What skills/knowledge/community partnerships would you bring to the Board? How would you help to ensure the school is successful?

Do you have past experience serving on boards? Knowledge of Open Meeting Law?

Tell us about how you see the role of a governing Board Member of a charter school.

For any parent applicants: How would you could separate your role as a parent, and your role as a board member?

What would you do if a parent came to you to complaint about their child's teacher?

How will you be able to prioritize the time commitment?

Board Management

Responsibilities:

Staff coordinates Board meeting dates, times, and locations.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|---|---|---|--|
| 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. 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. |

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 <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|--|--|--|---|
| Staff has no communication with System Leaders during preparation of Board meeting agendas. Staff does not comply with Open Meeting Law, deadlines are often missed. | Occasionally System Leaders receive communication from staff regarding items to be placed on the agenda. Staff occasionally complies with Open Meeting Law and required deadlines. | Without fail staff works with System Leaders to 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. | Staff provides a high level of service, consistently 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 to the system community by providing agenda access in additional locations. |

Responsibilities:

Staff gathers, prepares, and distributes support materials. Staff prepares all required documents and equipment for use during Board meetings.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|--|---|--|--|
| There is a lack of proper support materials prior to Board meetings. Room, documents, and equipment are not prepared for Board meetings. | Timely distribution of support materials prior to Board meetings is inconsistent. Staff lacks proper preparation for Board meeting by failing to provide necessary equipment and materials for the Board meeting. | Staff prepares and distributes accurate support materials in advance of Board meetings, allowing Board members to properly prepare prior to the meetings. Rooms, documents, and equipment are consistently prepared in advance of Board meeting time, allowing meetings to | Staff provides highly effective support materials, which are prepared and distributed in a timely manner to allow Board members ample time for preparation. In an effort to provide transparency, staff consistently works to ensure Stakeholder's have access to Board meeting support materials. |

Attachment E - EMO Evaluation Rubric

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| | | begin on time and run efficiently. | |
| Responsibilities: Preparation of Board meeting minutes in a timely manner in compliance with Open Meeting Law. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| 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: | | | |
| Facilities Services | | | |
| Responsibilities: Facility Support to Campuses: Communicate regularly with campus administration and staff regarding facility needs. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Lack of attention to campus needs. No regular visits or communication. | Frequency needs to be increased. | Communication is good and consistent. | Communication is frequent and valuable. Professionalism is present in verbal and written communication. |
| Responsibilities: Dispatch vendors to the school site for repairs and maintenance through email, text or phone call (or Ticketing system when applicable). | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Requests for repairs and maintenance are ignored and/or no attempt is made to provide service. | Some requests are attended to in a sufficient manner. Modest attempt is made to fulfill job requests. | Requests are responded to within 12-24 hours (depending on priority level) and vendors are dispatched to the campus. | Expert or high level of service is provided in dispatching vendors to the school site with immediate follow up to requests. |
| Responsibilities: Special Projects and Services (bids): Understand school needs and communicate with site-based personnel on requested projects/services/building improvements. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |

Attachment E - EMO Evaluation Rubric

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| Requests for information regarding projects are ignored and/or no attempt is made to provide service. | Some requests are attended to in a sufficient manner. Modest attempt is made to fulfill job requests. | Solid: Requests are initially responded to within 12-24 hours. Follow up and guidance is provided within a reasonable timeframe. | Exemplary: Expert or high level of service is provided in researching and presenting solutions regarding the request. |
|---|---|--|---|

Comments:

Finance – Accounting

Responsibilities:

Budget to actuals are provided to the Board and School Principals in order to make timely and accurate decisions.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|---|--|--|--|
| Budget to actuals are never provide accurately or timely Board. No explanations of what makes up the differences. | Inconsistently meets deadline for budget to actual. Lack of details as to what makes up the differences. | Consistently provided timely to allow for review and development of questions at or prior to board meetings. Able to provide details and backup (when necessary) to what makes up the differences. | Consistently provided timely, provides expert knowledge of the financials. |

Responsibilities:

Submit State reports on time and ensures schools are meeting required state/federal guideline for use of funds.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|--|--|---|---|
| Consistently late on submission of state reports. Never communicates with the Board or Schools about new or existing required guidelines for the use of funds. | Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds. | Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds. | All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about the those guidelines. |

Responsibilities:

Providing Office Managers with support and training to meet their needs (including QB and SGF Account support).

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|--|--|---|---|
| Office Managers were never trained, questions are never addressed. | Poorly trained, questions are inconsistently addressed in a timely manner (over 1 business day). | Received appropriate training and questions are addressed in a timely manner (within 1 business day). | Receives continuous training and communicates effectively to resolve questions. |

Comments:

Finance – Accounts Payable

Responsibilities:

AP Clerk answers all my questions in a timely manner and provides constant guidance.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|---|--------------------------------------|--------------------------------|------------------------------------|
|---|--------------------------------------|--------------------------------|------------------------------------|

Attachment E - EMO Evaluation Rubric

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| AP Clerk does not responds 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 requested. | 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 policies and procedures. |
|--|---|--|--|

Comments:

Responsibilities:

AP Clerk makes payments to vendors in a timely manner.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|---|---|---|--|
| 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. |

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.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|---|--|---|---|
| AP Clerk <i>makes no attempt</i> to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures. | AP Clerk <i>makes a moderate effort</i> 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 <i>exceeds expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow Financial Policies & Procedures. |

Comments:

Finance – Budgets and Bonds

Responsibilities:

Prepare budgets that are realistic and keep the school compliant with state and debt requirements.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|---|--------------------------------------|--------------------------------|------------------------------------|
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Attachment E - EMO Evaluation Rubric

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| 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. |
|--|--|---|--|

Responsibilities:

Facilitating the purchasing of buildings and management of the bonds.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|---|--|--|--|
| 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 personnel changes in the payroll system, assist with the overall payroll processing and requests.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|---|--|---|--|
| Requests for assistance are ignored and/or no attempt is made to assist. Communication regarding the request is poor. | Some requests are looked into immediately while others take longer to address. Communication regarding the requests needs improvement. | Requests are completed within 24 hours of being notified. Communication regarding the request is open and prompt. | Requests are handled immediately upon sending the initial request. Communication regarding the request exceeds expectations. |

Responsibilities:

Submit PERS payroll report to the state on time and accurately.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|--|--|--|--|
| PERS Reporting is not completed on time and it is not accurate when submitted. | PERS reporting is often completed on time and it is at times accurate. | PERS reporting is completed and submitted by the deadline and it is accurate when submitted. | PERS reporting is completed prior to the deadline and it is completely accurate. |

Responsibilities:

Provide payroll training to office managers both as a group and individually when requested.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
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Attachment E - EMO Evaluation Rubric

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| Payroll training and guidance is not provided. | Payroll training and guidance is provided but it is not substantial. | Payroll training and guidance is continuous and substantial. | Payroll training and guidance is constant and advance notice is given when changes to the payroll process may occur and input is encouraged. |
|--|--|--|--|

Comments:

Grant Development

Responsibilities.

Assist schools with the completion and submission of grant applications (excluding Special Education/IDEA grant funding).

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|--|--|--|---|
| Failed to demonstrate adequate understanding of the grant's purpose and wants/needs of the school. Failed to demonstrate adequate understanding of school's requests/needs for the grant. Did not identify various stakeholder responsibilities. Did not provide update of submission progress. Failed to execute designated roles. Failed to submit grant proposal by deadline. | Failed to demonstrate adequate understanding of the grant's purpose and wants/needs of the school. Failed to demonstrate adequate understanding of school's requests/needs for the grant. Did not identify various stakeholder responsibilities. Did not provide update of submission progress. Failed to execute designated roles. Failed to submit grant proposal by deadline. | Demonstrated clear understanding of the grant's purpose and wants/needs of the school. Identified various stakeholder responsibilities. Provided regular status update of submission progress. Executed designated roles in an effective and professional manner. Submitted grant by deadline. | Demonstrated clear understanding of the grant's purpose and wants/needs of the school. Provided flexibility in meeting and communicating with stakeholders. Prepared grant submissions in an effective and professional manner and gathered school feedback for revisions. Submitted grant by or before deadline. |

Comments:

Growth and Development (Charter Amendments and Renewals)

Responsibilities.

Submission and approval of charter amendment applications.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|--|---|--|--|
| Failed to demonstrate adequate understanding of the application process. Did not identify various stakeholder responsibilities. Did not communicate regarding project development. | Demonstrated vague understanding of the application process. Vaguely identified various stakeholder responsibilities. Irregular or inconsistent communication of the project's development. | Demonstrated basic understanding of the application process. Identified various stakeholder responsibilities. Communicated regularly about project | Demonstrated clear understanding of the application process, including key dates, approval process, and application requirements. Clearly outlined project expectations and responsibilities for all |

Attachment E - EMO Evaluation Rubric

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|--|--|--|--|
| Failed to submit project by deadline. | Submitted application by deadline. | development. Submitted application by deadline. | stakeholders. Communicated regularly about project development. Provided exemplary support beyond regular responsibilities: (i.e. – providing drafts for review, assisting with school marketing, networking and/or establishing community partnerships, or taking on any other responsibilities as needed for clients). Submitted application by or before deadline. |
| Responsibilities. Submission and approval of charter renewal applications. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Failed to demonstrate adequate understanding of the application process. Did not identify various stakeholder responsibilities. Did not communicate regarding project development. Failed to submit project by deadline. | Demonstrated vague understanding of the application process. Vaguely identified various stakeholder responsibilities. Irregular or inconsistent communication of the project's development. Submitted application by deadline. | Demonstrated basic understanding of the application process. Identified various stakeholder responsibilities. Communicated regularly about project development. Submitted application by deadline. | Demonstrated clear understanding of the application process, including key dates, approval process, and application requirements. Clearly outlined project expectations and responsibilities for all stakeholders. Communicated regularly about project development. Provided exemplary support beyond regular responsibilities: (i.e. – providing drafts for review, assisting with school marketing, networking and/or establishing community partnerships, or taking on any other responsibilities as needed for clients). Submitted application by or before deadline. |
| Comments: | | | |

Attachment E - EMO Evaluation Rubric

| Infinite Campus | | | |
|--|---|--|---|
| Responsibilities: Assist with Infinite Campus questions and concerns. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Responses are significantly delayed and/or questions are not addressed. | Responses are delayed and/or questions are only partially answered. | Consistently responds in a professional and timely manner. Responses are knowledgeable, effective, and clearly presented. | Always responds in a professional and timely manner. Responses are knowledgeable, effective, and clearly presented. When necessary, support representative will work with school personnel to troubleshoot unique issues or develop custom projects. |
| Responsibilities: Provide training on Infinite Campus tools. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| No requested training is provided or training is unprofessional and/or not relevant to the school's needs. | Training is available when requested, but scheduling is inconsistent. Trainer is difficult to get ahold of and/or does not have availability to fit the school's needs. | Provides high-quality training to administrators and teachers as requested. Training is timely and available to fit the school's schedule. | Provides high-quality training to administrators and teachers as requested. Training is timely and available to fit the school's schedule. Initiates trainings by offering services and keeping schools abreast of changes/new features within Infinite Campus. |
| Comments: | | | |

| Legal Services | | | |
|---|--|---|--|
| Responsibilities: Providing day-to-day legal support and advice to avoid high legal fees with counsel hired by the board. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Requests for legal support and/or advice is ignored and/or no attempt is made to provide legal support or advice. | Requests for legal support and/or advice are occasionally addressed or are addressed in an untimely manner. Responses are unclear or inconsistent. | Requests for legal support and/or advice receive a response within a reasonable amount of time. Responses are clear, concise, and consistent. | Requests for legal support and/or advice receive a response in a timely manner. The Academics Legal Staff anticipates, communicates, and trains school leaders on relevant legal issues. |
| Responsibilities: | | | |

Attachment E - EMO Evaluation Rubric

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| Assist schools in preparing and drafting school and board policies and other written documents (i.e. contracts, MOU's) as requested. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Requests for written policies or other documents are ignored. | 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. | 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. | Requests for written policies and other documents are prepared in a timely manner. The policies or written documents are error free. |
| Responsibilities: Work with campus leaders to resolve legal issues regarding parents, staff, and students. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Academica Legal Staff is unwilling or unable to assist the school in these legal issues. | Academica Legal Staff occasionally assists in these legal issues. | Academica Legal Staff assists with these legal issues by talking to the parent and/or assisting in the discipline of a staff member or student. | Academica Legal Staff is willing to be present to meet with the parent, staff member, or student and/or assists the school in coming to a resolution that is most beneficial to the school. |
| Comments: | | | |

| Marketing/Design | | | |
|---|---|---|--|
| Responsibilities: Confer with clients to determine marketing strategy and product design. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Requests for meetings and product designs are ignored and/or no attempt is made to provide service. | Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. | Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. | Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the pre-arranged timeline, based on the current que and time sensitivity of each request. |
| Responsibilities: Work closely with school principals, directors, managers, administration, and all other school representatives for creative direction. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Opinions and wishes on creative direction are followed rarely. | Some designs reflect wishes and direction of client. | Most designs are satisfactory in their layout, design and concept, and closely match up to client's vision. | Products are professional and meets or exceeds client's expectations in final design and presentation. |
| Responsibilities: Determine size and arrangement of illustrative material and copy, and select style and size of type. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |

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| | | | |
|--|---|---|--|
| Material and copy fails to meet needs of particular graphic design job, i.e. the size/material or number of products do not match up with the client's wishes. | Modest attempt is made to fulfill copy and style requirements and meets needs and vision from time to time. | The final printed product is consistent with the scope and vision of the marketing project and is within the proposed budget 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: | | | |
| National School Lunch Program (NSLP) | | | |
| Responsibilities: Provide technical assistance to ensure schools are in compliance with the NSLP Regulations and Best Practices. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| No attempt is made to provide technical assistance. | Moderate level of technical assistance is provided. | Consistent level of technical assistance is provided. | High level of technical assistance is provided. |
| Responsibilities: Provide support in preparation and throughout the NSLP Administrative Review process. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Minimal support is provided in preparation and throughout the Administrative Review process. | Limited support is provided in preparation and throughout the Administrative Review process. | Frequent support is provided in preparation and throughout the Administrative Review process. | Initiated and highly consistent support is provided in preparation and throughout the Administrative Review process. |
| Responsibilities: Provide assistance to schools in completing all required NDA reporting and with applying for renewal of the NSLP. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Little assistance is provided in completing NDA reports and applying for renewal of the NSLP. | Inconsistent assistance is provided in completing NDA reports and applying for renewal of the NSLP. | Appropriate assistance is provided in completing NDA reports and applying for renewal of the NSLP. | Advanced assistance is provided in completing NDA reports and applying for renewal of the NSLP. |
| Comments: | | | |

Procurement of Furniture/Curriculum

Responsibilities:

Work with the school leadership to obtain quotes, create purchase orders, and place orders for curriculum, furniture and equipment based upon the school's requests and needs, while making sure to maintain their allotted budget.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|--|--|---|--|
| Requests from the school office manager or Principal are ignored and/or attempt to assist in purchasing the materials is not made. | Some requests are fulfilled in a sufficient manner. Requests are taking an unacceptable length of time to be fulfilled | Quotes are obtained and orders placed in a timely manner. Suggestions are provided for materials that will meet the needs and requirements. | Expert or high level of service is provided in fulfilling requests from school staff. Records are kept and accessible of prior year purchases for reference. Any order issues that are communicated to us are immediately forwarded to the school. |

Responsibilities:

Assist in creating the Summer Purchasing Budget for the school, and maintaining that budget as purchases are made.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|--|--|---|--|
| Budgets are not communicated with the school administration, school administration is not aware of how much money they have spent and how much money that have left. | Budgets are communicated with the school administration, but only at the request of the school administration. | Budgets are updated in a timely manner and available for the school administration on a normal basis. | Budgets are customized at the request of the school administration, and the budget is communicated with the school every time it is updated. |

Responsibilities:

Assist as a Liaison for and oversee summer furniture installation

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|---|--|---|--|
| No communication is made with the school, 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. | Requests from the school are observed, and communication is effective between all parties involved in the furniture installation process. | Requests from the school are observed, the school administration does not have to worry about what is being placed in their building, the installation is completed with a high level of satisfaction and any issues are communicated effectively. |

Responsibilities:

Assist as a Liaison between the school and curriculum vendors.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|--|--|---|---|
| No communication is 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. | School is aware of purchases being made and is kept apprised of any backorders or shipping delays communicated to us by the | School is provided with a list of all curriculum previously purchased and made aware of any items they need renewal or replenishment. Orders are processed as |

Attachment E - EMO Evaluation Rubric

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|--|---|---|--|
| | | vendor. Any digital access updates in a timely manner. | quickly as possible and updates are quickly made to digital access platforms. |
| Comments: | | | |
| Registration | | | |
| Responsibilities: Campus Enrollment | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Rarely monitors the database enrollment numbers for enrollment openings or acceptances past the deadline. Rarely communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments. | Sporadically monitors the database enrollment numbers for enrollment openings or acceptances past the deadline. Sporadically communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments. | Consistently monitors the database enrollment numbers for enrollment openings or acceptances past the deadline. Consistently communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments. | Always monitors the database enrollment numbers for enrollment openings or acceptances past the deadline. Consistently communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments. |
| Responsibilities: Infinite Campus and training for Registrars | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Rarely provides support with OLR, Enrollment and Attendance procedures within Infinite Campus. Rarely is able to answer questions regarding Infinite Campus processes and/or features. No training provided for Infinite Campus new and current processes and/or features. | Sporadically provides support with OLR, Enrollment and Attendance procedures within Infinite Campus. Sporadically is able to answer questions regarding Infinite Campus processes and/or features. Only provides training for new IC processes and does not review currently used procedures | Consistently provides support with OLR, Enrollment and Attendance procedures within Infinite Campus. Consistently is able to answer questions regarding Infinite Campus processes and/or features. Provides training for reporting procedures and new processes when asked. | Exemplary: Always provides support with OLR, Enrollment and Attendance procedures within Infinite Campus. Always is able to answer questions regarding Infinite Campus processes and/or features. Provides continual, on-going assistance and training for reporting procedures and new processes. |
| Responsibilities: Campus Customer Service and Support | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Rarely provides assistance or support to the registrar. Rarely responds to emails or phone calls in a professional or timely manner. Rarely visits schools when requested and is rarely courteous or professional when interacting with the school staff and families. | Sporadically provides assistance or support to the registrar. Sporadically responds to emails or phone calls in a professional or timely manner. Sporadically visits schools when requested and is occasionally courteous and professional when interacting with the school staff and families. | Consistently provides assistance or support to the registrar. Consistently responds to emails or phone calls in a professional or timely manner. Consistently visits schools when requested and is consistently courteous and professional when interacting with the school staff and families. | Always provides assistance or support to the registrar. Always responds to emails or phone calls in a professional or timely manner. Always visits schools when requested and is always courteous and professional when interacting with the school staff and families. |
| Responsibilities: State Audit Preparation Guidance and Support | | | |

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| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|---|--|---|--|
| No audit preparation, guidance or support provided. No understanding of state expectations before, during and after an audit. Never appears in person when an on-site audit occurs. | Sporadic audit preparation, guidance or support provided. Some understanding of state expectations before, during and after an audit. Sporadically appears in person when an on-site audit occurs. | Complete audit preparation, guidance or support provided. Strong understanding of state expectations before, during and after an audit. Appears in person as needed when an on-site audit occurs. | Provides step-by-step audit preparation, guidance or support provided. Prepares everything necessary for the audit and provides follow up when audit is complete. Complete understanding of state expectations before, during and after an audit. Able to explain every process to registrar and administration. Always provides full in-person participation provided prior to, during and after the audit. |

Responsibilities: Online Enrollment and Lottery

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|---|---|--|---|
| No communication is provided regarding the open enrollment or lottery process or timeline. No understanding of open enrollment and lottery process and is unable to train or communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures. | Sporadic communication is provided regarding the open enrollment or lottery process or timeline. Some understanding of open enrollment and lottery process and is only slightly able to train or communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures. | Strong communication is provided regarding the open enrollment or lottery process or timeline. Strong understanding of open enrollment and lottery process and is able to train and communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures. | Outstanding, clear and complete communication is provided regarding the open enrollment or lottery process or timeline. Outstanding and complete understanding of open enrollment and the lottery process and is able to train and communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures. |

Comments:

School Safety

Responsibilities:

Provides school safety liaison services between the schools and public safety agencies, local emergency agencies: Nevada Division of Emergency Management, Nevada Department of Education, State Public Charter School Authority and other agencies as needed.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|---|--|---|--|
| Requests for school safety support and/or advice is ignored and/or no attempt is made to provide school safety support or advice. | Requests for school safety support and/or advice are occasionally addressed or are addressed in an untimely manner. Responses are unclear or inconsistent. | Requests for school safety support and/or advice receive a response within a reasonable amount of time. Responses are statutorily correct, clear, and consistent. | Requests for school safety support and/or advice receive a response in a timely manner. The Academics School Safety Staff anticipates, communicates, and trains school leaders on relevant school safety issues. |

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| Responsibilities: Assist schools in developing and implementing the school Emergency Operation Plan (EOP) and other school safety related documents as requested. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Requests for EOPs or other documents are ignored. | Requests for EOPs and other documents are occasionally addressed or addressed in an untimely manner. EOPs or other documents need several revisions or corrections. | Requests for EOPs and other documents are prepared within a reasonable amount of time. EOPs or other documents are statutorily correct, clear, and consistent. | Requests for EOPs and other documents are prepared in a timely manner. The EOPs or written documents are professional, detailed and error free. |
| Responsibilities: Work with campus leaders to provide school safety information and resolve school safety related issues / emergencies. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Academica School Safety Staff is unwilling or unable to assist the school in these school safety issues. | Academica School Safety Staff occasionally assists with school safety information, issues and emergencies. | Academica School Safety Staff assists with school safety information, issues and emergencies as needed. | Academica School Safety Staff is not only willing to assist with school safety information, issues and emergencies as needed but also responds to the school, and creates new school safety information as needed. |
| Comments: <div style="height: 40px; border: 1px solid black;"></div> | | | |
| State Reporting | | | |
| Responsibilities: Timely alert school system, responsible party and/or Academica Departments of items or information coming due to the State, both from the Authority and the Department of Education. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| 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. | 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. | 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. |
| Responsibilities: Works with each school system, responsible party and/or Academica departments to gather necessary information to ensure information or required items are submitted timely and accurately. When questions arise, staff works with the Authority and/or Department of Education to gain clarification on | | | |

Attachment E - EMO Evaluation Rubric

information requested and works to ensure that all systems receive a clear explanation of requirements. Assists parties in completing reports, etc. as requested. Works with necessary party to obtain an extension, if necessary.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|--|--|--|--|
| Staff does not provide assistance to ensure the timely and accurate submission of items or information. Nor does staff work to gain additional information when questions arise. | Staff at times will work to facilitate the gathering of information or items for submission. Staff inconsistently attempts to gather additional information from various agencies, however, little follow up takes place in this regard. | Staff regularly works with systems or necessary staff to gather the required information or items for submission. Staff offers to be of any assistance to those persons, whether to gather information independently or to work with others. Staff frequently works with other agencies to obtain additional guidance when needed. | Staff provides a high level of service in working with each system to ensure timely and accurate submission of information. When questions arise that staff cannot answer, staff diligently works with other agencies to obtain additional guidance when needed and provides follow up when additional information is not received. Staff offers assistance at all times to help with data compilation or collection of documents to ensure proper compliance. |

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, Academics departments or various agency departments might have regarding reimbursements submitted and projections of future grant spending.

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|--|--|--|--|
| 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 |

Attachment E - EMO Evaluation Rubric

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|--|--|--|--|
| | | | agencies in which reimbursement requests are submitted, in order to ensure any information needed is provided, resulting in timely reimbursement processing. |
|--|--|--|--|

Comments:

Teacher Recruitment & Licensure

Responsibilities:

Track and advertise job openings for the school site

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|--|---|---|--|
| 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. |

Responsibilities:

Track teacher licensure and notify teachers of license expiration

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|---|--|--|---|
| Licensed staff are not notified of upcoming license expiration at least 6 months in advance. No attempt is made to notify licensed staff and administration when a staff member's license lapses. Requests for assistance with licensure questions are ignored. | Licensed staff are inconsistently notified of upcoming license expiration at least 6 months in advance. A modest attempt is made to notify licensed staff and administration when a staff member's license lapses. Minimal assistance is offered when licensure questions arise. | Licensed staff are consistently notified of upcoming license expiration at least 6 months in advance. Licensed staff and administration are notified promptly when a staff member's license lapses. Effective assistance is given to licensed staff and administration when licensure questions arise. | Licensed staff are consistently notified of upcoming license expiration, including an explanation of any provisions or requirements needed to renew the license. Licensed staff and administration are notified within 1 week of a staff member's license lapsing. Expert assistance is given when licensure questions arise. |

Responsibilities:

Organize and run teacher hiring fairs

| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
|---|---|---|--|
| Recruitment team makes little or no attempt to organize hiring fairs during the school year. School sites | Recruitment team prepares and executes 2 hiring fairs per school year. There is limited organization to the | Recruitment team effectively prepares and executes 2 hiring fairs per school year. The hiring fairs are organized | Recruitment team effectively prepares and executes 2 highly-organized hiring fairs per school year. The school |

Attachment E - EMO Evaluation Rubric

| | | | |
|--|--|--|---|
| have minimal opportunity to effectively hire teachers and support staff from these events. | hiring fairs, which leads to inconsistent recruitment opportunities for school sites. | and frequently assist the school sites with teacher and support staff recruitment for the current or upcoming school year. | sites are consistently given the opportunity to hire teachers and support staff at these events. Feedback is acquired from school sites and implemented in future hiring fairs. |
| Comments: | | | |
| <h3 style="margin: 0;">Travel</h3> | | | |
| Responsibilities: Book travel for school employees in accordance with Government Regulations and in a timely manner. **In all uses of the word, 'timely' can be defined as trip confirmations being provided to travelers two weeks from departure date so long as the trip was requested two weeks or more in advance. If a trip is requested less than two weeks from departure, 'timely' can be defined as 'as soon as possible'. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Inadequate communication with the school and requests are not handled timely. Travel does not meet the GSA standards. | Limited communication with the school. Modest attempt is made to book travel with in the GSA guidelines. Travel requests are not attended to in a sufficient manner. | Travel is booked in a timely manner and meets GSA guidelines. | Highly consistent communication with the school. Travel is booked in a timely manner and meets GSA guidelines. Helps with travel problems when they occur. |
| Responsibilities: Registers school employees for conferences in a timely manner when requested. **In all uses of the word, 'timely' can be defined as trip confirmations being provided to travelers two weeks from departure date so long as the trip was requested two weeks or more in advance. If a trip is requested less than two weeks from departure, 'timely' can be defined as 'as soon as possible'. | | | |
| Unsatisfactory <input type="checkbox"/> | Approaching <input type="checkbox"/> | Solid <input type="checkbox"/> | Exemplary <input type="checkbox"/> |
| Requests are ignored and conference is not booked for school employees. | Limited communication with the school regarding the conference. Conference early bird discounts and or group rates are missed (if requested on time). | Conference is booked in a timely manner. Conference early bird and/or group discounts are applied (if requested on time). | Highly consistent communication with the school. Conference early bird and/or group discounts are applied (if requested on time). |
| Comments: | | | |

Shari Dunn

niel4@aol.com or skdunn@washoeschools.net

"...utilizes data very effectively in planning and evaluating professional development activities, and is a master at helping school staffs to interpret and utilize data to improve instruction and student learning..."

Sue Denning, former supervisor, RCTL

"The success of the Instructional Coaching Project this year is due in large part to Shari's excellent planning, organization, presenting and follow-through skills. She has worked effectively and efficiently across departments with a variety of personalities in creating a well articulated program of professional development for our coaching cadre." Pati

Objective

Instructional Leader position allowing for work with district staff, teachers and students toward implementation of the WCSD Strategic Plan through collaborative inter-departmental work addressing common curricular issues and initiatives.

Professional Experience

- ◆ **Instructional Coach, 21st Century Learning Division, WCSD, 2013 - present**
 - Co create position duties and responsibilities using TIF4 grant requirements
 - Develop accountability and record keeping around work done for TIF4 grant specifications
 - Meet with administration and develop plan for working with individual schools through coaching, meeting PLC groups, and professional learning opportunities
 - Create and facilitate professional learning in various flexible formats: on-line, blended, face-to-face, around best practice and current effective pedagogy
 - Work in schools with teachers to move toward 21st Century Learning pedagogy
 - Work in a collaborative coaching team geared toward moving teachers forward in elevating practice
 - Record and edit classroom learning and instruction for examples of 21st Century Competencies.
- ◆ **Professional Learning Specialist, Department of Professional Learning, WCSD, 2011 – 2013**
 - Co coordinate professional learning experiences for the district-wide Implementation Specialists
 - Create and coordinate professional learning experiences for the site-based Teacher Leaders/coaches
 - Produce and create videos for the Observing Teaching Modules housed on the WCSD website
 - Plan Professional Development utilizing the Observing Teaching Modules for use with the WCSD Teacher Performance Standards
 - Consult and coach in demonstration English Language Arts classroom housed in a WCSD middle school
 - Triangulated data in "2nd year needs improvement school" in order to determine professional learning focus, provided professional development, collaborated with administration, moved school to "high achieving school" in 1.5 years with capacity for future self-direction
 - Collaborate inter-departmentally to ensure alignment in project work, district professional learning opportunities, teacher performance standards, coaching, and professional development considerations
- ◆ **K-6 Literacy Program Coordinator, Washoe County School District, 2006-2011**
 - Developed and Coordinated district-wide professional development around adopted literacy series;
 - Reading, Writing, Word Study, Vocabulary, Engagement Strategies, Assessment.
 - Co-coordinated the ICoach (Instructional Coaching Project) 2007-2010
 - created a two-year Theory of Change Model, designed formative/summative assessments to monitor/adjust model
 - co-coordinated professional development
 - collected/managed data for grant
 - managed budget
 - Developed and Coordinated district-wide professional development for all WCSD K12 teachers
 - (approximately 800 teachers) in Kidwatching/Developmental Reading Assessment, 2010-

Attachment F - Board Member Resumes

Falk,
former
director
Regional
Center for
Teaching
and
Learning

*"...because of
her passion
for literacy
development,
Shari is
constantly
searching for
resources to
improve our
classroom's
reading,
writing, and
word study
components."*

Marla
Mentaberry,
principal,
former co-
teacher

*"...your time
and effort
invested in my
learning has
helped to foster
a writing buzz
throughout our
school. Thank
you for assisting
me in
developing our
school's writing
focuses for the
staff."*

Suzie
Alegria,
Instructional
Coach

2011

- developed and coordinated district-wide professional development, acting project manager, managed budget
- collaborated with key developers /obtained presenters across district departments
- negotiated cost-saving PD with vendor/company, obtained extra materials training events
- Assisted schools in triangulating data to develop long-range professional development based on a case study model using Theory of Change model, incorporating formative/summative assessments to ensure impact on student achievement.
- Participated in Charter School monitoring, assisting in writing reports, developing new recording materials and observation procedure.
- Extensively participated in T4S (Teach For Success) observations, attended professional development, and presented observation results to school sites, determined professional development focuses from data.
- Participated in Baldrige Training to utilize in obtaining data and revising work effectiveness
- Attended Vendor product review, monitoring/approving new vendor products entering school district.
- Summer Symposium, 2010
- Assisted in development and planning, coordinated presentation staff, provided script for common message
- developed presentation materials, presented district-wide initiative information and assisted in symposium site organization and coordination

◆ **K-6 Nevada Early Literacy Intervention Program (NELIP), Regional Professional Development Program, 2004-2006**

- Developed and delivered literacy training around Nevada Key Elements with NELIP site-based mentor teachers at all elementary sites.
- Collaborated with Nevada Reading First Literacy Coordinators to provide training, information, materials (regional and in WCSD).
- Incorporated Nevada Professional Development Standards (based on National Staff Development Council) while working with targeted schools in WCSD to improve and align literacy instruction on-site.

◆ **ExLL Literacy Coordinator/Coach, grades 3-6, Agnes Risley Elementary, 2001-2004**

- Analyzed school data for professional development focus
- clinically observed teachers for implementation of model
- developed whole-school professional development
- collaborated with primary coach and stakeholders

CLASSROOM/SITE-BASED

- ◆ ExLL Literacy Coordinator/Coach, grades 3-6, Agnes Risley Elementary, 2001-2004
- ◆ Multiage Classroom Teacher, grades 1-3, Agnes Risley Elementary, 1992-2001
- ◆ Multi-grade 4-6 Teacher, students with learning disabilities and behavioral concerns, 1991-1992
- ◆ Student-taught in combined, self-contained Spec.Ed. classroom, 7-8 grades, E.L. Pine Middle School, 1991
- ◆ Student-taught in multiage, grades 1-3 classroom, Early Learning Center (UNR), Sierra Vista Elem., 1990

RELATED EXPERIENCE

- ◆ **Home Owners Association Executive Board President, 2013 – present**
 - Harvested on-going education resources for all board members
 - Monitored expenses to work within budgets
 - Member of the Landscape committee
 - Worked closely with all members to mediate homeowner requests, suggestions and needs.
 - Improved communication through creating community website and monthly newsletter
- ◆ **International Independent Literacy Consultant, 1995 - present**
 - Mentor Teacher, Summer Reading Clinic, Center for Learning and Literacy, UNR, 1995-1999
 - Consultant for Word Study application in primary and intermediate grades, Agnes Risley Elementary, 1995-2004
 - Conference Coordinator and Presenter for “Words Your Way” National Conference at UNR, 1998-2008
 - Literacy Trainer in Nevada, 1998- present
 - Word Study/Literacy Consultant in California, Nevada, Idaho, New Jersey, Ohio, Utah, Puerto Vallarta, Virginia, Louisiana, Tennessee, 1997 – present
 - Cadre of Teacher Trainers, Washoe County School District, 1999 – 2008
 - Facilitating on-line classes using Moodle structures through KNPB, 2012-present
- ◆ **UNR, LOA instructor, 1995 - 2012, and 2015 - present**
 - Created instructional materials
 - Coordinated, clinically supervised, and evaluated mentor teachers
 - Clinically supervised participating students
 - University of Nevada, Reno, Letter of Appointment instructor for EDS 405/605 Literacy Instruction: Individual and Small Group, based at A. Risley E.S. and UNR.
- **Nevada Department of Education, 2004 – Present**
 - Served on bias review committee for 2012 CRT
 - Served on prompt/question writing committee for 2012 5th Grade Writing Assessment
 - Served on content review committee for 2011 5th grade CRT
 - Have participated in all facets of state assessment process from question writing to content and bias review to setting cut scores

Education, Credentials and Endorsements

- ◆ Administrative Endorsement, 2012
- ◆ English as Second Language Endorsement, Sierra Nevada College, 2010
- ◆ ExLL Literacy Coordinator/Coach, University of California, Riverside, 2001
- ◆ Reading Specialist Endorsement, UNR, 1999
- ◆ M.Ed. Literacy Studies, University of Nevada, Reno, 1999
- ◆ State of Nevada K-8 Teaching Credential, Special Education Credential K-12, 1991
- ◆ B.S. Elementary Education with Special Education Endorsement, University of Nevada, Reno, 1991

Publications

- ◆ Bear, D., & Barone, D. (S. Nielsen as contributing educator) (1998). *Developing Literacy: An integrated approach to assessment and instruction*. Boston, MA: Houghton Mifflin.
- ◆ Nielsen-Dunn, S (2002). *Picture This! Picture sorting for alphabets, phonemes and phonics*. San Diego, CA: Teaching Resource Center.
- ◆ Nielsen-Dunn, S (2003). *Picture This Too! Picture and word sorting for alphabets, phonemes and phonics*. San Diego, CA: Teaching Resource Center.

Honors

- ◆ International Reading Association “Celebrate Literacy” Award, 1999
- ◆ Northern Nevada Mathematics Council Award for excellence in teaching Mathematics, 1999

Attachment F - Board Member Resumes

- ◆ University of Nevada, Reno, Outstanding College of Education Alumni, 1999
- ◆ Outstanding Mentor Teacher, University of Nevada Reno, College of Education, 2003

Professional References

- ◆ Ms. Pati Falk, Proximal Partnerships, LLC, Washoe County School District, patifalk@yahoo.com, (775) 857-7070
- ◆ Ms. Susan Denning, Principal, McQueen High School, 6055 Lancer St., Reno, NV 89523
- ◆ Dr. Sharyn Appolloni, Educational Specialist, Washoe County School District, 1150 Matley Ln., Suite 201, Reno, Nevada, 89502
- ◆ Ms. Marla Mentaberry, Principal, Katherine Dunn Elementary, 1135 O'Callahan Drive, Sparks, Nevada, 89434
- ◆ Mr. Robert Sidford, 21st Century Learning Division Coordinator, 14101 Old Virginia Rd., Reno, NV 89521



Shari Dunn, M.Ed. — WCSD 21st Century Instructional Coach

Shari Dunn currently serves students and teachers in Washoe County School District as a 21st Century Instructional Coach, working under the Teacher Incentive Fund grant. Ms. Dunn holds a Master's Degree in Literacy Studies, Reading Specialist Endorsement, and Administrative Endorsement from the University of Nevada, Reno. In addition, she holds an English as a Second Language and Literacy Coach/Coordinator Endorsements. She has 25 years experience as an educator working in a variety of public settings with diverse student populations from kindergarten through high school. Ms. Dunn has served in a number of roles as multi-age and straight grade classroom teacher, literacy coordinator/coach, staff developer, district literacy program coordinator (grades K-6), 21st century instructional coach, university instructor and educational consultant. Her responsibilities and expertise include: systems change efforts, curriculum and instruction, design and evaluation of professional development, instructional coaching, working under federal programs, and K-12 literacy. She has been active with the Nevada Department of Education as a member of the Nevada Early Literacy Program and Northwest Regional Professional Development Program, and has served as a state assessment bias reviewer. Ms. Dunn has contributed and authored several professional publications and video productions. She serves as a "Letter of Appointment" instructor at the University of Nevada, Reno, and does present at local, state, and national and international conferences.

LUKE W. WELMERINK, ESQ.

500 Damonte Ranch Blvd., Suite 860 | (775) 823-9455 | luke@wealth-counselors.com

BAR ADMISSION

State Bar of California, Member #278126 (December 2, 2011)
State Bar of Nevada, Member #13279 (November 6, 2013)

EDUCATION

Golden Gate University School of Law

San Francisco, CA

LL.M. in Taxation Law, with Honors

May 2013

Juris Doctorate

May 2011

Class Rank: LL.M. Top 1%, 3.912 GPA; JD Top 11%

Law Review: Executive Research Editor, *Golden Gate University Law Review*, 2010-2011

Staff Writer, *Golden Gate University Law Review*, 2009-2010

Comment, *Cleaning the Mess of the Means Test...*, GOLDEN GATE U. L. REV. (Fall 2010)

JD Honors: Jesse Carter Society; Honors Lawyering Program; Witkin Award for highest grade in Property II; CALI Award for Future Excellence: Property I, Legal Writing & Research I, Practical Legal Writing; Merit Scholarship Recipient; Dean's List: All semesters

LL.M. Honors: NASBTS Merit Scholarship Recipient for highest GPA

St. Mary's College of California Moraga, CA

Bachelor of Science, Business Administration with International Concentration May 2005

EXPERIENCE

Anderson, Dorn & Rader, Ltd.

Reno, NV

Associate Attorney

May 2015 - Present

Draft living trusts, irrevocable trusts, wills, powers of attorney, health care directives, and other documents to help clients achieve long term wealth and legacy planning goals while minimizing estate taxes. Advise business owners on business and tax matters, including choice-of-entity and business succession planning. Administer trusts and probate proceedings.

Ormat Technologies, Inc.

Reno, NV

Tax Manager

January 2014 - Present

Oversee preparation and filing of U.S. tax returns including federal and state income tax, NPMT, property tax, and sales and use tax. Prepare and review quarterly and annual tax accruals for shareholder reporting and SEC filings. Represent the company in Nevada administrative hearings for tax abatement applications. Assist legal counsel with tax disputes.

PricewaterhouseCoopers, LLP

San Francisco, CA

International Tax Services, Senior Associate

January 2011 – April 2011, September 2011 – January 2014

Advised on tax and business planning opportunities for multinational corporations, REITs, LLCs, venture capital partnerships, and individual taxpayers. Researched and drafted memoranda on tax issues including tax treaty matters, credits, income deferral, PFICs, and withholding tax.

Golden Gate University, Braden School of Taxation

San Francisco, CA

Adjunct Faculty, Advanced Federal Income Tax (TA 318)

May 2012 – May 2013

Co-taught online course examining the basics of federal income taxation of individual taxpayers. Helped students identify tax issues and research statutory and common law authority. Prepared and delivered lectures.

PROFESSIONAL AFFILIATIONS

State Bar of California: Taxation Section

State Bar of Nevada: Tax Law; EUCL; Young Lawyers Sections

American Bar Association: Taxation; RPTE, Business Law Sections; Young Lawyers Division

Washoe County Bar Association

VOLUNTEER EXPERIENCE

State Bar of Nevada, YLS Serving Seniors Committee Chairperson

September 2014 - Present

Boys and Girls Club of Truckee Meadows, Young Leaders Committee

June 2014 – Present

Attachment F - Board Member Resumes

Luke Welmerink, Bio

Luke Welmerink is an attorney with Anderson, Dorn & Rader, Ltd., practicing primarily in the areas of estate, tax, and asset protection planning. Prior to joining the firm, Mr. Welmerink gained valuable experience working in finance, accounting, and tax planning matters. His experience helping individuals and businesses in these areas provides him with a unique set of skills to help his clients achieve their wealth and legacy planning goals.

Mr. Welmerink attended St. Mary's College of California as an undergraduate, where he obtained his Bachelor's Degree in Business Administration. He continued his education at the Golden Gate University School of Law in San Francisco, California, where he earned his Juris Doctorate degree in 2011 as a member of the Jesse Carter Society, and his LL.M. in Taxation degree in 2013.

Mr. Welmerink began his professional career as a business specialist for Wells Fargo Bank, N.A., where he advised small businesses and their owners. After finishing law school, he joined PricewaterhouseCoopers, LLP in San Francisco where he provided international tax consulting services to a wide range of clients. After relocating back to his hometown of Reno, Mr. Welmerink worked in-house managing all tax matters at Ormat Technologies, Inc., a multinational public corporation.

Mr. Welmerink is an active member of the Nevada State Bar, the California State Bar, and the Washoe County Bar Association. He is also a member of the Tax Law, Young Lawyers, and Probate and Trust Law Sections of the Nevada State Bar.

As a third generation Nevadan, Mr. Welmerink loves spending time with his wife and daughters in Reno and Lake Tahoe. He is proud to volunteer his time as the Treasurer of the Young Leaders Committee of the Boys and Girls Club of Truckee Meadows, and the Northern Nevada Chairperson of the Serving Seniors event with the Young Lawyers Section of the Nevada State Bar. In his free time, he enjoys playing golf, hiking, DIY projects, and playing guitar.

WENDY JAUREGUI-JACKINS

8720 Blue Pine Way, Reno, NV 89523 - (775) 544-2363 - wjjackins@gmail.com

SUMMARY

I am currently an appraiser at the Washoe County Assessor's office. I've worked my way through the ranks starting as an office assistant over 11 years ago. I am proud to serve the residents of Washoe County by offering excellent interpersonal skills and customer service.

EXPERIENCE

Appraiser III, Washoe County Assessor – March 2018 – Present

Appraiser II, Washoe County Assessor – Feb 2016 – March 2018

Appraiser I, Washoe County Assessor – Jan 2015 – Feb 2016

As a certified tax appraiser licensed by the State of Nevada, I currently perform the following duties, while keeping in mind that effective, positive interaction with all taxpayers is the highest priority:

Determine the value of real and personal property in Washoe County including "special use" properties, complex commercial and industrial properties, multi-purpose properties, and vacant land. Estimate costs and depreciation, using prescribed methods, to value proposed construction and existing real and personal properties. Examine and audit accounting records and financial statements, such as general ledgers, depreciation schedules, balance sheets and income statements of commercial and industrial businesses. Collect data, conduct field inspections, compute square footage, develop scaled drawings, and prepare documents used in connection with the appraisal of property. Research and analyze legal and physical restrictions on property to determine the impact on the valuation process. Consult with real estate agents, contractors, engineers, architects, surveyors, developers, and other real estate professionals regarding new construction to determine what percentage of the construction is complete as of the lien date to establish the appropriate value for the assessment rolls. Respond to public inquiries either by phone, in person, or in writing regarding questions or discrepancies of the appraisal process and/or the valuations of property. Prepare written evidentiary information for the County Board of Equalization to substantiate or support an appropriate taxable value through a review and analysis of the three prescribed approaches to value. Present sworn testimony to the Boards of Equalization (State and County) regarding written appeals of property appraisals.

Office Support Specialist, Washoe County Assessor – June 2013 – Present

Office Assistant III, Washoe County Assessor - April 2007 – June 2013

Provided excellent customer service at the Washoe County Assessor's Public Service counter by assisting taxpayers with various transactions related to their property such as registering for and renewing the various exemptions they were entitled to, assisting with mobile home title transfers, processing abatement claim forms and performing translation services in English/Spanish when needed. Other duties included data entry for building permits, calculating new construction costs, confirming all land and improvements were properly accounted for on new parcels, performing extensive quality control tasks, sketching parcels, verifying legal descriptions and ownership information on deeds in order to process sales transfers into the Assessor's database correctly. The Office Support Specialist position provided lead support in all these areas.

Administrative Assistant, SEI, Inc. – - Sep 2006 – April 2007

Reviewed and prepared expense reports, translated manuals from English to Spanish, took minutes at meetings, prepared shipping documents and coordinated logistics, performed various accounting duties related to tracking and updating inventory information, communicated with vendors regarding order and installation status.

Production/Office Manager, ALJORA Corporation – August 1996 – August 2006

Effectively managed a staff of 40 for a multi-million dollar corporation. Prepared bilingual import and export documents for US and Mexican Customs, handled US and Mexican customs compliance issues and document requests, generated cost sheets to ensure sales prices and profit margins were in place, performed purchasing and accounts receivables/payables duties, created and maintained spreadsheets to track production work flow and delivery, communicated daily with manufacturers in Mexico and domestic vendors, traveled to production plants in Mexico for meetings and hosted vendor production visits and audits, held sales presentations, conducted interviews for new hires.

KAYLA MOYNAHAN

2943 Walker Court, Fernley, NV 89408 · 925-628-6278

kayla.jamero@gmail.com

Adaptable professional with 10+ years of experience and a proven knowledge of customer service, data entry, and executive support. Aiming to leverage my skills to successfully fill the Membership Director role at the Boys & Girls Club of Truckee Meadows.

EXPERIENCE

2019 – PRESENT

GRANTS ADMINISTRATOR I, BGCTM

- Provide full reimbursement reports to grantees, including, but not limited to, paystubs, timecards, all backups of expenses, bank statements, credit card statements, etc.
- Communicate efficiently with Directors about budgets and expenses.
- Provide training to all Coordinator / Director level positions about current grants.
- Conduct internal audits on current grants at the site level.

2016 – 2019

MEMBERSHIP COORDINATOR, BGCTM

- Managing all account activities, including processing transactions and bank deposits.
- Overseeing all of the Membership Department inside DWR, and training for other sites.
- Perfecting, organizing, and processing structured reports and projects.
- Building, and opening up relations with outside vendors to benefit BGCTM.
- Building best practices within BGCTM.
- Planning, managing, and executing events related to Membership and the DWR site.
- Designing all Membership paperwork club wide.
- Processing and managing all Children's Cabinet applications through DWR and all small sites.
- Overseeing a team of 3-5.

2017 – PRESENT

BOARD SECRETARY, MATER ACADEMY OF NORTHERN NEVADA

- Discussing and voting on school policy and procedures.
- Overview of the annual budget – revenue and expenses.
- Being actively present for school events, and board meetings.

2016 – 2016

ADMINISTRATOR ASSISTANT, WEIGAND EARLY LEARNING CENTER

- Processing all membership applications, shot records, and keeping all up to date.
- Managing all account activities, including processing transactions and bank deposits.

2014 – 2016

LEAD TEACHER, WEIGAND EARLY LEARNING CENTER

- Managing all classroom activities and curriculum.
- Overseeing a team of 2-4.

2013 – 2014

PART TIME STAFF TEACHER, WEIGAND EARLY LEARNING CENTER

- Executing classroom planning and curriculum.

2011 – 2013

ASSISTANT MANAGER, TWIN TIGERS ACADEMY

- Planning and organizing field trips and all extra-curricular activities for members.
- Managing a budget towards the after-school program.

EDUCATION

ONGOING

BGCA

Continued education through the BGCA program to become a professional within the Boys & Girls Club.

2008

LOS MEDANOS COLLEGE

- Web Design classes.
- Animation classes.

SKILLS

- Proficient in Microsoft Excel, Word, PowerPoint, Publisher.
- Strong grasp of new, present, and old technology.
- Excellent communication skills, both written and verbal.
- Experienced in Art - Digital, traditional, crafts, and DIY.
- Intermediate Spanish speaking.
- Progressive - Finding new and inventive ways finalize a project / event

Kristen Conway

5178 Komatite Court, Sparks, NV 89436 | 775-750-3617 | kconway@washoeschools.net

Teaching Credentials

National Board Certification—Literacy: Reading-Language Arts/Early and Middle Childhood
Nevada Professional Elementary Teaching License (K-8)
Nevada Professional School Administrator License (K-12)
Nevada Professional Reading Specialist Endorsement (K-12)
Nevada Professional Teaching English as a Second Language (TESL) Endorsement (K-8)

Education

| | |
|--|---------------|
| Master of Education, Educational Leadership | December 2018 |
| • University of Nevada, Reno (Nevada Leads Cohort I) | |
| Master of Arts, Elementary Education | May 2001 |
| • University of Nevada, Reno | |
| Bachelor of Arts, Child Development | December 1992 |
| • California State University, Northridge | |

Professional Experience

Assistant Principal

| | |
|--|----------------------|
| Alice Maxwell Elementary School, WCSD | October 2019-present |
|--|----------------------|

Currently serving as Assistant Principal at a culturally, linguistically, and socio-economically diverse Title I elementary school with Pre-K through fifth grade students and two special education Pre-K programs.

Dean of Students

| | |
|-------------------------------|--------------------------|
| Washoe Inspire Academy | August 2019-October 2019 |
|-------------------------------|--------------------------|

Served as Dean of Students at the District's Interim Alternative Education Setting for middle and high-school students as well as four Pre-K classes, including Strategies, Developmentally Delayed, and Integrated Pre-K programs.

| | |
|-----------------------------------|------------------------|
| Vaughn Middle School, WCSD | January 2019-June 2019 |
|-----------------------------------|------------------------|

Served as Interim Dean at a culturally, linguistically, and socio-economically diverse Title I school with over 600 seventh- and eighth-grade students and three special programs.

- Established and implemented a system of proactive positive behavior supports with clear expectations that were clearly communicated to students, families, and staff.

Attachment F - Board Member Resumes

- Lead students in decision-making processes and provided intensive support for students who are behaviorally-impacted.
- Partnered with families and staff in involving students in setting behavioral and academic goals.
- Coordinated efforts of school-based, district, and community resources to aid in the social, emotional, and academic development of all students.
- Acted as instructional resource for staff, aligning resources and supports to the school's mission; provided professional learning opportunities designed to meet the needs of individuals and groups of educators based on the analysis of multiple sources of data.
- Assisted teachers and families in interpreting data and identifying implications.
- Supported the day-to-day running of a busy middle school, including acting as LEA at IEP meetings, organizing and supervising athletic and other school events, and working with district departments such as School Police and Transportation.

Teacher on Special Assignment, WCSD

Zoom Schools Facilitator

July 2015-December 2018

Facilitated programs and services of Nevada's Zoom Legislation within WCSD's 24 Zoom schools, which is designed to address the academic and linguistic needs of students who are learning English.

- Developed and provided professional learning and ongoing follow-up and support to over 1,800 educators focused on literacy and language acquisition in collaboration with Zoom and school leadership teams.
- Developed, implemented, and managed comprehensive literacy best practices; assisted with the monitoring of teachers and teacher assistants; and recommended instructional strategies to increase student performance based upon analysis of student data.
- Collaborated with other WCSD departments and initiatives to meet schools' needs by leveraging resources and support across grant initiatives.
- Developed and coordinated high-quality Extended Day Programs, Intersessions, and Summer Academies for Zoom schools targeted for students who are learning English; over 3,000 students received additional instruction during the 2016-2017 school year with 17 additional instructional days.
- Managed, maintained, and processed the necessary planning and paperwork for registering students, paying stipends to teachers, hiring staff, and other administrative duties deemed necessary for the success of large-scale programming.

Letter of Appointment

University of Nevada Reno

August 2014-present

- EDRL 461/661: Diagnostic Assessment and Instruction in Literacy (Literacy Instruction III)

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- EDRL 443/643: Language Arts and Literature for 4-8 Grades (Literacy Instruction II)
- EDRL 451/651: Reading and Writing in the Secondary School
- EDRL 472/672: Methods of Instruction for English Language Learners

Nevada Leads Internship Experience

Bernice Mathews Elementary School, WCSD

January 2017-December 2018

- Engaged in ongoing site-embedded internship activities with mentor principal aligned to the ten Professional Standards for Educational Leaders.

Second Grade Classroom Teacher

Katherine Dunn Elementary School, WCSD

August 2011-June 2015

- Instructed standard-based curriculum in a culturally and linguistically diverse Title I school, utilizing Nevada Academic Content Standards, Next Generation Science Standards, and World-class Instructional Design and Assessment standards.
- Used varied and ongoing assessment tools and strategies, including Measures of Academic Progress (MAP), DRA-2 (Developmental Reading Assessment), Qualitative Spelling Inventory, running records, student-teacher conferencing, anecdotal records, writing samples, and other ongoing formative and summative assessments. Analyzed and reflected on assessment results to determine students' needs, set goals, and modify and drive instruction.
- Differentiated instruction through gradual release of responsibility and comprehensive literacy instruction, varied grouping and instructional contexts, hands-on learning experiences, and use of technology. Met linguistically diverse learners' needs through Sheltered Instruction Observation Protocol and Guided Language Acquisition Design strategies, a focus on academic vocabulary, and culturally responsive instruction.
- Maintained an environment of learning and respect through successful classroom management that included Social Emotional Learning, Positive Behavioral Interventions and Supports, clear expectations and positive reinforcement, and an emphasis on civic values and respect for diversity and differences.
- Encouraged two-way communication with parents through regular parent-teacher home visits, emails, phone calls, and face-to-face interactions. Maintained 100% parent conference participation.

Third Grade Classroom Teacher

Bernice Mathews Elementary School, WCSD

October 2007-June 2011

- Instructed standard-based curriculum in a culturally and linguistically diverse Title I school, utilizing a variety of assessment tools and strategies to inform instruction.
- Developed a transition plan and pacing guide for Common Core State Standards.
- Developed and presented a school-wide literacy workshops for parents.
- Piloted Standards-Referenced Report Card.

ESL Teacher/Reading Interventionist

Bernice Mathews Elementary School, WCSD

October 2006-October 2007

- Designed lessons for students learning English in grades 1-5 and worked with small groups in language acquisition, vocabulary, and literacy. Used sheltered instruction and experiential learning to promote language in a non-threatening environment.
- Monitored students' progress frequently to determine appropriateness of placement and lesson design and collaborated with and supported classroom teachers.
- Administered mandated ESL tests following appropriate district and state protocols.

Primary Teacher

Roger Corbett Elementary School, WCSD

August 1995-June 1999

- Shared a first-grade stand-alone class with another teacher for two years while also teaching Reading Recovery lessons to first-graders struggling in literacy. Divided the curriculum equitably while maintaining consistent routines and procedures for the class.
- Team-taught for two years, in first and second grades, in a successful partnership with positive communication, mutual respect, and ongoing collaboration. Looped with class from first to second grade.
- Developed and implemented an evening family literacy program.

Professional Responsibilities/Leadership

- Member of WCSD's K-5 ELA textbook adoption committee
- Presented at 2018 Nevada Family Engagement Summit 9/22/18
- Member of WCSD's Nevada K.I.D.S. Read (NVKR) Support Team—supported, planned for, and presented at Learning Strategist Institutes ("Teal Tuesdays")
- Participated in district instructional rounds
- Presented professional learning at Saturday CAFEs: "Strategies for Extending Students' Oral Language" on 11/3/18; "Read to Me! Promoting a Global Worldview through Interactive Read-Aloud" on 11/4/17; and "Appraise Literacy" on 1/28/17 and 5/13/17
- Conducted research based on Every Student Succeeds Act guidelines
- Co-developed Zoom's *Literacy Potential Appraisal*, a reflective tool for literacy and language practices

Attachment F - Board Member Resumes

- Served on Dunn's Instructional Leadership Team and Literacy Committee (8/11-6/15)
- Served as Lead Teacher for a UNR Student Intern, Fall 2013
- Developed ELA pacing guide aligned to Standards-Referenced Report Card, 5/10
- Participated in peer-coaching collaborative model to support colleagues in implementing Daily 5/CAFE literacy strategies, 2009-2010
- District Site Mentor to novice teacher, 2008-2009
- Served on a vertical committee with 8 other schools to determine essential standards and develop a guaranteed and viable curriculum pacing guide in Math and ELA, 5/08
- Developed and presented school-wide literacy workshops for parents, 11/08 and 4/10.
- Professional organization membership: ASCD, Nevada Association of School Administrators (NASA) and International Literacy Association (ILA)

Professional Learning

- *Novice Assistant Principal Collegial* 10/2019-3/2020
- *Academic Parent Teacher Teams (APTT) Cohort Training* 1/2020
- *You Be the Judge: Special Education Compliance Training* 11/2019
- *Benchmark Administrator Training* 11/2019
- *McREL: Purposeful Community* 11/2019
- *Restorative Practices in MTSS* 8/2019, 12/2019
- *CPI Non-Violent Crisis Intervention Foundations Course* 8/2019
- *WCSD Digital Learning Using Microsoft Teams and Tools* 6/2019
- *Washoe Academy of School Leaders (WASL)* 1/2019-6/2019
- *Novice Dean Collegial* 1/2019-4/2019
- *WCSD LEA Training* 2/2019
- *McREL: Focus of Leadership* 2/2019
- *McREL: Managing Change* 1/2019
- *McREL: Balanced Leadership Overview* 9/2018
- *Learning-focused Supervision* 6/2018
- *SLO School Team Training* 5/2018
- *Digging Deep into the New NVACS-Social Studies in Grades K-6* 5/2018
- *Lesley University's Literacy Continuum Institute* 2/2018-3/2018
- *Nevada Association of School Administrators Law Conference* 10/2017
- *Leveled Literacy Intervention* 6-day training 9/2016-2/2017
- *Nevada Department of Education 2017 Mega Conference* 5/2017
- *EnVision Implementation Essentials for Coaches and ISs* 7/2016
- *ASCD Annual Conference 2016 in Atlanta, including two-day preconference Building Teachers' Capacity for Success*
- *Transformational Coaching I and II*, 1/2016-5/2016
- *Observation and Feedback*, 1/2016
- *Training of Trainers*, 11/2015

Attachment F - Board Member Resumes

- *Striving Readers PK-3 School Team*, 2104-2015
- *Activboard Core Essentials Training: Engaging the 21st Century Learner*, 2/2015
- *Deepening Mathematical Understanding: District-Wide PLT*, 2014-15
- *Focus on Mathematically Proficient Students, Years 1, 2, and 3*, 10/2012-1/2015
- *Parent Teacher Home Visit Training*, 2014

References

- Ms. Tierney Cahill, Principal, Alice Maxwell Elementary School, 775-353-5180
- Mr. Tristan McElhany, Principal, Washoe Inspire Academy, 775-857-3181
- Dr. Victoria Roybal, GT Director, vroybal@washoeschools.net
- Ms. Janeen Kelly, Director, Department of English Language Development, 775-333-6090
- Dr. Eric Feeney, Retired WCSD Administrator, Zoom and Victory Schools, 775-224-4146
- Ms. Heidi Gavrilles, Principal, Bohach Elementary School, hgavrilles@washoeschools.net

TERESA BENITEZ-THOMPSON | SOCIAL WORKER

Reno, NV | (775) 247-7665
Teresa_Benitez@hotmail.com

Profile

Social welfare practice to address chronic inequities and enhance quality of life of community members. Experience working in private sector, non-profit and health care settings.

19 years working in community organizing and public policy advocacy. 10 years professional engagement as a Licensed Social Worker in child welfare and hospice. Strengths include:

- Interdisciplinary Collaboration
- Medicaid & Medicare knowledge
- Documentation to Chronical and Support Metrics
- Leveraging Resources
- Synthesizing Complex Materials & Data
- Individual & Community Need Assessments

Experience

Medical Social Worker, Gentiva Hospice

2010-Present

Collaborate with Physicians and Registered Nurses to meet patient's end of life goals. Hospice is the delivery of palliative care in the patient's home. I work to ensure the safety and well-being of patients by leveraging resources.

- Develop Plans of Care to address patient and family needs based on face-to-face assessment in the home.
- Compassionate support for the patient and family throughout the dying process.
- Leverage community, state and medical resources to ensure patients can remain safely in their homes.

Special Needs Adoption Recruiter, Washoe County Department of Social Services

2005-2010

The child welfare system ensures the safety of children inside their homes. When a court determines this cannot happen, the child has to be placed into an adoptive home. As the County's only recruiter, I actively cultivated adoptive homes.

- Public awareness and media campaign to increase the number of local adoptive homes.
- Compliance with Federal and State adoption laws, tracking metrics tied to federal funding.
- Ensure a child's best qualities show past labels and diagnosis, because they deserve to be loved.

Program Improvement Plan, Practicum, NV Division of Child and Family Services

2004

The Division's response to a failed Child and Family Service Review. Comprised of 44 metrics, with 3-4 sub-metrics, I was charged with maintaining the state's master Program Improvement Plan.

- Extensive policy development based on best practices, evidence based outcomes and federal rules.
- Structured and maintained the Division's logic model for the federally required Program Improvement Plan.
- Coordination of data from stakeholders, statewide data inputs and regional child welfare agencies.

Policy Analyst, Practicum, State of Michigan, Office of the Governor, Public Policy Division

2004

Supported Governor Granholm's legislative agenda on social welfare policy. I reported to senior staff, briefing them on social welfare trends, data and public policy.

- Analysis of health and human service legislation for Senior Staff and Governor's consideration.
- Management of high-level constituent communication regarding social welfare budgets and programs.

Community Liaison, Nevada Hispanic Services

2003

A non-profit organization serving the needs of Hispanics in Northern Nevada. A six month project focused on large corporate foundations that sought to support the Latino community. I developed their fiscal accountability plan.

- Fiscal responsibility reports developed and reviewed with major donors and corporate supporters.
- Support to Executive Director to ensure healthy, productive relationships with donors.
- Developed community presentation overview of human service programs offered by N.H.S.

Co-Founder, President, Nevada Empowered Women's Project

1996-2001

An anti-poverty, grassroots organization that mobilized local low-income thru self-advocacy. We were a small group of women who gradually found ourselves at the forefront of meaning social justice debates.

- Assumed legal and financial responsibility of building and maintaining a 501(C) 3.
- Development and cultivation of large donor program and foundation giving.
- Spokesperson, conducting press conferences, media campaigns, and organizing legislative testimony.
- Developed and conducted outreach activities with low-income communities and T.A.N.F. populations.

Company Program Manager, Junior Achievement of Northern Nevada

1997-2000

Economic education to students provided by volunteers from the business community. The Company Program allowed high school students to incorporate, manufacture a product, market and sell the product.

- Supervised 30-50 high school student participants in the year long "Company Program" curriculum.
- Managed business sector volunteers, ensuring knowledge and compliance with established curriculum.
- Reported to the Executive Director regarding program statistics and compliance.

Education and Credentials

- Licensed Social Worker, 4757-S
 - M.S.W. University of Michigan; Ann Arbor: 2004
 - B.A.S. University of Nevada, Reno: 2001
-

Accolades

- Twenty Under 40 Award, Reno Gazette-Journal, 2010
 - Nevada Women's Fund, Woman of Achievement Award 2003
 - Miss Nevada 2002; Third Runner-Up to Miss America 2003
 - Washoe County Employee of the Year, Adelante Award, 2009
 - Achievements in Economic Justice, National Center for Law and Economic Justice, 2006
 - America Counseling Association, Human Right Award 2002
-

Leadership

- Co-Assistant Minority Leader, 2015 Nevada Legislative Session
 - Chair, Legislative Committee on Seniors, Veterans and Adults with Disabilities
 - Chair, Government Affairs, 2013 Nevada Legislative Session
 - President, Social Work Student Union, University of Michigan, 2004;
-

Attachment F - Board Member Resumes

Teresa Benitez-Thompson
Biographical Summary

I was raised in Reno, along with my two younger sisters, by my mother and my grandparents. My mother brought us here to seek a better life and a fresh start after alcoholism and domestic violence brought an end to her marriage to my father. Our grandparents lived in Reno, and they helped raise us and instilled in us a strong respect for tradition and discipline. We went to church on Sunday mornings, joined the children's choir, and enrolled into Vacation Bible School every summer. My grandparents worked hard to provide a stable life for us. They came out of retirement to help pay the bills, working janitorial and childcare jobs to make ends meet. My mother worked long, hard hours in the service industry as a waitress in local casinos and restaurants. Like many families, we had both joys and struggles.

Adding to both our happiness and our strained finances, my sister Mari had an unplanned pregnancy at age 14. The family pulled together to make sure my sister was taken care of, and could continue on to graduate high school. Grandma babysat, I got an after school job, and mom picked up extra shifts. Some of the road blocks we encountered led my mother and me to join a newly formed group of low-income single mothers fighting to break the cycle of poverty. The group would evolve into Nevada Empowered Women's Project (New Project), a non-profit whose mission was to further the rights of women and children living in or near poverty. I served as president for many years, and was honored by the National Center for Law and Economic Justice in 2006 for my work with NEW Project.

Between scholarships from Miss America (I was Miss Nevada in 2002) and the Nevada Women's Fund, I was able to afford to get not only an undergraduate degree from UNR, but also Master's Degree in Social Work from the University of Michigan.

I returned to Reno after receiving my graduate degree and, determined to put my degree to work for the community, began working in child welfare as an adoption social worker. I hosted a television show featuring children in foster care who needed loving adoptive homes. I now work as a Hospice social worker. The work is challenging, but very rewarding.

Attachment F - Board Member Resumes

Alex Velto

Nevada and California Licensed Attorney

Education

William S. Boyd School of Law, University of Nevada, Las Vegas
Juris Doctor, 2018, *Magna Cum Laude*

Graduation Awards: Deans Award; National Order of Scribes Award from the American Society of Legal Writers; Pro Bono High Honors
Activities: Nevada Law Journal; Society of Advocates; Mock Trial; Academic Success Mentor; Public Interest Law Association, *President*

Experience

Hutchison & Steffen Attorneys, Reno, NV
Associate Attorney, September 2019 – current

- Practice focuses primarily labor & employment, special district law, and education law.

City of Reno

Planning Commissioner, September 2019 – current

- Mayor's appointment to the City of Reno planning commission.

McQueen High School, Reno, NV

Debate Coach, 2018 – 2020

- Coached McQueen High School's debate team to a top-10 national ranking.

Honorable James W. Hardesty of the Nevada Supreme Court, Carson City, NV

Law Clerk, August 2018 – 2019

Best, Best & Krieger, Los Angeles, CA (Offer Extended)

Summer Associate, Summer 2017

- Practiced litigation and education law.

Governor Brian Sandoval, Carson City, NV

Legislative Policy Extern, Spring 2017

Center for Latino Prosperity, Las Vegas, NV

Research Associate, Summer 2015

- Researched education policy and the English Language Learning opportunities for Nevada's Latino community.

Vegas GiveCamp, Las Vegas, NV

Organizer, 2013-2015

- Organized non-profit events and seminars

Professional Recognition and Activities

- State Bar of Nevada Volunteer of the Year, 2020
- Nevada State Bar Conference Guest Speaker, Summer 2019; Summer 2021
- Reno Tahoe Young Professionals Network, Board Member
- Young Lawyers Section, State Bar of Nevada, Board Member
- Nevada Business Magazine legal elite and best up-and-coming attorney

Attachment G - Board Member Information Sheet

| MATER ACADEMY OF NORTHERN NEVADA BOARD MEMBER ROSTER 2022-2023 | | | | | | | | | | | |
|---|---------------------------|---|---|-------------------------|-----------------|-------|------------|-------------------|----------------|---|---------------------|
| BOARD MEMBERS Name & Title on Board, and NRS Charter seat. | OCCUPATION | LARGEST BUDGET MANAGED/ OVERSEEN (\$ or N/A) | AREA OF EXPERTISE/QUALIFICATIONS | | | | | | | | |
| | | | Accounting/Financial Services | Fundraising/Development | Human Resources | Legal | Technology | PR/Communications | Administration | Working with Diverse Groups or ELL/FRL/SPED | Community/Volunteer |
| Shari Dunn, Chair * | Educator | \$350,000 | | | | | | | x | X | x |
| Luke Welmerink, Vice Chair# | Attorney | \$7 million | x | x | | x | | | | | x |
| Wendy Jauregui-Jackins, Treasurer# | Apprasier | | x | x | | | x | x | | X | x |
| Kayla Moynahan, Secretary, Parent member % | Boys and Girls Club | | x | x | | | X | | x | X | x |
| Teresa Benitez-Thompson, Parent member % | Social Worker/Legislator/ | Approx \$6.5 billion (State | x | x | | x | | | | x | x |
| Alex Velto, Professional member# | Attorney | | | | | x | | x | | | x |
| Kristen Conway, Education | Administator / | | | | X | | | | x | X | x |

*1 licensed or retired teacher; NRS 388A.320(1.)(a)

**1 member who is a school administrator or is a retired administrator,NRS 388A.320(1.)(b)(2)

%1 parent or guradian enrolled in the school who is not a teacher or administrator of the school;NRS 388A.320(1.)(c)

#2 members possess knowledge and experience in one or more of the following areas: Accounting, Financial Services, Law, Human Resources.NRS 388A.320(1.)(d)

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

BETWEEN

MATER ACADEMY OF NORTHERN NEVADA

AND

ACADEMICA NEVADA, LLC

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CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

This is an Agreement to provide services and support to a Charter School by and between Mater Academy of Northern Nevada (“MANN”) and Academica Nevada LLC (“Service Provider”)

WHEREAS, MANN has a contract (“the Charter”) with the State Public Charter School Authority (the “State”) to operate a charter school, known as the Mater Academy of Northern Nevada (the “School”);

WHEREAS, the School is governed by the Board of Directors of MANN (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, MANN shall ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and/or county ordinances which may be applicable to the operation of the School or its facilities;

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

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

WHEREAS, Service Provider’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and/or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider’s officials are familiar with the various local, state, and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for other charter school programs;

WHEREAS, Service Provider’s officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Service Provider provides services and support a network of charter schools and believes that there are benefits to having a wide variety of employment opportunities and options available to the employees of public charter schools serviced by Service Provider;

WHEREAS, it is Service Provider’s duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of MANN, and the Board of Director’s duty to make all decisions and direct Service Provider to act accordingly on the Board’s behalf.

WHEREAS, MANN and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction of the Board of Directors;

NOW THEREFORE, the parties to this Agreement agree as follows:

1. Recitals

The forgoing recitals are true, correct, and incorporated herein.

2. Engagement

MANN engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. Duties of Service Provider

Service Provider will coordinate the services required to support the School and will keep the Board updated as to all important developments with regard to the Service Provider's services. 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. Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations.

Service Provider assures the Board that all uniform, system-wide reporting, recordkeeping, 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.

Service Provider's services shall include, but not be limited to:

a. Human Resources / Payroll Coordination

Service Provider shall provide human resource services to the School. This includes, but is not limited to, assisting the School in hiring employees, coordination of hiring fairs, disciplining employees, conducting investigations, filing unemployment responses, representation of the School at unemployment hearings, tracking of educator licenses, facilitation of benefits, and assisting in the storage and review of background checks for employees and volunteers. Service Provider shall provide payroll coordination services.

b. Legal

Service Provider will assist the Board in obtaining outside legal counsel and may serve as the primary liaison between the Board and the outside counsel. Service Provider may also provide legal support services which may include assisting the School with day-to-day inquiries, preparing employment agreements for School staff, reviewing contracts, policy creation at the direction of the Board or School, assisting with student and employee discipline, and communicating and working with outside counsel. **NOTHING IN THIS AGREEMENT SHALL CONSTITUTE AN ATTORNEY-CLIENT RELATIONSHIP.**

c. Maintenance of Corporate Records and Tax-Exempt Status

Service Provider shall store and maintain the corporate records of the School. Additionally, Service Provider shall assist the school in obtaining and maintaining its federal and state tax exempt status.

d. Public Relations and Marketing

Service Provider shall assist the School in public relations and marketing efforts. Service Provider will coordinate with the School to determine public relations and marketing strategies. Service Provider may hire a third-party vendor to assist with government relations, public relations, and marketing.

e. Board of Directors Meetings

Service Provider will attend the meetings of the Board and the staff of the School. Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of NRS 388A.366 and any other applicable law(s) regarding such meetings and recordkeeping.

f. Recordkeeping

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with NAC 392.360 and NAC 388A.550 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 recordkeeping through its designated programs.

g. Bookkeeping

Service Provider will serve as liaison with the State to ensure the accuracy and timeliness of financial reporting and recordkeeping as required by the Charter and State law.

h. Staff Recommendations and Administration

Service Provider shall identify and propose for employment by or on behalf of MANN qualified principals, teachers, paraprofessionals, administrators, and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by NRS Ch. 388A. Service Provider shall coordinate with the Board or the Hiring Committee established by the Board to identify, recruit, and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be MANN employees or employees leased to MANN and will not be employees of Service Provider. Service Provider shall prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees.

i. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the Nevada School Accounting Manual and Standardized Account Code Structure at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the school's auditors, 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. MANN will provide the State with annual audited financial reports as required by the Charter. These reports will be audited by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books, and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion

into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than the deadline set by the State of Nevada each year.

j. Grant Solicitation

Service Provider will solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to, federal grants programs and various continuation grants for charter schools.

k. Financing Solicitation and Coordination

Service Provider will coordinate obtaining financing from private and public sources for loans desired by the Board.

l. Other Funding Sources

Service Provider will coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other federal, state, 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.

m. State Reporting

Service Provider will coordinate the preparation of any and all periodic reports for the School as required by the State Public Charter School Authority or Board. The reports will be submitted to the Board for approval when required, and Service Provider will coordinate the delivery and review process established by the State and Charter School legislation for any reporting requirements.

n. School Board Representation

The Board President will serve as the primary liaison to the State Public Charter School Authority and its officials on behalf of the School. Service Provider will also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives may attend required meetings and public hearings on behalf of the School.

o. Governmental Compliance

Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School, including relevant changes to State and Federal codes and regulations. Service Provider will also advise the Board as to matters relating to the School and Board's compliance with the School's State Charter. The School's State Charter is incorporated herein by reference.

p. Charter Renewal Coordination

Service Provider will assist the Board with renewal of the School's Charter on a timely basis. Service Provider will negotiate the terms of the Charter's renewal with the State on behalf of the Board and will provide the Board with notice and seek Board approval of any renewal provisions which may modify or alter the terms of the original Charter between the School and the State.

q. Facilities Identification, Expansion, Design, and Development

Service Provider shall meet and confer with the Board for the purpose of identifying the Facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and

assist the School in identifying, procuring, and planning the design of new facilities or in the expansion of existing ones. Service Provider will identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principal, that relationship will be disclosed to the Board, and the Board's vote of approval for such a selection, shall ratify that the disclosed relationship is not disqualifying. 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.

r. Systems Development

Service Provider will identify and develop a Nevada-based and State-compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

4. Term of Agreement

a. Initial Term

The term of the Agreement shall commence on July 1, 2023 and shall continue through the duration of the Charter granted by the State or other sponsor should the School's sponsor change, unless terminated earlier, as provided for herein, or else is modified by written agreement of the parties.

b. Renewal

At the conclusion of the term of this Agreement, the parties may mutually agree, but shall have no obligation, to renew the terms of this Agreement.

c. Termination

(i) 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 when any such breach recurs following cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, as defined hereafter, MANN may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to termination, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, MANN shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

(ii) Duties upon termination. In the event this Agreement is terminated with or without cause, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to MANN any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

5. Compensation

a. Base Compensation

MANN shall pay Service Provider a services and support fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that MANN receives such funds. The fee shall be payable in equal monthly installments, provided that MANN shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada. Such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. In the event that funding is decreased in future years to an amount less than the 2023-2024 state funding, either party may request review of the base compensation amount. The Service Provider will consider lowering the fee should the school experience financial distress.

b. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of MANN, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

c. 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. Such costs shall be split, pro-rata, with any and all other schools for which the travel was undertaken.

d. 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.

6. OTHER MATTERS

a. 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 or principals and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board as soon as practicable.

b. Insurance and Indemnification

Service Provider shall carry liability insurance in the amount of FIVE MILLION AND 00/100 DOLLARS (\$5,000,000.00) and shall indemnify the School for any acts or omissions arising from or claimed to be arising from the scope of services of the Service Provider as further set forth herein. School shall be named as an additional insured on such policy(ies) of insurance. 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 further agrees to defend, indemnify, hold harmless and protect MANN, the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "Claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct, or omissions of Service Provider, its employees or agents. This duty to defend shall arise immediately upon the making of a claim against MANN, the Board, the School and their successors and assigns without need for final adjudication of fault. If such claims are ultimately adjudged as *not* being connected to the acts, services, conduct, or omissions of Service Provider, its employees or agents, then the Defended party shall promptly reimburse Service Provider for those Defense Fees and costs incurred in defending said Defended party.

c. Miscellaneous

(i) Neither party shall be considered in default of this Agreement if the performance of any part or all of 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 unreasonable expense.

(ii) 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.

(iii) Neither party shall assign this Agreement without the written consent of the other party;

(iv) 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.

(v) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that provision may be stricken and all other provisions of this Agreement shall remain in full force and effect, and shall be given such interpretation in the absence of such stricken provision as to faithfully effect the goals and intent of the parties in entering into this Agreement as further set forth above.

(vi) This Agreement is not intended to create any rights of a third-party beneficiary.

(vii) This Agreement is made and entered into in the State of Nevada and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Clark County, Nevada.

(viii) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs to the extent allowed by law.

(ix) 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

Attachment H - Draft EMO Contract

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 St.
Las Vegas, NV 89119
Attention: Robert Howell

If to Board: **Mater Academy of Northern Nevada**
2680 E. 9th Street
Reno, Nevada 89512
Attention: Board Chair

(x) The designated contact person of Service Provider shall be the CEO of Academica Nevada LLC - Robert B. Howell.

The designated contact person of the School shall be the Chairperson of the Board of Directors, as elected each year at the Board's Annual Meeting.

(xi) 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.

(xii) 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.

(xiii) 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 MANN of Nevada held on the ____ day of _____, 202_. At that meeting, the undersigned Director of MANN was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

Mater Academy of Northern Nevada Board

By: _____
 Board Chair Shari Dunn

Date: _____

ACADEMICA NEVADA LLC

By: _____
 Robert Howell, CEO

Date: _____

CHARTER SCHOOL BUDGET INSTRUCTIONS

General Instructions:

Enter data in the yellow cells only.

FORM 1 COVER PAGE

- 1 Enter the number of governmental fund types. You will most likely have one (General Fund) or two (also Special Education).
- 2 Enter the total estimated expenditures for governmental funds. This amount must agree with "TOTAL ALL EXPENDITURES" on Form 4 Expenses, page 11.
- 3 If you have a proprietary fund(s), enter the number of funds and estimated expenses. It is unusual for Charter Schools to have proprietary funds. This total must agree with "TOTAL EXPENSES" on Form 6 Proprietary, page 2.

FORM 2 ENROLLMENT-ADE

Updated to reflect Pupil Centered Funding Plan revenue components

- 1 Enter the weighted Average Daily Enrollments (ADE) for both "Actual Year Ending 06/30/XX" (columns D/F & H/J) for pre-K, Kindergarten, Elementary, Secondary, and Ungraded. As well as "Students transported into Nevada from out-of-state" and "Students transported to another state".
- 2 Enter the weighted ADE for "Estimated Year Ending 06/30/XX" for the budget submission year in #1-5, 7-8.
- 3 Enter the Hold Harmless amount in #10, if applicable.
- 5 Enter the Adjusted Base Per Pupil rate as of Fyxx (found in Pupil Centered funding Plan Payment book)
- 6 Enter the total adjusted base allocation by multiplying the ADE (or hold harmless) by the adjusted base per pupil rate
- 7 Enter the Total Local Special Education Distributions in #12 (column L), if applicable
- 8 Enter the Total English Learner Allocation in #13 (column L), if applicable
- 9 Enter the Total At-Risk Student Allocation in #14 (column L), if applicable
- 10 Enter the Total Gifted and Talented Allocation in #15 (column L), if applicable
- 11 Line 16 (column N) will calculate the Total Pupil Centered Funding Plan revenue based upon numbers entered previously by adding the Adjusted Base Per Pupil Rate, Total Local Special Education Distributions, Total English Learner Allocation, At-Risk Student Allocation and Total Gifted and Talented Allocation.

FORM 3 REVENUES

- 1 Fill in the amounts of revenue for the prior fiscal year per revenue code in column (1) from your audited financial statements.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 The 3000 series - Revenue from State Sources has been updated with components of the Pupil Centered Funding Plan (PCFP).
- 6 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 7 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance.
- 8 Column (2) will have the audited **ending** balance from column (1) as the budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 9 Check that the "TOTAL ALL RESOURCES" amounts are correct.

FORM 4 EXPENDITURES

- 1 Fill in the expenditure amounts, per program, in column (1) on pages 1-6, from your audited financial statements.
- 2 Fill in the expenditure amounts, per program, in column (2) on pages 1-6, from your current year estimates.
- 3 Fill in the expenditure amounts, per program, in column (3) on pages 1-6, based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 4 Fill in the expenditure amounts, per program, in column (4) on pages 1-6, based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (1) on pages 8-11 from your audited financial statements. Do not forget to include your charter school sponsorship fees.
- 6 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (2) on pages 8-11 for your current year expenditures. Do not forget to include your charter school sponsorship fees.
- 7 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (3) on pages 8-11 based on anticipated expenditures for the school year beginning July 1. Do not forget to include your charter school sponsorship fees.
- 8 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (4) on pages 8-11 based on the approved and adopted budget for the school year beginning July 1. Do not forget to include your charter school sponsorship fees.
- 9 Fill in the contingency amount under function 6300, if appropriate. Note that it is not to exceed 3% of all expenditures. This amount has been calculated for you at the bottom of page 11.

- 10 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of page 11. If you do not agree, please check that all revenue and expense items have been included on Forms 3 and 4.
- 11 If the ending balance is less than zero, please reallocate your expenditures and/or revenues. **We expect all charter schools to be fiscally responsible.** A positive ending balance is required unless prior arrangements have been made and approved by your sponsor AND the Deputy Superintendent of Business Support and Services.

FORM 5 EXPENDITURE SUMMARY

- 1 This form calculates the information from Forms 3 and 4. Please check the numbers to verify that they are correct.

FORM 6 PROPRIETARY OR ENTERPRISE

Form 6 is only filled out if you maintain proprietary or enterprise funds. This is unusual for charter schools.

- 1 Fill in the amounts of revenue per revenue code in column (1) from your audited financial statements.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 5 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance.
- 6 Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 7 Check that the "TOTAL ALL RESOURCES" amounts are correct.
- 8 Fill in the expenditure amounts, per function, in column (1) from your audited financial statements.
- 9 Fill in the expenditure amounts, per function, in column (2) from your current year estimates.
- 10 Fill in the expenditure amounts, per function, in column (3) based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 11 Fill in the expenditure amounts, per function, in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 12 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of the page. If you do not agree, please check that all revenue and expense items have been included.

FORM 7 INDEBTEDNESS

Form 7 is only filled out if you currently have or anticipate loans.

- 1 Enter the fund which includes the indebtedness in column (1).
- 2 List each loan in column (1) under the appropriate fund.
- 3 Enter the type of loan in column (2). Choices 1-11 are listed at the upper right of the form.
- 4 Enter the term of the loan in number of **MONTHS** in column (3). Example 2 years = 24 months.
- 5 Enter the original amount of the loan (issue) in column (4).
- 6 Enter date of issue in column (5).
- 7 Enter date of final payment in column (6).
- 8 Enter the interest rate of the loan in column (7).
- 9 Enter the outstanding balance at the beginning of the current year in column (8).
- 10 Enter the amount of interest payable in column (9) for the budgeted year beginning July 1.
- 11 Enter the amount of principal payable in column (10) for the budgeted year beginning July 1.
- 12 Column 11 will calculate the total interest and principal payables for the budgeted year beginning July 1.

FORM 8 - TUITION AND TRANSPORTATION

FORM 8 is only filled out if you receive or pay tuition or transportation costs to another education entity.

- 1 Enter any tuition revenue received from NV individuals or NV school districts in column (1) under Revenue.
- 2 Enter the amount into the correct row, under column (1).
- 3 Enter any transportation revenue received from NV individuals or NV school districts in column (2) under Revenue. Enter the amount into the correct row, under column (2).
- 4 Enter any tuition revenue received from out-of-state individuals or out-of-state school districts in column (3). Enter the amount into the correct row, under column (3).
- 5 Enter any transportation revenue received from out-of-state individuals or out-of-state school districts in column (4). Enter the amount into the correct row, under column (4).
- 6 Enter tuition paid to Nevada school districts under object code 561, column (1), by program.
- 7 Enter transportation paid to Nevada school districts under object code 511, column (2), by program.
- 8 Enter tuition paid to out-of-state school districts under object code 562, column (3), by program.
- 9 Enter transportation paid to out-of-state school districts under object code 512, column (4), by program.

- 10 Totals will calculate.

FORM 9 FUND TRANSFERS

FORM 9 is filled out if you have more than one fund, and transfer funds from one fund to another.

- 1 In column (2) General Fund, list all funds with money transferred INTO the General Fund.
- 2 In column (3) General Fund, enter the amount of each transfer next to the fund listed in item #2.
- 3 In column (4) General Fund, list all funds RECEIVING General Fund transfers.
- 4 In column (5) General Fund, enter the amount of each transfer next to the fund listed in item #3.
- 5 In column (2) Special Revenue Fund, list all funds with money transferred INTO the Special Revenue Fund.
- 6 In column (3) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #2.
- 7 In column (4) Special Revenue Fund, list all funds RECEIVING Special Revenue Fund transfers.
- 8 In column (5) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #3.
- 9 The totals will calculate and should balance.

FORM 10 LOBBY EXPENSES

Form 10 is only filled out if you anticipate lobby expenses.

- 1 Item #1, enter the lobbying activity.
- 2 Item #2, enter the source of the funding.
- 3 Item #3, enter the anticipated costs for transportation.
- 4 Item #4, enter the anticipated costs for lodging and meals.
- 5 Item #5, enter the anticipated costs for salaries and wages.
- 6 Item #6, enter the anticipated costs for compensation to lobbyists.
- 7 Item #7, enter the anticipated costs for entertainment.
- 8 Item #8, enter the anticipated costs for supplies, equipment & facilities; other personnel and services spent in Carson City.
- 9 The total anticipated expenditures will calculate.
- 10 Enter the Entity involved in the lobbying effort.

Form 11 CASH FLOW

- 1 Enter basic revenue sources in the left column under "REVENUES, Type:".
- 2 Enter the anticipated cash flow, for each revenue source, per month. The totals will calculate.
- 3 Enter the total budgeted revenue per source under the column at the right "Final Approved Budget". The variance will calculate.
- 4 Enter the basic operating (object) categories in the left column
- 5 Enter the anticipated cash flow, for each expenditure category, per month. The totals will calculate.
- 6 Enter the total budgeted expenditures per category under the column at the right "Final Approved Budget". The variance will calculate.
- 7 In the bottom section, enter the opening cash balance as of July 1, in the "PROJECTED July" column, in the row "Begin Cash Balance (F/B)". The remaining balances will calculate as additional data is entered.

Steve Sisolak
Governor

Jhone Ebert
*Superintendent of
Public Instruction*



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DEPARTMENT OF EDUCATION
700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-9101

Charter School Budget - Renewal

Mater Academy of Northern Nevada

Renewal Budget

ENROLLMENT AND PUPIL CENTERED FUNDING PLAN INFORMATION
Mater Academy of Northern Nevada
Renewal Budget

| | | WEIGHTED ACTUAL ADE PRIOR YEAR ENDING 06/30/22 | | WEIGHTED ACTUAL ADE CURRENT YEAR ADE ENDING 06/30/23 | | WEIGHTED ESTIMATED ADE - YEAR ENDING 06/30/24 |
|-------|---|--|--|--|--|--|
| 1. | Pre-kindergarten (NRS 387.123) | <u> </u> x .6 = 0.0 | | <u> </u> x .6 = 0.0 | | <u> </u> x .6 = 0.0 |
| 2. | Kindergarten | <u> </u> x .6 = 0.0 | | <u> </u> x .6 = 0.0 | | <u> </u> x .6 = 0.0 |
| | Kindergarten | <u>52</u> x 1 = 51.7 | | <u>49</u> x 1 = 49.2 | | <u>50</u> x 1 = 50.0 |
| 3. | Elementary | <u>256</u> | | <u>258</u> | | <u>262</u> |
| 4. | Secondary | <u>177</u> | | <u>183</u> | | <u>186</u> |
| 5. | Ungraded | <u> </u> | | <u> </u> | | <u> </u> |
| 6. | Subtotal | <u>484.0</u> | | <u>490.8</u> | | <u>498.0</u> |
| 7. | Students transported into Nevada from out-of-state | <u> </u> | | <u> </u> | | <u> </u> |
| 8. | Students transported to another state | <u> </u> | | <u> </u> | | <u> </u> |
| 9. | Total WEIGHTED enrollment | <u>484.0</u> | | <u>490.8</u> | | <u>498.0</u> |
| 10. | Hold Harmless | <u> </u> | | <u> </u> | | <u> </u> |
| <hr/> | | | | | | |
| 11. | Adjusted Base Per Pupil Rate as of FY21-23 (found in Pupil Centered Funding Plan Payment Book) | | | <u>\$7,074</u> | | |
| | | | | Total Adjusted Base Allocation (ADE * per pupil rate) | | <u>\$6,862</u> |
| 12. | Total Local Special Education Distributions | | | <u>\$140,924</u> | | |
| 13. | Total English Learner Allocation (if applicable) | | | <u>\$251,790</u> | | |
| 14. | Total At-Risk Student Allocation (if applicable) | | | <u>\$62,178</u> | | |
| 15. | Total Gifted and Talented Allocation (if applicable) | | | <u>\$0</u> | | |
| 16. | TOTAL PUPIL CENTERED FUNDING PLAN (Number 11 + 12 + 13 + 14 + 15) | | | | | <u>\$461,754</u> |

Fiscal Year 2023-2024 Charter School Mater Academy of Northern Nevada

Form 2 Enrollment - ADE

2/15/2022

| Form 3 | | (1) | (2) | (3) | (4) | (4) |
|----------------------------------|--|---|---|-----------------------------|-------------------|------------------------------|
| Mater Academy of Northern Nevada | | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR ENDING 06/30/24 | | AMENDED FINAL APPROVED |
| Renewal Budget | | | | TENTATIVE APPROVED | FINAL APPROVED | |
| REVENUE | | | | | | |
| 1000 | LOCAL SOURCES | | | | | |
| 1100 | Taxes | | | | | |
| 1110 | Ad Valorem Taxes | | | | | |
| 1111 | Net Proceed of Mines | | | | | |
| 1120 | Sales & Use/School Support Taxes | | | | | |
| 1140 | Penalties & Interest on Tax | | | | | |
| 1150 | Residential Construction Tax | | | | | |
| 1190 | Other | | | | | |
| | Revenue from Local Govmt Units other than School | | | | | |
| 1200 | Districts | | | | | |
| 1300 | Tuition | | | | | |
| 1400 | Transportation Fees | | | | | |
| 1500 | Investment Income | | | | | |
| 1600 | Food Services | | | | | |
| 1610 | Daily Sales - Reimbursable Program | | | | | |
| 1620 | Daily Sales - Non-Reimbursable Progrm | | | | | |
| 1630 | Special Functions | | | | | |
| 1650 | Daily Sales - Summer Food Program | | | | | |
| 1700 | District Activities | | | | | |
| 1800 | Community Service Activities | | | | | |
| 1900 | Other Revenues | | | | | |
| 1910 | Rent | | | | | |
| 1920 | Donations | | | | | |
| 1930 | Gains/Loss on Sales of Capital Assets | | | | | |
| 1940 | Textbook Sales & Rentals | | | | | |
| 1950 | Misc Revenues from Other Districts | | | | | |
| 1951 | Pass Through dollars from sponsored district | | | | | |
| 1960 | Misc Revenues from Other Local Govt | | | | | |
| 1970 | Operating Revenues | | | | | |
| 1980 | Refund of Prior Year's Expenditures | | | | | |
| 1990 | Miscellaneous - local sources | | | | | |
| TOTAL LOCAL SOURCES | | 0 | 0 | 0 | 0 | 0 |
| 3000 | REVENUE FROM STATE SOURCES | | | | | |
| 3100 | Unrestricted Grants-in-Aid | | | | | |
| 3110 | PCFP - Adjusted Base Funding | | 3,416,683 | 3,461,100 | | |
| 3113 | PCFP - Auxillary Services - Transportation | | | | | |
| 3114 | PCFP - Auxillary Services - Food Service | | | | | |
| 3115 | Local Special Education Funding under PCFP | | 140,924 | 140,924 | | |
| 3200 | State Govt Restricted Funding | | | | | |
| 3210 | Special Transportation | | | | | |
| 3220 | Adult High School Diploma Program Fnd | | | | | |
| 3230 | Class Size Reduction | | | | | |
| 3250 | PCFP - (restricted use) | | | | | |
| 3254 | PCFP - Englist Learner (restricted use) | | 251,790 | 251,790 | | |
| 3255 | PCFP - At-Risk (restricted use) | | 62,178 | 62,178 | | |
| 3256 | PCFP - Gifted and Talented (restricted use) | | 0 | 0 | | |
| 3270 | State Special Ed Funding | | 195,605 | 195,605 | | |
| 3800 | Revenue in Lieu of Taxes | | | | | |
| 3900 | Revenue for/on Behalf of School Dist | | | | | |
| TOTAL STATE SOURCES | | 0 | 4,067,180 | 4,111,597 | 0 | 0 |

Mater Academy of Northern Nevada

Budget Fiscal Year 2023-2024

| REVENUE | (1) | (2) | (3) | (4) | (4) |
|--|---|---|--------------------------------------|--------------------------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR TENTATIVE APPROVED | ENDING 06/30/24 FINAL APPROVED | AMENDED FINAL APPROVED |
| 4000 FEDERAL SOURCES | | | | | |
| 4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt | | | | | |
| 4103 E-Rate Funds | | | | | |
| Unrestricted Grants-in-Aid from Fed Govt pass thru the State | | | | | |
| 4200 | | | | | |
| 4300 Restricted Grants-in-Aid Direct - Fed | | | | | |
| Restricted Grants-in-Aid Fed Govnt pass-thru the State | | 597,305 | 597,305 | | |
| 4500 | | | | | |
| Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies | | | | | |
| 4700 | | | | | |
| 4800 Revenue in Lieu of Taxes | | | | | |
| 4900 Revenue for/on Behalf of School District | | | | | |
| TOTAL FEDERAL SOURCES | 0 | 597,305 | 597,305 | 0 | 0 |
| OTHER RESOURCES AND FUND BALANCE | (1) | (2) | (3) | (4) | (4) |
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR TENTATIVE APPROVED | ENDING 06/30/24 FINAL APPROVED | AMENDED FINAL APPROVED |
| 5000 OTHER FINANCING SOURCES | | | | | |
| 5100 Issuance of Bonds | | | | | |
| 5110 Bond Principal | | | | | |
| 5120 Premium of Discount on the Issuance of Bonds | | | | | |
| 5200 Fund Transfers In | | | | | |
| 5300 Gain/Loss on Disposal of Assets | | | | | |
| 5400 Loan Proceeds | | | | | |
| 5500 Capital Lease Proceeds | | | | | |
| 5600 Other Long-Term Debt Proceeds | | | | | |
| 6000 Other Items | | | | | |
| 6100 Capital Contributions | | | | | |
| 6200 Amortization of Premium on Issuance of Bonds | | | | | |
| 6300 Special Items | | | | | |
| 6400 Extraordinary Items | | | | | |
| TOTAL OTHER SOURCES | 0 | 0 | 0 | 0 | 0 |
| 8000 OPENING FUND BALANCE | | | | | |
| Reserved Opening Balance | | | | | |
| Unreserved Opening Balance | | | | | |
| TOTAL OPENING FUND BALANCE | 0 | 0 | 0 | 0 | 0 |
| Prior Period Adjustments | | | | | |
| Residual Equity Transfers | | | | | |
| TOTAL ALL RESOURCES | 0 | 4,664,485 | 4,708,902 | 0 | 0 |

Budget Fiscal Year 2023-2024

| Mater Academy of Northern Nevada Form 4 Renewal Budget PROGRAM FUNCTION OBJECT | (1) | (2) | (3) (4) BUDGET YEAR ENDING 06/30/24 | | (5) |
|---|---|---|--|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | INITIATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 100 REGULAR PROGRAMS | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | 1,187,909 | 1,211,935 | | |
| 200 Benefits | | 531,304 | 545,186 | | |
| 300/400/500 Purchased Services | | 55,450 | 57,135 | | |
| 600 Supplies | | 156,162 | 114,662 | | |
| 700 Property | | | | | |
| 800 Other | | 0 | 0 | | |
| 2100-2600, 2900 Other Support Services | | | | | |
| 100 Salaries | | 120,960 | 123,120 | | |
| 200 Benefits | | 56,268 | 57,559 | | |
| 300/400/500 Purchased Services | | 0 | 0 | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 100 TOTAL REGULAR PROGRAMS | 0 | 2,108,052 | 2,109,596 | 0 | 0 |
| 140 Summer School for Reg Programs | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100-2600, 2900 Other Support Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 140 TOTAL Summer School - Reg Prog | 0 | 0 | 0 | 0 | 0 |

| Mater Academy of Northern Nevada | (1) | (2) | (3) | (4) | (5) |
|---|---|---|--|-------------------|------------------------------|
| PROGRAM FUNCTION OBJECT | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR ENDING 06/30/24 TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 200 SPECIAL PROGRAMS | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | 163,615 | 167,115 | | |
| 200 Benefits | | 76,110 | 78,126 | | |
| 300/400/500 Purchased Services | | 93,126 | 94,620 | | |
| 600 Supplies | | 9,159 | 9,159 | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100-2600, 2900 Other Support Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | 0 | | | | |
| 200 SPECIAL PROGRAMS | 0 | 342,010 | 349,020 | 0 | 0 |
| 240 Summer School for Special Programs | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100-2600, 2900 Other Support Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | 0 | | | | |
| 240 TOTAL Summer School - Spec Prog | 0 | 0 | 0 | 0 | 0 |

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) (4) | | (5) |
|--|---|---|--|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR ENDING 06/30/24 TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 300 Vocational & Technical Programs | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100-2600, 2900 Other Support Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 300 Total Vocational & Technical Prog | 0 | 0 | 0 | 0 | 0 |

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) | | (5) |
|---|---|---|-----------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR ENDING 06/30/24 | | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | FINAL APPROVED | |
| 340 Summer School for Voc & Tech | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100-2600, 2900 Other Support Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 340 Total Summer School for Voc & Tech | 0 | 0 | 0 | 0 | 0 |
| 420 English for Speakers of Other Lang | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100-2600, 2900 Other Support Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 420 Total Speakers of Other Lang | 0 | 0 | 0 | 0 | 0 |

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) | | (5) |
|--|---|---|-----------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR ENDING 06/30/24 | | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | FINAL APPROVED | |
| 430 At Risk Education Programs | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100-2600, 2900 Other Support Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 430 Total At Risk Education Programs | 0 | 0 | 0 | 0 | 0 |
| 440 Summer School for Other Inst Prog | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100-2600, 2900 Other Support Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 440 Total Summer School for Other Inst Prog | 0 | 0 | 0 | 0 | 0 |

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) BUDGET YEAR ENDING 06/30/24 | | (5) |
|---|---|---|---------------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 450 Gifted and Talented Programs | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100-2600, 2900 Other Support Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 440 Total Gifted and Talented Programs | 0 | 0 | 0 | 0 | 0 |
| 490 Other Instructional Programs | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100-2600, 2900 Other Support Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 490 Total Other Instructional Programs | 0 | 0 | 0 | 0 | 0 |

Form 4 Expenditures

2/15/2022

| | | | | | |
|---|---|---|---|---|---|
| 800 Community Services Programs | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100-2600, 2900 Other Support Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 800 Total Community Services Programs | 0 | 0 | 0 | 0 | 0 |
| 900 Co-curricular & Extra-Curricular | | | | | |
| 1000 Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100-2600, 2900 Other Support Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 900 Co-curricular & Extra-Curricular | 0 | 0 | 0 | 0 | 0 |

Form 4 Expenditures

2/15/2022

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) | | (5) |
|--|---|---|-----------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR ENDING 06/30/24 | | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | FINAL APPROVED | |
| 000 UNDISTRIBUTED EXPENDITURES | | | | | |
| 2100 Support Services-Students | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2100 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2200 Support Services-Instruction | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2200 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2300 Support Services-Gen Admin | | | | | |
| 100 Salaries | | 111,040 | 113,215 | | |
| 200 Benefits | | 51,654 | 52,928 | | |
| 300/400/500 Purchased Services | | 0 | 0 | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2300 SUBTOTAL | 0 | 162,694 | 166,143 | 0 | 0 |
| 2400 Support Serv-School Admin | | | | | |
| 100 Salaries | | 236,422 | 241,151 | | |
| 200 Benefits | | 109,979 | 112,738 | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | 10,707 | 10,707 | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2400 SUBTOTAL | 0 | 357,108 | 364,596 | 0 | 0 |
| 2500 Central Services | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | 326,540 | 329,120 | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | 35,224 | 35,681 | | |
| 2500 SUBTOTAL | 0 | 361,764 | 364,801 | 0 | 0 |

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) | (4) | (5) |
|---|---|---|--|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR ENDING 06/30/24 TENTATIVE APPROVED | FINAL APPROVED | AMENDED FINAL APPROVED |
| 2600 Operating/Maintenance Plant Service | | | | | |
| 100 Salaries | | 0 | 0 | | |
| 200 Benefits | | 0 | 0 | | |
| 300/400/500 Purchased Services | | 645,893 | 667,262 | | |
| 600 Supplies | | 15,936 | 15,936 | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2600 SUBTOTAL | 0 | 661,829 | 683,198 | 0 | 0 |
| 2700 Student Transportation | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2700 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2900 Other Support (All Objects) | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 2900 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 2000s TOTAL SUPPORT SERVICES | 0 | 1,543,394 | 1,578,738 | 0 | 0 |
| 3100 Food Service | | | | | |
| 100 Salaries | | 21,056 | 21,432 | | |
| 200 Benefits | | 9,795 | 10,019 | | |
| 300/400/500 Purchased Services | | 574,696 | 574,696 | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 3100 TOTAL FOOD SERVICES | 0 | 605,547 | 606,147 | 0 | 0 |

Form 4 Expenditures

2/15/2022

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) | | (5) |
|--|---|---|-----------------------------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR ENDING 06/30/24 | | AMENDED FINAL APPROVED |
| | | | TENTATIVE APPROVED | FINAL APPROVED | |
| 4100 Land Acquisition | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4100 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4200 Land Improvement | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4200 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4300 Architecture/Engineering | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4300 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4400 Educational Specifications Dev | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4400 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4500 Building Improvement | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4500 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |
| 4600 Site Improvement | | | | | |
| 100 Salaries | | | | | |
| 200 Benefits | | | | | |
| 300/400/500 Purchased Services | | | | | |
| 600 Supplies | | | | | |
| 700 Property | | | | | |
| 800 Other | | | | | |
| 4600 SUBTOTAL | 0 | 0 | 0 | 0 | 0 |

| PROGRAM FUNCTION OBJECT | (1) | (2) | (3) | | (4) | (5) |
|--|---|---|-----------------------------|----------|-------------------|------------------------------|
| | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | BUDGET YEAR ENDING 06/30/24 | | FINAL APPROVED | AMENDED FINAL APPROVED |
| 4700 Building Improvement | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | | | | | |
| 4700 SUBTOTAL | 0 | 0 | 0 | 0 | 0 | 0 |
| 4900 Other (All Objects) | | | | | | |
| 100 Salaries | | | | | | |
| 200 Benefits | | | | | | |
| 300/400/500 Purchased Services | | | | | | |
| 600 Supplies | | | | | | |
| 700 Property | | | | | | |
| 800 Other | | 47,954 | 48,526 | | | |
| 4900 SUBTOTAL | 0 | 47,954 | 48,526 | 0 | 0 | 0 |
| 4000s TOTAL FACILITIES ACQUISITION & CONSTR | 0 | 47,954 | 48,526 | 0 | 0 | 0 |
| 5000 Debt Service | | 0 | 0 | | | |
| 000 TOTAL UNDISTRIBUTED EXPENDITURES | 0 | 2,196,895 | 2,233,412 | 0 | 0 | 0 |
| TOTAL ALL EXPENDITURES | 0 | 4,646,958 | 4,692,029 | 0 | 0 | 0 |
| 6300 Contingency (not to exceed 3% of Total Expenditures) | XXXXXXXXXXXX | | | | | |
| 8000 ENDING FUND BALANCE | | | | | | |
| Reserved Ending Balance | | | | | | |
| Unreserved Ending Balance | | | | | | |
| TOTAL ENDING FUND BALANCE | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL APPLICATIONS | 0 | 4,646,958 | 4,692,029 | 0 | 0 | 0 |

| | | | | | | |
|----------------|--|----------|---------|---------|---|---|
| CHECKS: | Contingency cannot exceed: | XXXXXXXX | 139,409 | 140,761 | 0 | 0 |
| | Calculated Total Ending Fund Balance: | 0 | 17,528 | 16,874 | 0 | 0 |

Mater Academy of Northern Nevada

Budget Fiscal Year 2023-2024

| Renewal Budget: 2023-2024 | | Obj 100 | Obj 200 | Obj 300-900 | |
|-------------------------------------|---------------------------------------|---------------------------------|-----------------------------|--|---------------------------------------|
| | (1) PROGRAM OR FUNCTION | (2) SALARIES AND WAGES | (3) EMPLOYEE BENEFITS | (4) SERVICES SUPPLIES AND OTHER | (5) SUB-TOTAL REQUIRE- MENTS |
| PROGRAM EXPENDITURES | | | | | |
| 100 | Regular | 1,335,055 | 602,744 | 171,797 | 2,109,596 |
| 200 | Special | 167,115 | 78,126 | 103,779 | 349,020 |
| 300 | Vocational | 0 | 0 | 0 | 0 |
| 400 | Other PK-12 | 0 | 0 | 0 | 0 |
| 500 | Nonpublic School | | | | 0 |
| 600 | Adult Education | | | | 0 |
| 800 | Community Services | 0 | 0 | 0 | 0 |
| 900 | Co-Curricular/Extra Curricular | 0 | 0 | 0 | 0 |
| PROGRAM TOTALS | | 1,502,170 | 680,870 | 275,576 | 2,458,617 |
| | | | | | |
| 000 | Undistributed Expenditures | | | | |
| 2000 | Support Services | 354,366 | 165,666 | 1,058,706 | 1,578,738 |
| 3100 | Food Service | 21,432 | 10,019 | 574,696 | 606,147 |
| 4000 | Facility Acquisition and Construction | | | 48,526 | 48,526 |
| 5000 | Debt Service | | | 0 | 0 |
| 6300 | Contingency | | | | 0 |
| 8000 | Ending Balance | | | | 0 |
| UNDISTRIBUTED TOTALS | | 375,798 | 175,685 | 1,681,928 | 2,233,412 |
| TOTAL ALL FUNDS TENTATIVE | | 1,877,968 | 856,556 | 1,957,504 | 4,692,029 |
| | | | | | |
| FINAL BUDGET 2023-2024 | | Obj 100 | Obj 200 | Obj 300-900 | |
| | (1) PROGRAM OR FUNCTION | (2) SALARIES AND WAGES | (3) EMPLOYEE BENEFITS | (4) SERVICES SUPPLIES AND OTHER | (5) SUB-TOTAL REQUIRE- MENTS |
| PROGRAM EXPENDITURES | | | | | |
| 100 | Regular | 0 | 0 | 0 | 0 |
| 200 | Special | 0 | 0 | 0 | 0 |
| 300 | Vocational | 0 | 0 | 0 | 0 |
| 400 | Other PK-12 | 0 | 0 | 0 | 0 |
| 500 | Nonpublic School | 0 | 0 | 0 | 0 |
| 600 | Adult Education | 0 | 0 | 0 | 0 |
| 800 | Community Services | 0 | 0 | 0 | 0 |
| 900 | Co-Curricular/Extra Curricular | 0 | 0 | 0 | 0 |
| PROGRAM TOTALS | | 0 | 0 | 0 | 0 |
| | | | | | |
| 000 | Undistributed Expenditures | | | | |
| 2000 | Support Services | 0 | 0 | 0 | 0 |
| 3100 | Food Service | 0 | 0 | 0 | 0 |
| 4000 | Facility Acquisition and Construction | | | 0 | 0 |
| 5000 | Debt Service | | | 0 | 0 |
| 6300 | Contingency | | | | 0 |
| 8000 | Ending Balance | | | | 0 |
| UNDISTRIBUTED TOTALS | | 0 | 0 | 0 | 0 |
| TOTAL ALL FUNDS FINAL BUDGET | | 0 | 0 | 0 | 0 |

| FINAL AMENDED BUDGET - Estimate | | Obj 100 | Obj 200 | Obj 300-900 | |
|--|--|---------------------------------|-----------------------------|--|---------------------------------------|
| | (1) PROGRAM OR FUNCTION | (2) SALARIES AND WAGES | (3) EMPLOYEE BENEFITS | (4) SERVICES SUPPLIES AND OTHER | (5) SUB-TOTAL REQUIRE- MENTS |
| PROGRAM EXPENDITURES | | | | | |
| 100 | Regular | 0 | 0 | 0 | 0 |
| 200 | Special | 0 | 0 | 0 | 0 |
| 300 | Vocational | 0 | 0 | 0 | 0 |
| 400 | Other PK-12 | 0 | 0 | 0 | 0 |
| 500 | Nonpublic School | 0 | 0 | 0 | 0 |
| 600 | Adult Education | 0 | 0 | 0 | 0 |
| 800 | Community Services | 0 | 0 | 0 | 0 |
| 900 | Co-Curricular/Extra Curricular | 0 | 0 | 0 | 0 |
| PROGRAM TOTALS | | 0 | 0 | 0 | 0 |
| | | | | | |
| 000 | Undistributed Expenditures | | | | |
| 2000 | Support Services | 0 | 0 | 0 | 0 |
| 3100 | Food Service | 0 | 0 | 0 | 0 |
| 4000 | Facility Acquisition and Construction | | | 0 | 0 |
| 5000 | Debt Service | | | 0 | 0 |
| 6300 | Contingency | | | | 0 |
| 8000 | Ending Balance | | | | 0 |
| UNDISTRIBUTED TOTALS | | 0 | 0 | 0 | 0 |
| TOTAL FINAL AMENDED BUDGET | | 0 | 0 | 0 | 0 |

Mater Academy of Northern Nevada

Budget Fiscal Year 2023-2024

| Form 6 Proprietary/Enterprise | (1) | (2) | (3) (4) BUDGET YEAR ENDING 06/30/24 | |
|--|---|---|--|-------------------|
| FUNCTION / OBJECT | ACTUAL PRIOR YEAR ENDING 06/30/22 | ESTIMATED CURRENT YEAR ENDING 06/30/23 | TENTATIVE APPROVED | FINAL APPROVED |
| EXPENSES | | | | |
| 1000 Instruction | | | | |
| 100 Salaries | | | | |
| 200 Benefits | | | | |
| 300/400/500 Purchased Services | | | | |
| 600 Supplies | | | | |
| 700 Property | | | | |
| 800 Other | | | | |
| SUBTOTAL INSTRUCTION EXPENSES: | 0 | 0 | 0 | 0 |
| 2000 Support Services | | | | |
| 100 Salaries | | | | |
| 200 Benefits | | | | |
| 300/400/500 Purchased Services | | | | |
| 600 Supplies | | | | |
| 700 Property | | | | |
| 800 Other | | | | |
| SUBTOTAL SUPPORT EXPENSES: | 0 | 0 | 0 | 0 |
| 3100 Food Service | | | | |
| 100 Salaries | | | | |
| 200 Benefits | | | | |
| 300/400/500 Purchased Services | | | | |
| 600 Supplies | | | | |
| 700 Property | | | | |
| 800 Other | | | | |
| SUBTOTAL FOOD SERVICE EXPENSES: | 0 | 0 | 0 | 0 |
| 4000 Facilities Acquisition & Construction | | | | |
| 100 Salaries | | | | |
| 200 Benefits | | | | |
| 300/400/500 Purchased Services | | | | |
| 600 Supplies | | | | |
| 700 Property | | | | |
| 800 Other | | | | |
| SUBTOTAL FOOD SERVICE EXPENSES: | 0 | 0 | 0 | 0 |
| 5000 Debt Service | | | | |
| 6000 Miscellaneous | | | | |
| SUBTOTAL OTHER SERVICES | 0 | 0 | 0 | 0 |
| TOTAL EXPENSES | 0 | 0 | 0 | 0 |
| 8000 ENDING FUND BALANCE | | | | |
| Reserved Ending Balance | | | | |
| Unreserved Ending Balance | | | | |
| TOTAL ENDING FUND BALANCE | 0 | 0 | 0 | 0 |
| TOTAL APPLICATIONS | 0 | 0 | 0 | 0 |

Mater Academy of Northern Nevada
Renewal Budget
 ALL EXISTING OR PROPOSED

- | | |
|------------------------------------|--|
| * - Type - use codes 1-11 | 6 - Medium-Term Financing - Lease Purchase |
| 1 - General Obligation Bonds | 7 - Capital Leases |
| 2 - G. O. Revenue Supported Bonds | 8 - Special Assessment Bonds |
| 3 - G. O. Special Assessment Bonds | 9 - Mortgages |
| 4 - Revenue Bonds | 10 - Other (Specify Type) |
| 5 - Medium-Term Financing | 11 - Proposed (Specify Type) |

| (1) NAME OF LOAN List and Subtotal By Fund | (2) Type * | (3) Number of Months of TERM | (4) ORIGINAL AMOUNT OF ISSUE | (5) ISSUE DATE | (6) FINAL PAYMENT DATE | (7) INTEREST RATE | (8) BEGINNING OUTSTANDING BALANCE 7/1/2022 | (9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/24 | | (11) (9) + (10) 6/30/2024 TOTAL |
|--|------------------|---|---------------------------------------|----------------------|---------------------------------|-------------------------|--|---|----------------------|--|
| | | | | | | | | INTEREST PAYABLE | PRINCIPAL PAYABLE | |
| FUND: | | | | | | | | | | |
| 19-20 Lease - #04 | 7 | 48 | \$133,286 | 04/03/20 | 03/03/24 | 3.95% | \$27,058 | \$459 | \$26,599 | \$27,058 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| | | | | | | | | | | \$0 |
| TOTAL ALL DEBT SERVICE | | | \$133,286 | | | | \$27,058 | \$459 | \$26,599 | \$27,058 |

Mater Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Mater Academy of Northern Nevada
Renewal Budget

| REPORT FOR ALL FUNDS 2023-2024 | | FROM DISTRICTS WITHIN NEVADA | | FROM DISTRICTS OUTSIDE NEVADA | |
|--------------------------------|------------------|---|---|---|---|
| | | (1) TUITION | (2) TRANSPORTATION | (3) TUITION | (4) TRANSPORTATION |
| REVENUES | Revenue CODES | 1310 NV Individual 1321 NV School Dist | 1410 NV Individual 1421 NV School Dist | 1310 Out-of-state Ind 1331 Out-of-state SD | 1410 Out-of-state Ind 1431 Out-of-state SD |
| Nevada Individuals | 1310/1410 | | | | |
| Nevada School Districts | 1321/1421 | | | | |
| Out-of-state Individuals | 1310/1410 | | | | |
| Out-of-State School Districts | 1331/1431 | | | | |
| | | \$0 | \$0 | \$0 | \$0 |

| | | TO DISTRICTS WITHIN NEVADA | | TO DISTRICTS OUTSIDE NEVADA | |
|----------------------------|-----------------|----------------------------|-----|-----------------------------|-----|
| EXPENDITURES | Object Codes | 561 | 511 | 562 | 512 |
| 100 - Regular Programs | | | | | |
| | | | | | |
| 200 - Special Programs | | | | | |
| | | | | | |
| 300 - Vocational Programs | | | | | |
| | | | | | |
| 400 - Other PK-12 Programs | | | | | |
| | | | | | |
| 500 - Nonpublic Programs | | | | | |
| | | | | | |
| 600 - Adult Programs | | | | | |
| TOTALS | | \$0 | \$0 | \$0 | \$0 |

Mater Academy of Northern Nevada

Budget Fiscal Year 2023-2024

Mater Academy of Northern Nevada
Renewal Budget

| FUND TRANSFERS 2023-2024 (1) FUND TYPE | TRANSFERS IN | | TRANSFERS OUT | |
|--|-------------------|---------------|-------------------|---------------|
| | (2) FROM FUND | (3) AMOUNT | (4) TO FUND | (5) AMOUNT |
| GENERAL FUND | | | | |
| | | | Special Education | 449382 |
| | | | NSLP | 606542 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| SUBTOTAL | 0 | 0 | 0 | 1055924 |
| SPECIAL REVENUE FUNDS | | | | |
| | Special Education | 264034 | | |
| | NSLP | 528876 | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| SUBTOTAL | 0 | 792910 | 0 | 0 |
| TOTAL TRANSFERS | 0 | 792910 | 0 | 1055924 |

Mater Academy of Northern Nevada

Budget Fiscal Year 2023-2024

LOBBY EXPENSES 2023-2024

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity:

2. Funding Source:

3. Transportation \$

4. Lodging and meals \$

5. Salaries and Wages \$

6. Compensation to lobbyists \$

7. Entertainment \$

8. Supplies, equipment & facilities; other personnel and
services spent in Carson City \$

Total \$ -

Entity:

Lobbying Expense Estimate,

Mater Academy of Northern Nevada

Budget Fiscal Year 2023-2024

School Name: Mater Academy of Northern Nevada

Budget: Renewal Budget

Select whether this budget is Tentative, Final or Amended from the drop down box in cell B2.

Projected Cash Flow

Projected Cash Flow

| 2023-2024 | PROJECTED July | PROJECTED August | PROJECTED September | PROJECTED October | PROJECTED November | PROJECTED December | PROJECTED January | PROJECTED February | PROJECTED March | PROJECTED April | PROJECTED May | PROJECTED June | TOTAL PROJECTED BUDGET | TOTAL REVENUES FROM FORM 3 | VARIANCE |
|--------------------------------------|-------------------|---------------------|------------------------|----------------------|-----------------------|-----------------------|----------------------|-----------------------|--------------------|--------------------|------------------|-------------------|------------------------------|----------------------------------|------------------|
| REVENUES | | | | | | | | | | | | | | | |
| Basic Support / PCFP | 314,589 | 314,589 | 314,589 | 314,589 | 314,589 | 314,589 | 314,589 | 314,589 | 314,589 | 314,589 | 314,589 | 314,589 | 3,775,068 | | |
| Charter Sponsorship Fee | (4,044) | (4,044) | (4,044) | (4,044) | (4,044) | (4,044) | (4,044) | (4,044) | (4,044) | (4,044) | (4,044) | (4,044) | (48,526) | | |
| State Special Ed | 16,300 | 16,300 | 16,300 | 16,300 | 16,300 | 16,300 | 16,300 | 16,300 | 16,300 | 16,300 | 16,300 | 16,300 | 195,605 | | |
| IDEA - Early Childhood (Part C) | | | | | | | | | | | | | | | |
| IDEA - Special Education (Part B) | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 5,702 | 68,429 | | |
| Title I | | | | | | | | | | | | | | | |
| Title II | | | | | | | | | | | | | | | |
| Title III | | | | | | | | | | | | | | | |
| Title IVA | | | | | | | | | | | | | | | |
| Pre K | | | | | | | | | | | | | | | |
| E-Rate Funds | | | | | | | | | | | | | | | |
| Gifted and Talented | | | | | | | | | | | | | | | |
| SPCSA Charter Loan | | | | | | | | | | | | | | | |
| National School Lunch Program (NSL) | 44,073 | 44,073 | 44,073 | 44,073 | 44,073 | 44,073 | 44,073 | 44,073 | 44,073 | 44,073 | 44,073 | 44,073 | 528,876 | | |
| Charter School Program (CSP) Grant | | | | | | | | | | | | | | | |
| Donation | | | | | | | | | | | | | | | |
| Local SPED | 11,744 | 11,744 | 11,744 | 11,744 | 11,744 | 11,744 | 11,744 | 11,744 | 11,744 | 11,744 | 11,744 | 11,744 | 140,924 | | |
| | | | | | | | | | | | | | | | |
| Total Revenues | 388,365 | 388,365 | 388,365 | 388,365 | 388,365 | 388,365 | 388,365 | 388,365 | 388,365 | 388,365 | 388,365 | 388,365 | 4,660,376 | | 4,660,376 |
| Total Revenues Y-T-D | 388,365 | 776,729 | 1,165,094 | 1,553,459 | 1,941,823 | 2,330,188 | 2,718,553 | 3,106,917 | 3,495,282 | 3,883,647 | 4,272,011 | 4,660,376 | | | |
| Percent of Revenues Y-T-D | 8.33 % | 16.67 % | 25.00 % | 33.33 % | 41.67 % | 50.00 % | 58.33 % | 66.67 % | 75.00 % | 83.33 % | 91.67 % | 100.00 % | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| EXPENDITURES | | | | | | | | | | | | | | | |
| Salaries | 156,497 | 156,497 | 156,497 | 156,497 | 156,497 | 156,497 | 156,497 | 156,497 | 156,497 | 156,497 | 156,497 | 156,497 | 1,877,968 | | |
| Benefits | 71,380 | 71,380 | 71,380 | 71,380 | 71,380 | 71,380 | 71,380 | 71,380 | 71,380 | 71,380 | 71,380 | 71,380 | 856,556 | | |
| Purchased Services | 143,569 | 143,569 | 143,569 | 143,569 | 143,569 | 143,569 | 143,569 | 143,569 | 143,569 | 143,569 | 143,569 | 143,569 | 1,722,833 | | |
| Supplies | 12,539 | 12,539 | 12,539 | 12,539 | 12,539 | 12,539 | 12,539 | 12,539 | 12,539 | 12,539 | 12,539 | 12,539 | 150,464 | | |
| Other | 2,973 | 2,973 | 2,973 | 2,973 | 2,973 | 2,973 | 2,973 | 2,973 | 2,973 | 2,973 | 2,973 | 2,973 | 35,681 | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| Total Expenditures | 386,959 | 386,959 | 386,959 | 386,959 | 386,959 | 386,959 | 386,959 | 386,959 | 386,959 | 386,959 | 386,959 | 386,959 | 4,643,502 | | 4,643,502 |
| Total Expenditures Y-T-D | 386,959 | 773,917 | 1,160,876 | 1,547,834 | 1,934,793 | 2,321,751 | 2,708,710 | 3,095,668 | 3,482,627 | 3,869,585 | 4,256,544 | 4,643,502 | | | |
| Percent of Expenditures Y-T-D | 8.33 % | 16.67 % | 25.00 % | 33.33 % | 41.67 % | 50.00 % | 58.33 % | 66.67 % | 75.00 % | 83.33 % | 91.67 % | 100.00 % | | | |
| | | | | | | | | | | | | | | | |
| Net Change | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 16,874 | | 16,874 |
| Net Change Y-T-D | 1,406 | 2,812 | 4,218 | 5,625 | 7,031 | 8,437 | 9,843 | 11,249 | 12,655 | 14,061 | 15,468 | 16,874 | | | |
| Percent of Net Change Y-T-D | 8.33 % | 16.67 % | 25.00 % | 33.33 % | 41.67 % | 50.00 % | 58.33 % | 66.67 % | 75.00 % | 83.33 % | 91.67 % | 100.00 % | | | |

Projected Cash Balance

Projected Cash Balance

| | PROJECTED July | PROJECTED August | PROJECTED September | PROJECTED October | PROJECTED November | PROJECTED December | PROJECTED January | PROJECTED February | PROJECTED March | PROJECTED April | PROJECTED May | PROJECTED June | TOTAL PROJECTED BUDGET |
|--------------------------|-------------------|---------------------|------------------------|----------------------|-----------------------|-----------------------|----------------------|-----------------------|--------------------|--------------------|------------------|-------------------|------------------------------|
| Net Change in Cash (F/B) | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 1,406 | 16,874 |
| Begin Cash Balance(F/B) | | 1,406 | 2,812 | 4,218 | 5,625 | 7,031 | 8,437 | 9,843 | 11,249 | 12,655 | 14,061 | 15,468 | |
| End Cash Balance (F/B) | 1,406 | 2,812 | 4,218 | 5,625 | 7,031 | 8,437 | 9,843 | 11,249 | 12,655 | 14,061 | 15,468 | 16,874 | 16,874 |

MATER ACADEMY NORTHERN NEVADA

SBAC 2022

Academic Achievement, Growth, & Claim Data



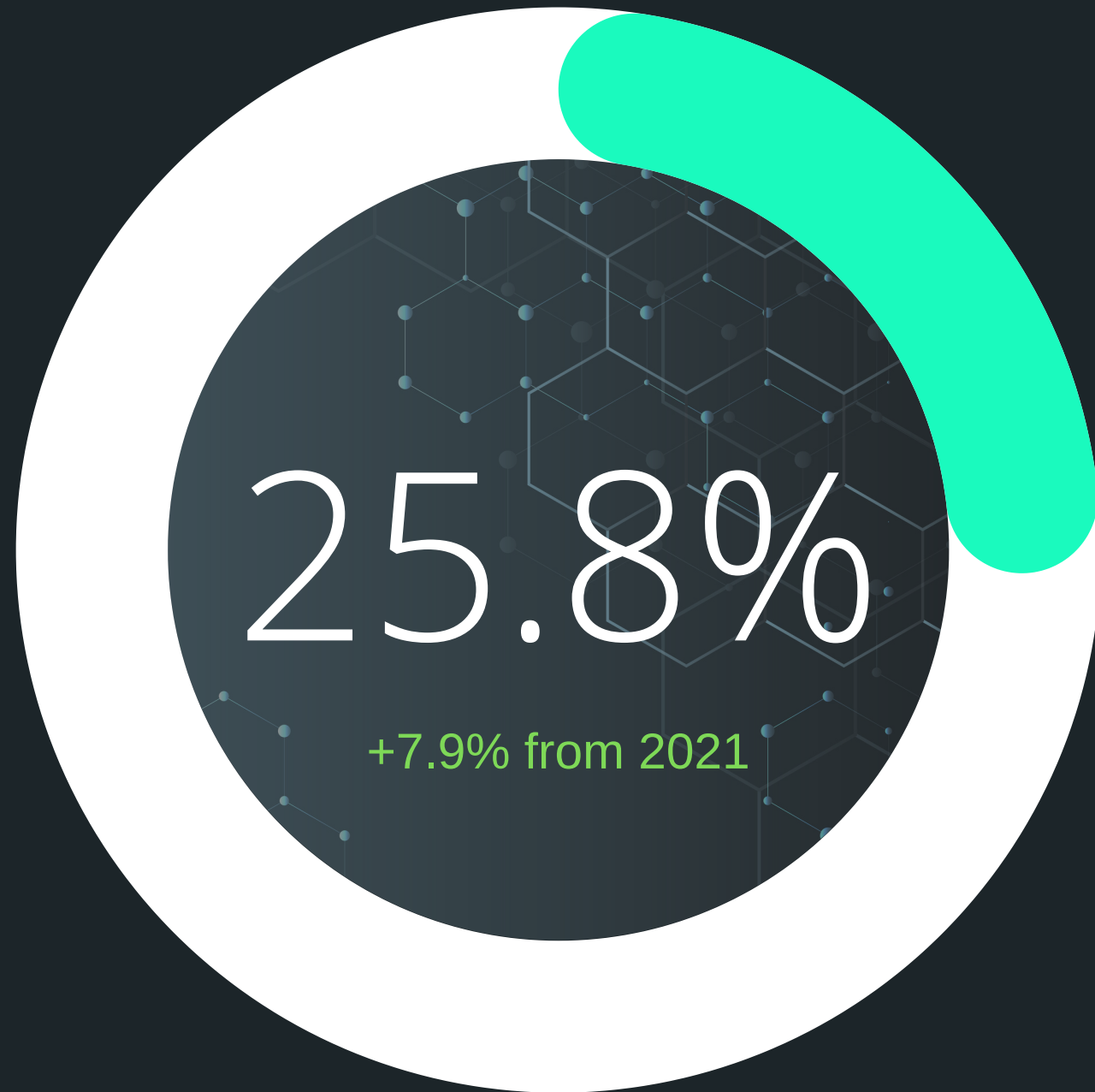
RAISING THE BAR

RTB DATA & CONSULTING, LLC

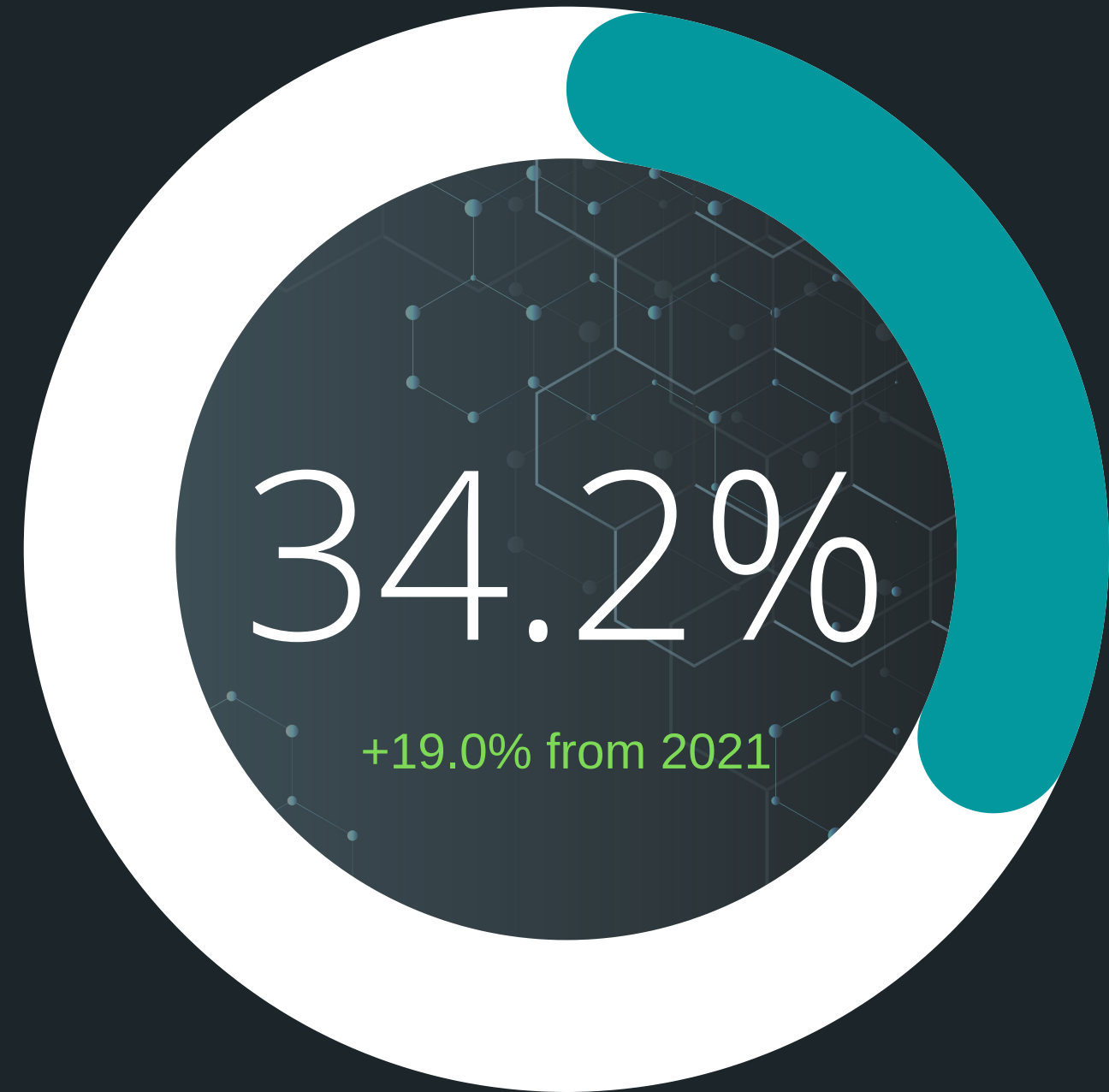
MATER ACADEMY NORTHERN NEVADA ELEMENTARY SCHOOL



ELA



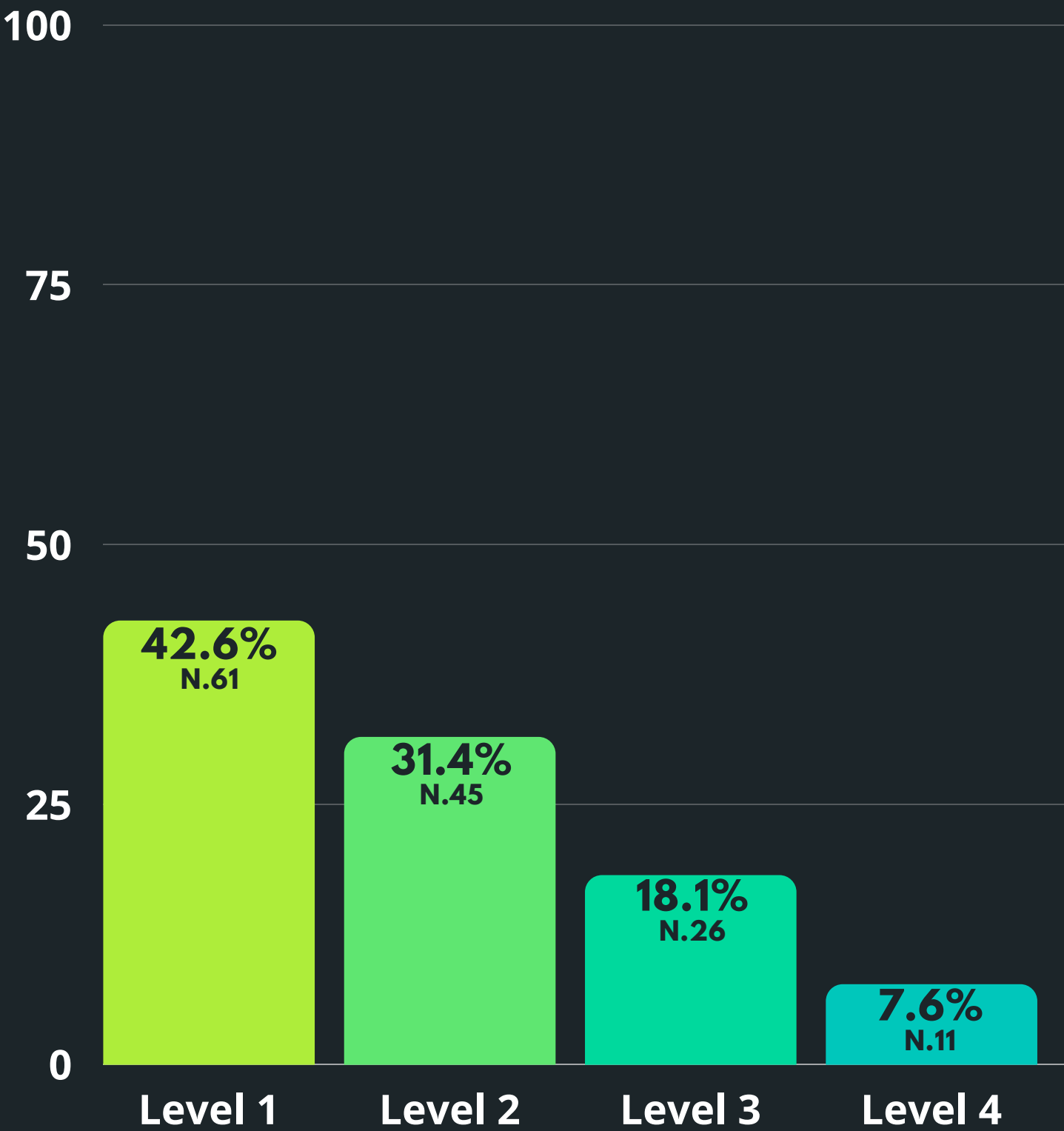
MATH



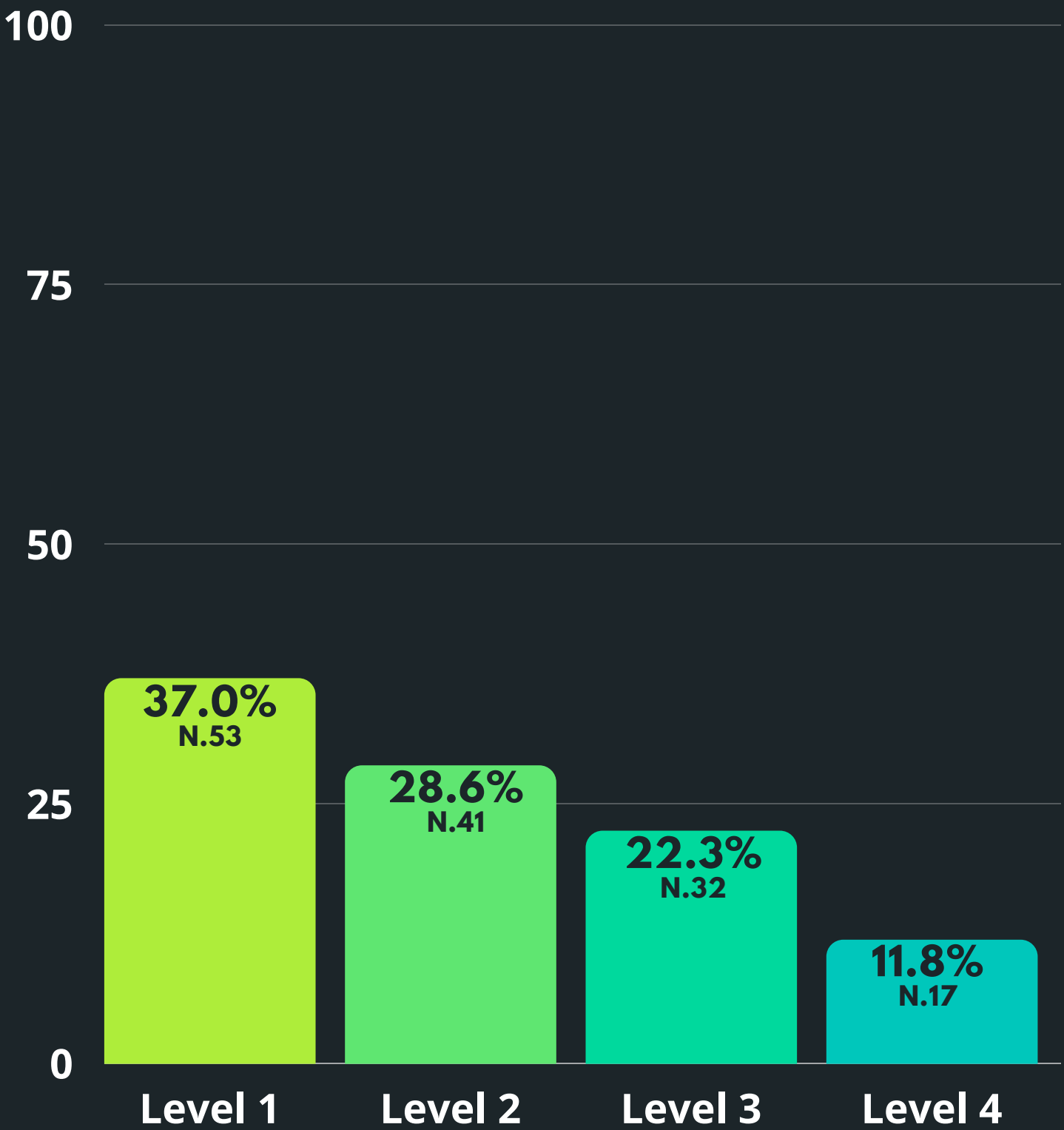
POOLED PROFICIENCY (INCLUDING SCIENCE & NAA) = 25.4%

MATER ACADEMY NORTHERN NEVADA ELEMENTARY SBAC 2022 OVERALL ACADEMIC ACHIEVEMENT LEVELS

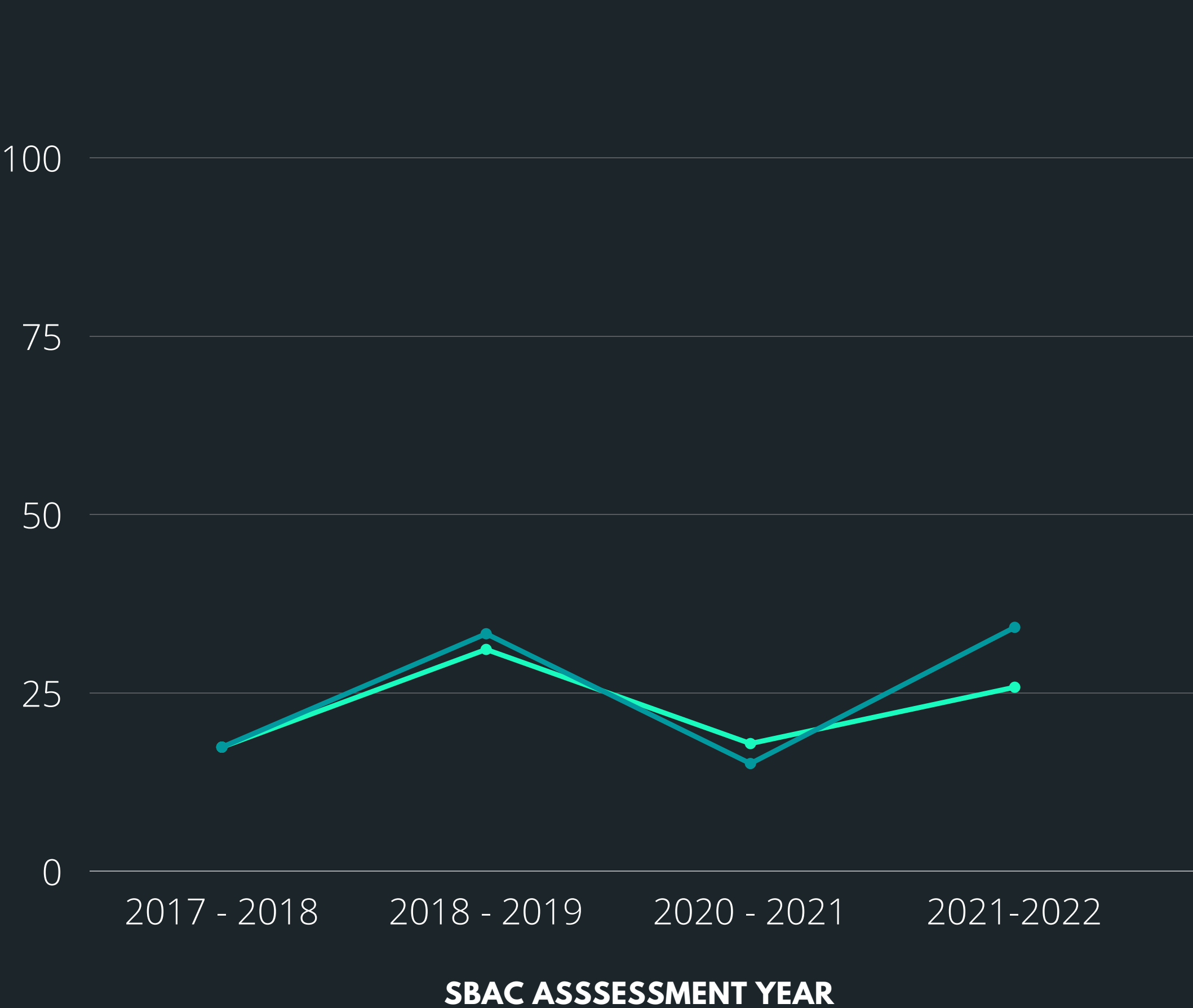
E L A



M A T H



MATER ACADEMY NORTHERN NEVADA ELEMENTARY SBAC 2022 OVERALL ACADEMIC ACHIEVEMENT TRENDS



PROGRESSION OF ACADEMIC ACHIEVEMENT

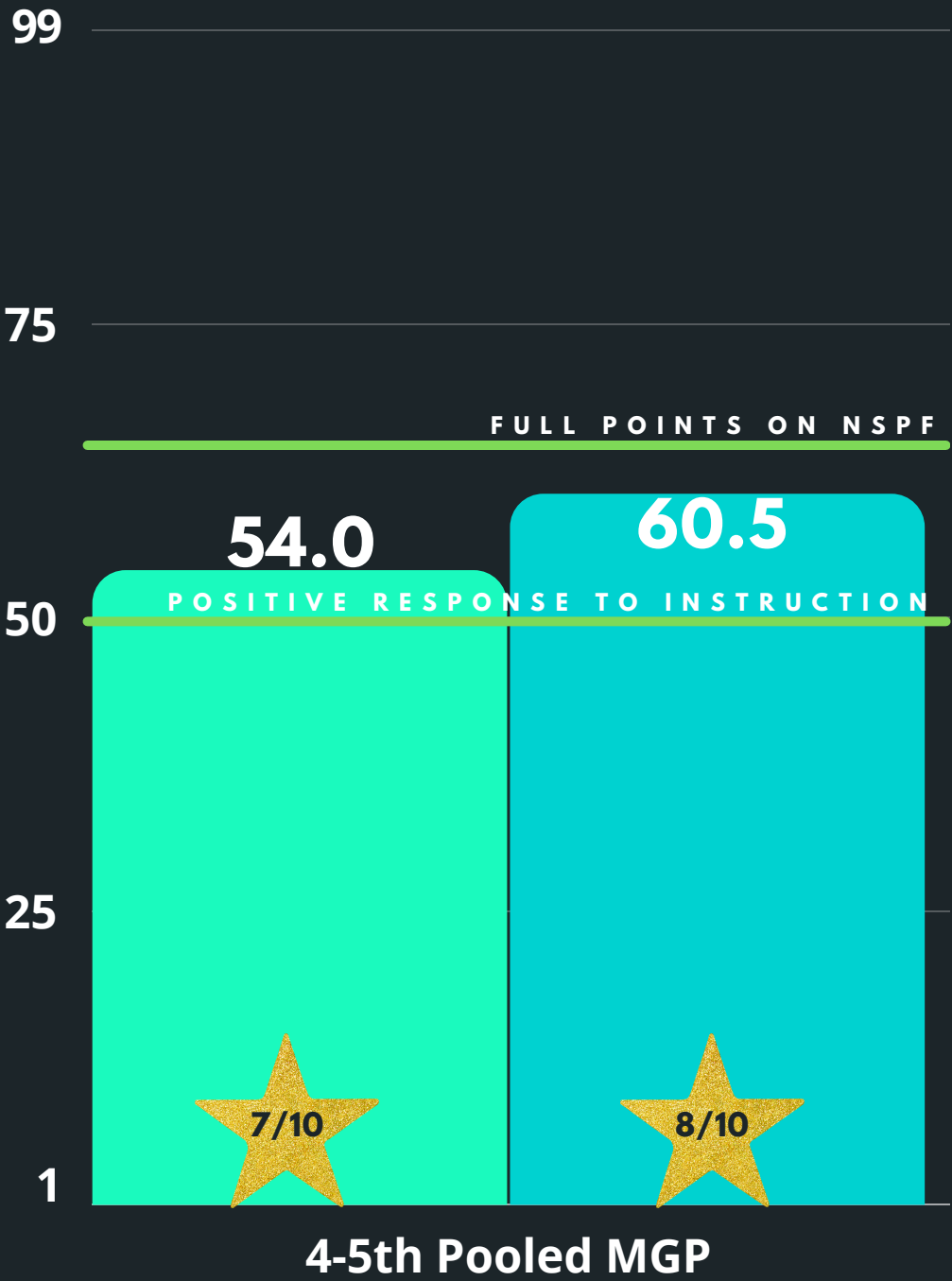
ELA

| | |
|-------------|-------|
| 2017 - 2018 | 17.4% |
| 2018 - 2019 | 31.1% |
| 2020 - 2021 | 17.9% |
| 2021 - 2022 | 25.8% |

MATH

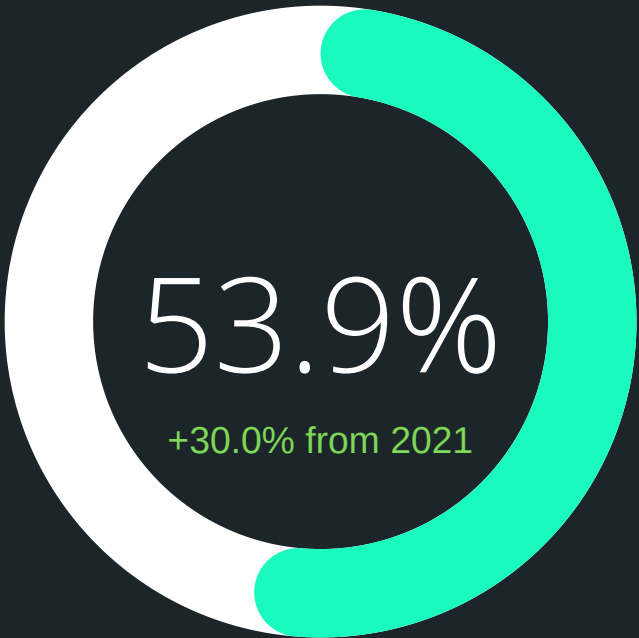
| | |
|-------------|-------|
| 2017 - 2018 | 17.4% |
| 2018 - 2019 | 33.3% |
| 2020 - 2021 | 15.1% |
| 2021 - 2022 | 34.2% |

MGP

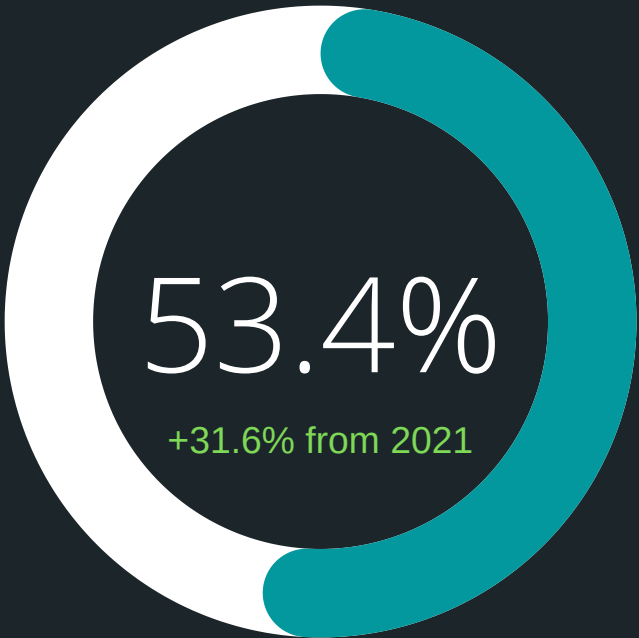


AGP

ELA



MATH



ELA



MATH



MATER ACADEMY NORTHERN NEVADA ELEMENTARY SBAC 2022 OVERALL GROWTH TRENDS

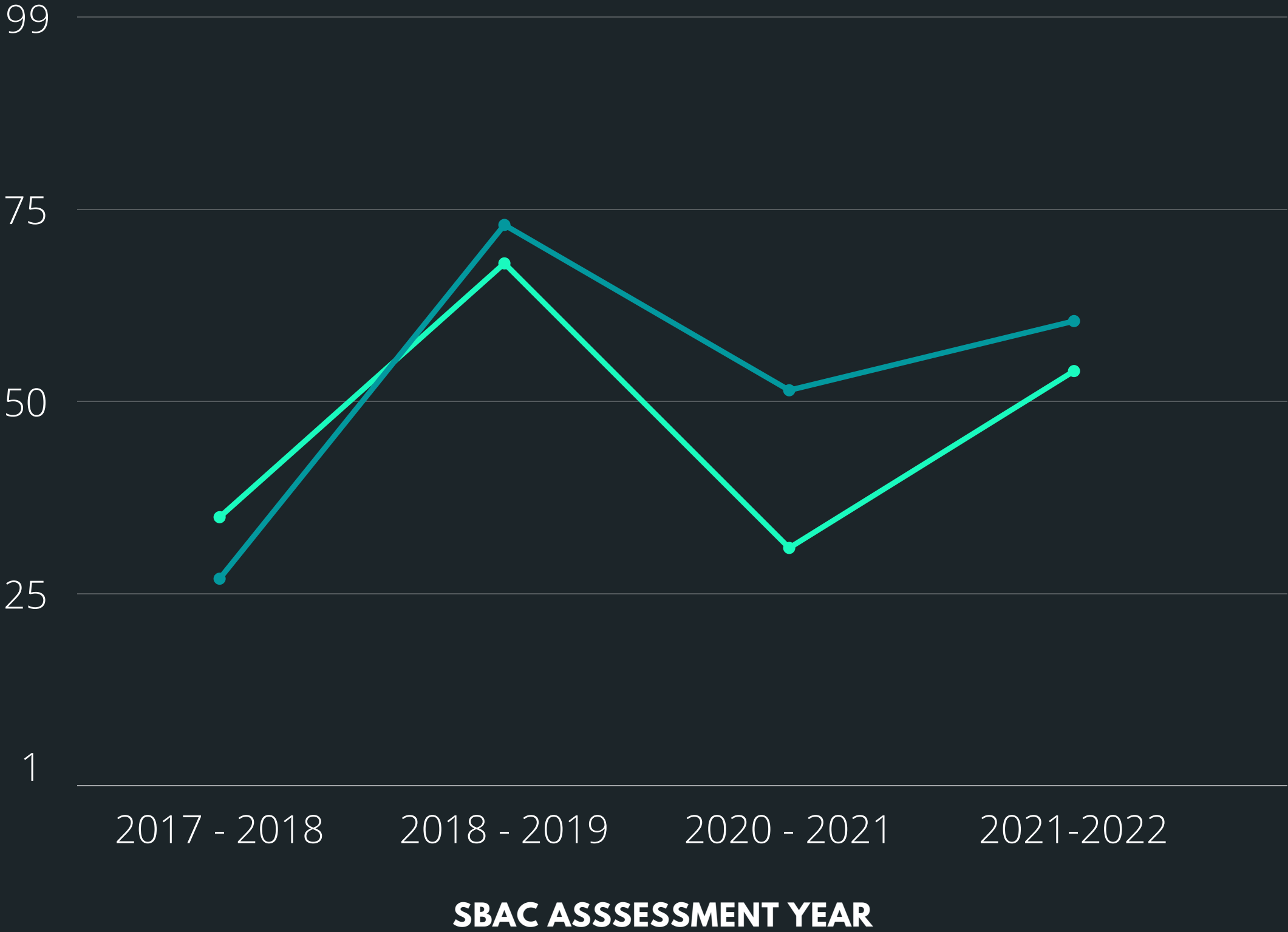
PROGRESSION OF GROWTH

ELA

| | |
|-------------|------|
| 2017 - 2018 | 35.0 |
| 2018 - 2019 | 68.0 |
| 2020 - 2021 | 31.0 |
| 2021 - 2022 | 54.0 |

MATH

| | |
|-------------|------|
| 2017 - 2018 | 27.0 |
| 2018 - 2019 | 73.0 |
| 2020 - 2021 | 51.5 |
| 2021 - 2022 | 60.5 |



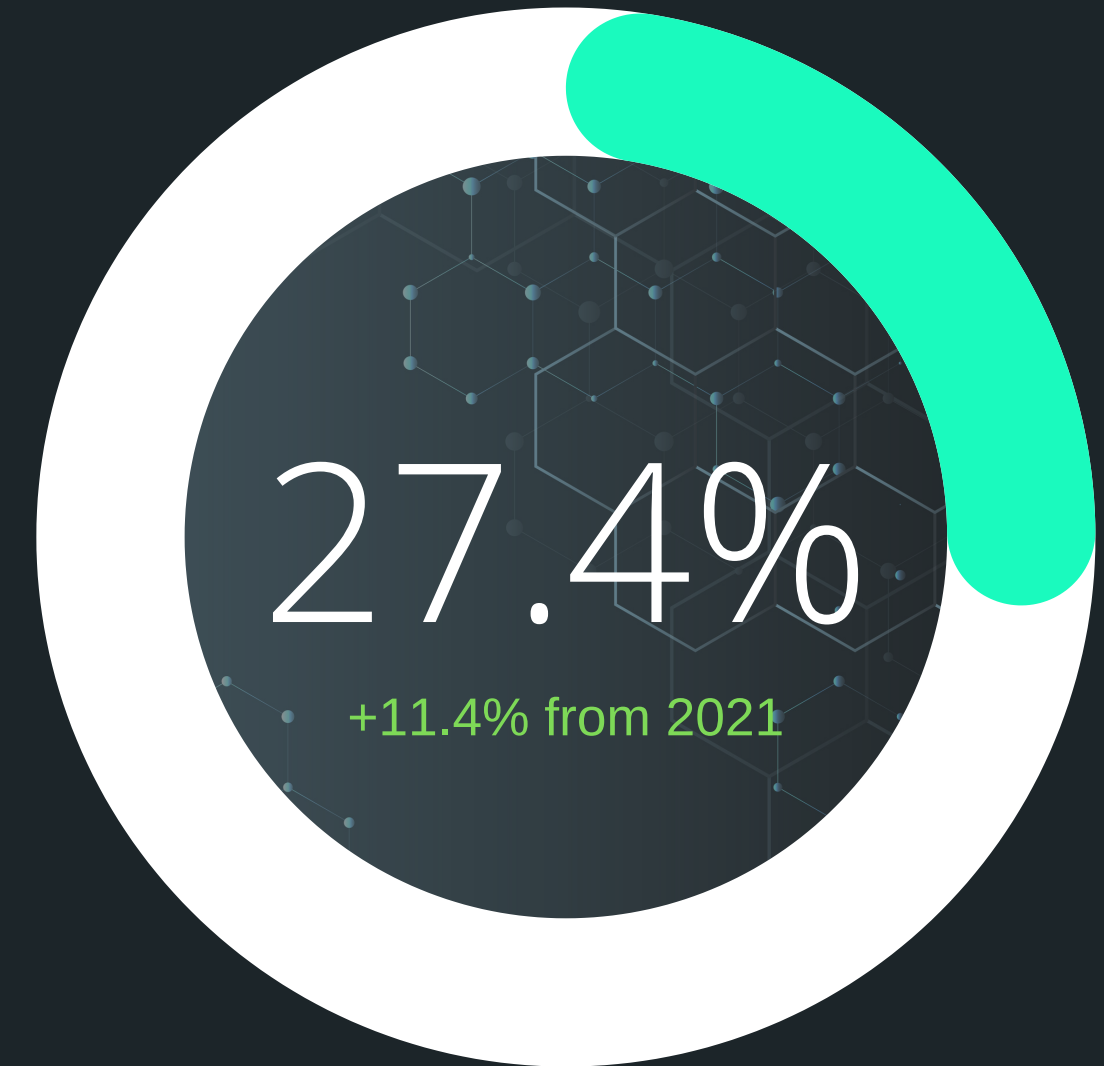
3 R D



4 T H



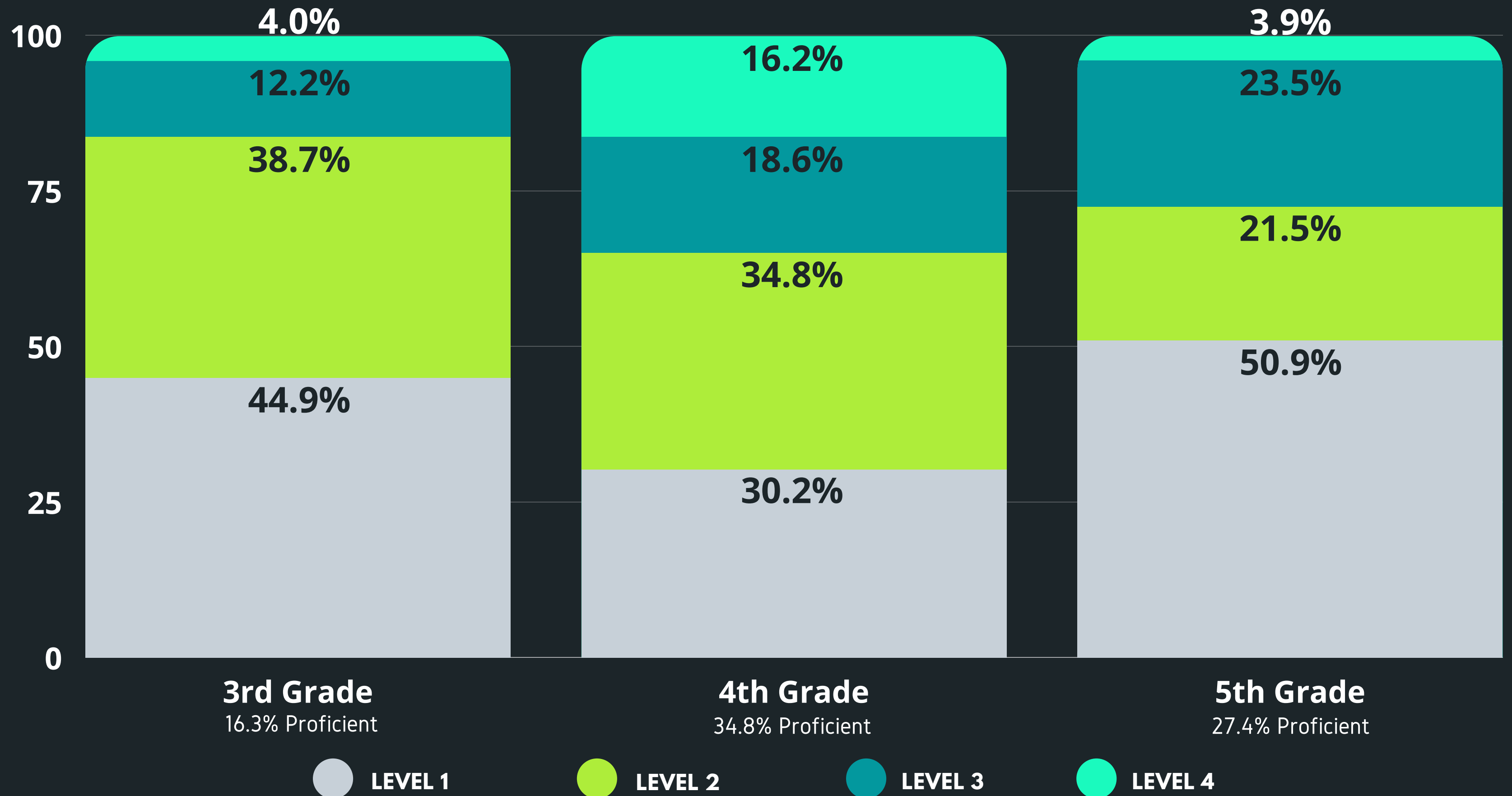
5 T H



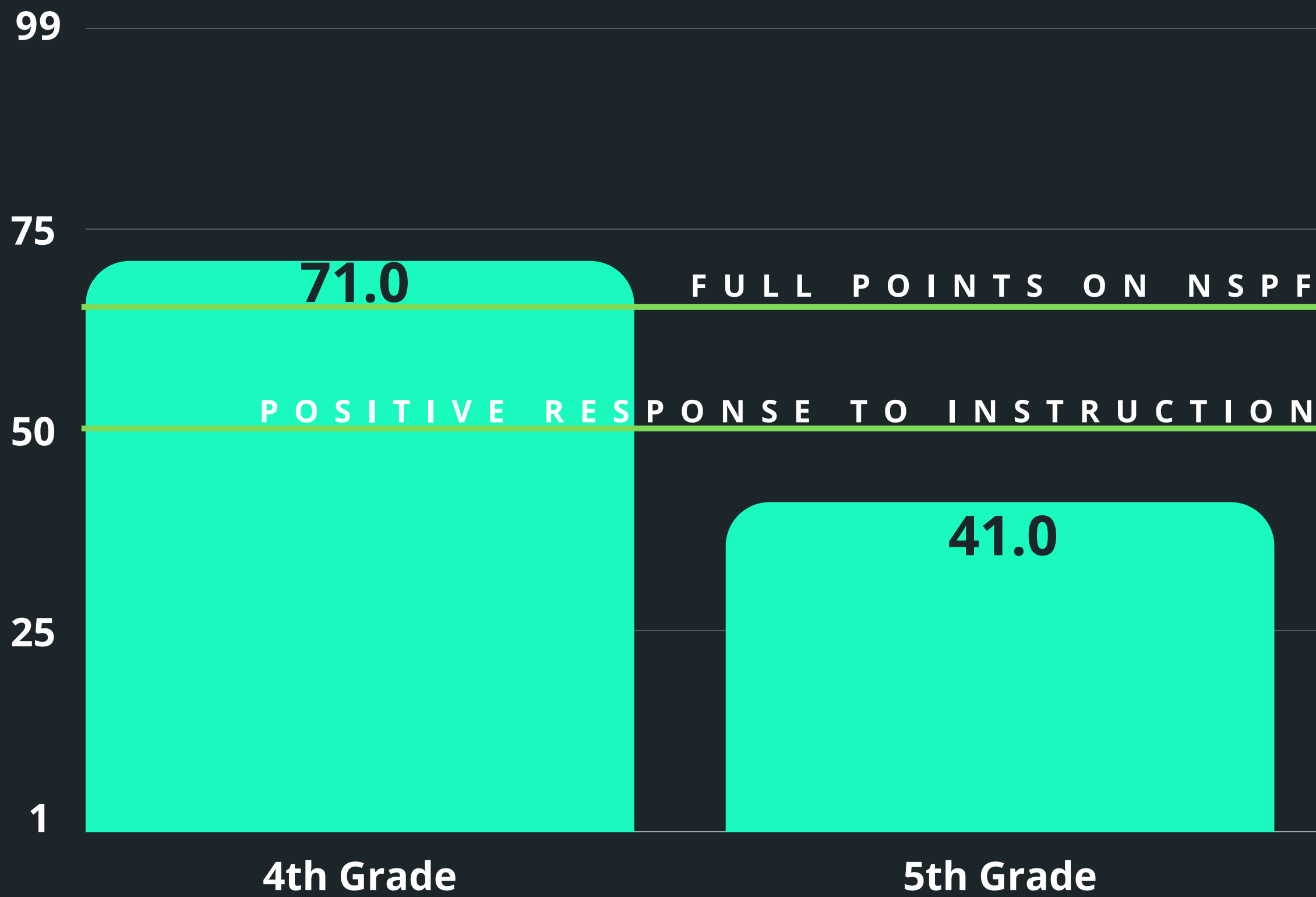
READ BY GRADE 3



MATER ACADEMY NORTHERN NEVADA ELEMENTARY SBAC 2022 ELA ACADEMIC ACHIEVEMENT LEVELS BY GRADE

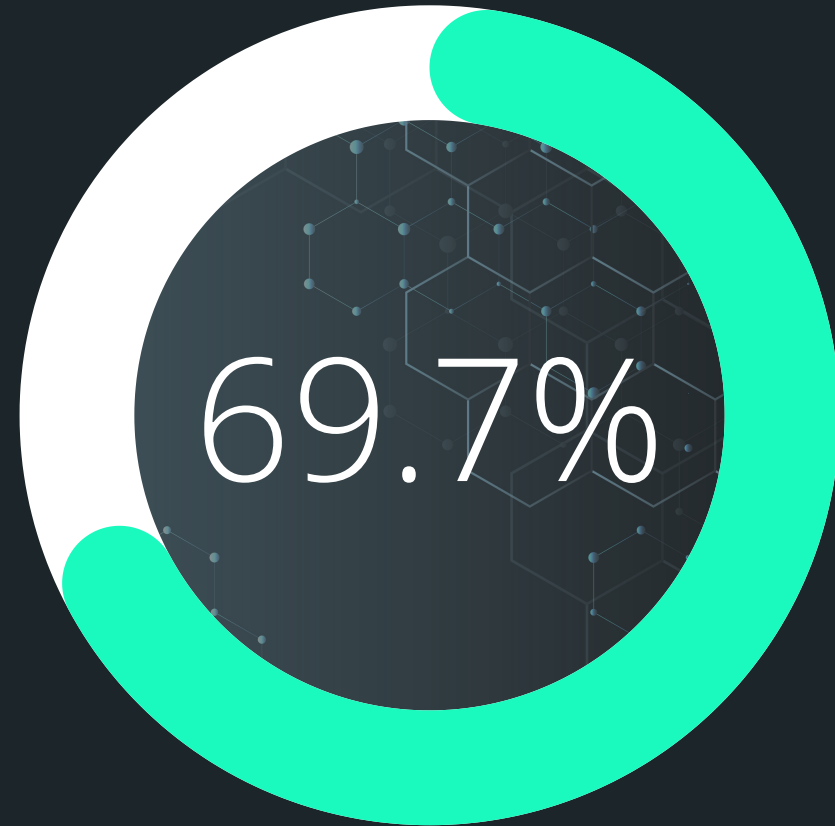


MATER ACADEMY NORTHERN NEVADA ELEMENTARY SBAC 2022 ELA MGP BY GRADE



A G P

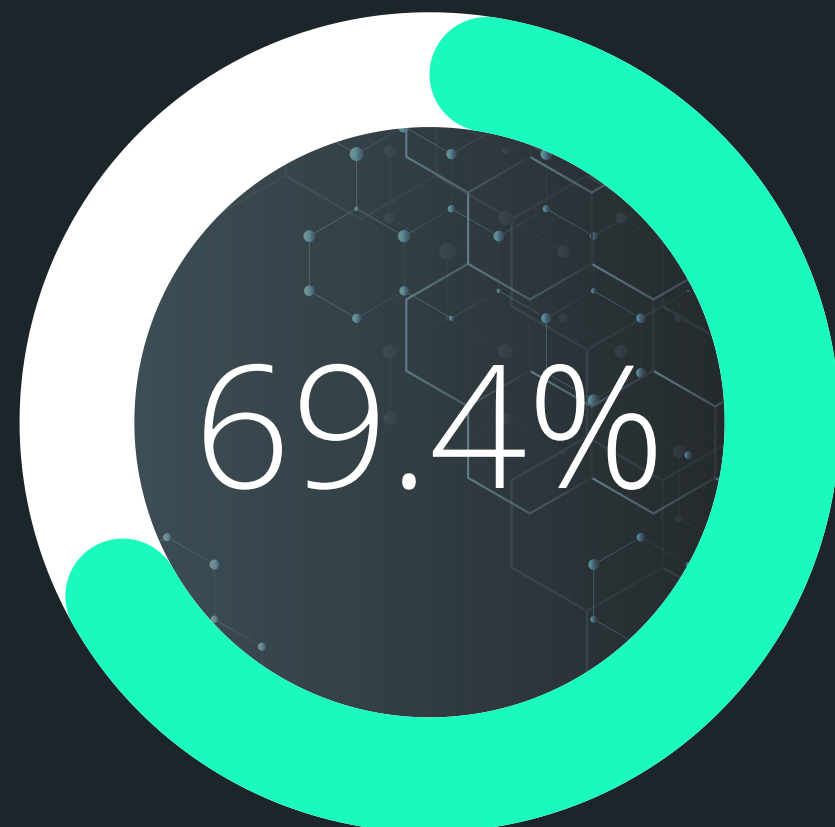
4 T H



5 T H

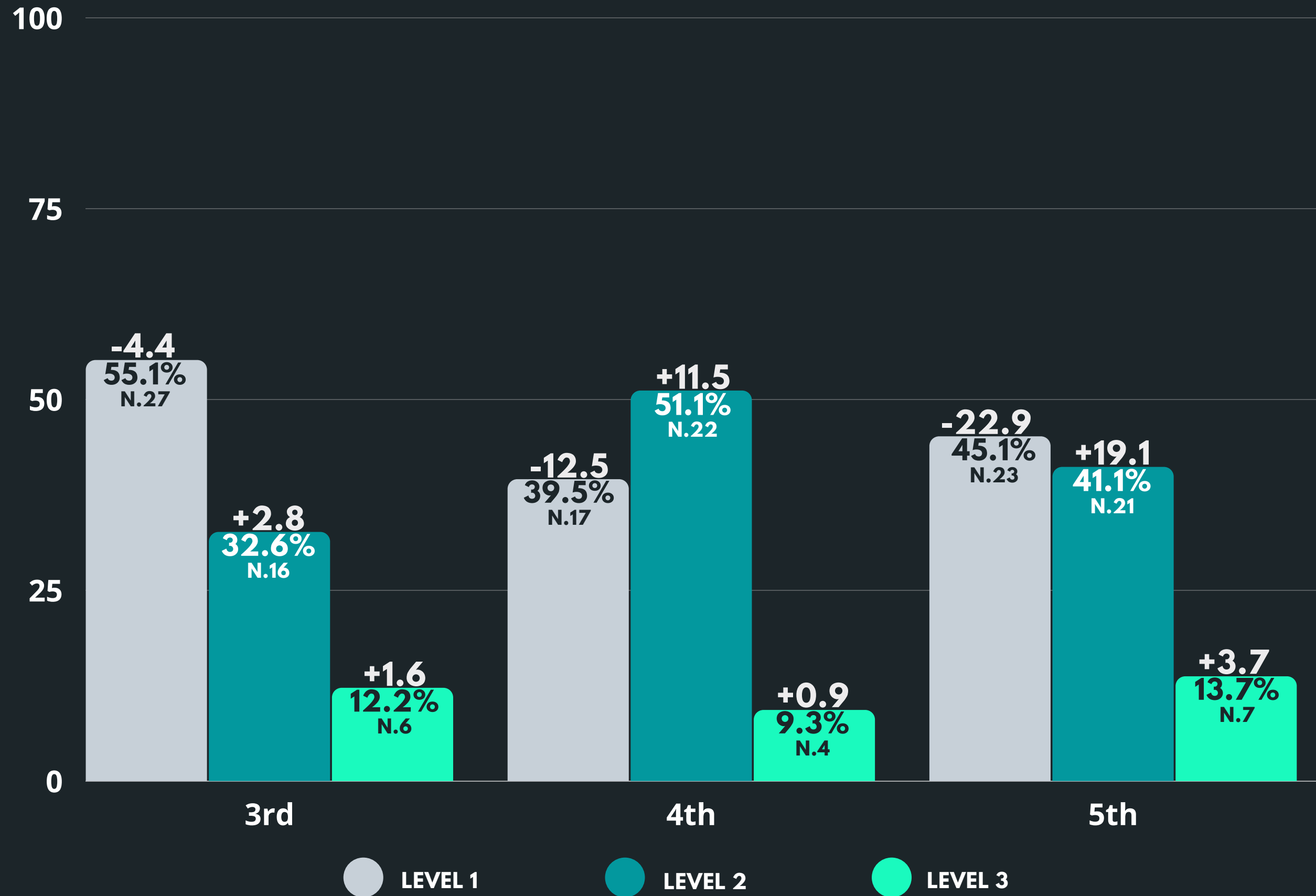


G A P



MATER ACADEMY NORTHERN NEVADA ELEMENTARY SBAC 2022 ELA PERFORMANCE LEVELS CLAIM 1 : READING

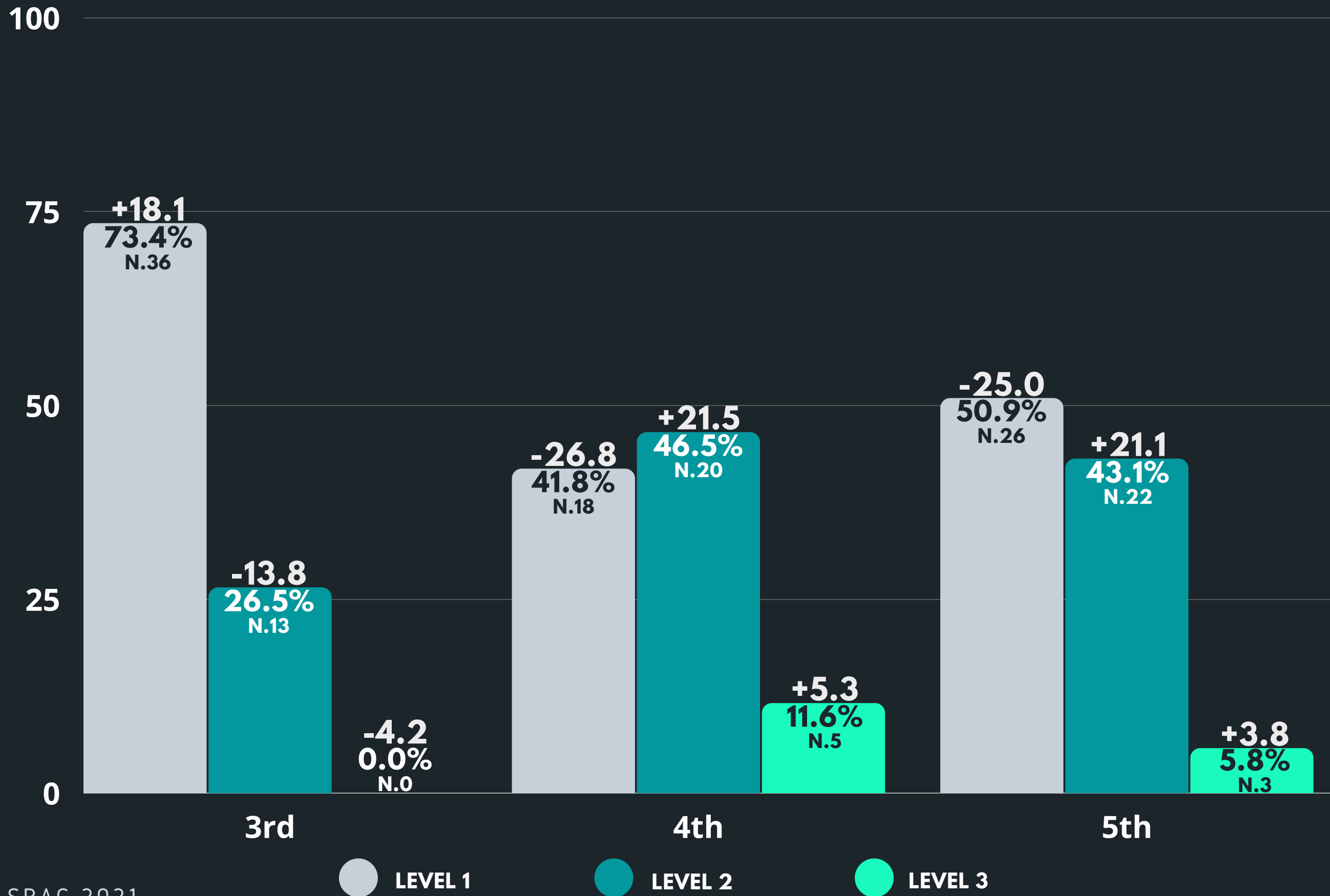
12



*CHANGE DATA FROM SBAC 2021

MATER ACADEMY NORTHERN NEVADA ELEMENTARY SBAC 2022 ELA PERFORMANCE LEVELS CLAIM 2 : WRITING

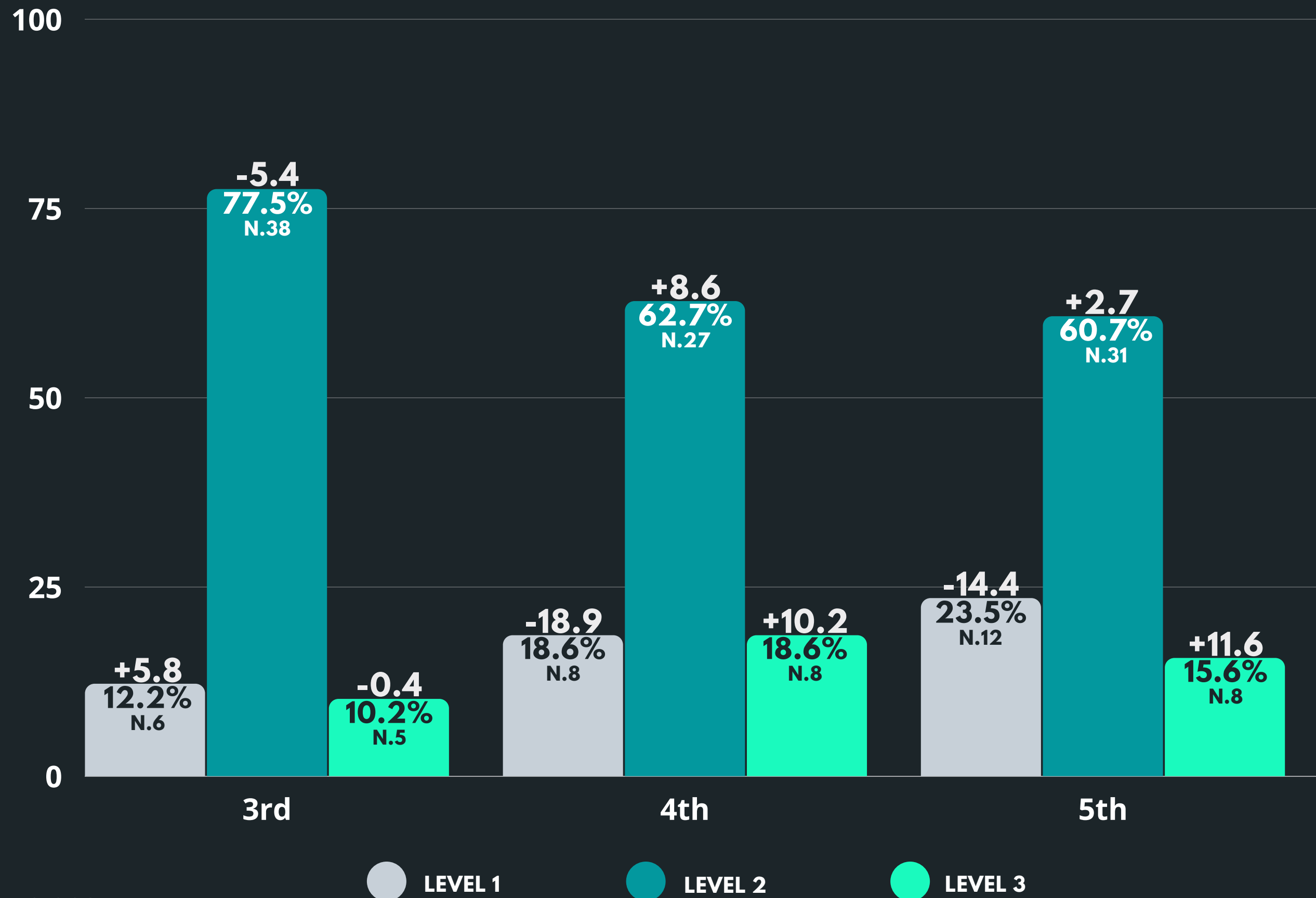
13



*CHANGE DATA FROM SBAC 2021

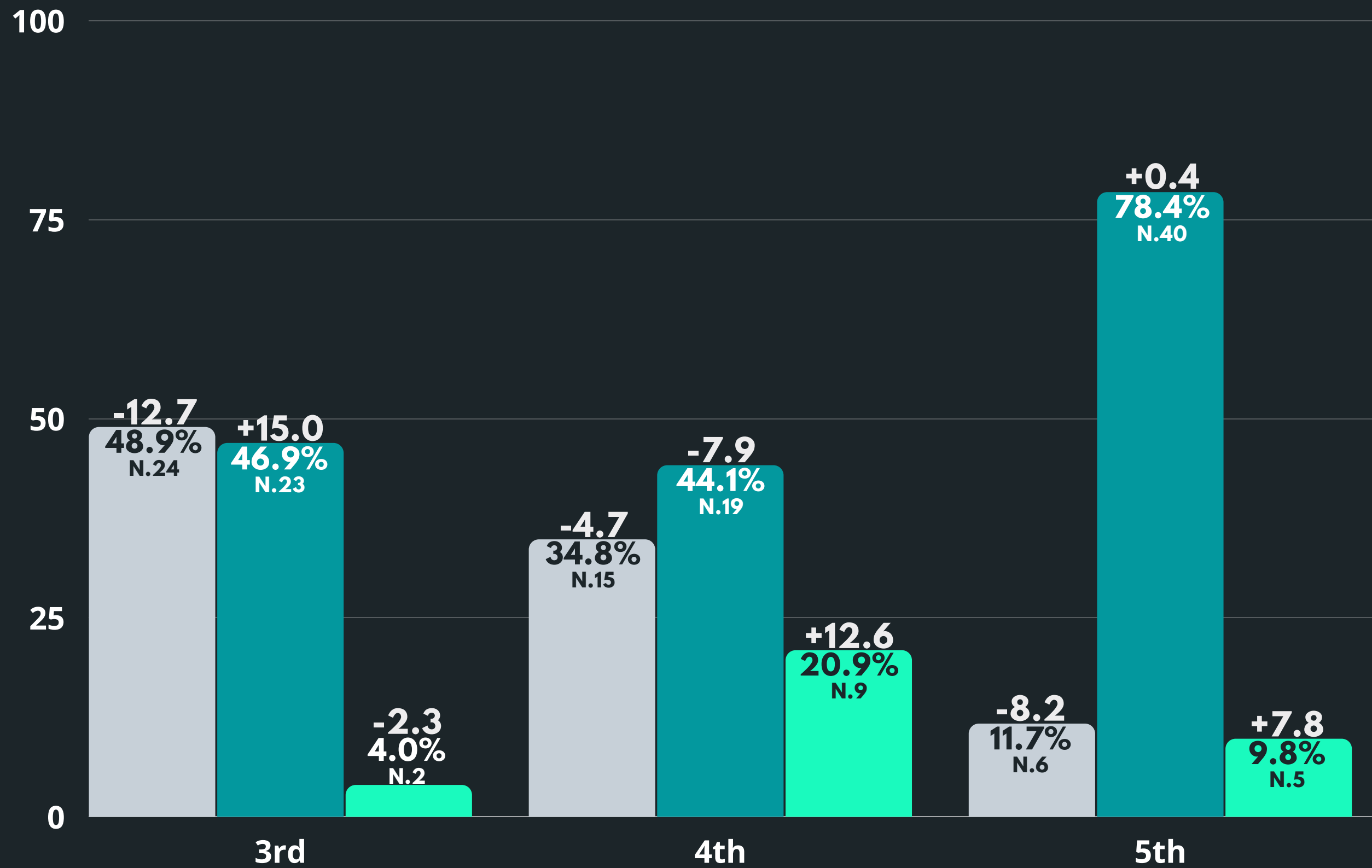
MATER ACADEMY NORTHERN NEVADA ELEMENTARY SBAC 2022 ELA PERFORMANCE LEVELS CLAIM 3 : SPEAKING & LISTENING

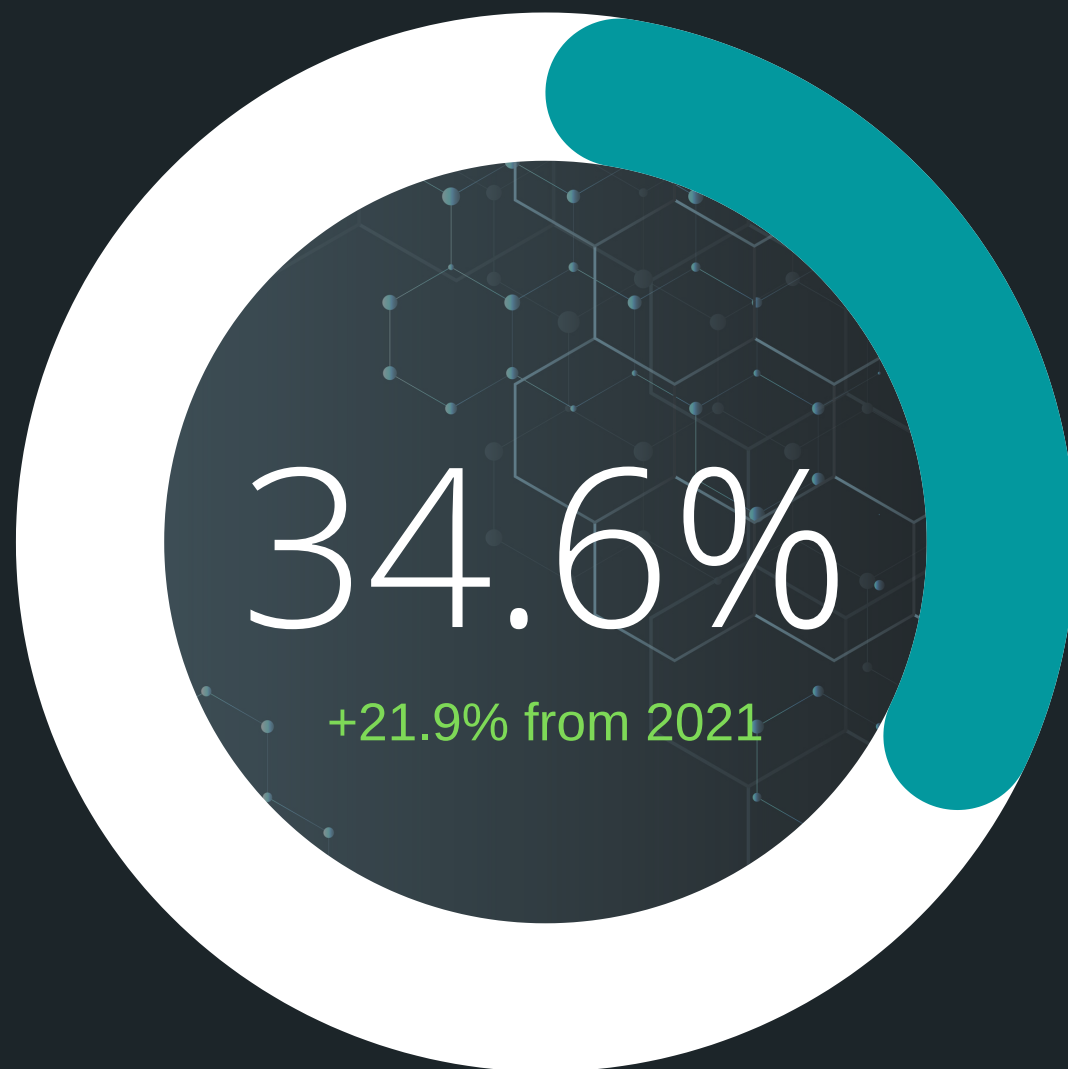
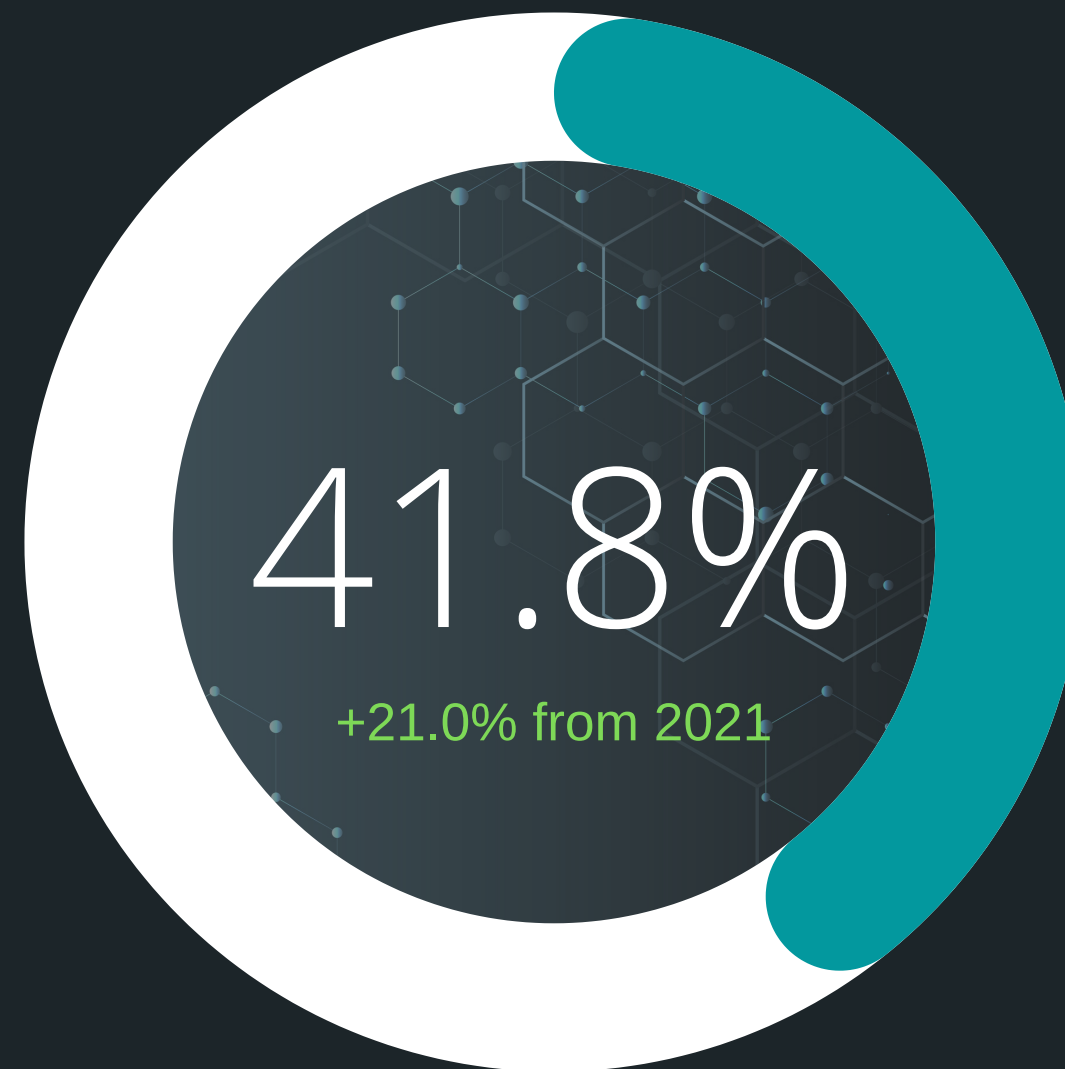
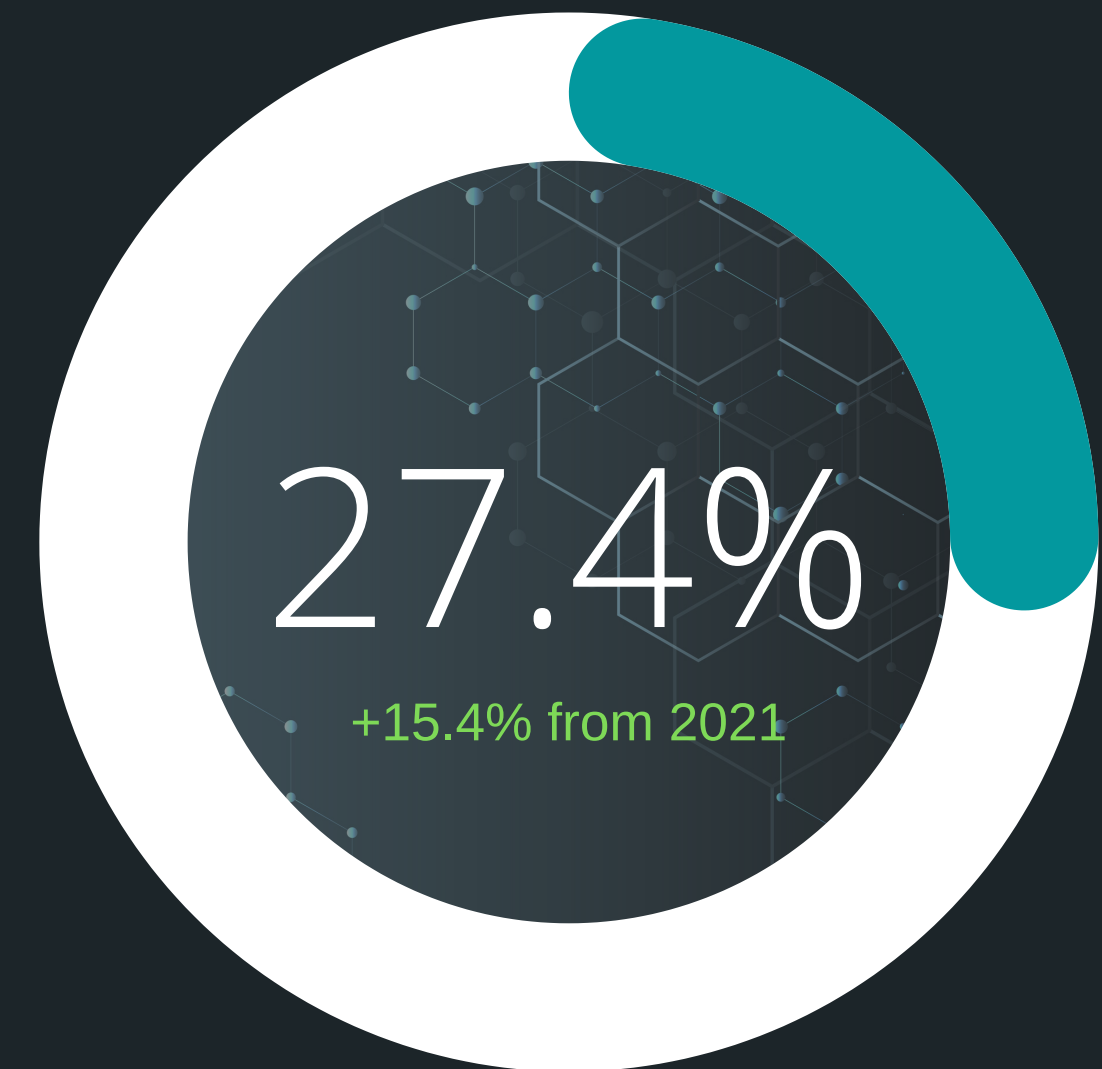
14



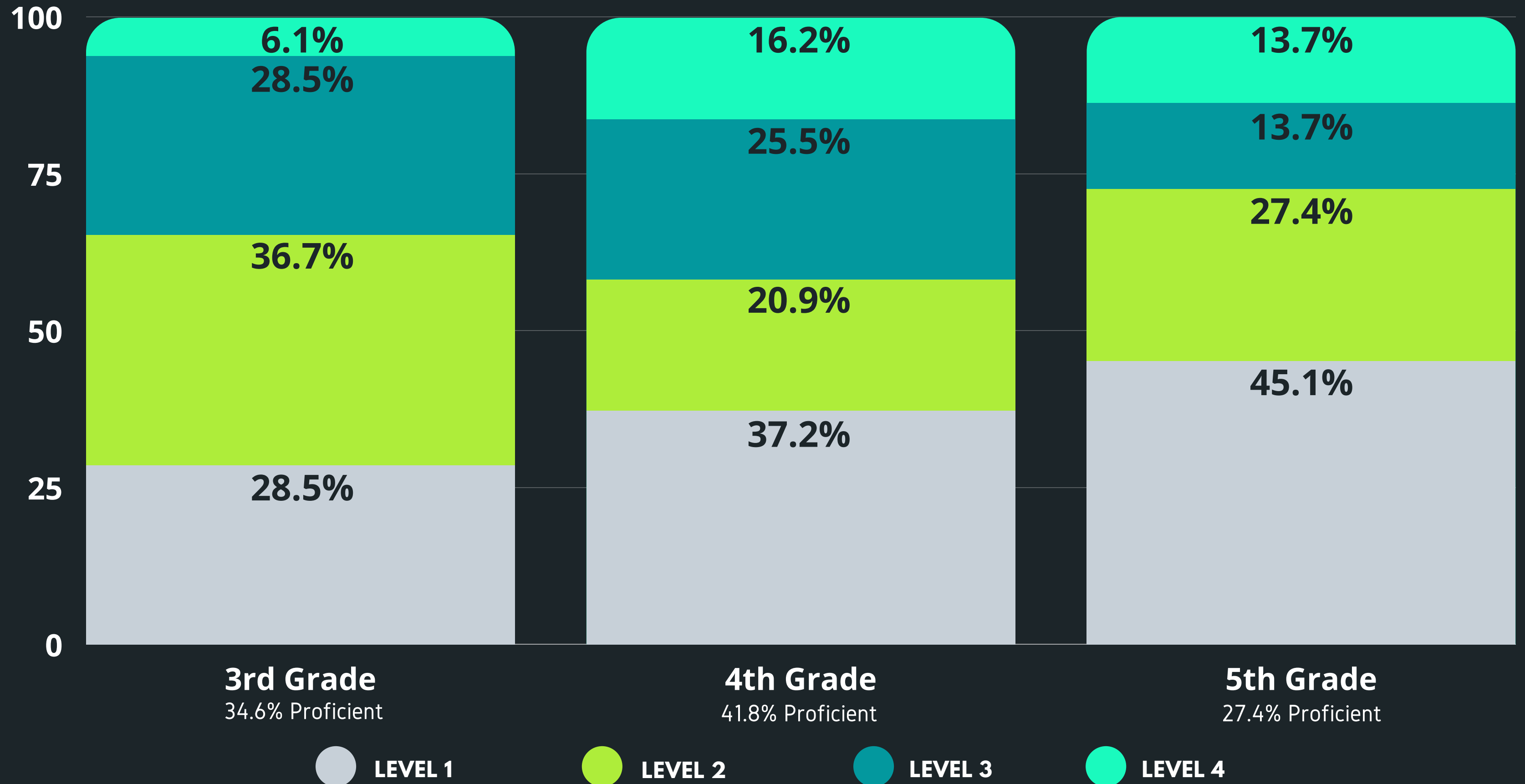
*CHANGE DATA FROM SBAC 2021

MATER ACADEMY NORTHERN NEVADA ELEMENTARY SBAC 2022 ELA PERFORMANCE LEVELS CLAIM 4 : RESEARCH & INQUIRY

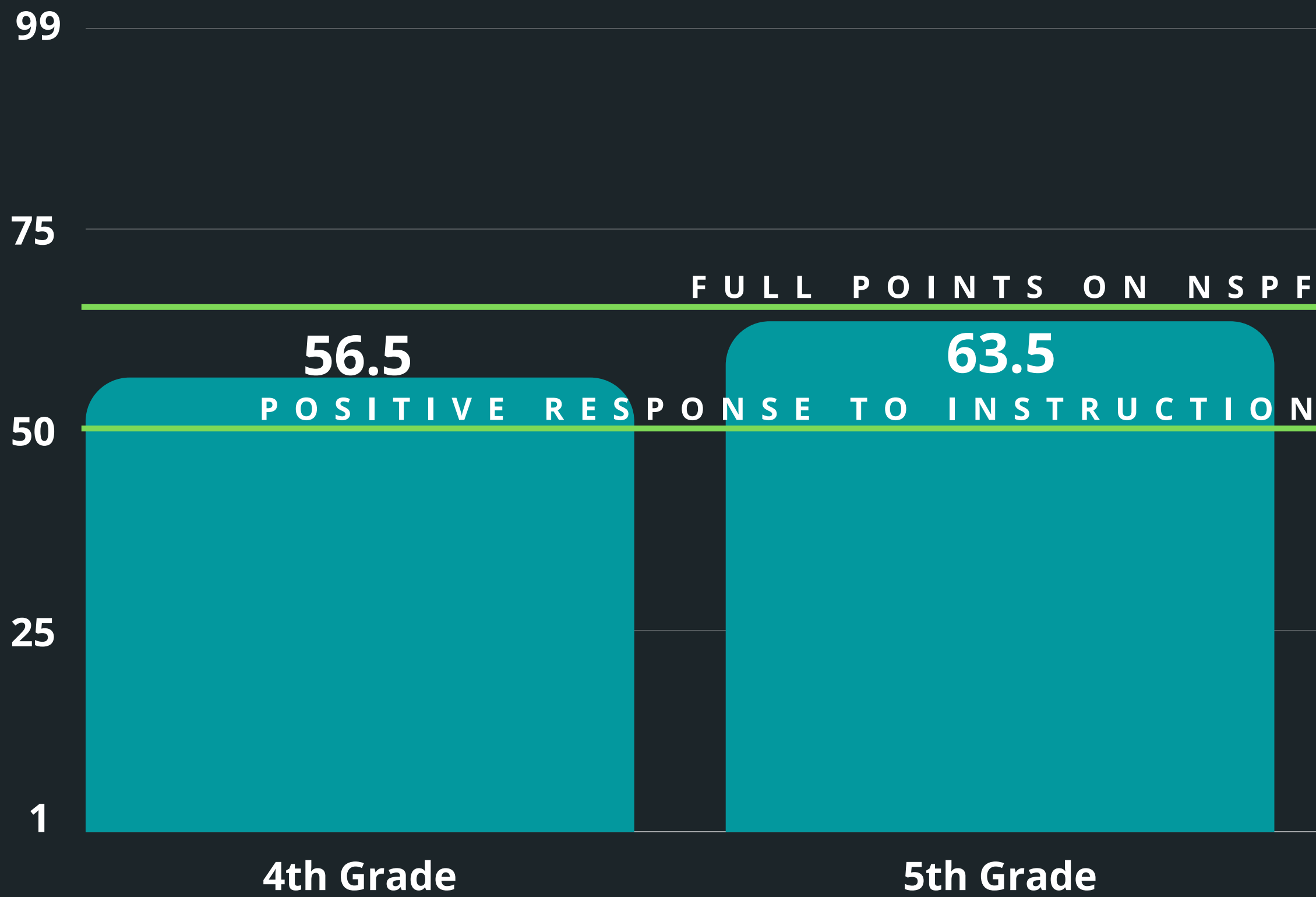


3 R D**4 T H****5 T H**

MATER ACADEMY NORTHERN NEVADA ELEMENTARY SBAC 2022 MATH ACADEMIC ACHIEVEMENT LEVELS BY GRADE



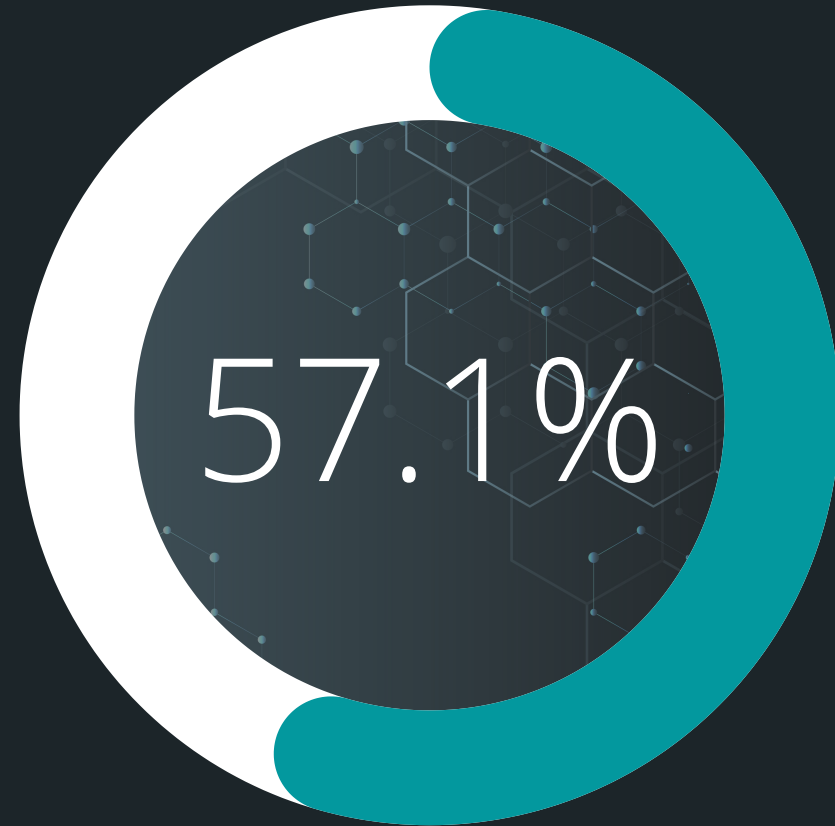
MATER ACADEMY NORTHERN NEVADA ELEMENTARY SBAC 2022 MATH MGP BY GRADE



MATER ACADEMY NORTHERN NEVADA ELEMENTARY SBAC 2022 MATH AGP & GAP BY GRADE

A G P

4 T H



5 T H

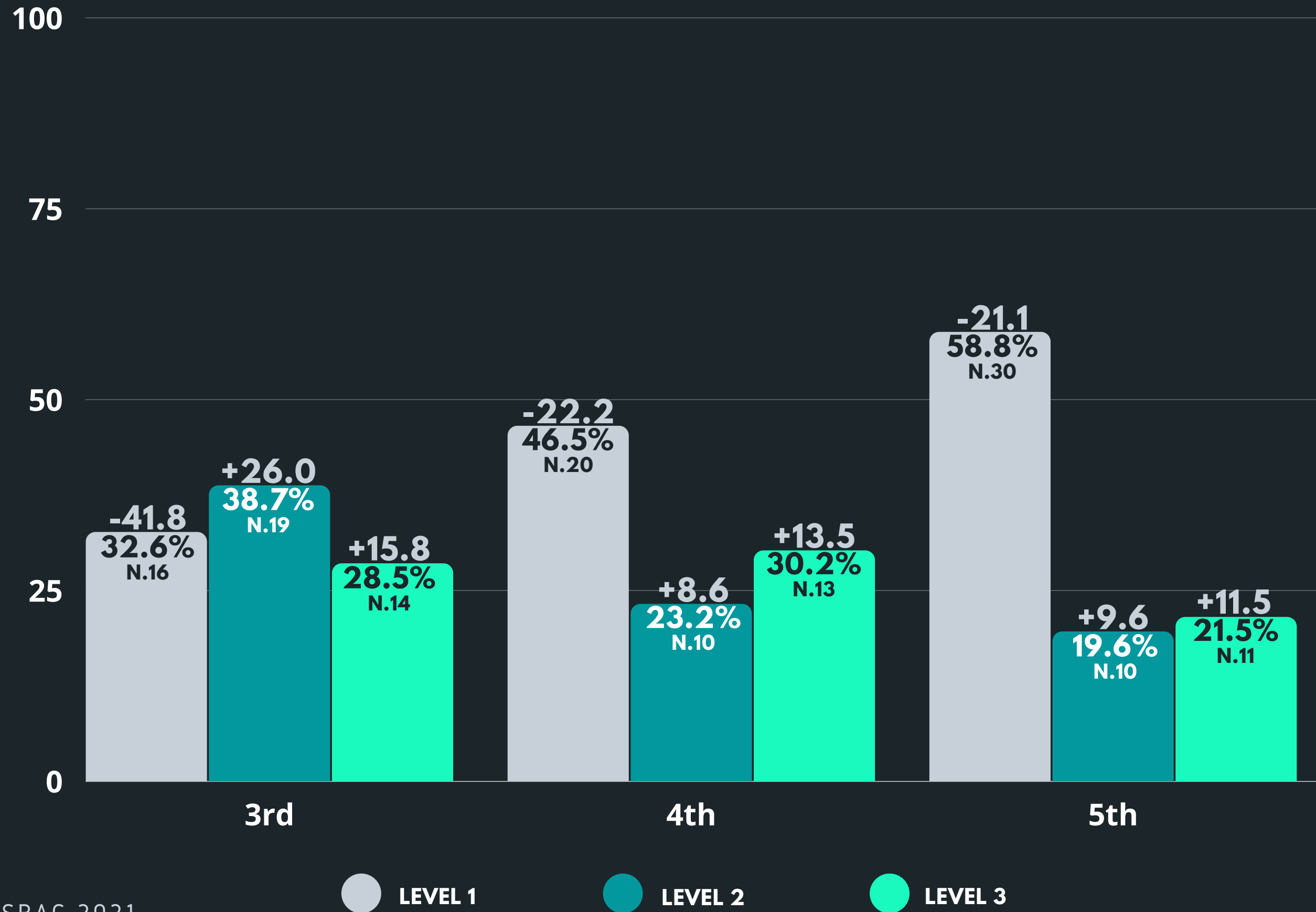


G A P

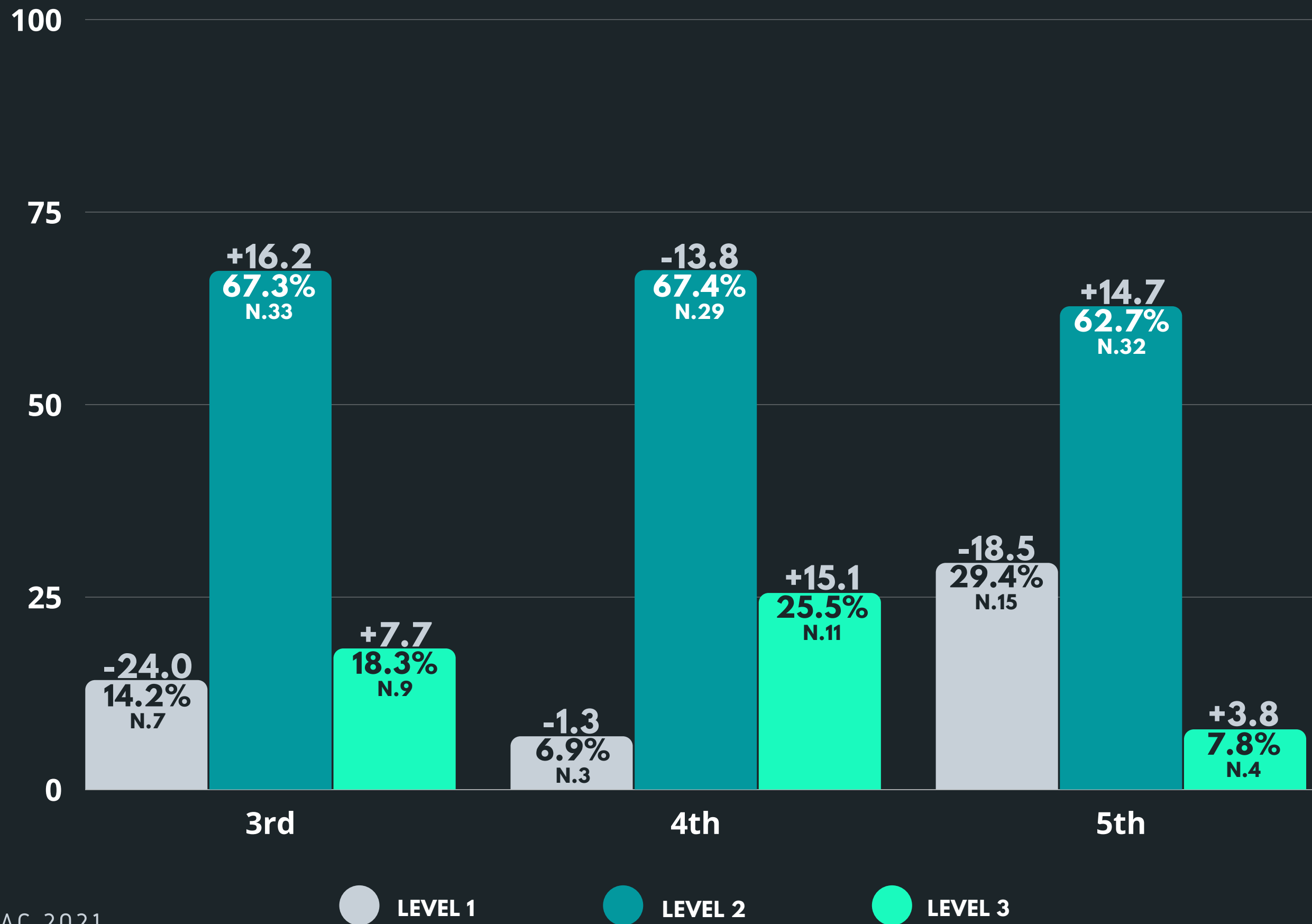


MATER ACADEMY NORTHERN NEVADA ELEMENTARY SBAC 2022 MATH PERFORMANCE LEVELS CLAIM 1 : CONCEPTS & PROCEDURES

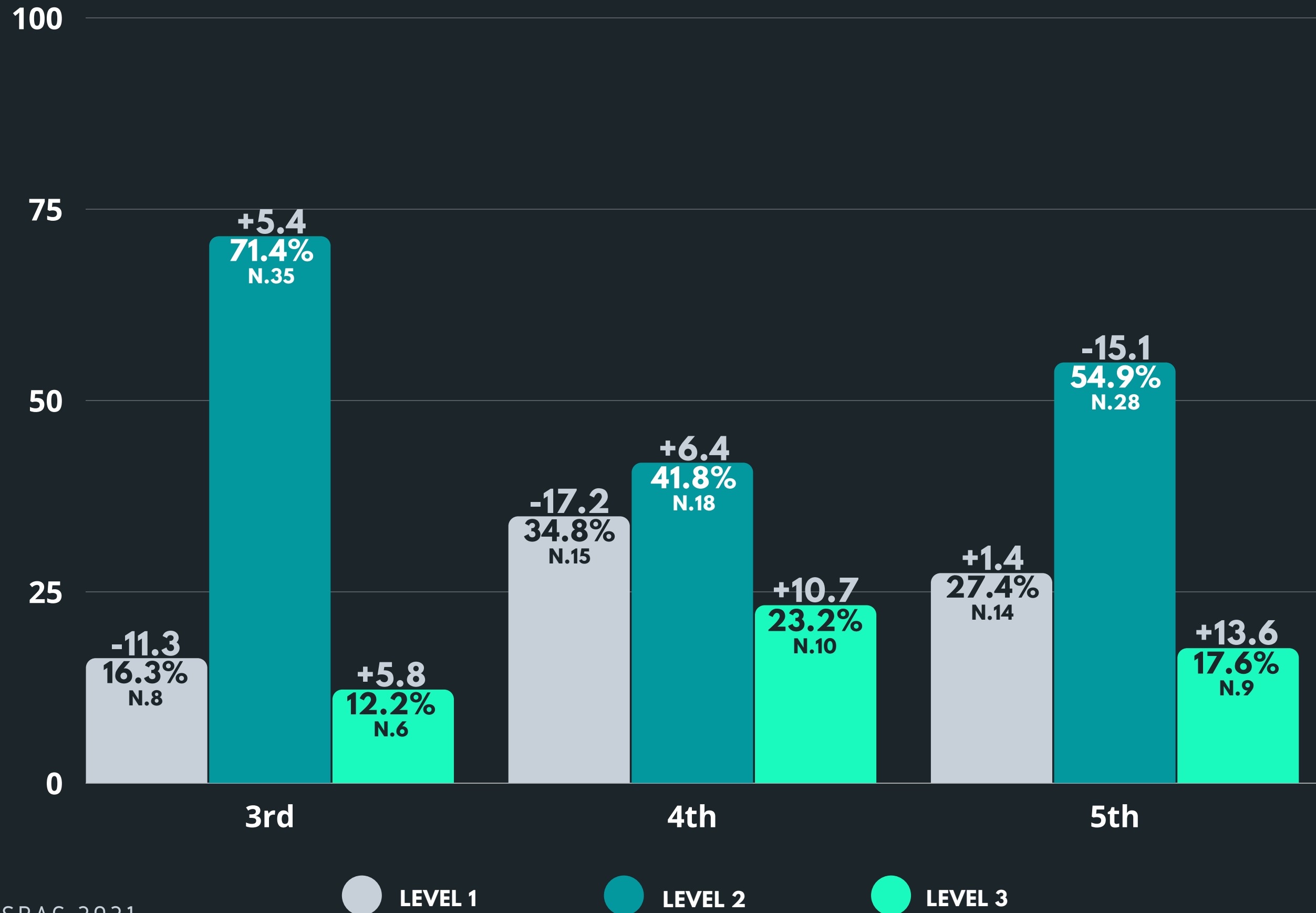
20



*CHANGE DATA FROM SBAC 2021



*CHANGE DATA FROM SBAC 2021



*CHANGE DATA FROM SBAC 2021

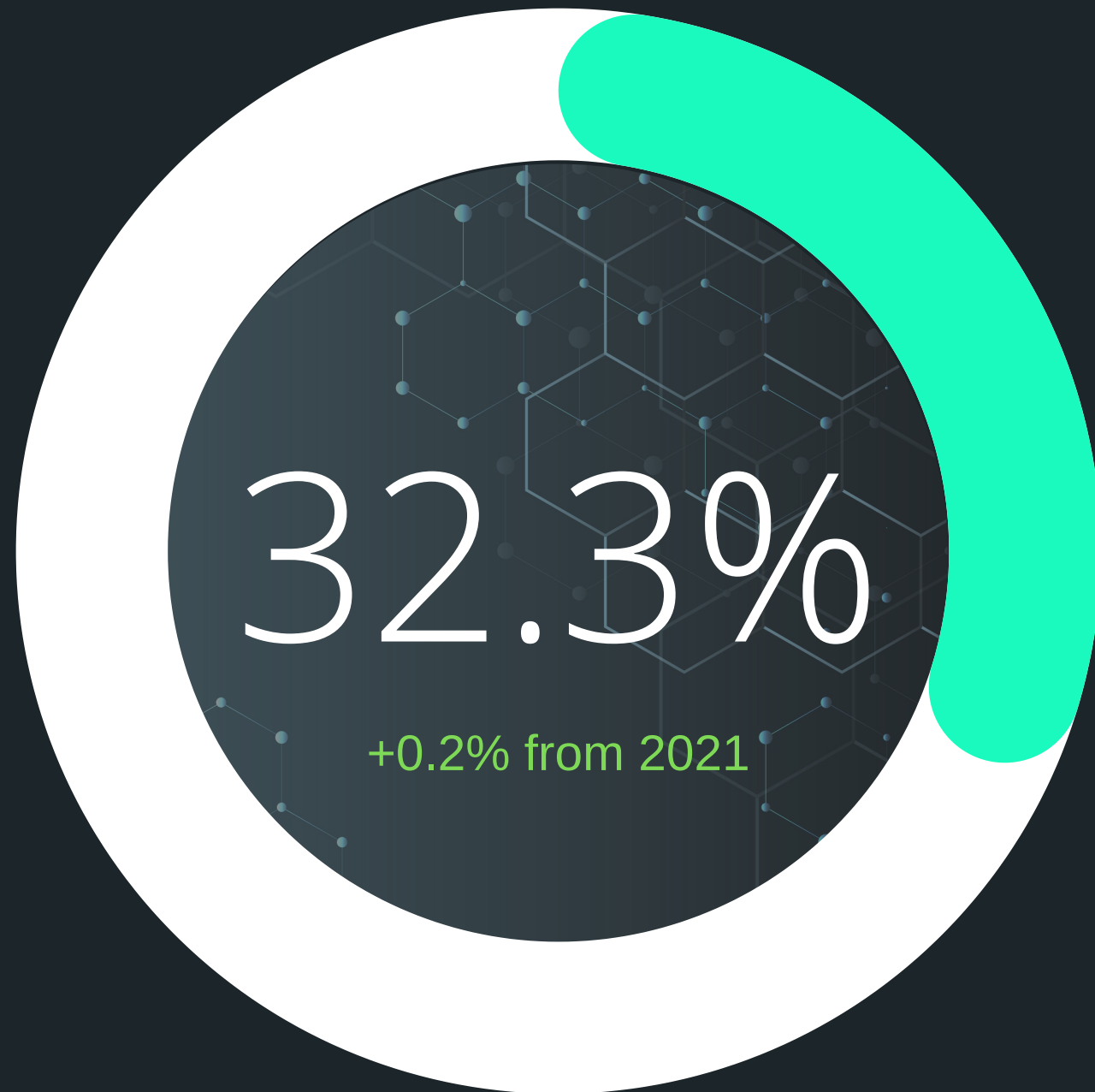


64%

MATER ACADEMY NORTHERN NEVADA MIDDLE SCHOOL



ELA

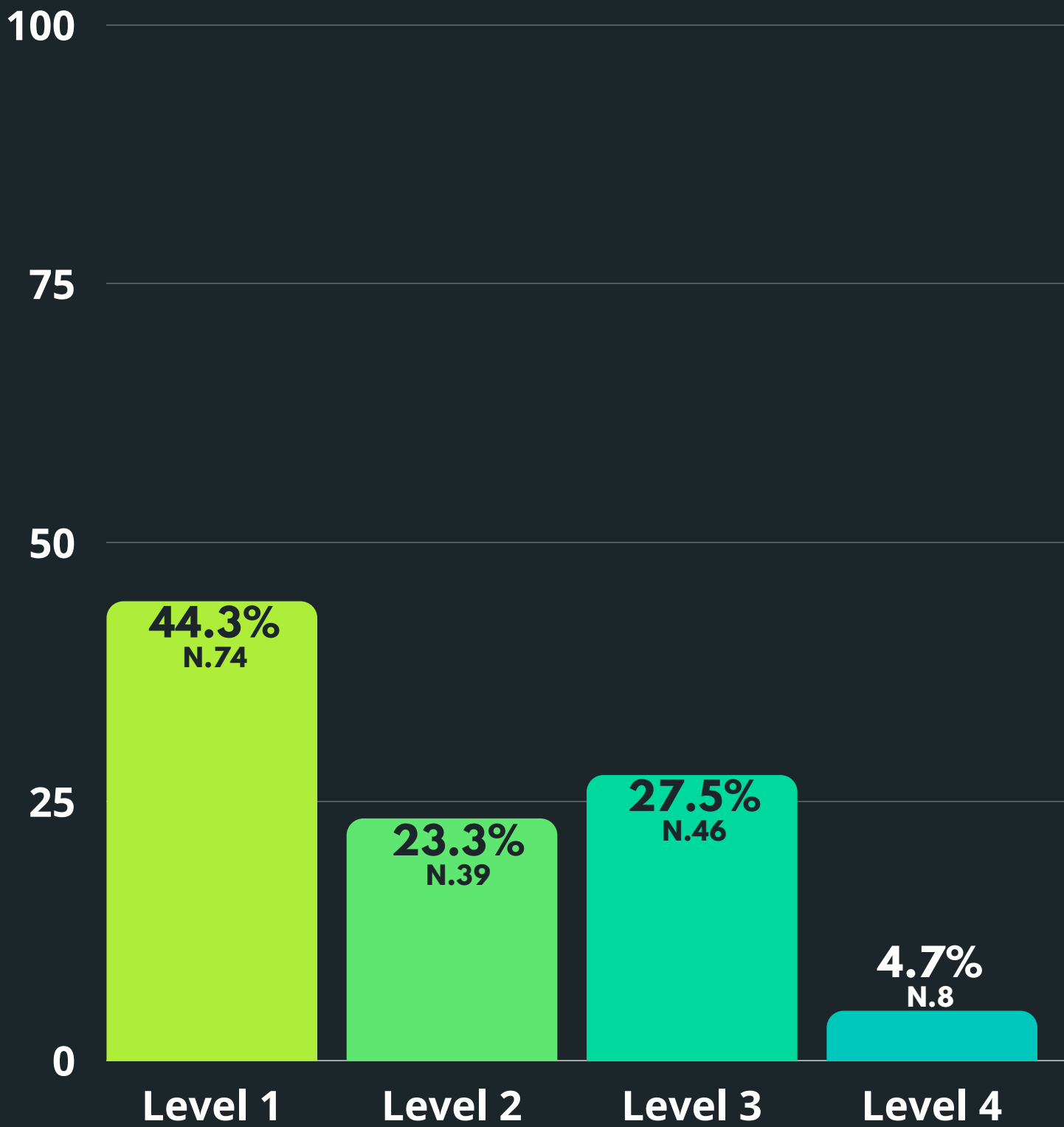


MATH

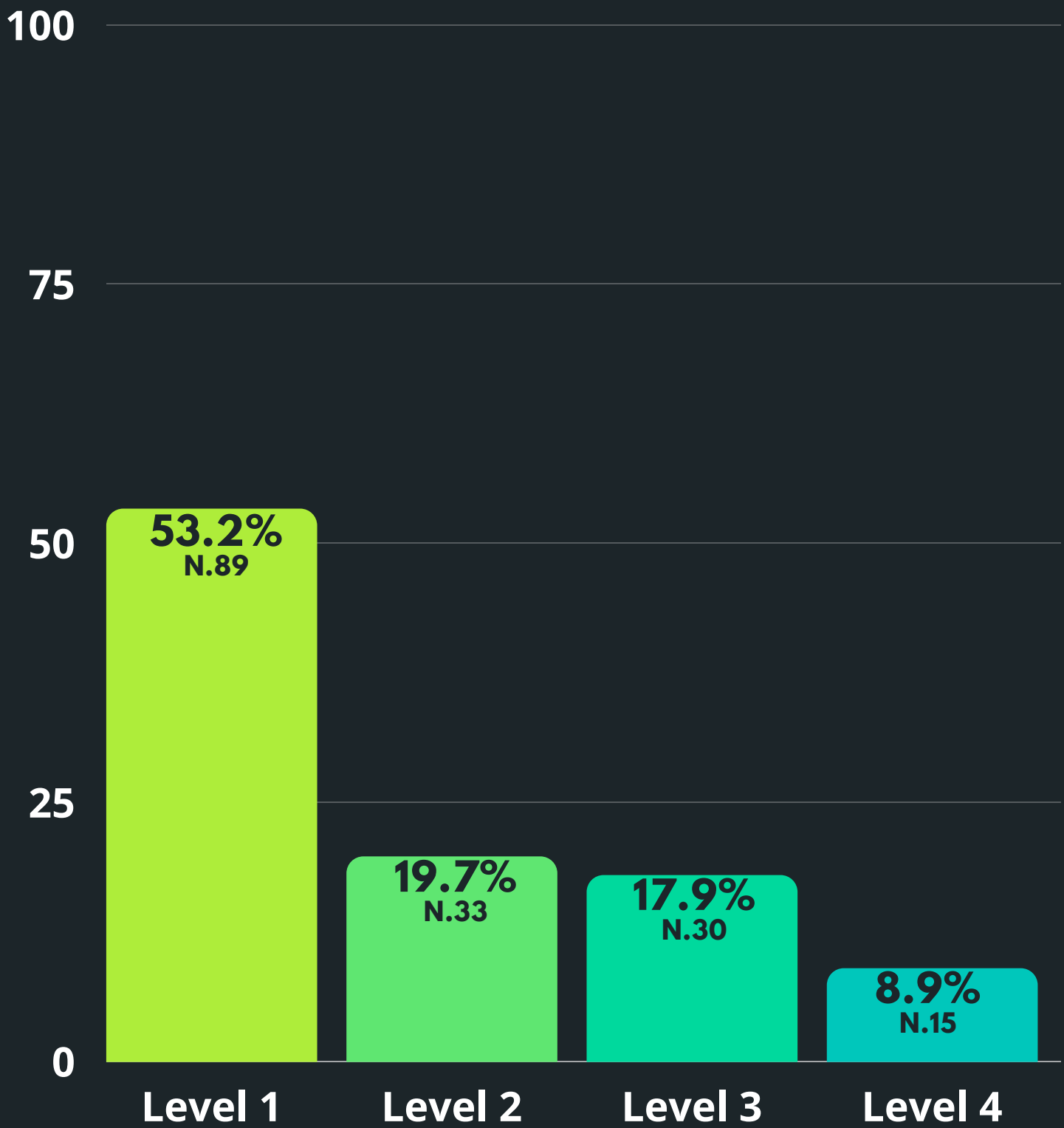


POOLED PROFICIENCY (INCLUDING SCIENCE & NAA) = 28.9%

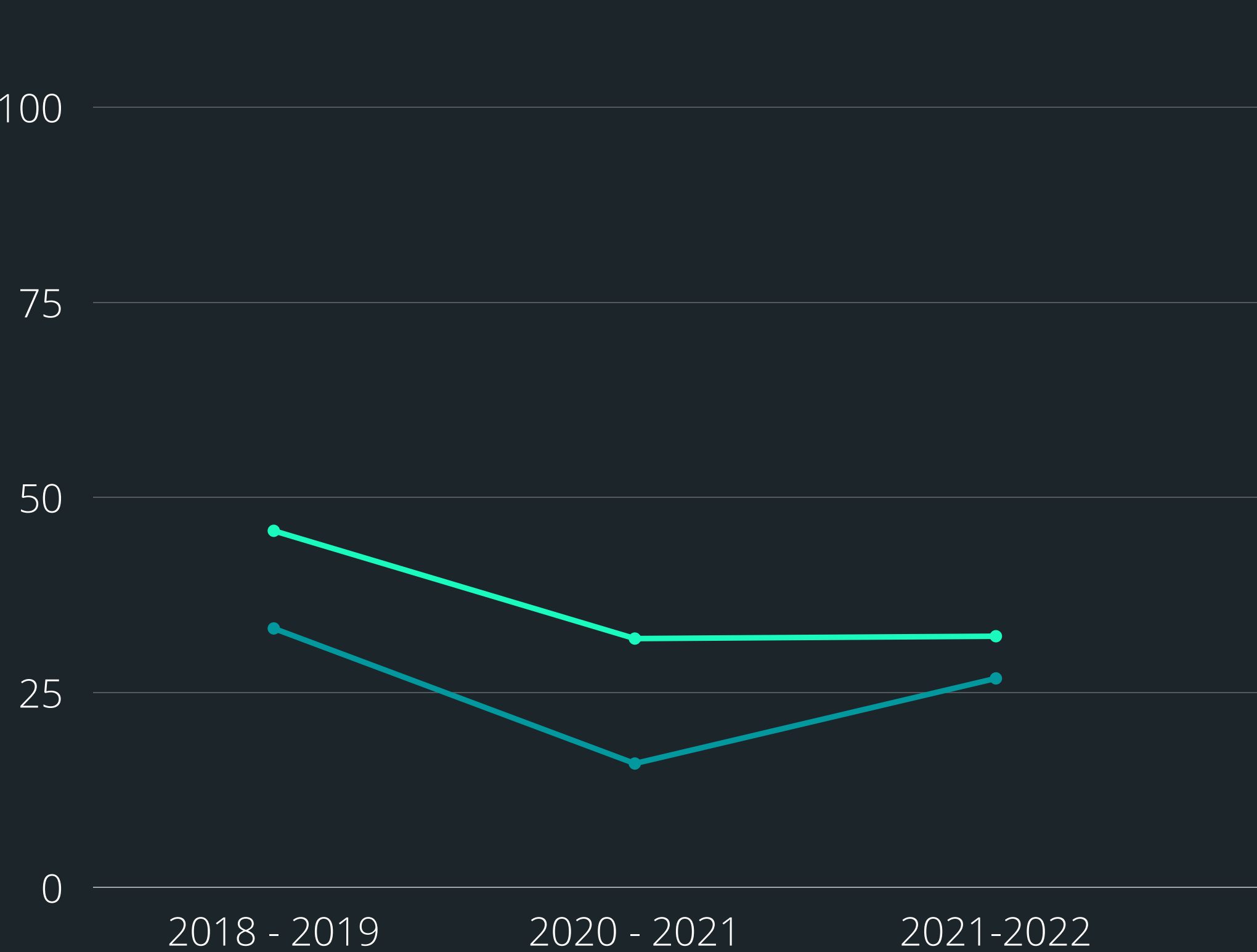
E L A



M A T H



PROGRESSION OF ACADEMIC ACHIEVEMENT



ELA

2018 - 2019

45.8%

2020 - 2021

32.0%

2021 - 2022

32.3%

MATH

2018 - 2019

33.3%

2020 - 2021

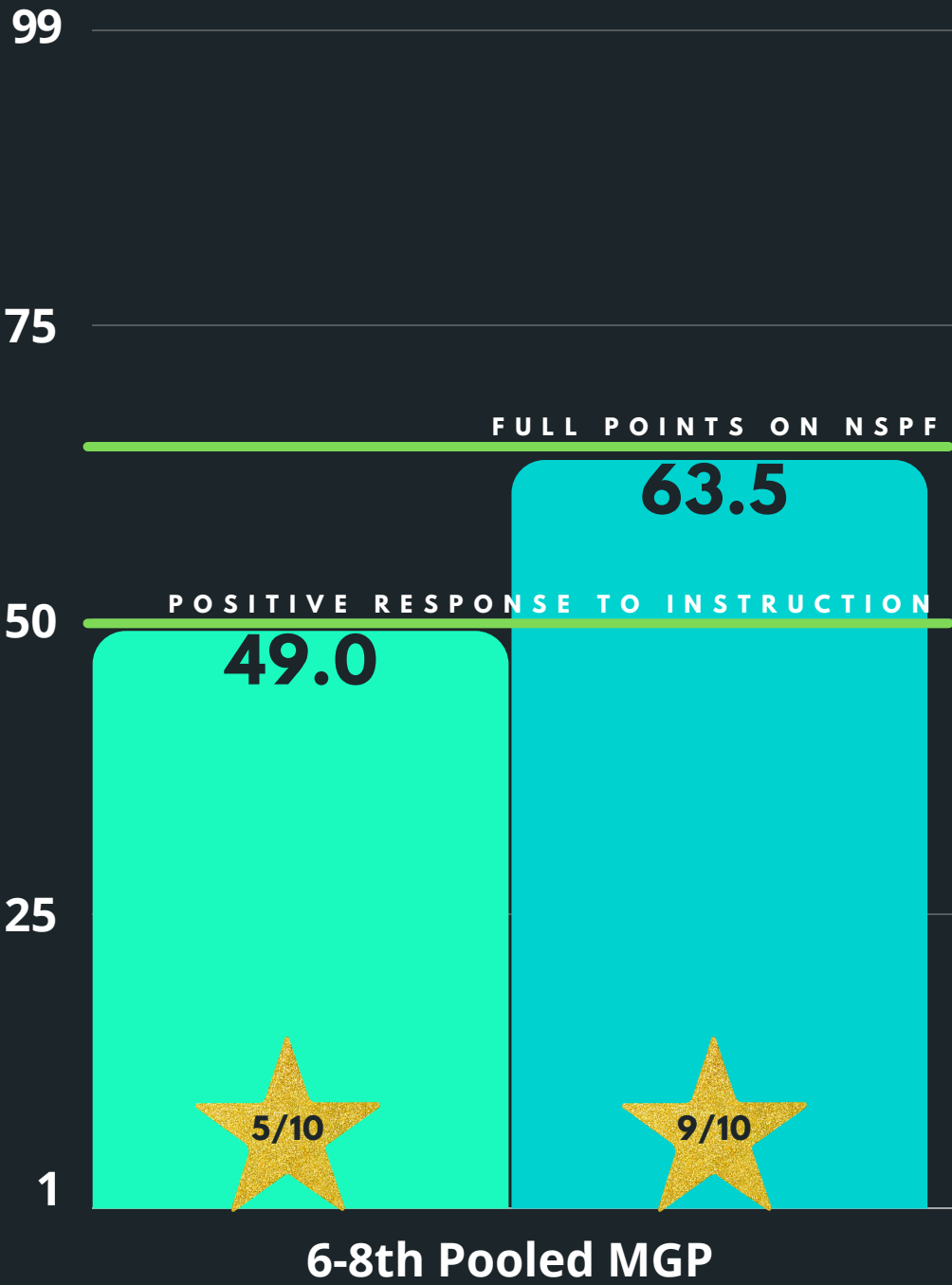
16.0%

2021 - 2022

26.9%

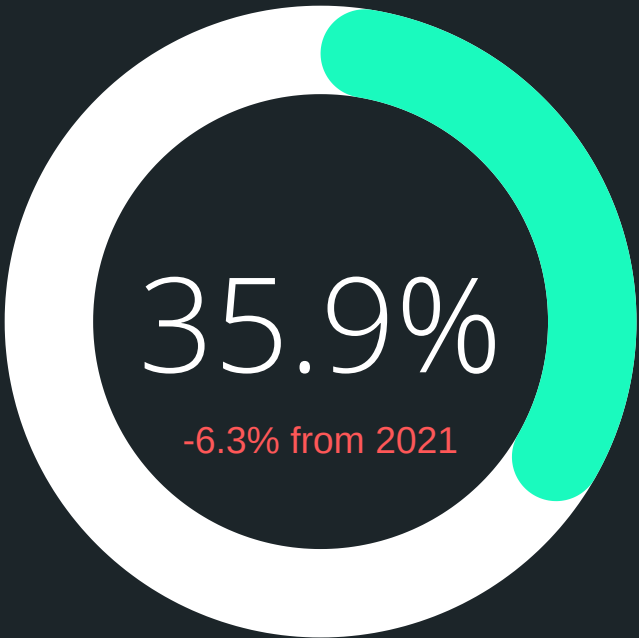
SBAC ASSESSMENT YEAR

M G P

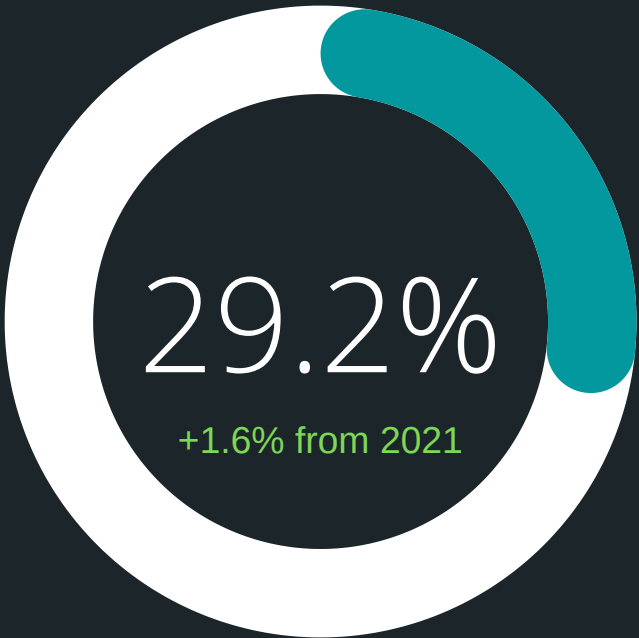


A G P

E L A



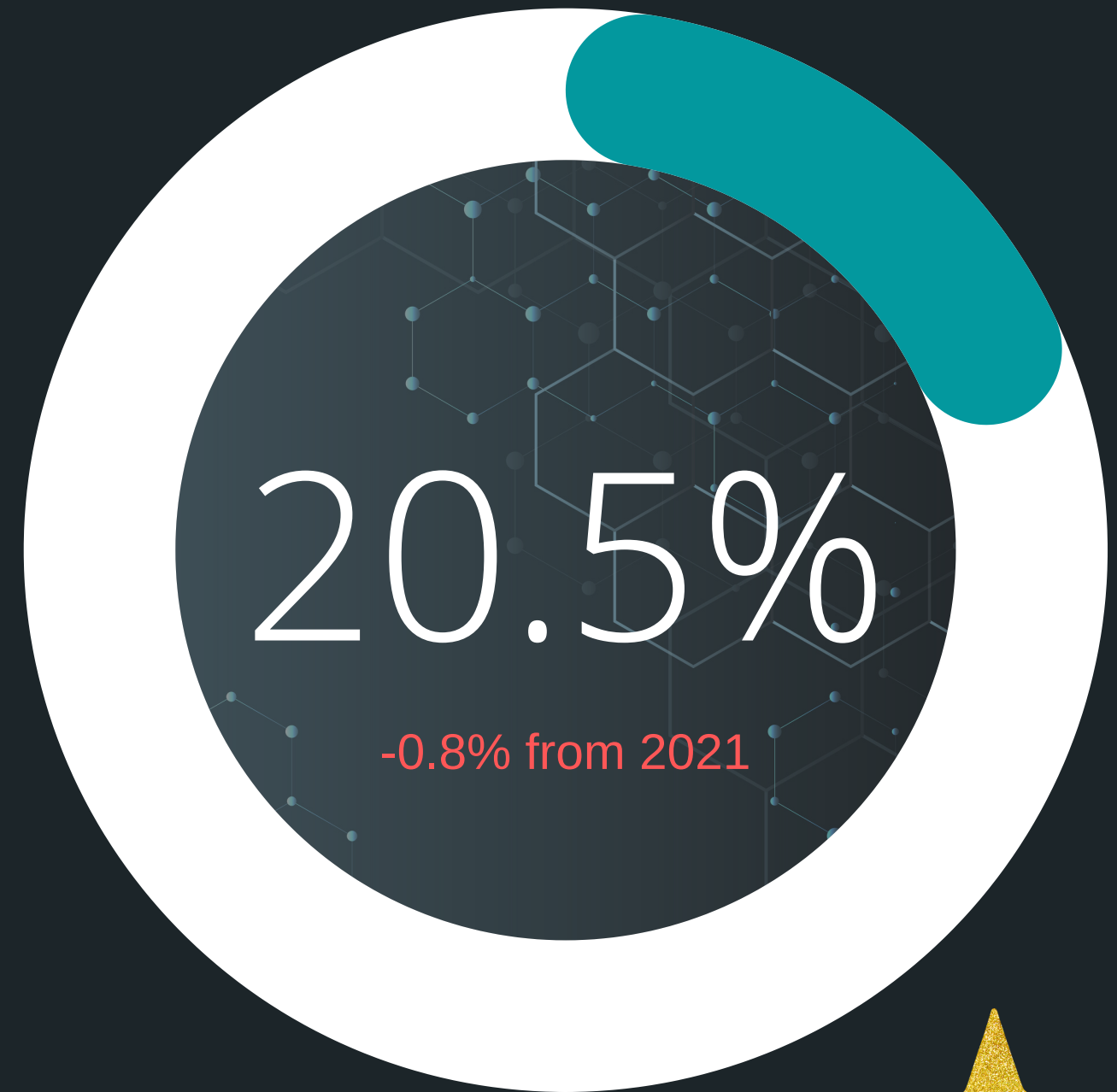
M A T H



ELA



MATH



MATER ACADEMY NORTHERN NEVADA MIDDLE SCHOOL SBAC 2022 OVERALL GROWTH TRENDS

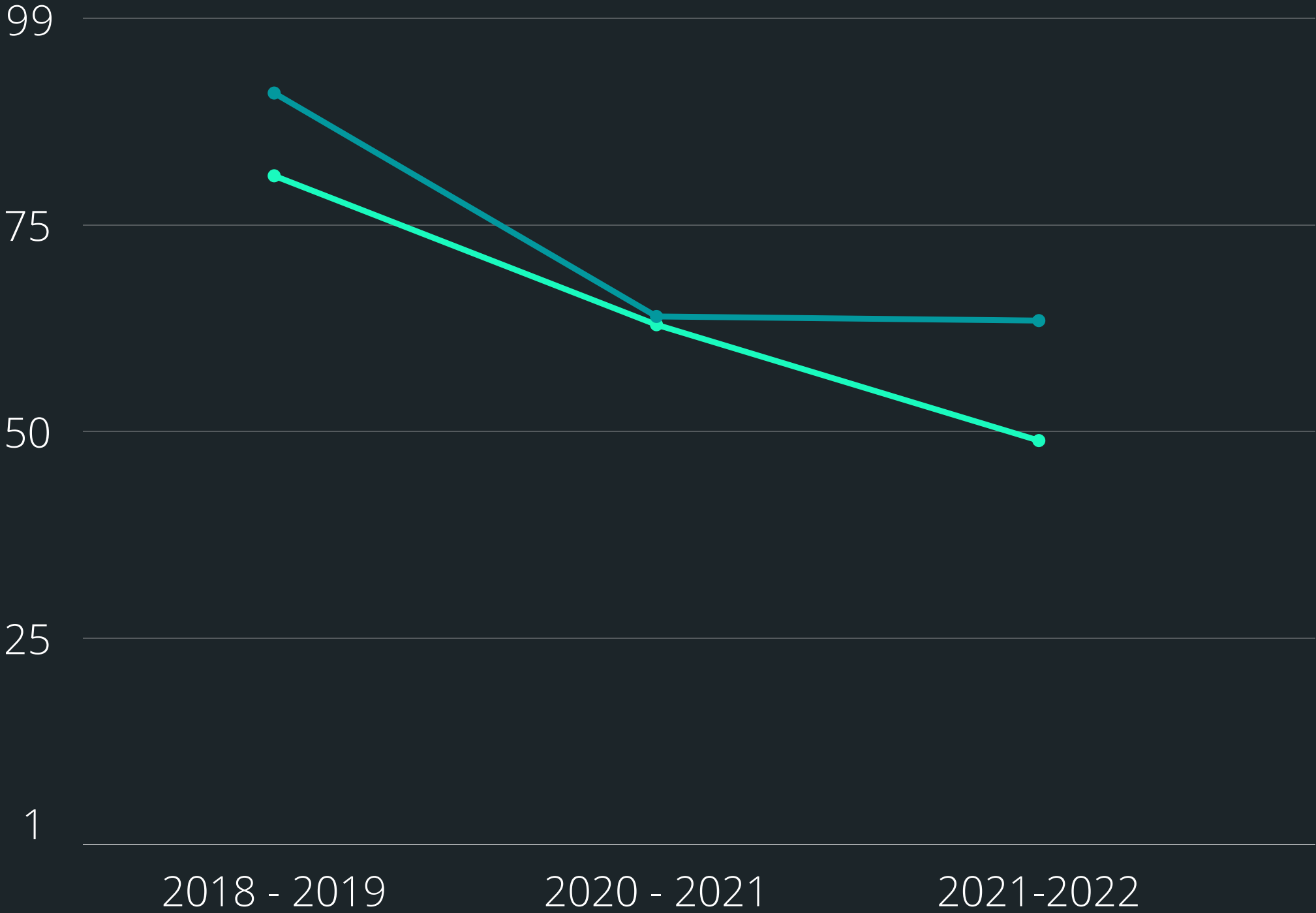
PROGRESSION OF GROWTH

ELA

| | |
|-------------|------|
| 2018 - 2019 | 81.0 |
| 2020 - 2021 | 63.0 |
| 2021 - 2022 | 49.0 |

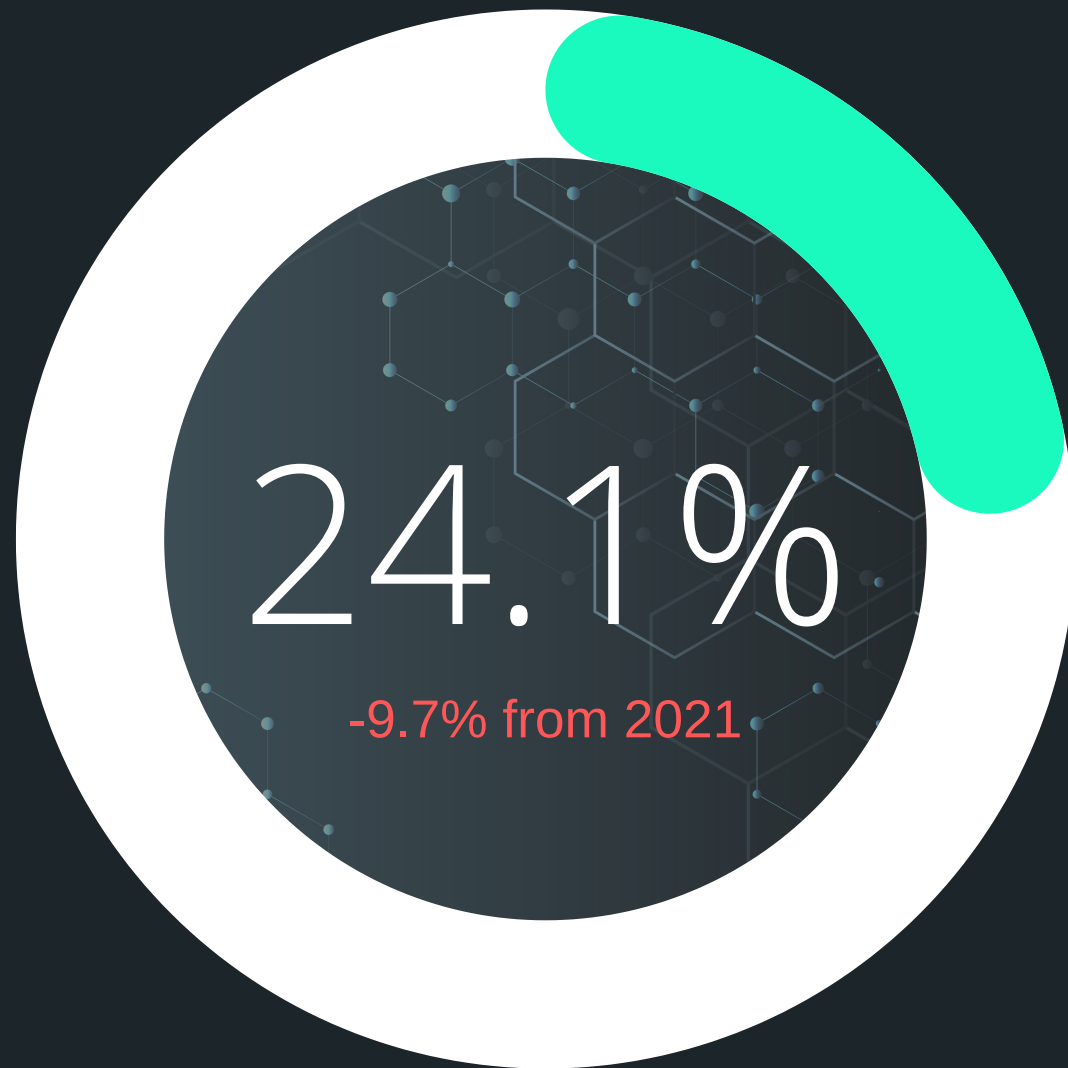
MATH

| | |
|-------------|------|
| 2018 - 2019 | 91.0 |
| 2020 - 2021 | 64.0 |
| 2021 - 2022 | 63.5 |

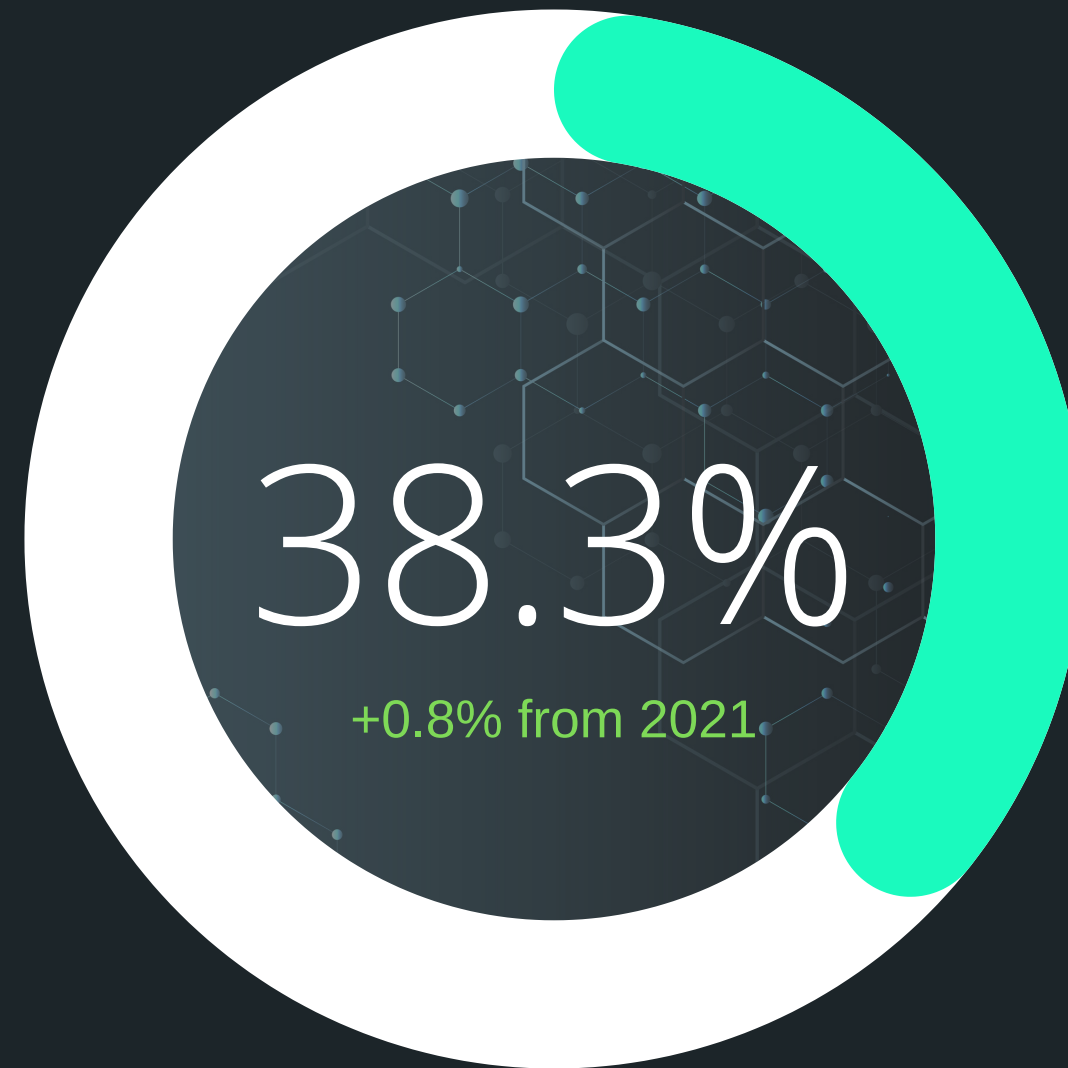


SBAC ASSESSMENT YEAR

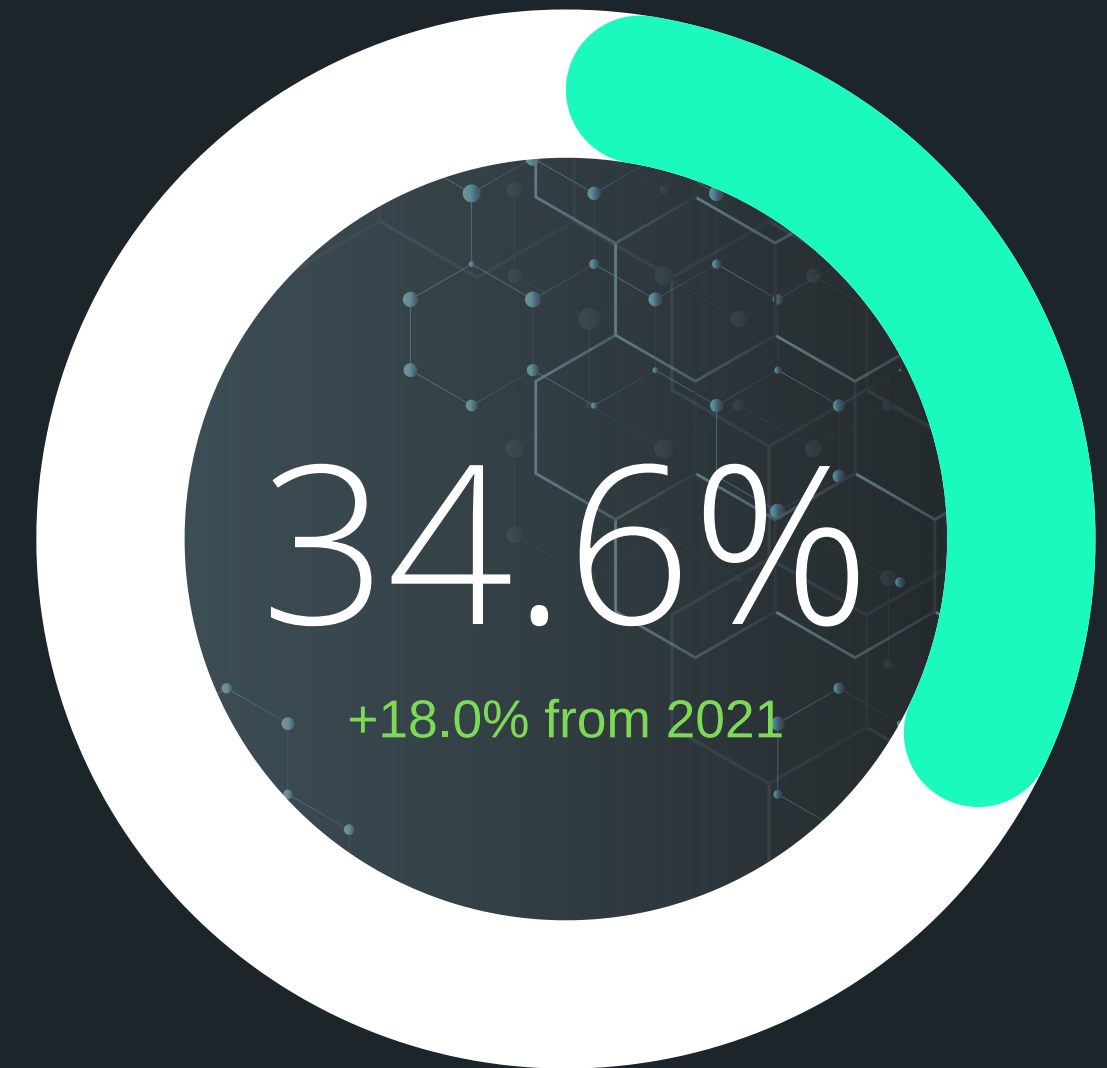
6 T H



7 T H

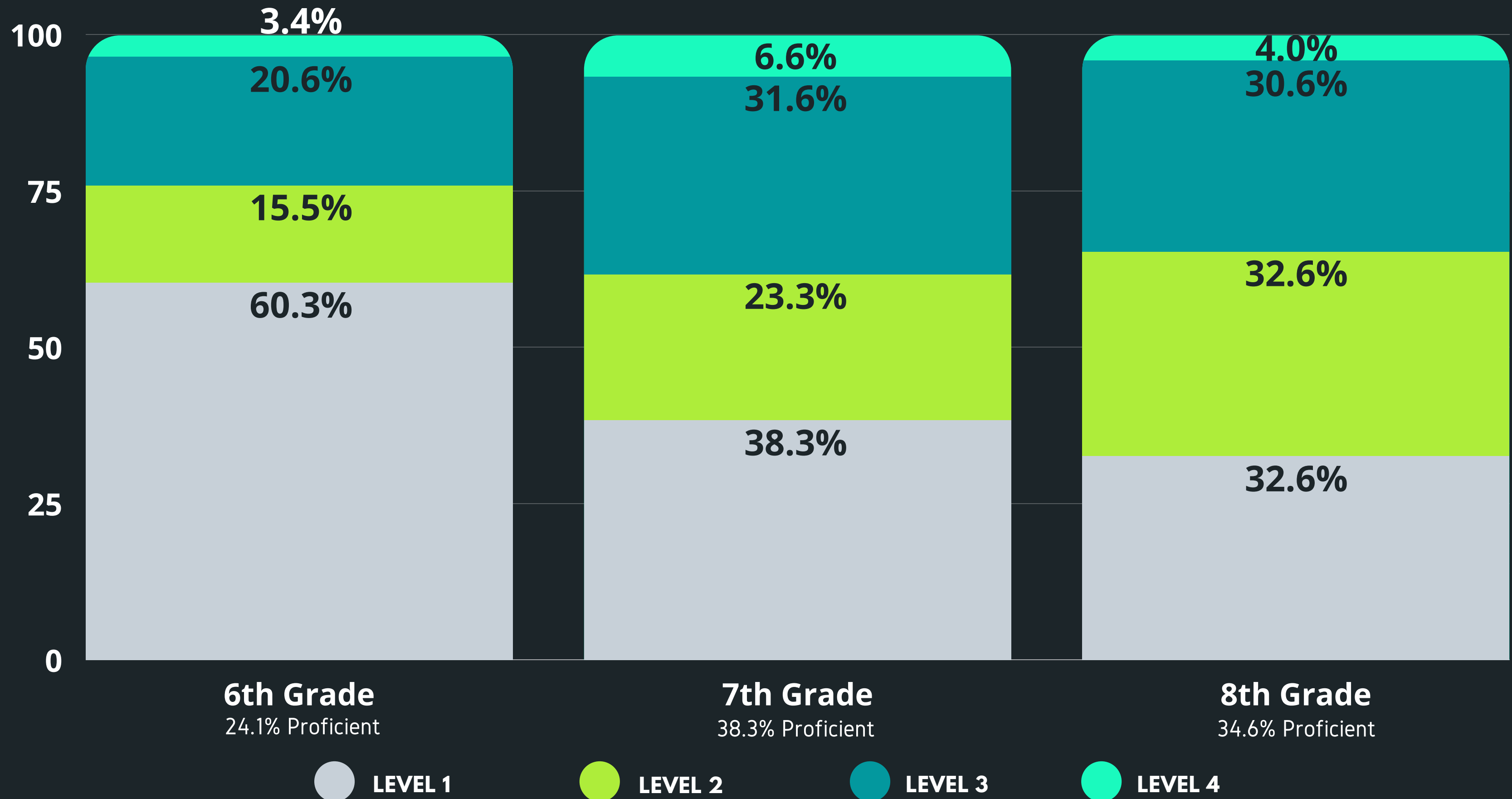


8 T H

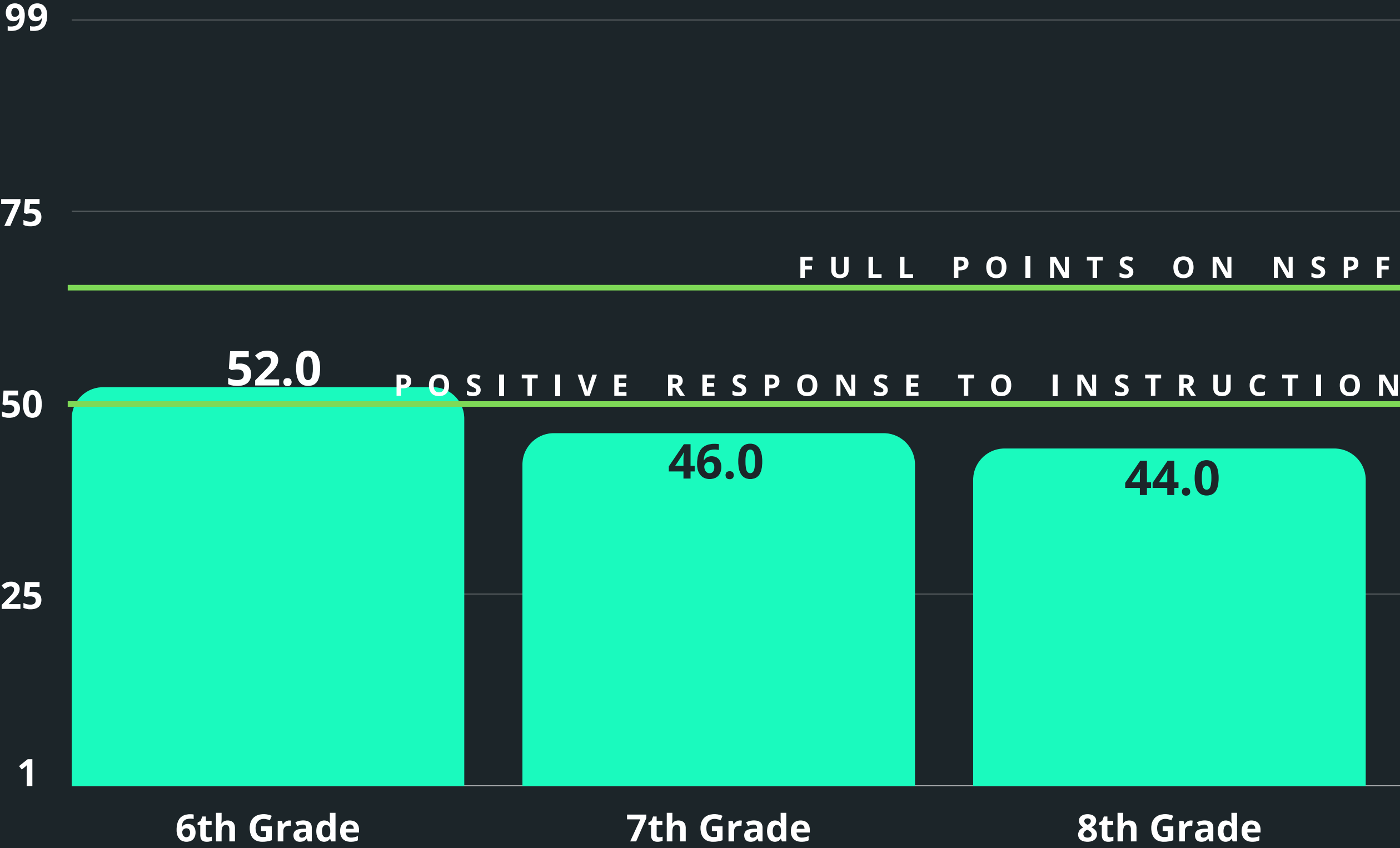


MATER ACADEMY NORTHERN NEVADA MIDDLE SCHOOL SBAC 2022 ELA ACADEMIC ACHIEVEMENT LEVELS BY GRADE

32



MATER ACADEMY NORTHERN NEVADA MIDDLE SCHOOL SBAC 2022 ELA MGP BY GRADE

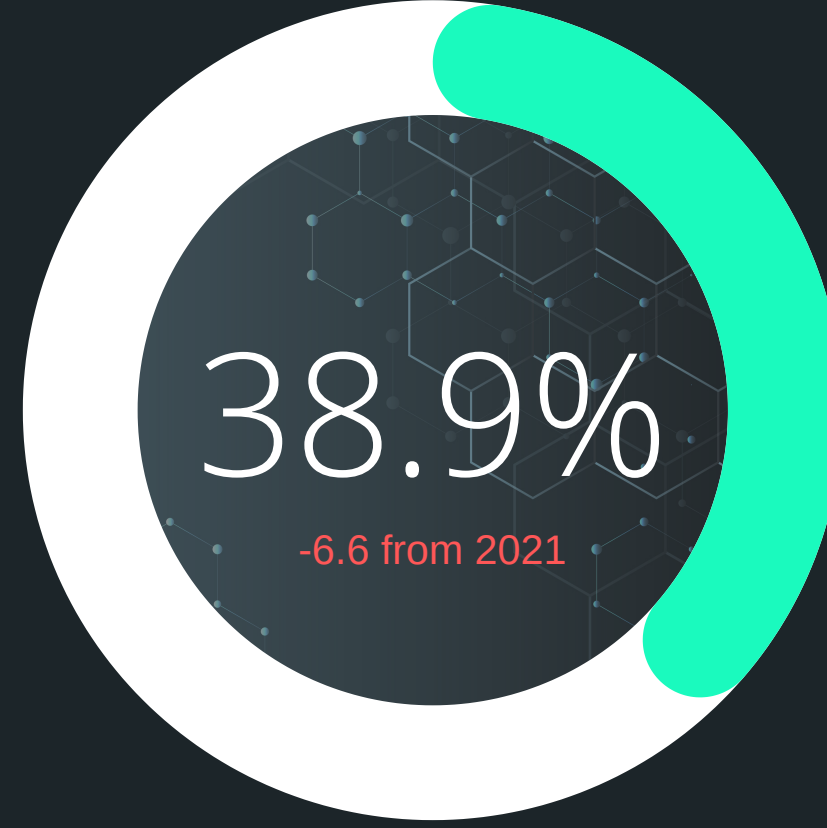
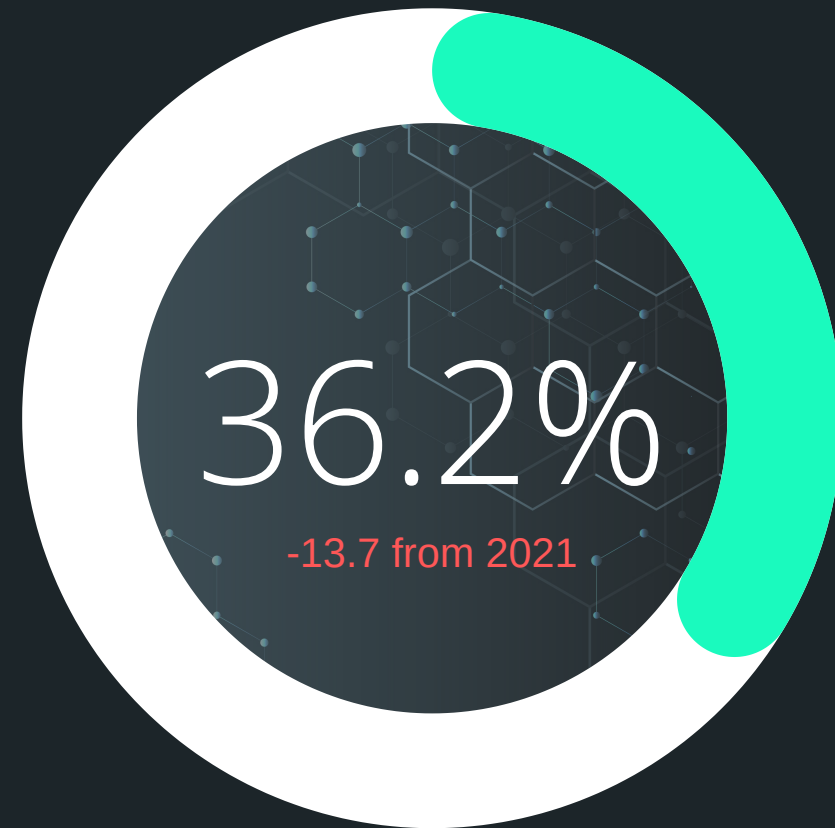


6 T H

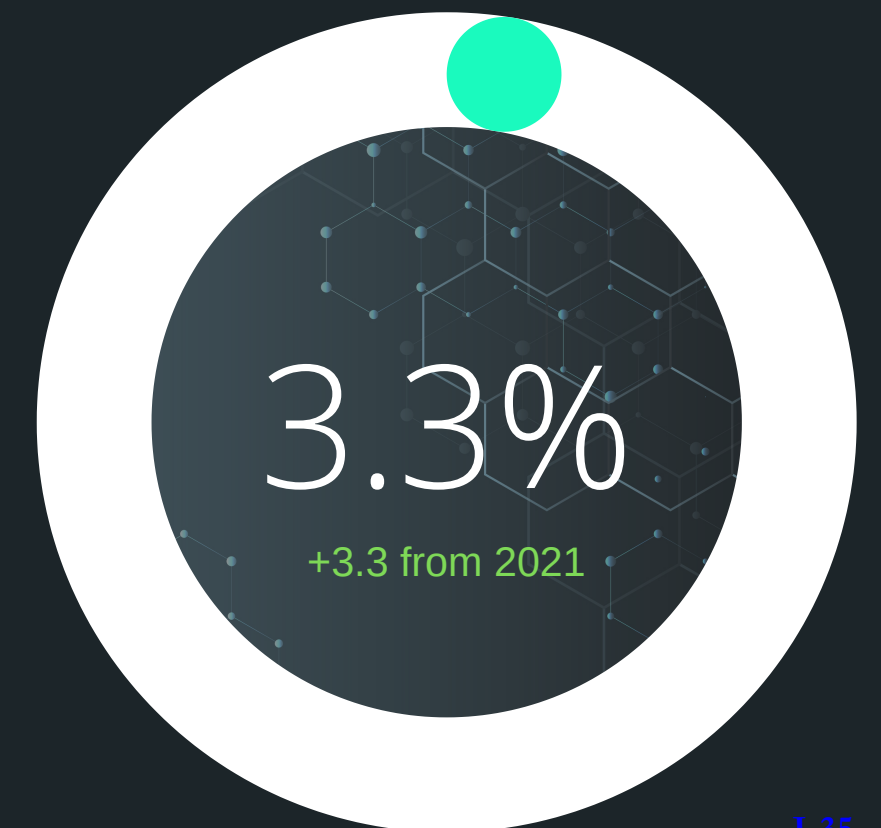
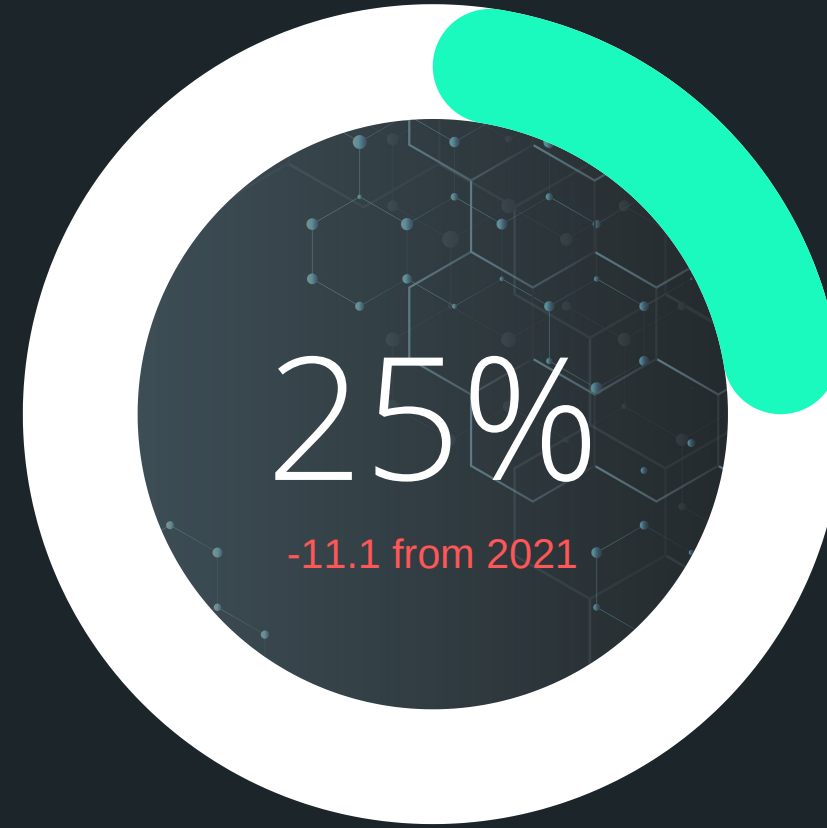
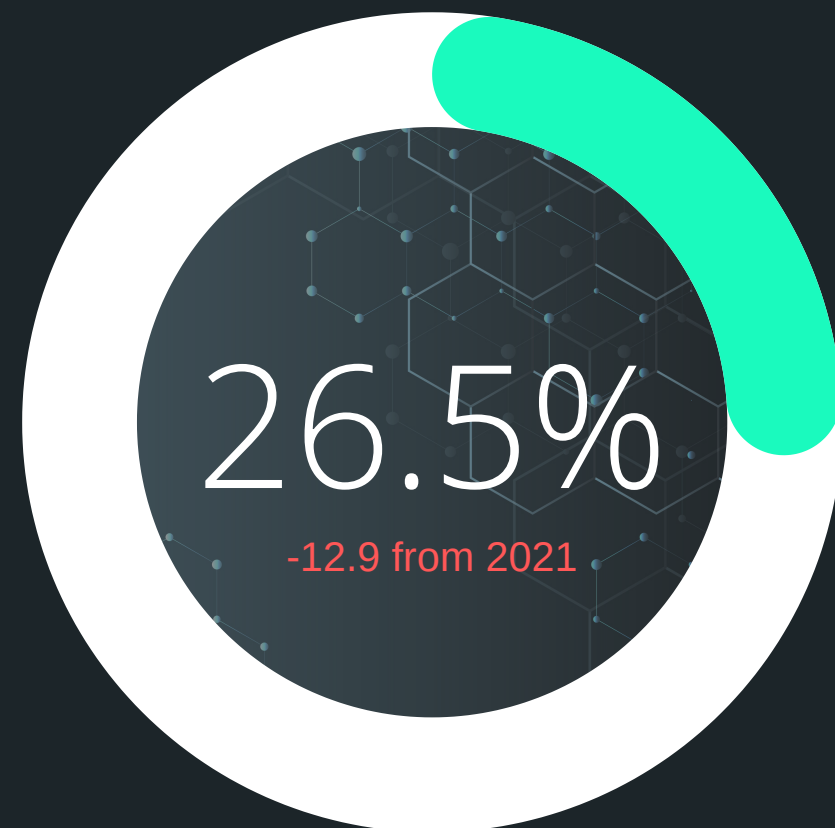
7 T H

8 T H

A G P

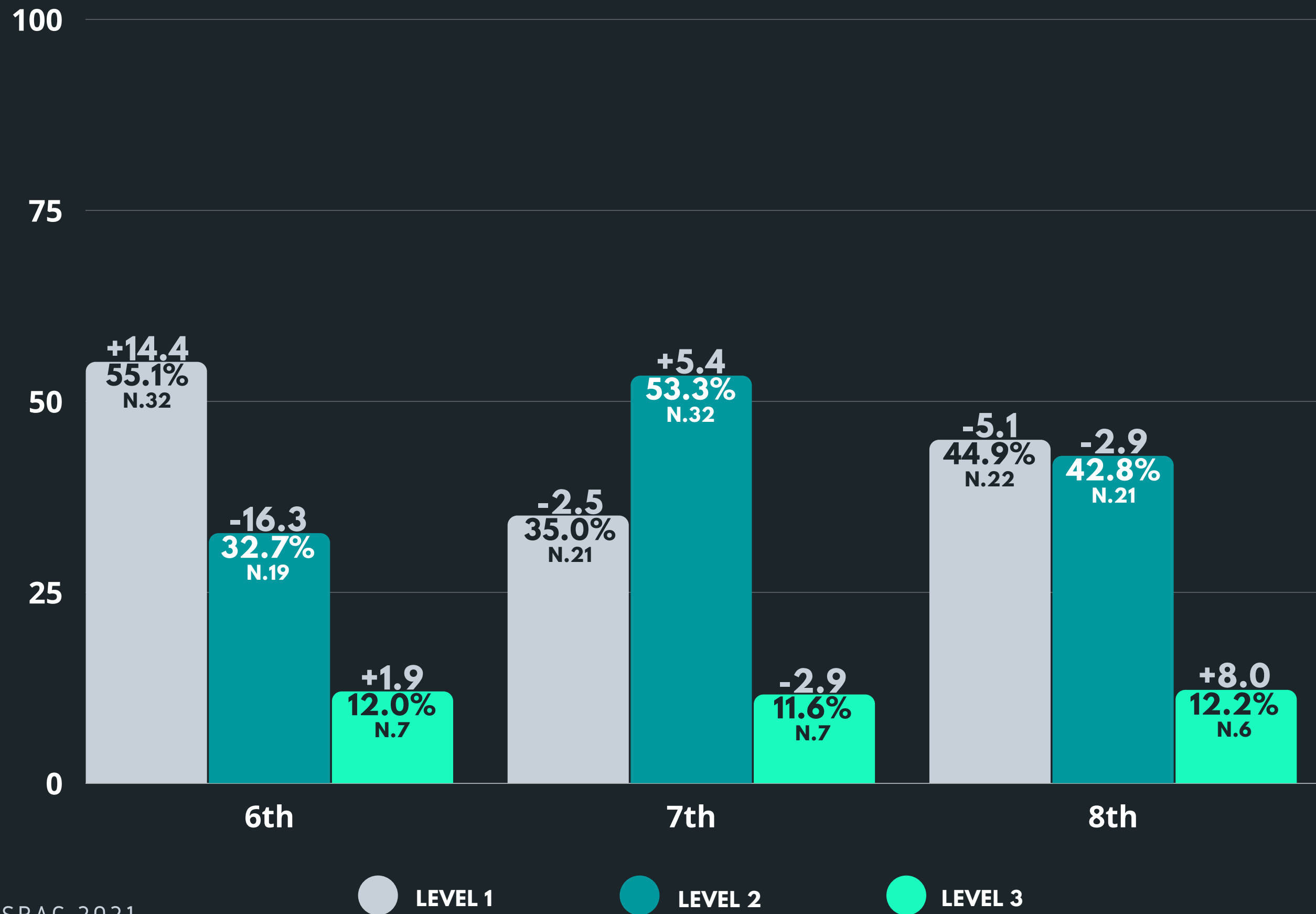


G A P



MATER ACADEMY NORTHERN NEVADA MIDDLE SCHOOL SBAC 2022 ELA PERFORMANCE LEVELS CLAIM 1 : READING

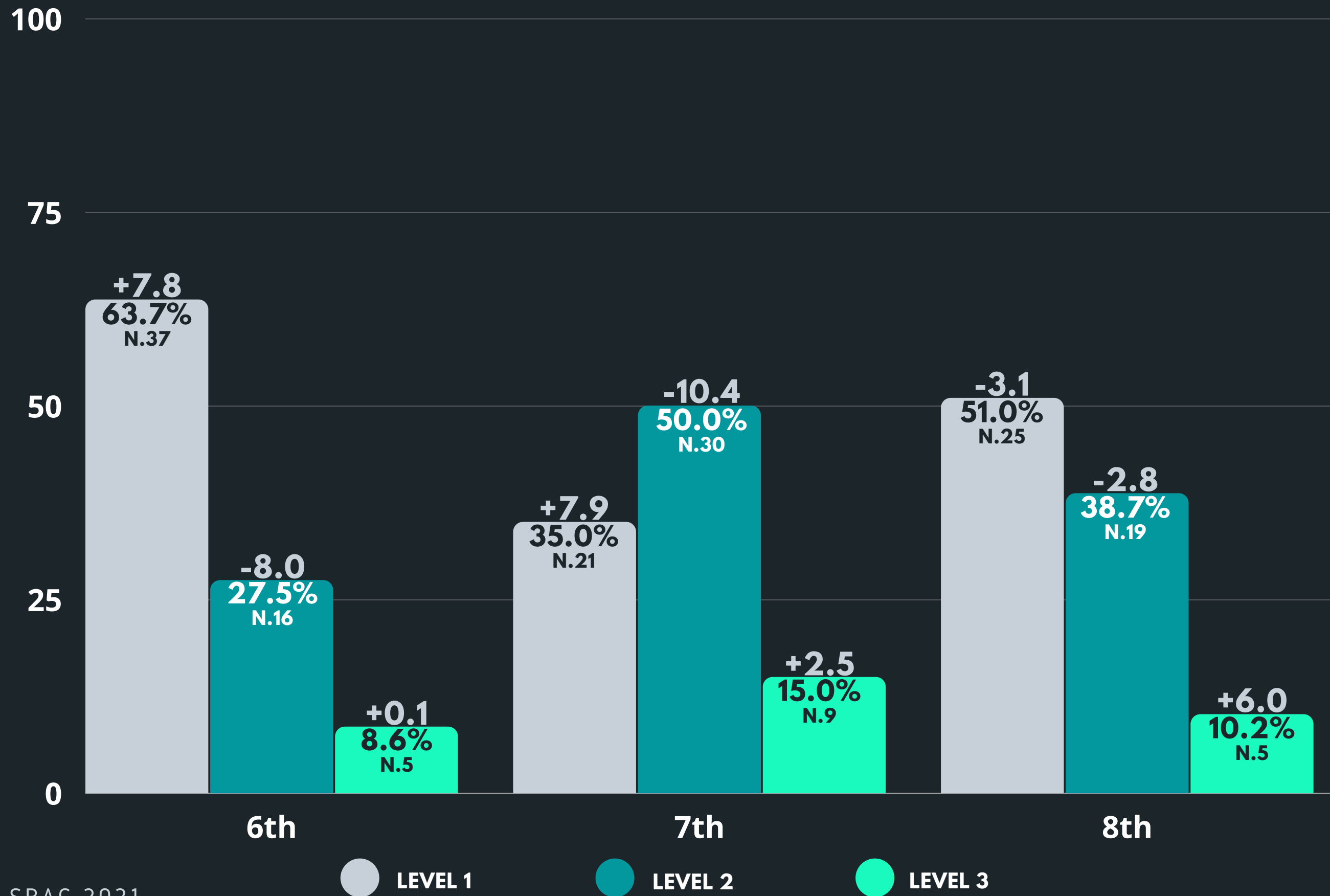
35



*CHANGE DATA FROM SBAC 2021

MATER ACADEMY NORTHERN NEVADA MIDDLE SCHOOL SBAC 2022 ELA PERFORMANCE LEVELS CLAIM 2 : WRITING

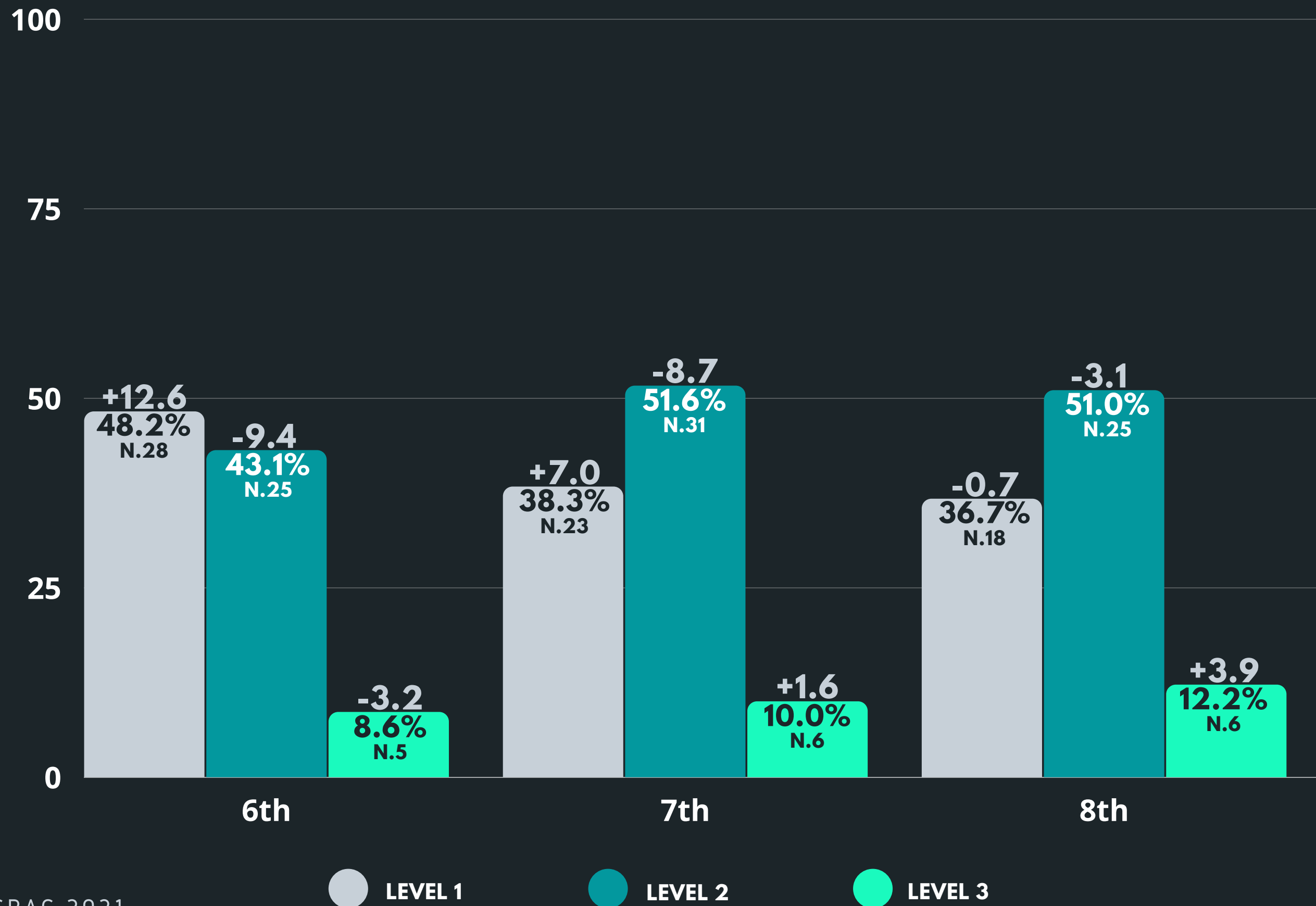
36



*CHANGE DATA FROM SBAC 2021

MATER ACADEMY NORTHERN NEVADA MIDDLE SCHOOL SBAC 2022 ELA PERFORMANCE LEVELS CLAIM 3 : SPEAKING & LISTENING

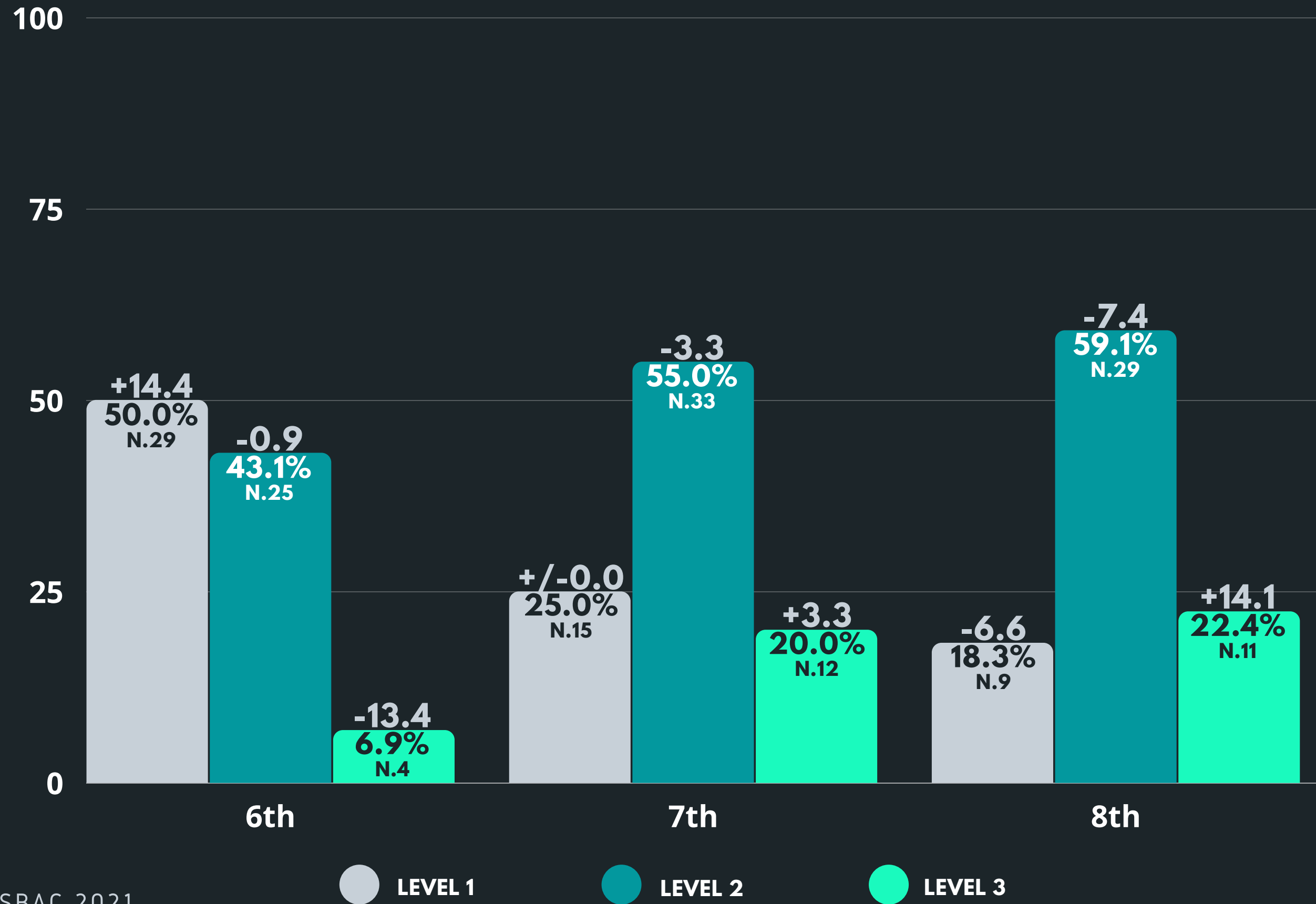
37



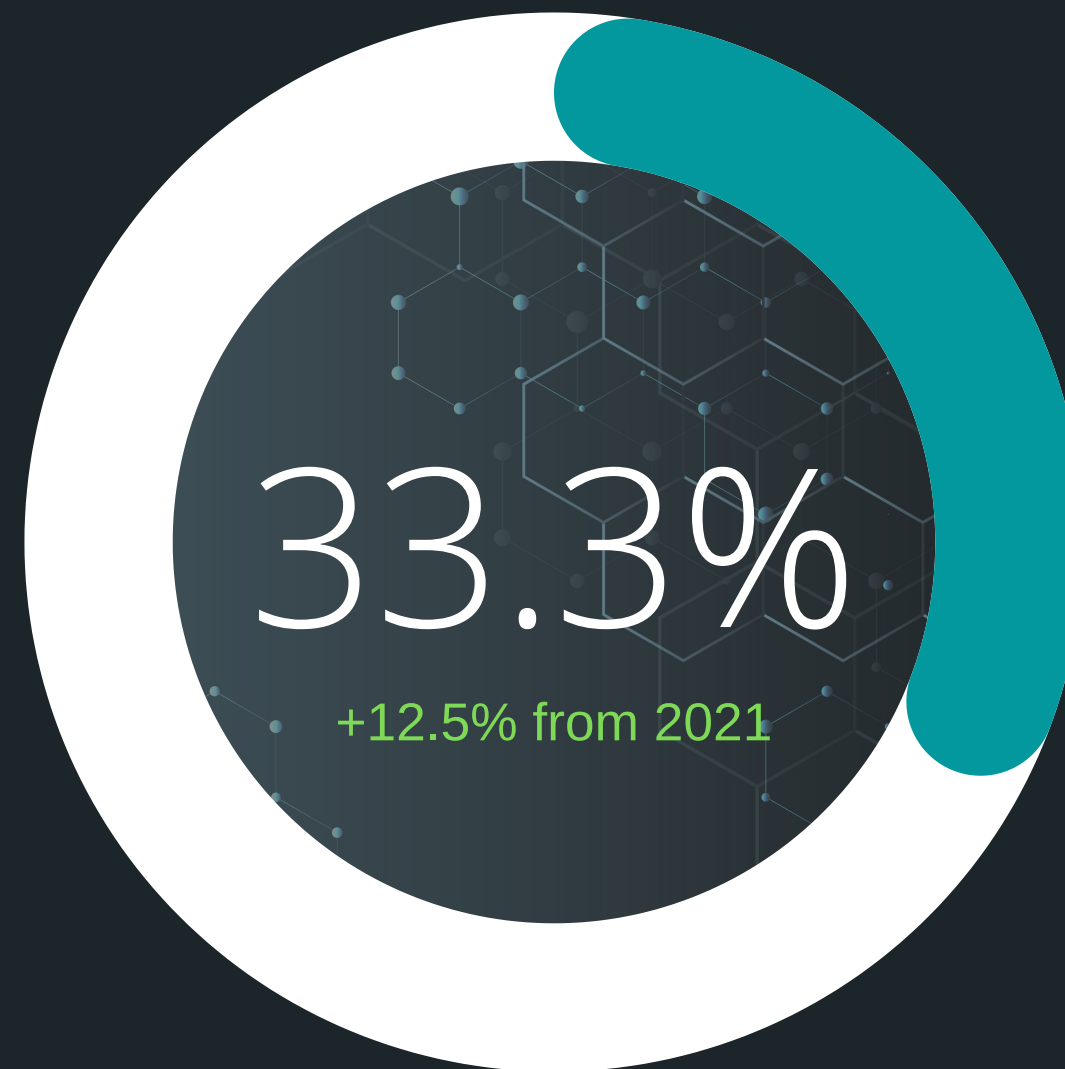
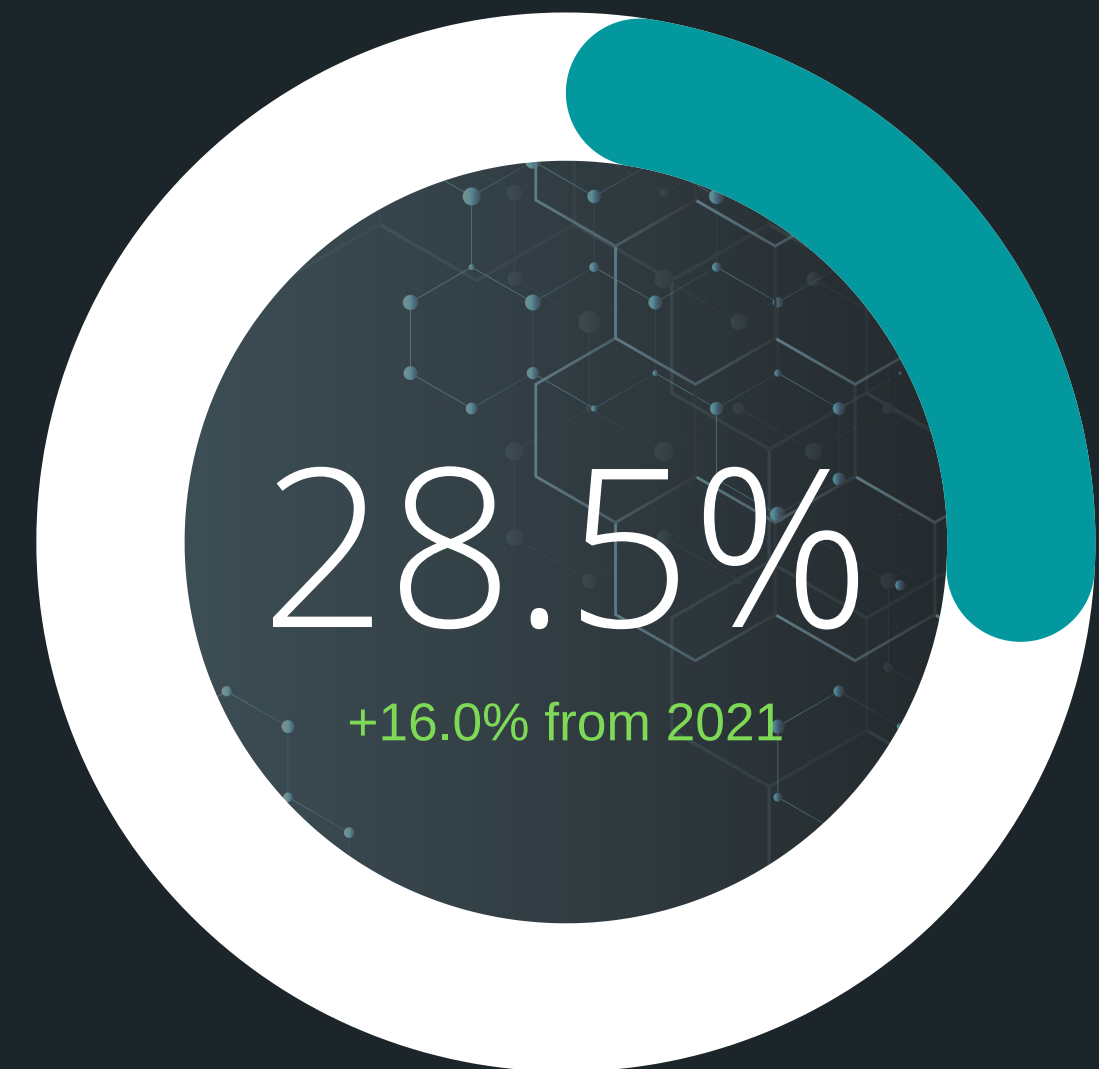
*CHANGE DATA FROM SBAC 2021

MATER ACADEMY NORTHERN NEVADA MIDDLE SCHOOL SBAC 2022 ELA PERFORMANCE LEVELS CLAIM 4 : RESEARCH & INQUIRY

38

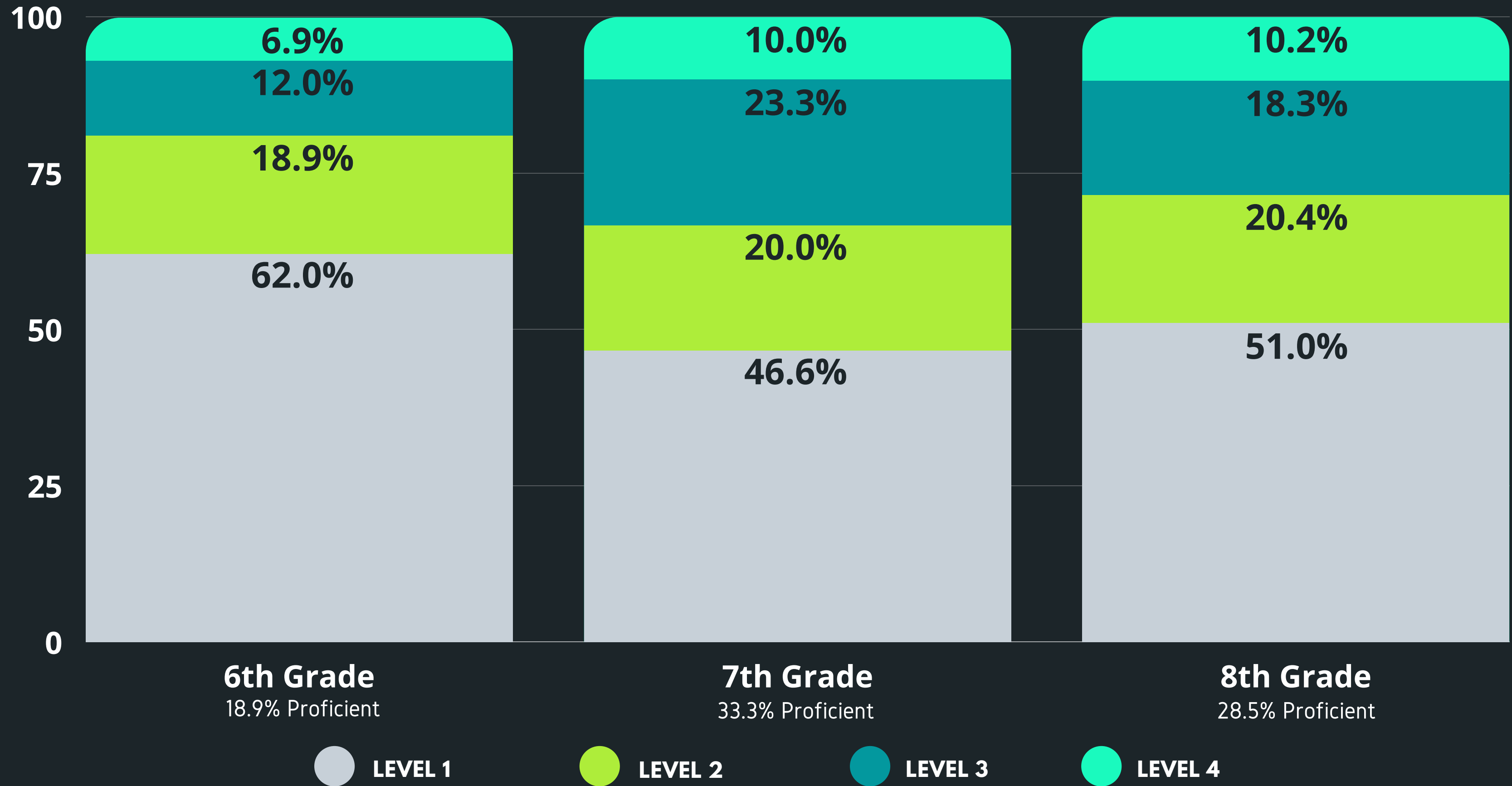


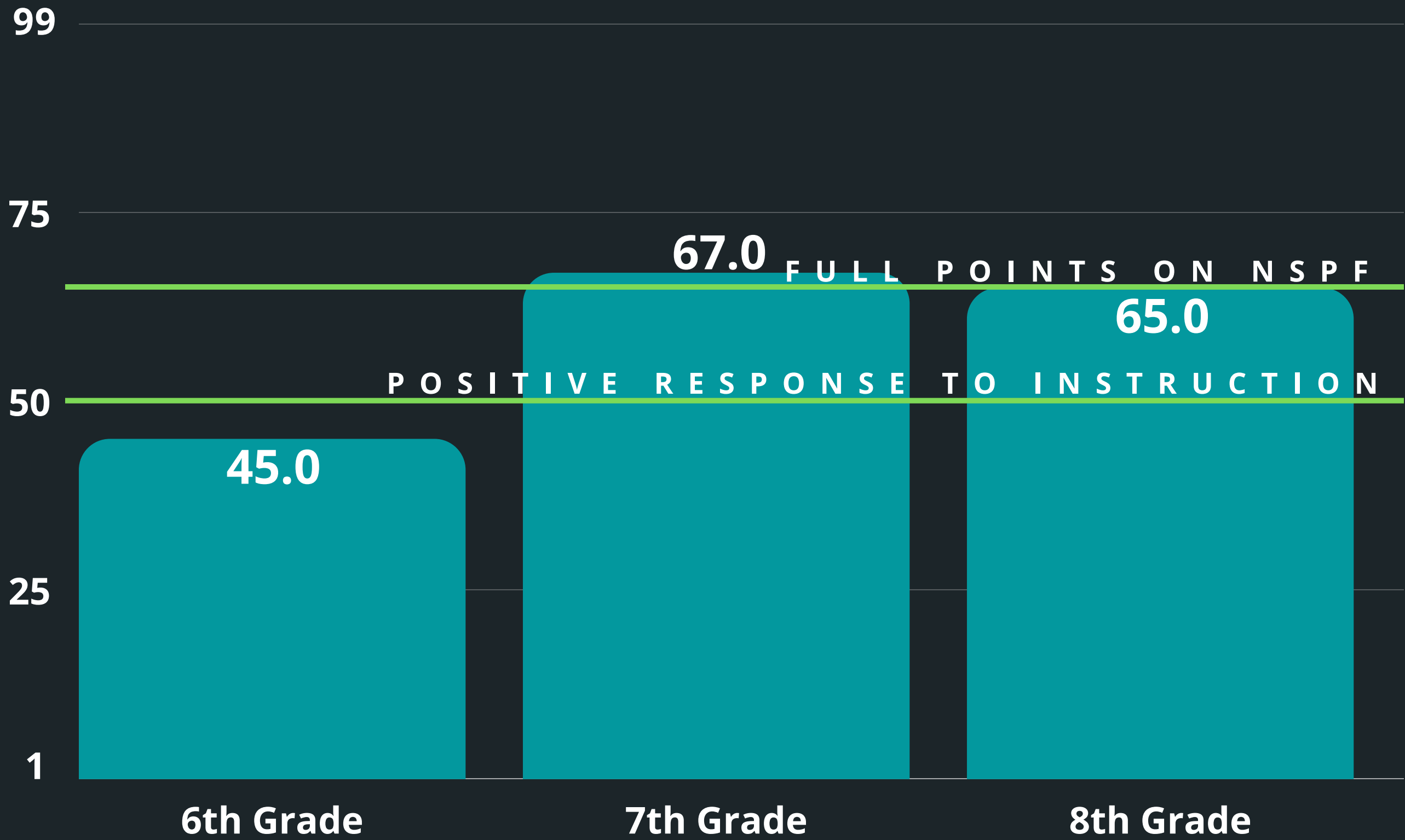
*CHANGE DATA FROM SBAC 2021

6 T H**7 T H****8 T H**

MATER ACADEMY NORTHERN NEVADA MIDDLE SCHOOL SBAC 2022 MATH ACADEMIC ACHIEVEMENT LEVELS BY GRADE

40





MATER ACADEMY NORTHERN NEVADA MIDDLE SCHOOL SBAC 2022 MATH AGP & GAP BY GRADE

42

6 T H

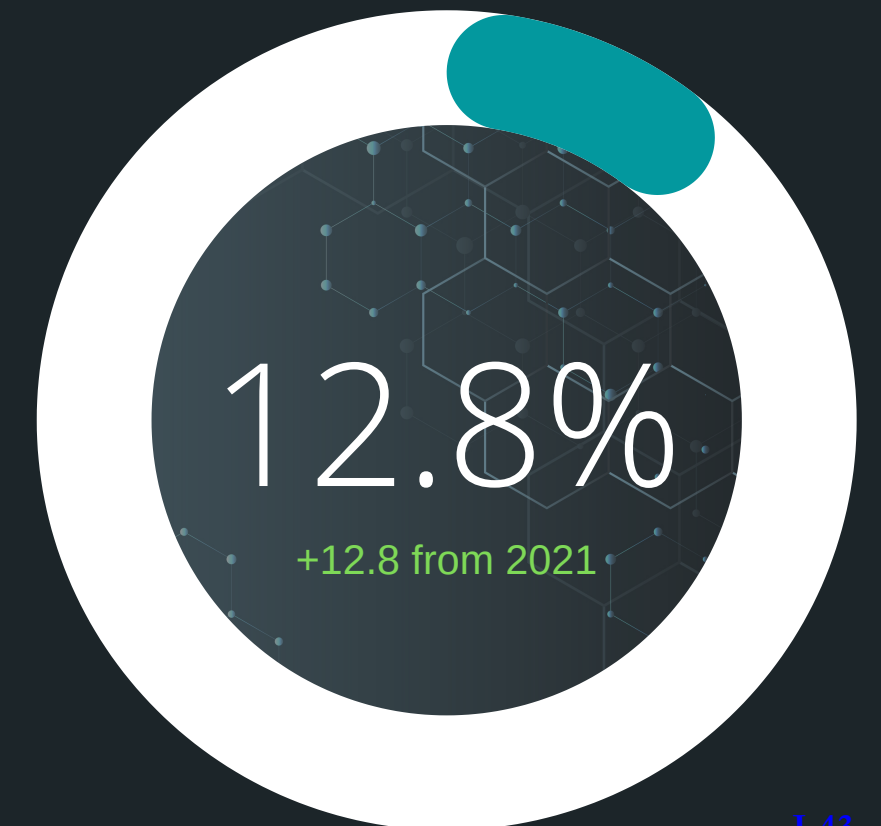
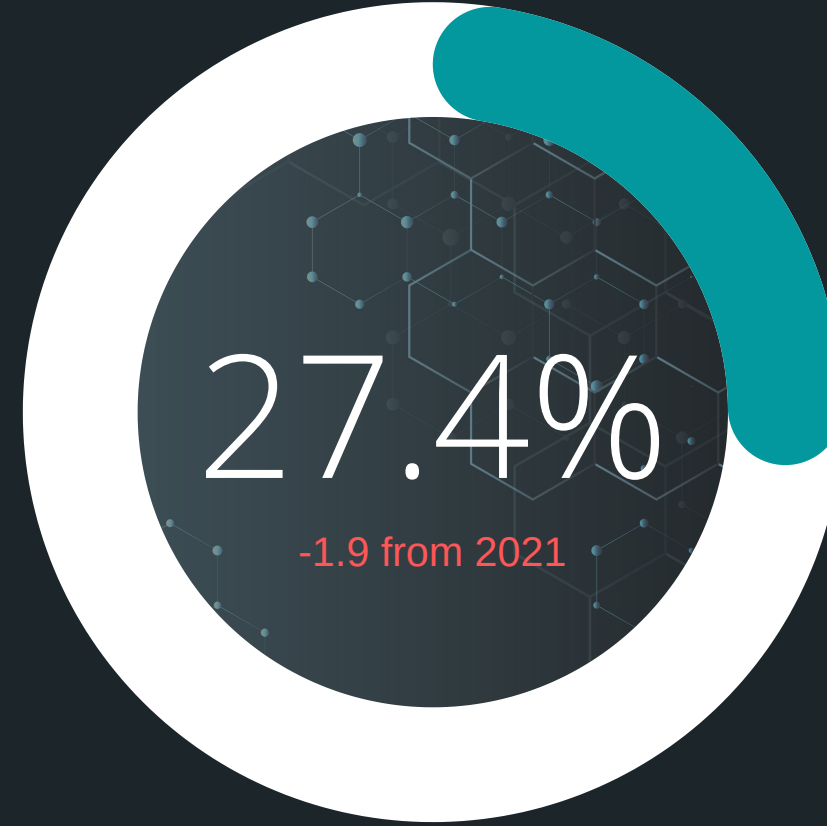
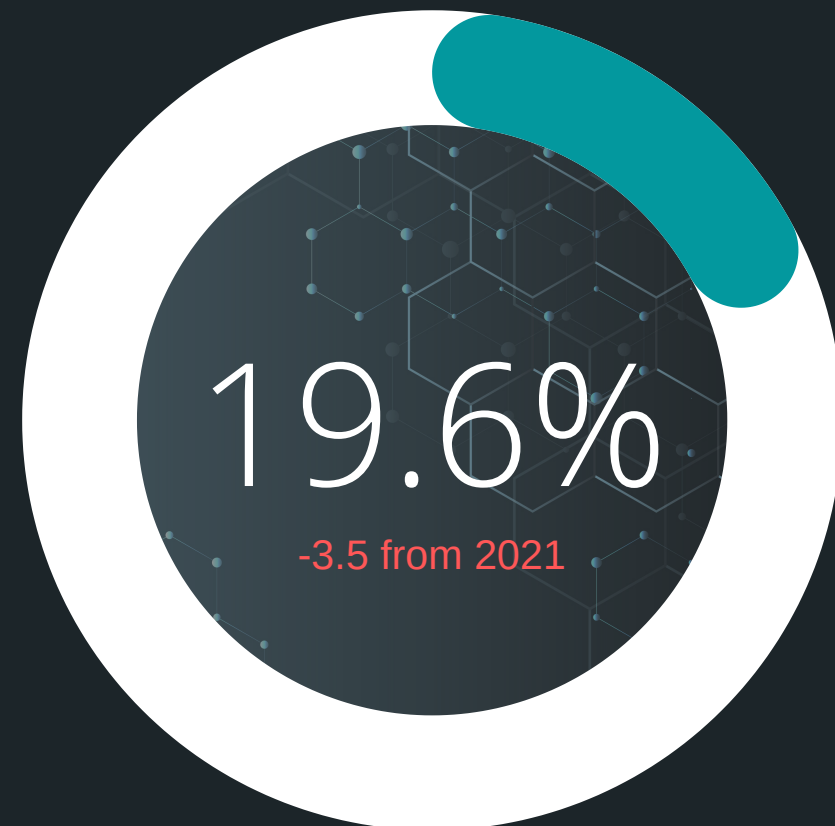
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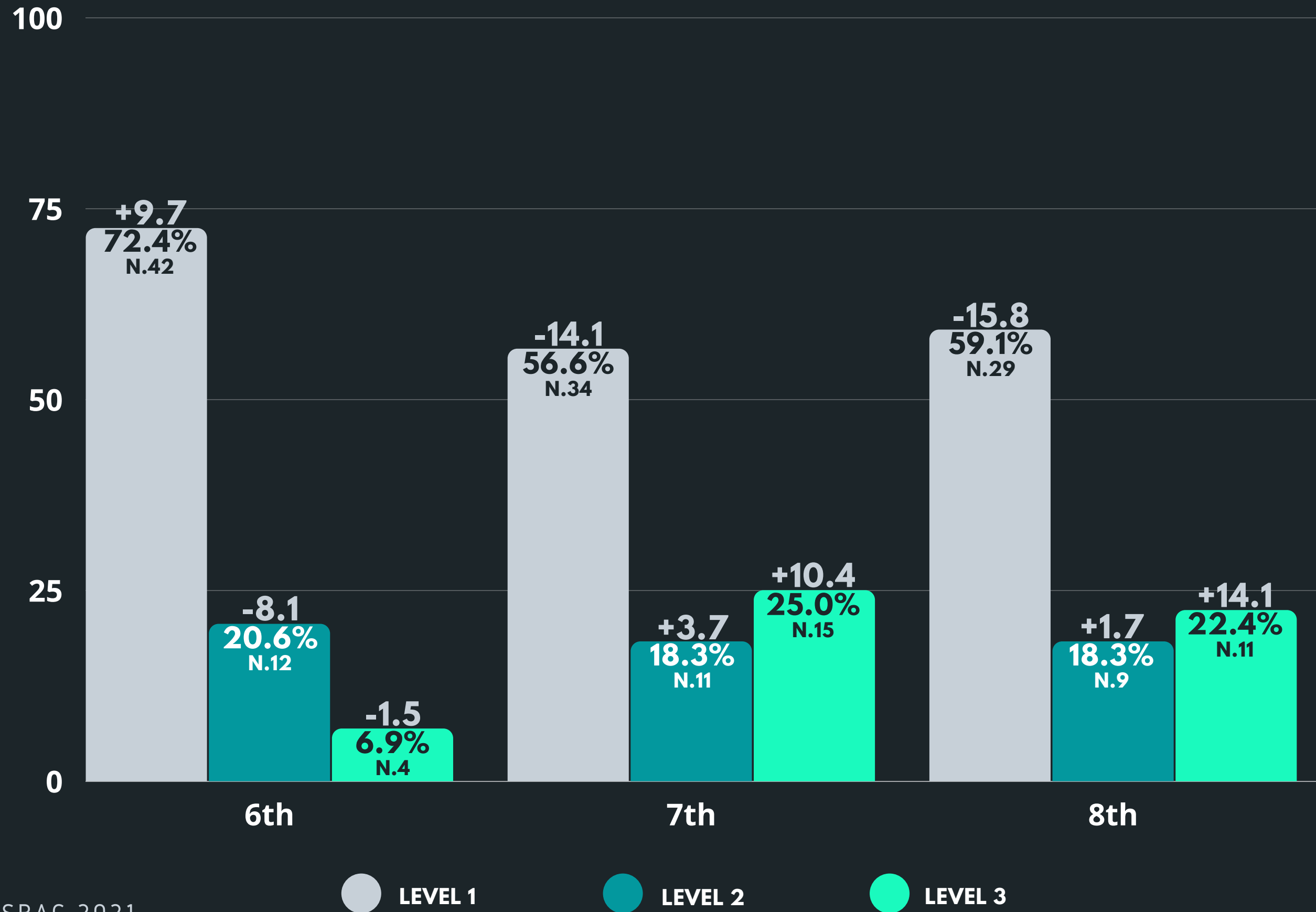
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A G P

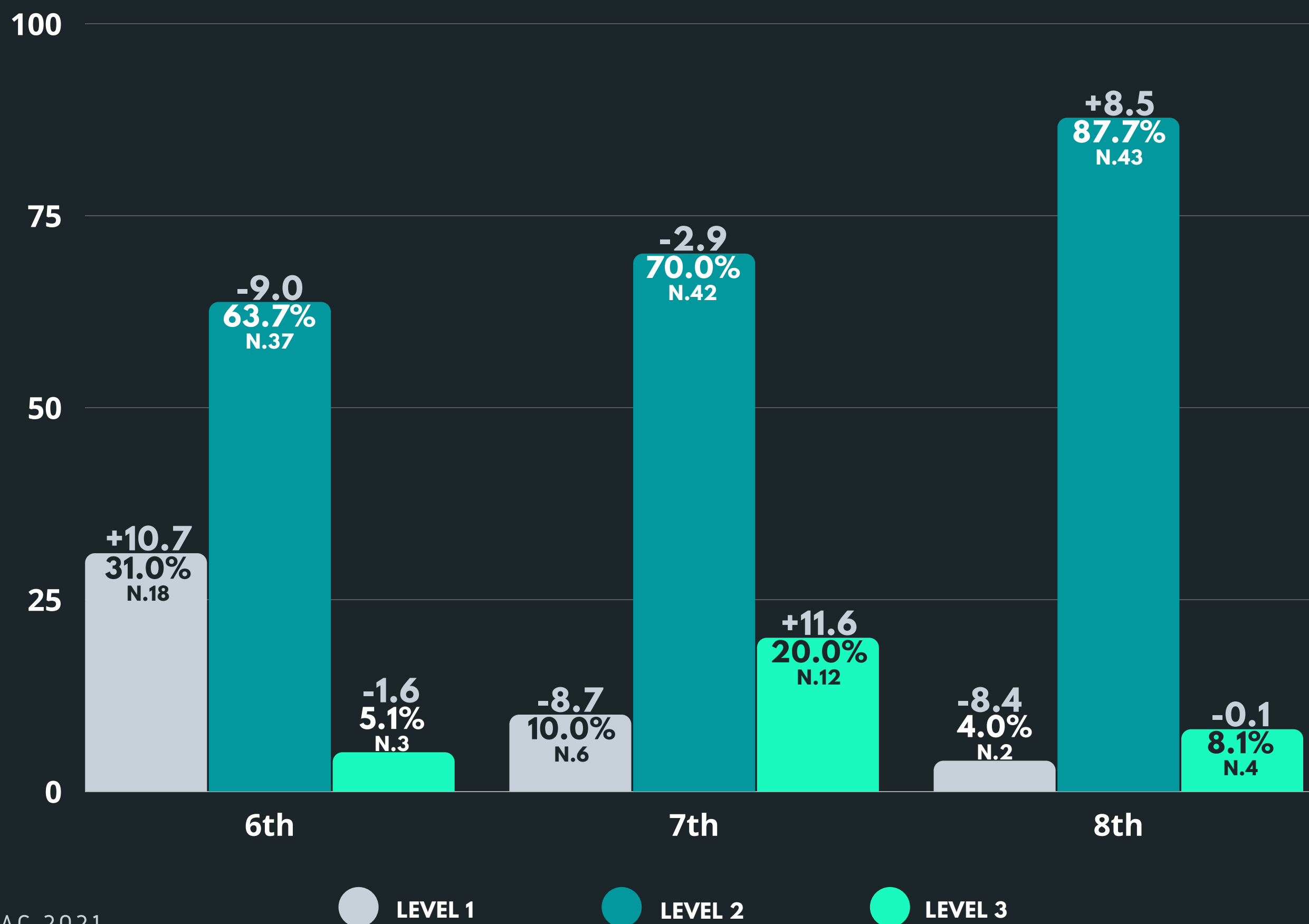


G A P





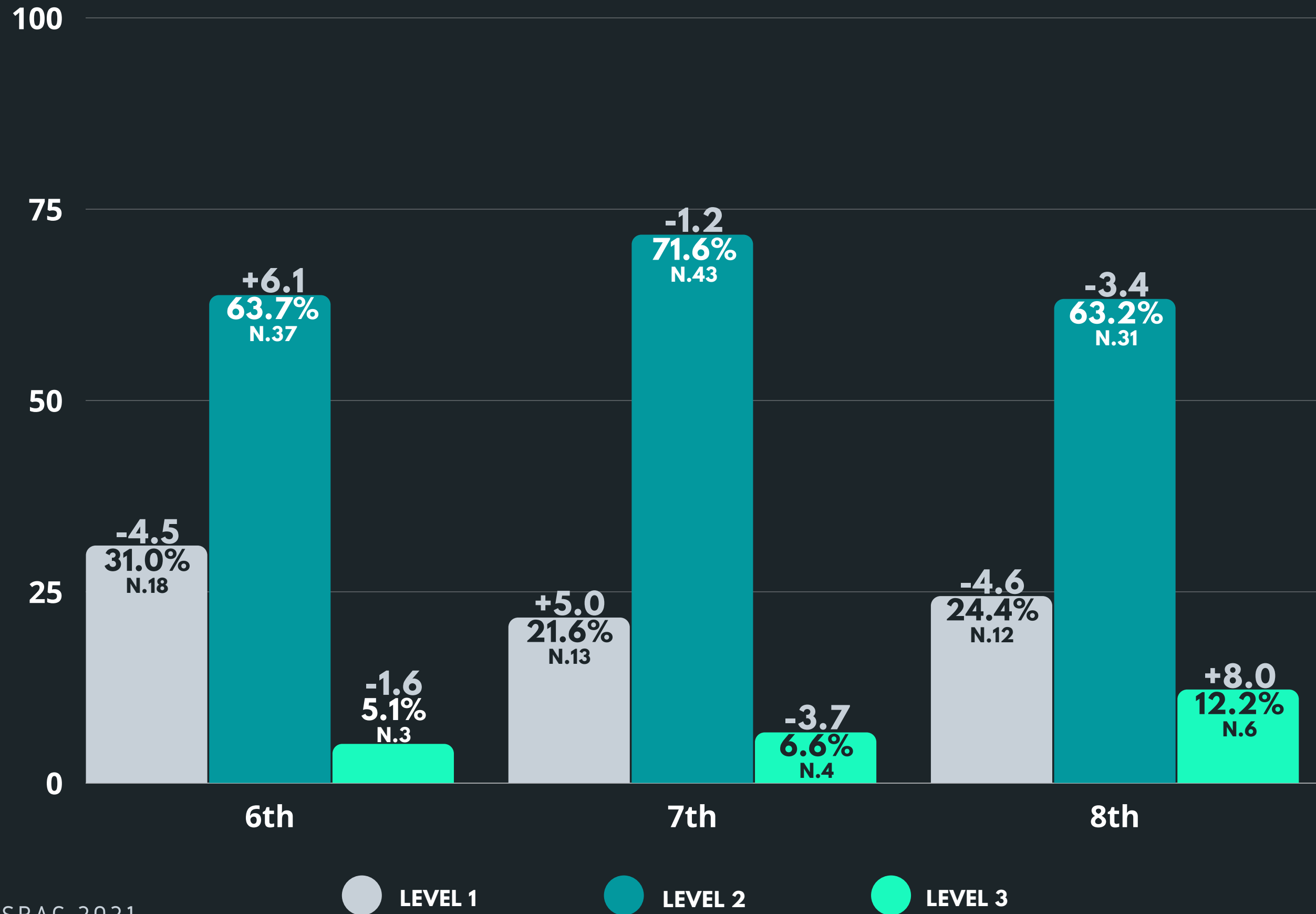
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*CHANGE DATA FROM SBAC 2021

MATER ACADEMY NORTHERN NEVADA MIDDLE SCHOOL SBAC 2022 MATH PERFORMANCE LEVELS CLAIM 3 : CONSTRUCTING REASONING

45



*CHANGE DATA FROM SBAC 2021



55.5%

MATER ACADEMY NORTHERN NEVADA

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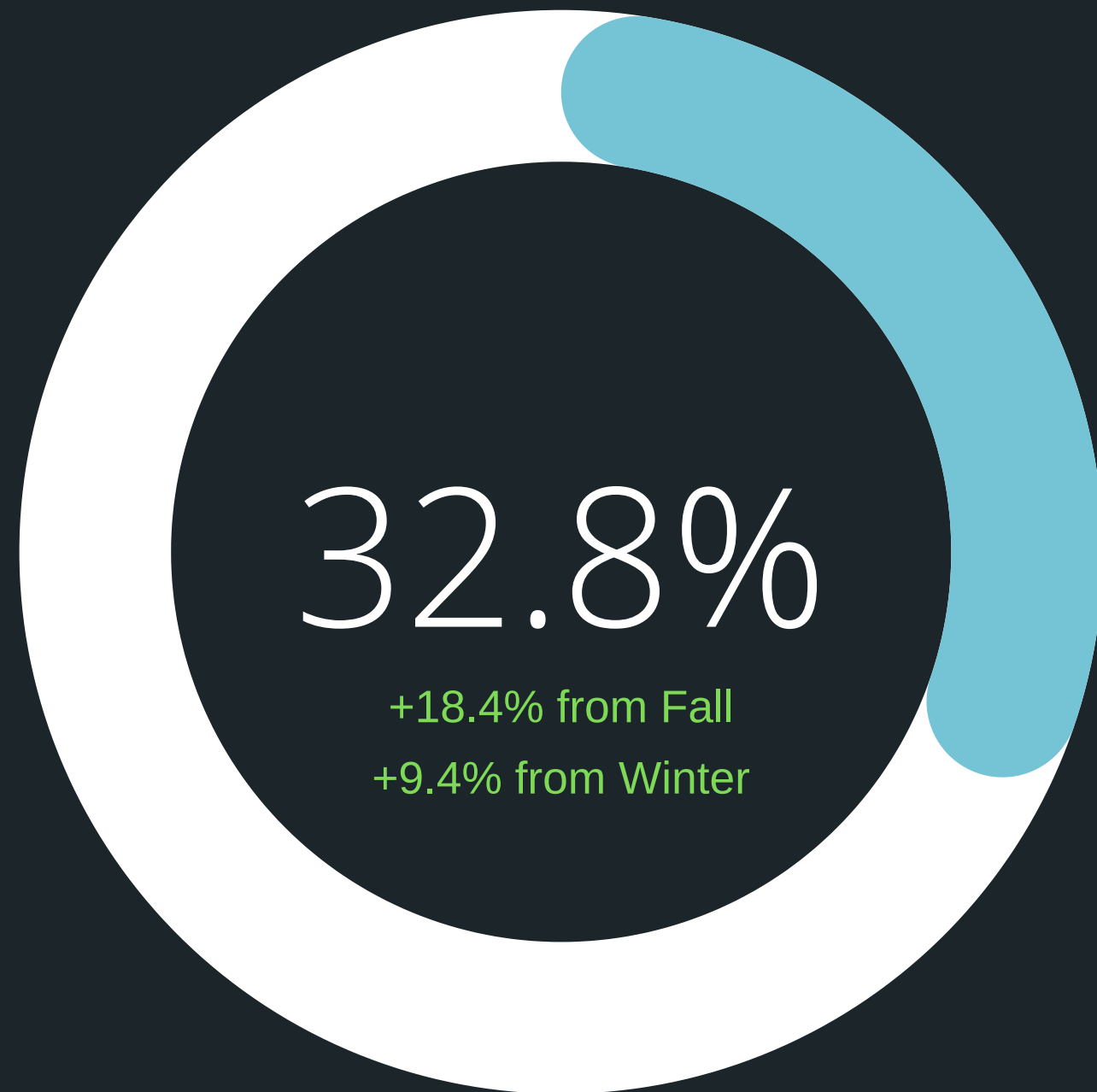
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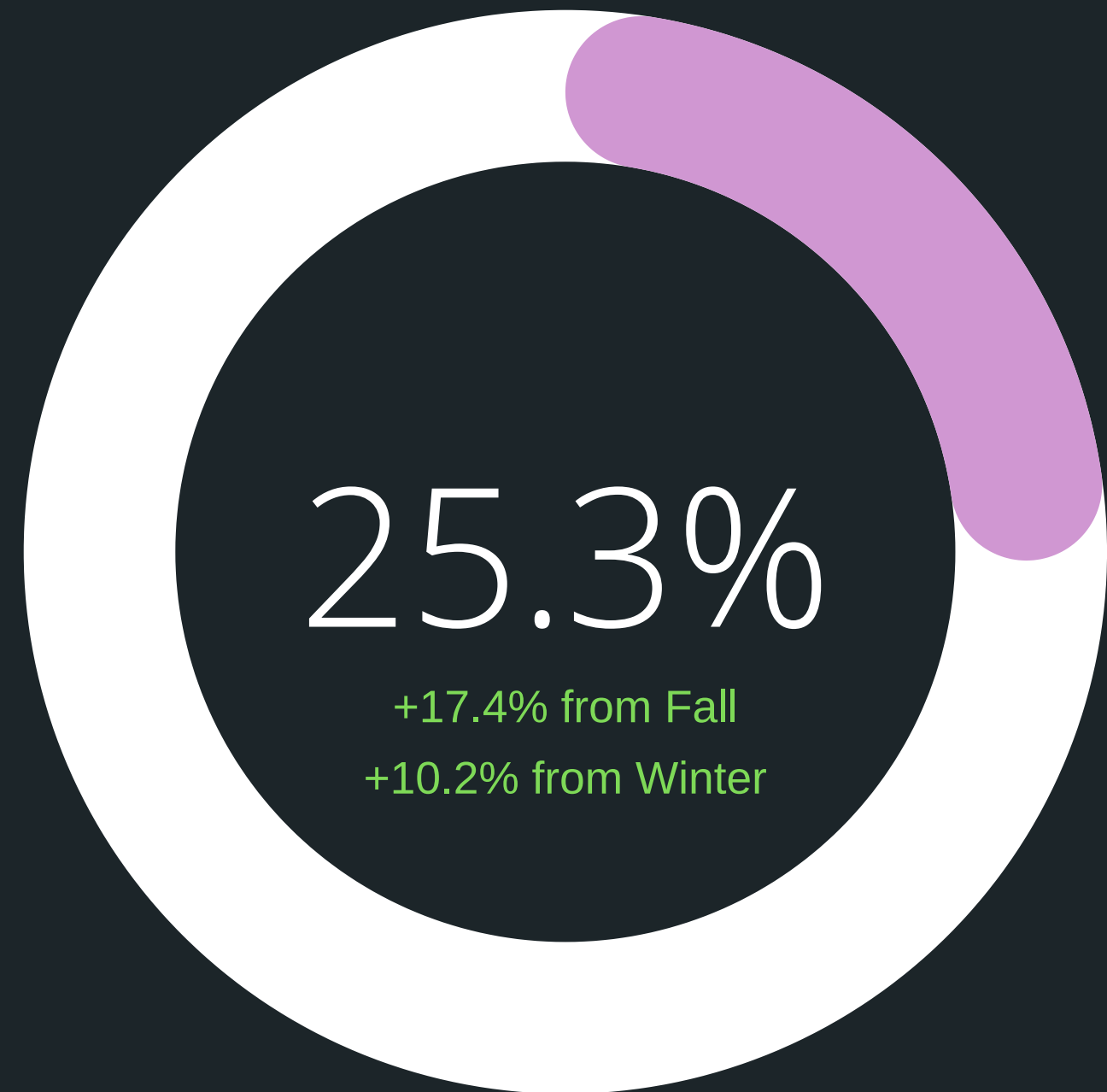
MATER ACADEMY NORTHERN NEVADA ELEMENTARY SCHOOL



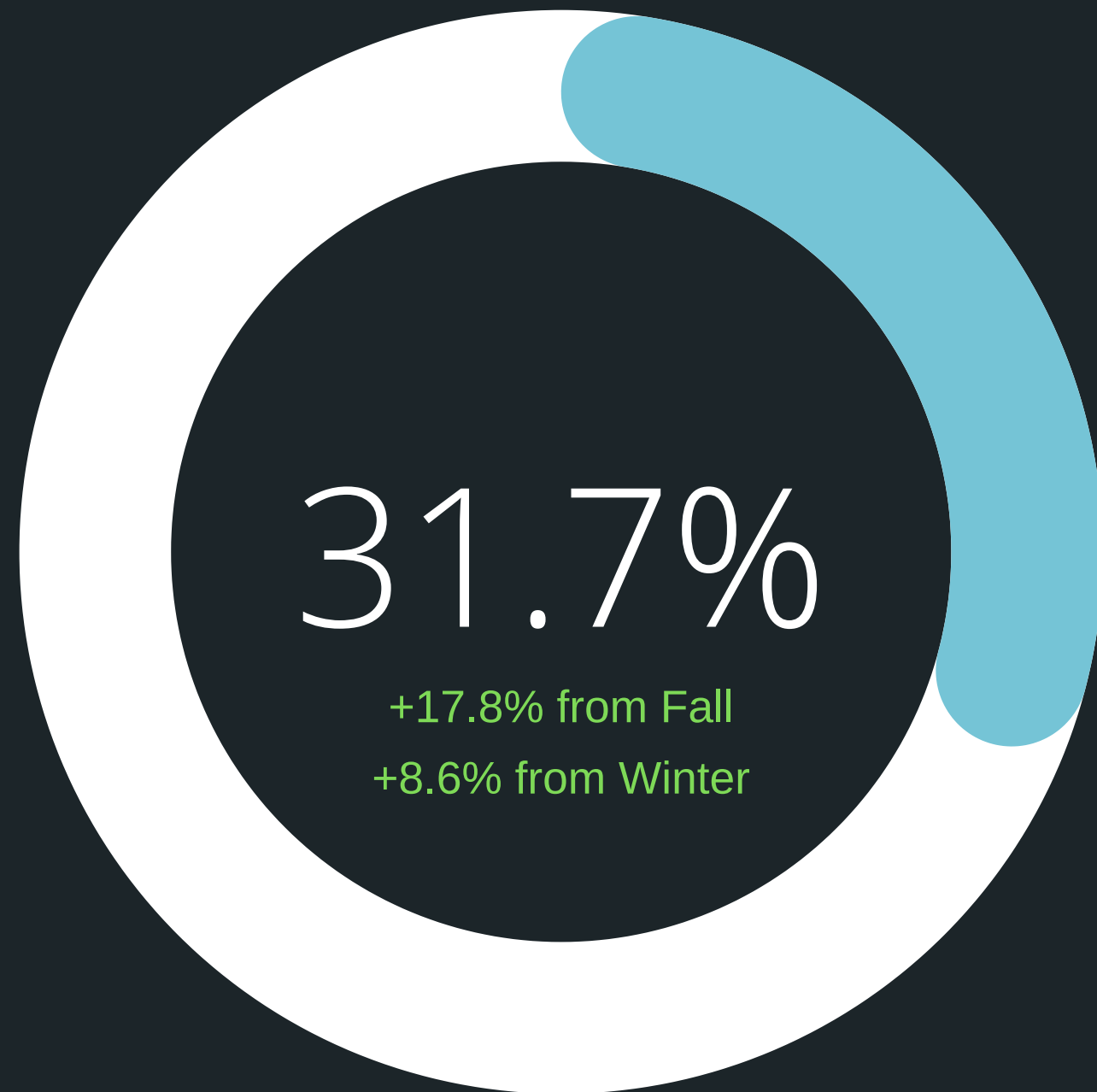
E L A



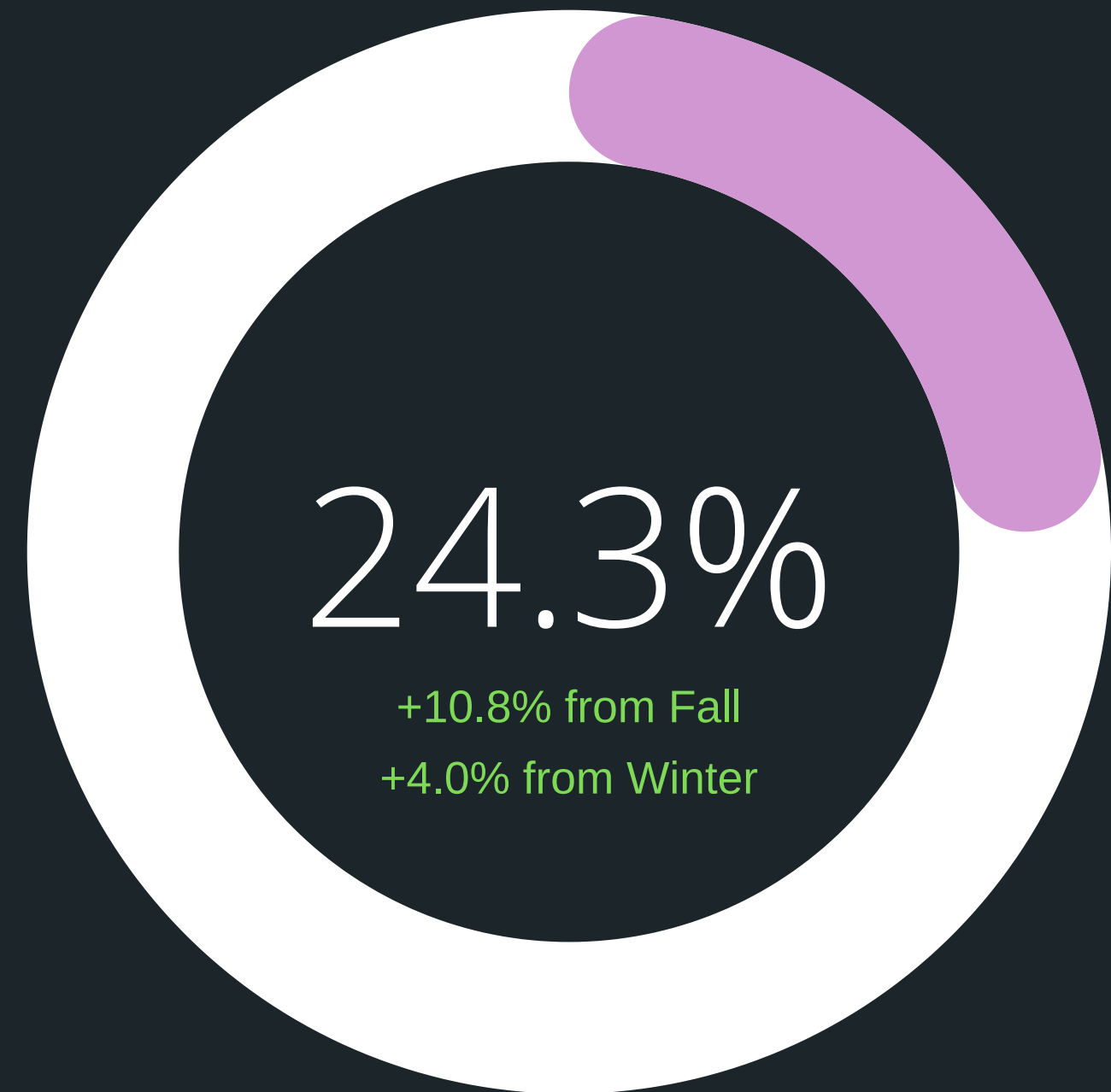
M A T H



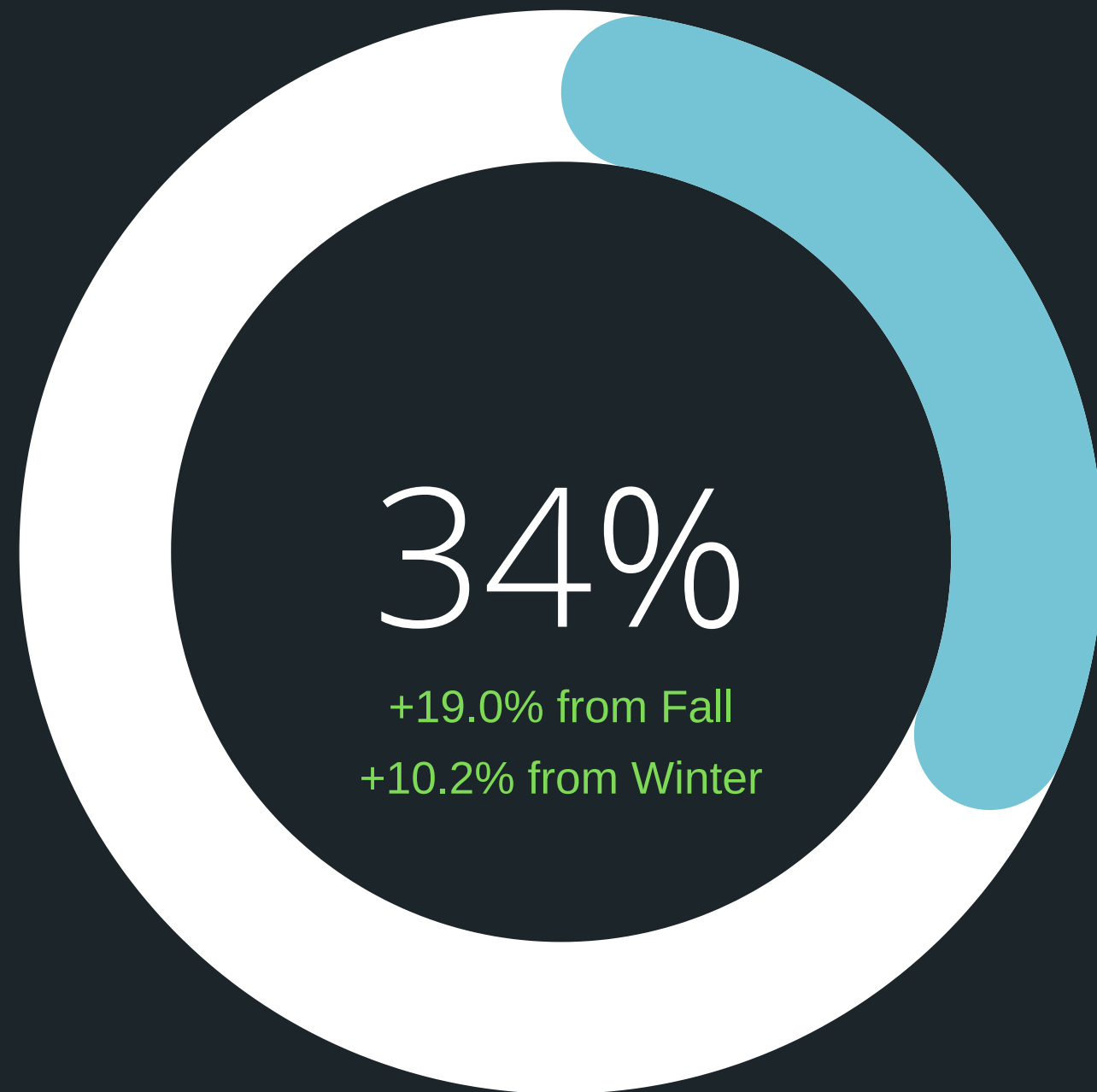
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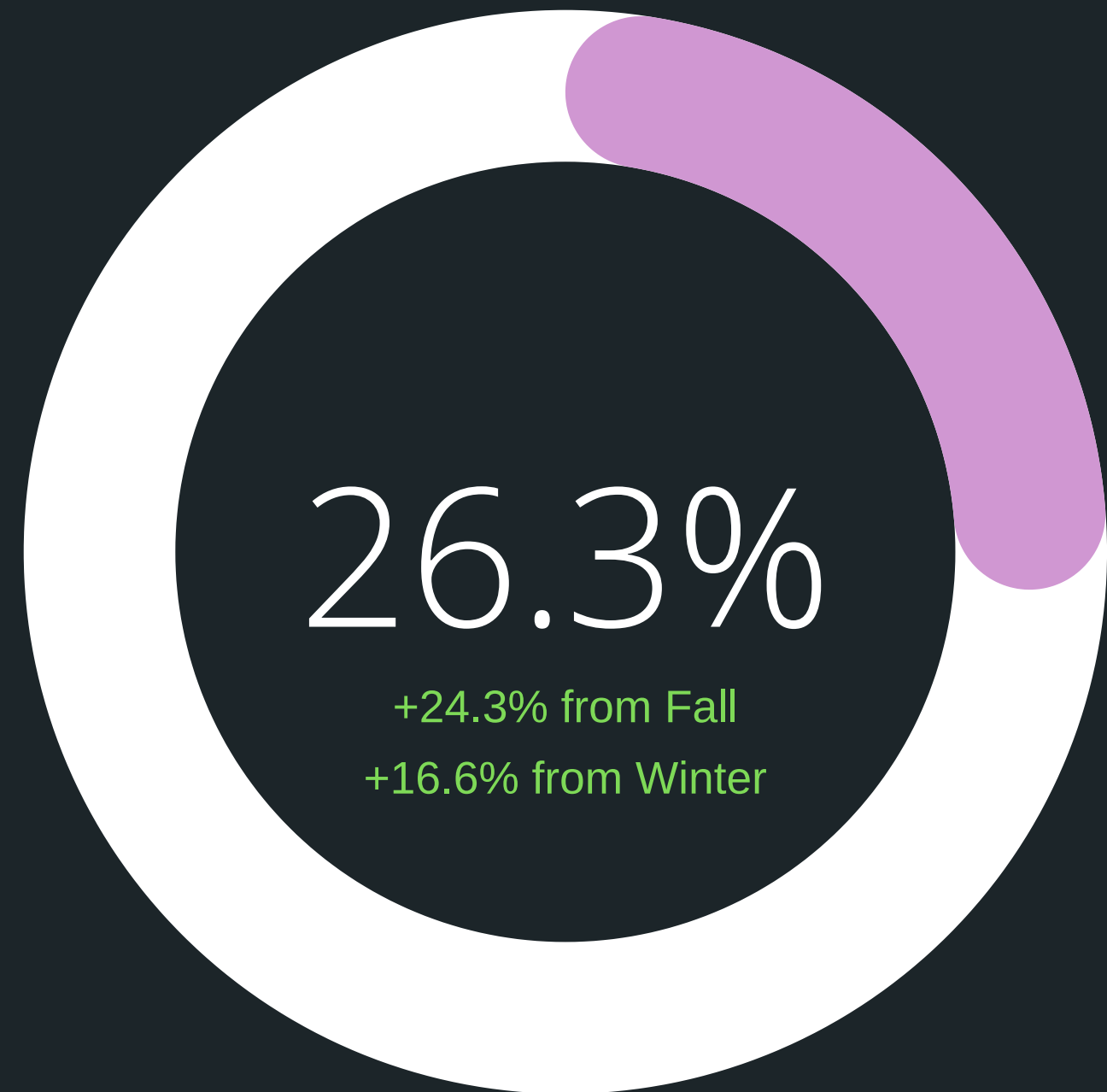
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E L A

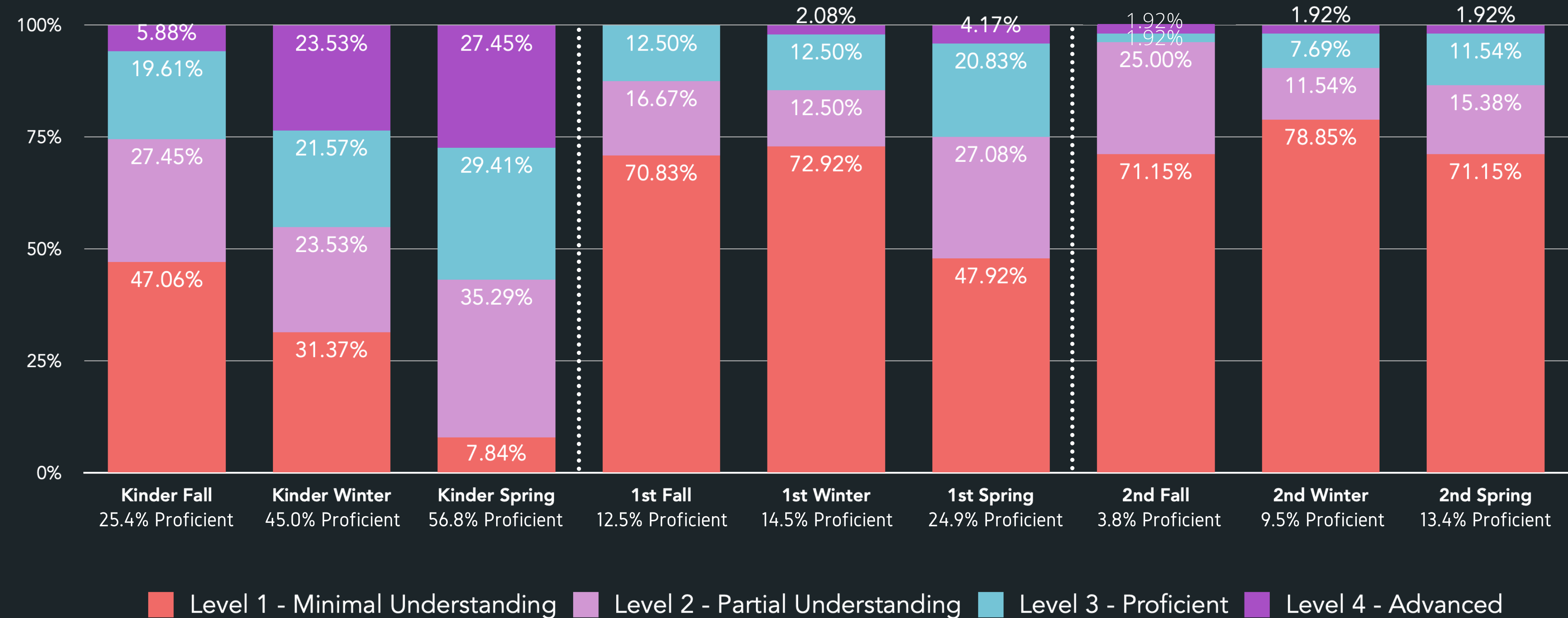


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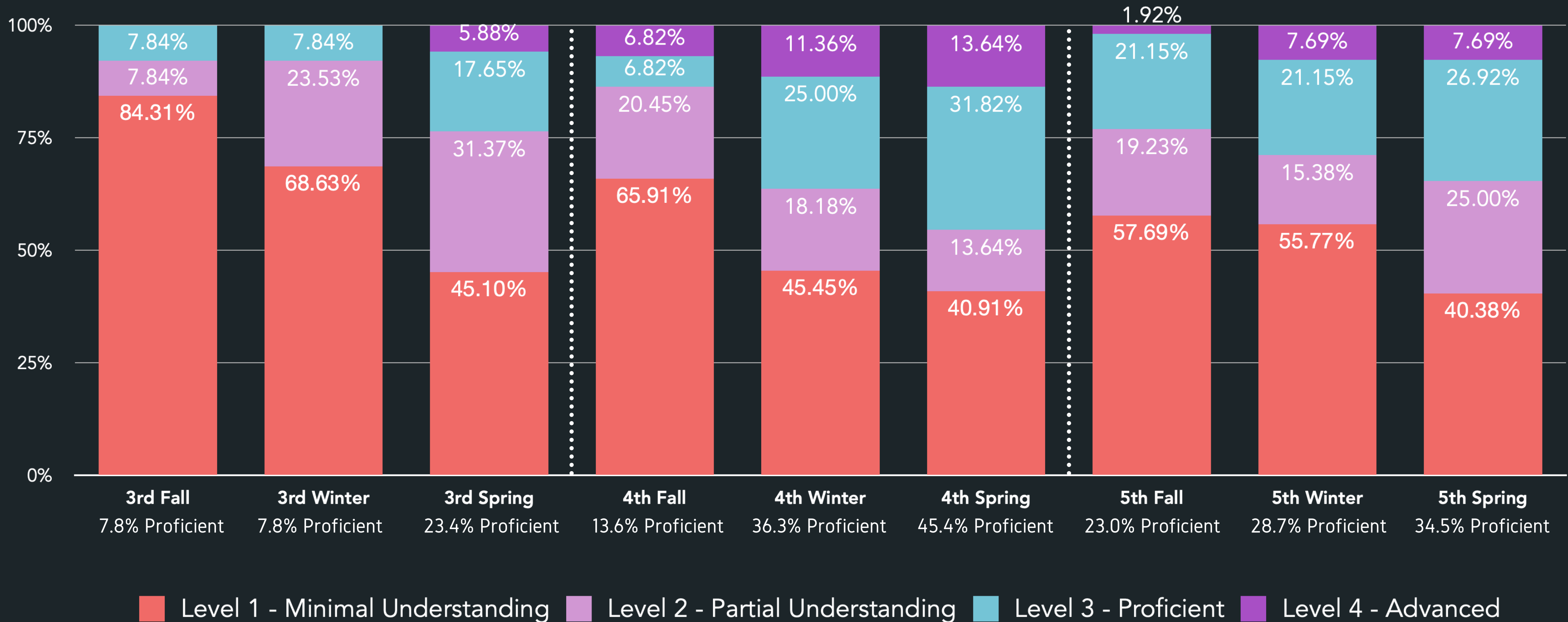


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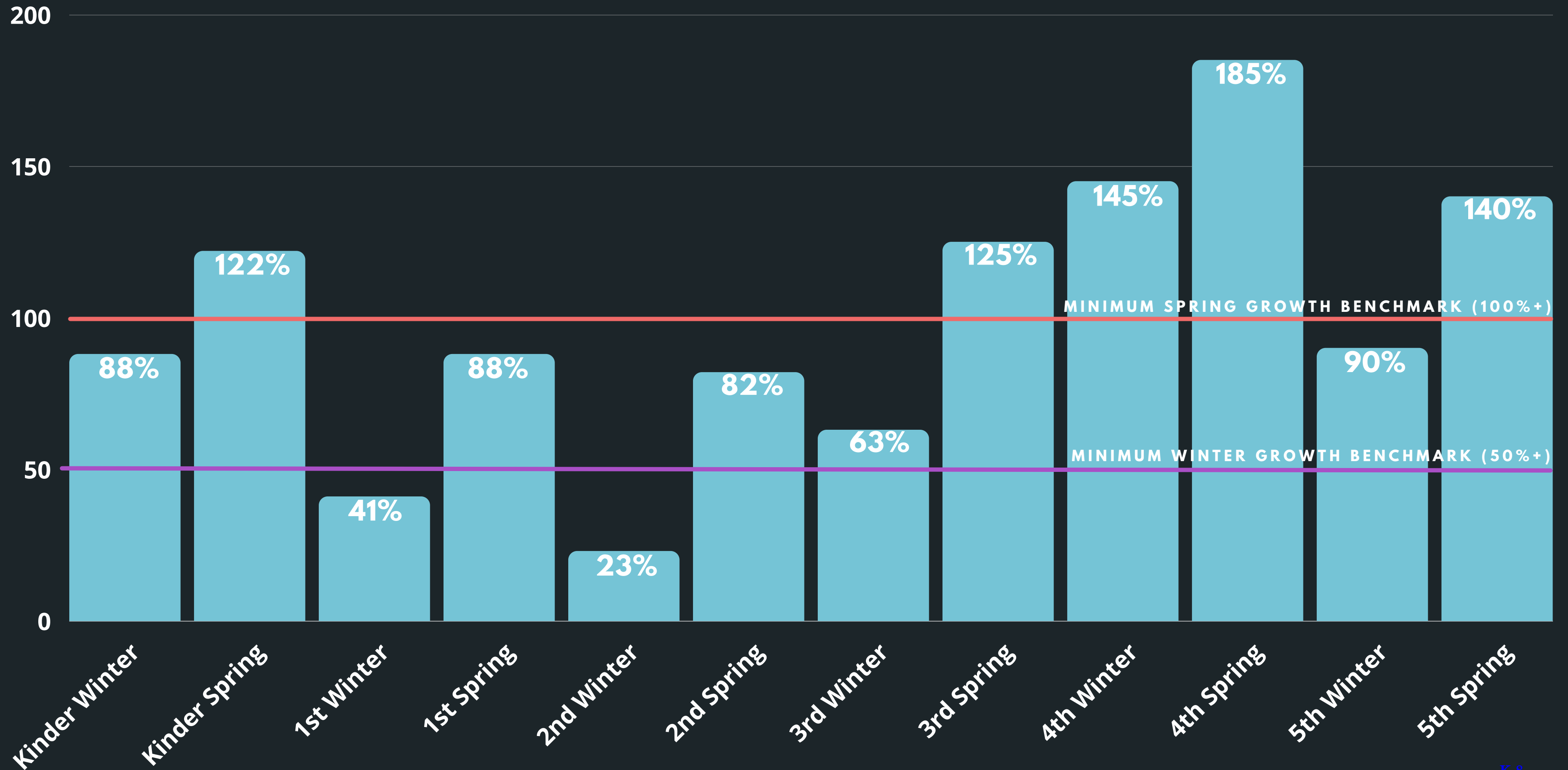
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MATER ACADEMY OF NORTHERN NEVADA ELEMENTARY SCHOOL ELA IREADY LEVELS 3-5 (PROBABLE SBAC LEVEL)



MATER ACADEMY OF NORTHERN NEVADA ELEMENTARY SCHOOL ELA IREADY TYPICAL GROWTH



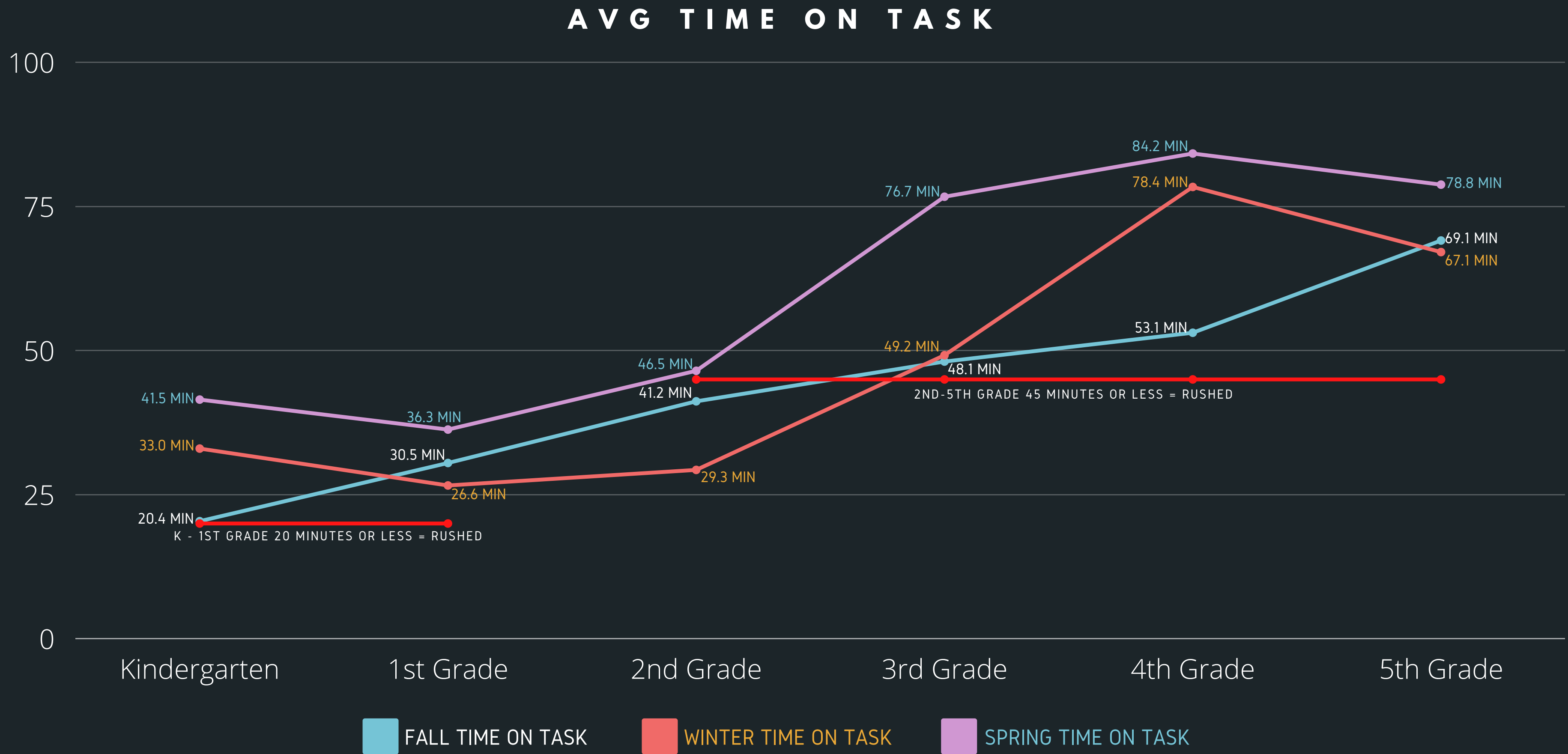
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W I N T E R 2 1



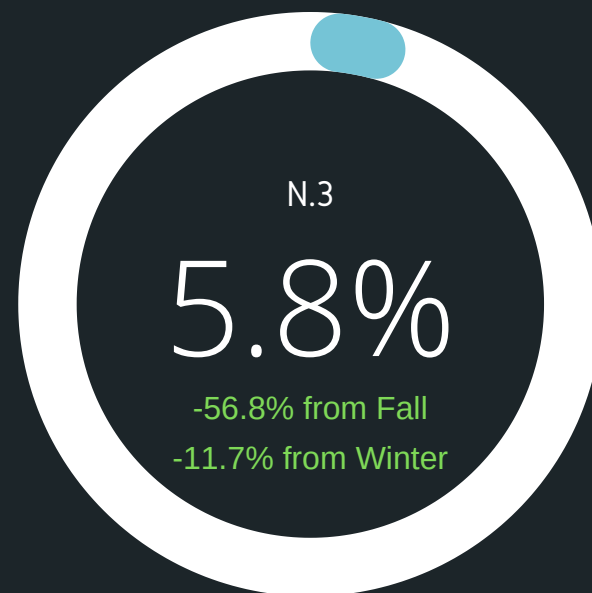
S P R I N G 2 2



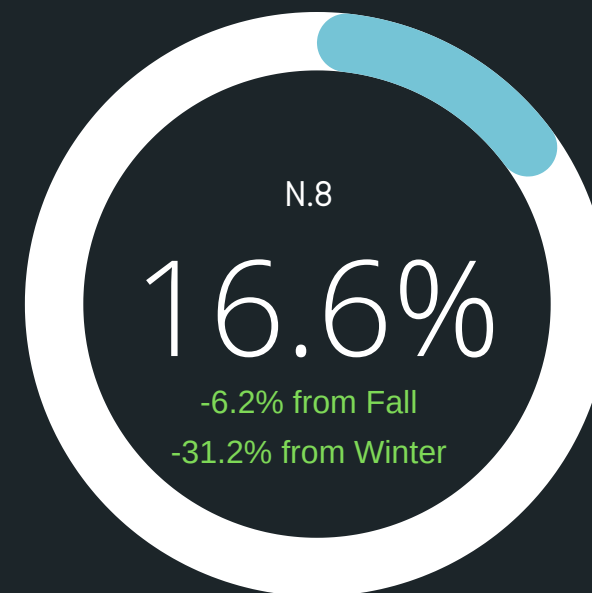


P E R C E N T A G E O F R U S H E R S

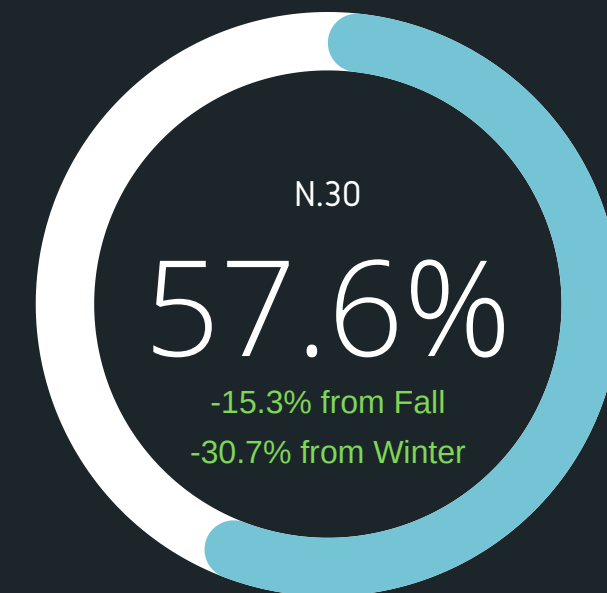
KINDERGARTEN



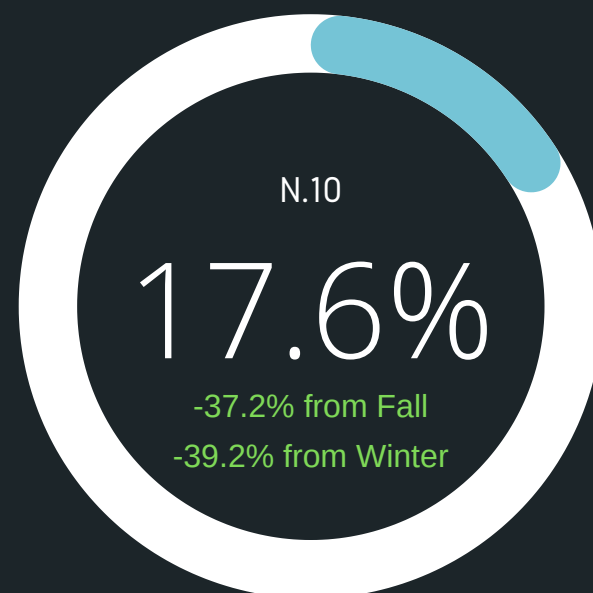
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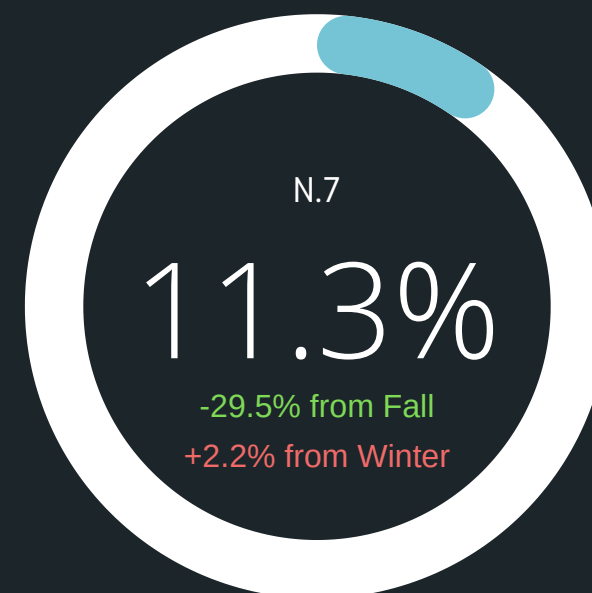
2ND GRADE



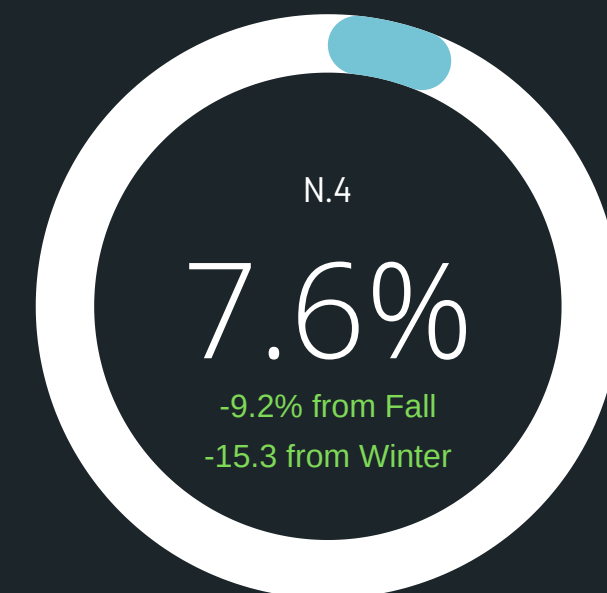
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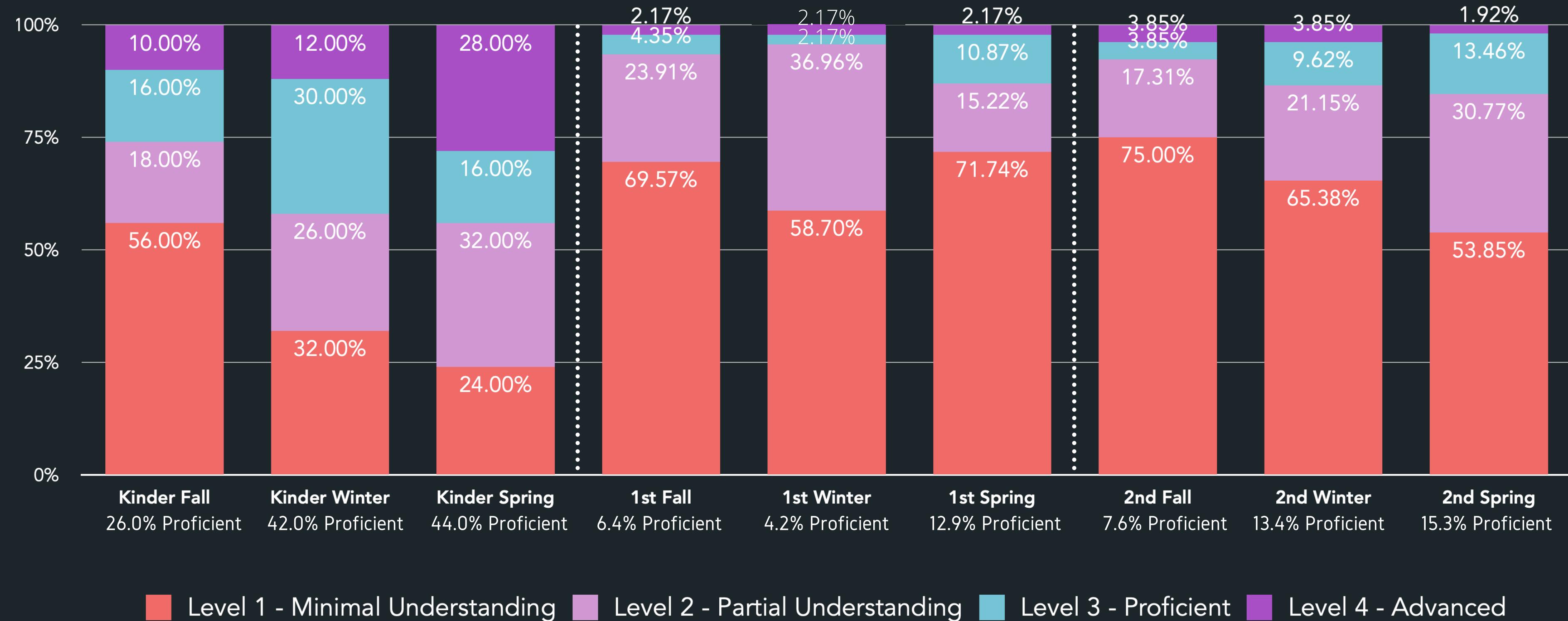
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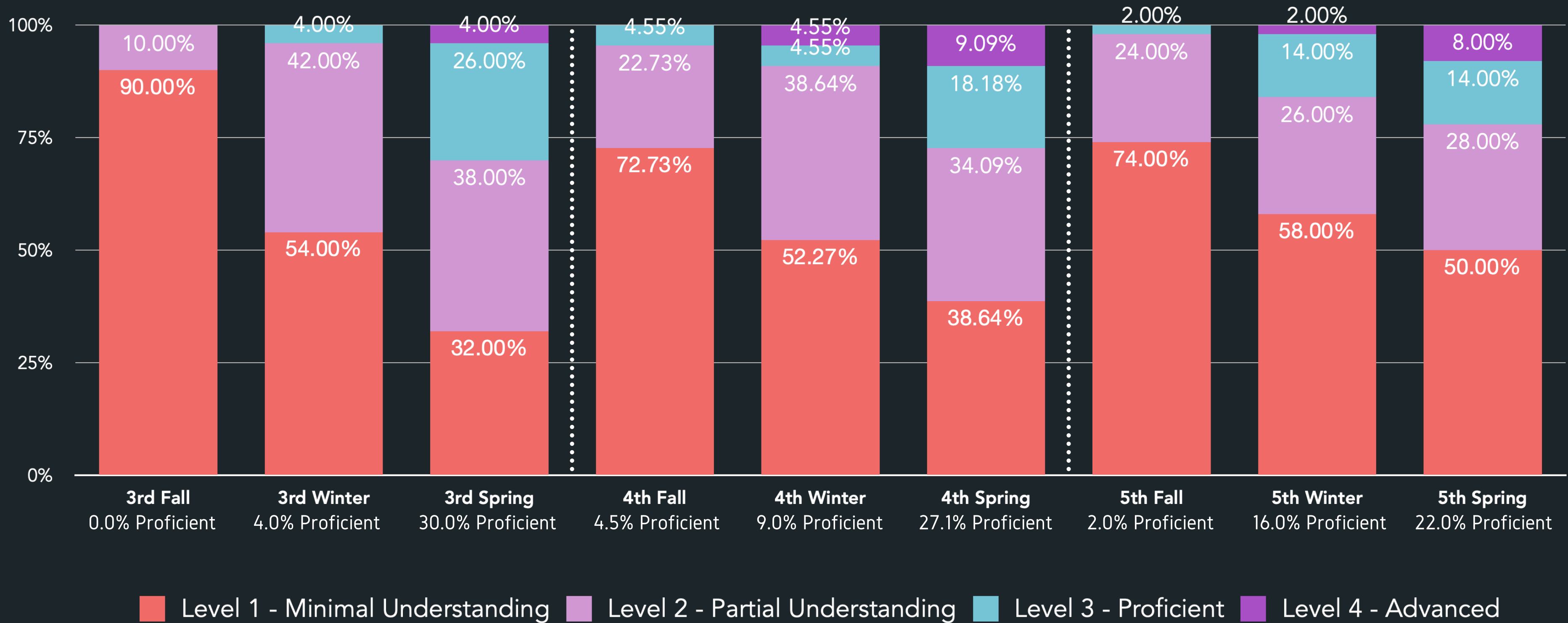
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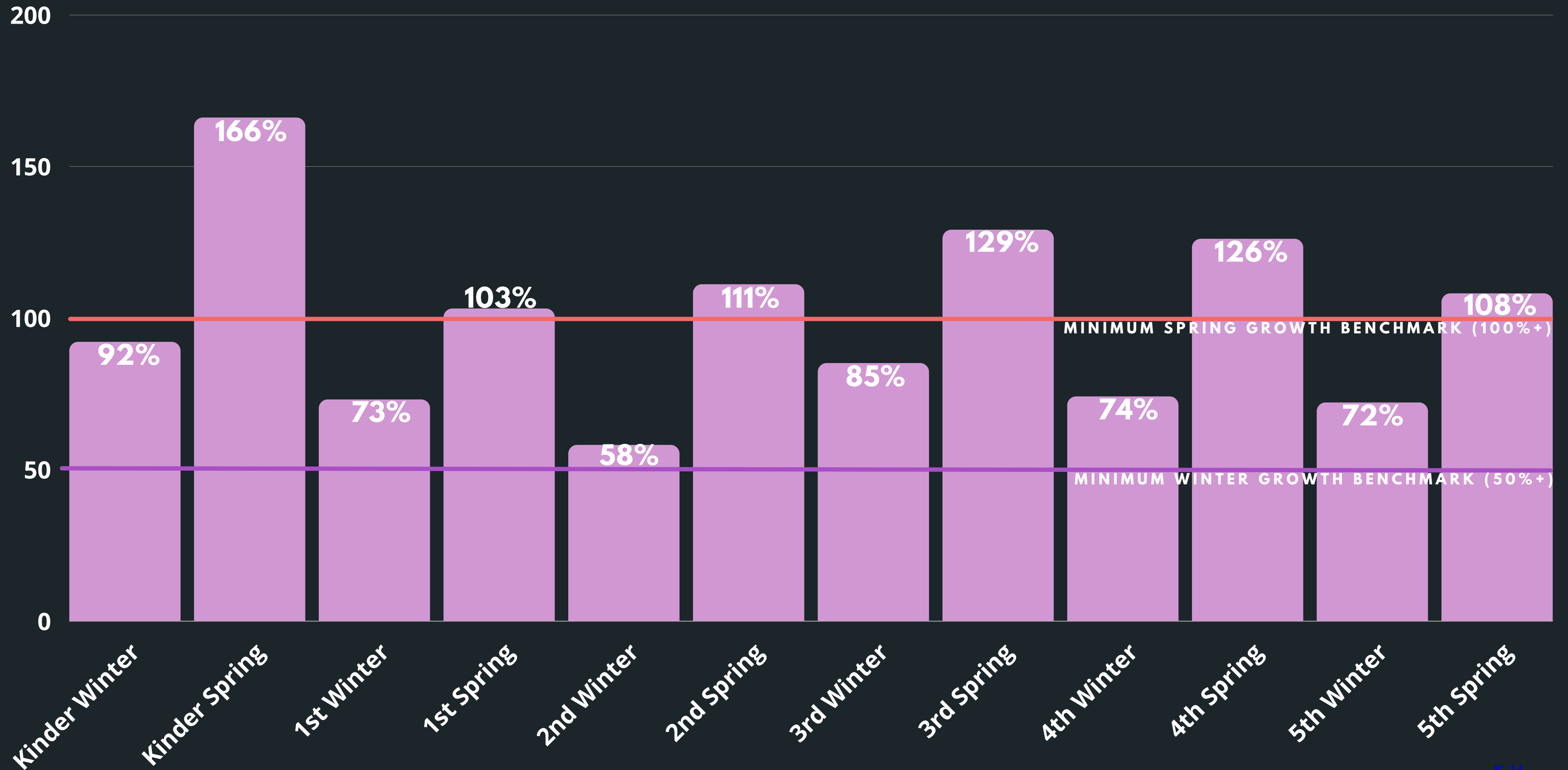


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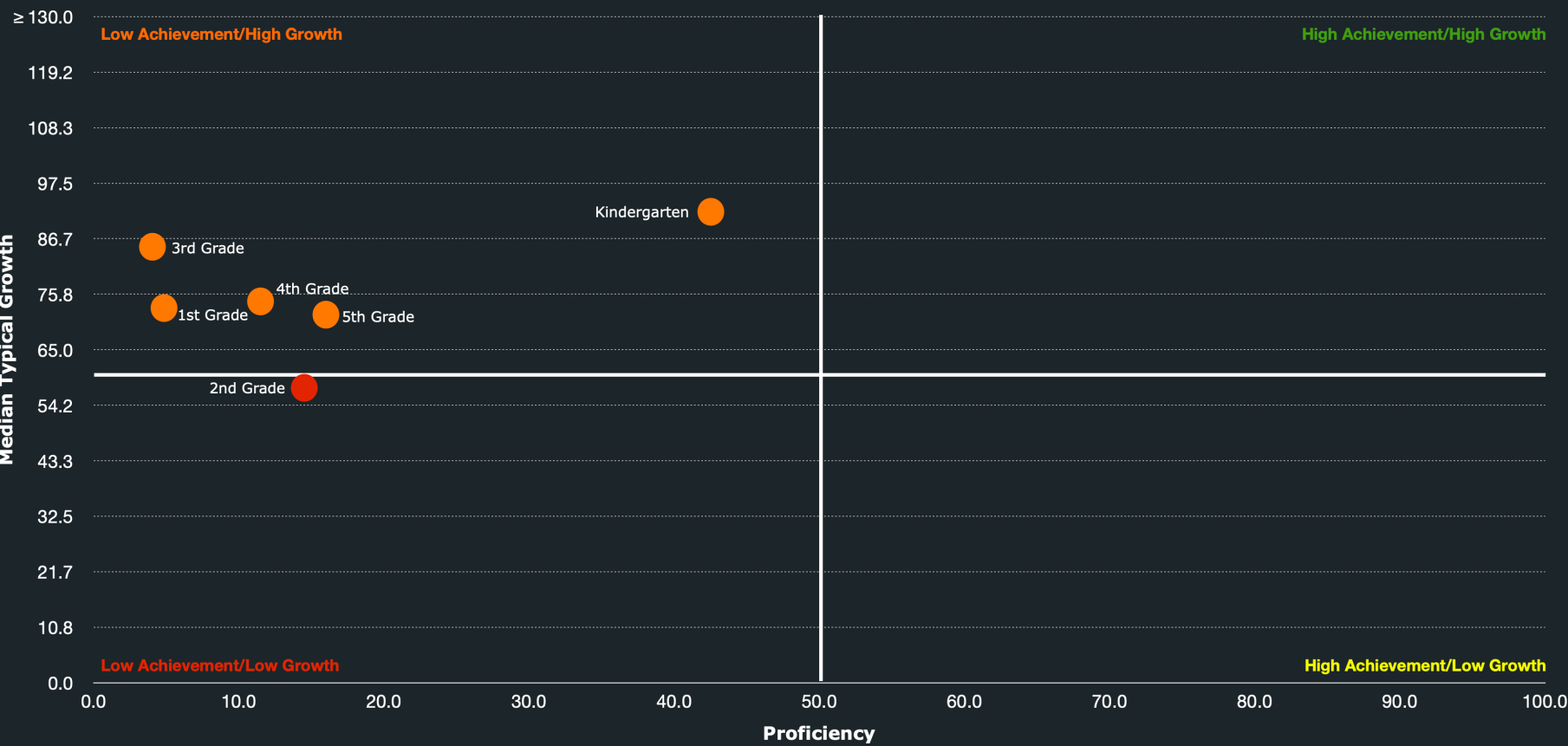


MATER ACADEMY OF NORTHERN NEVADA ELEMENTARY SCHOOL MATH IREADY TYPICAL GROWTH

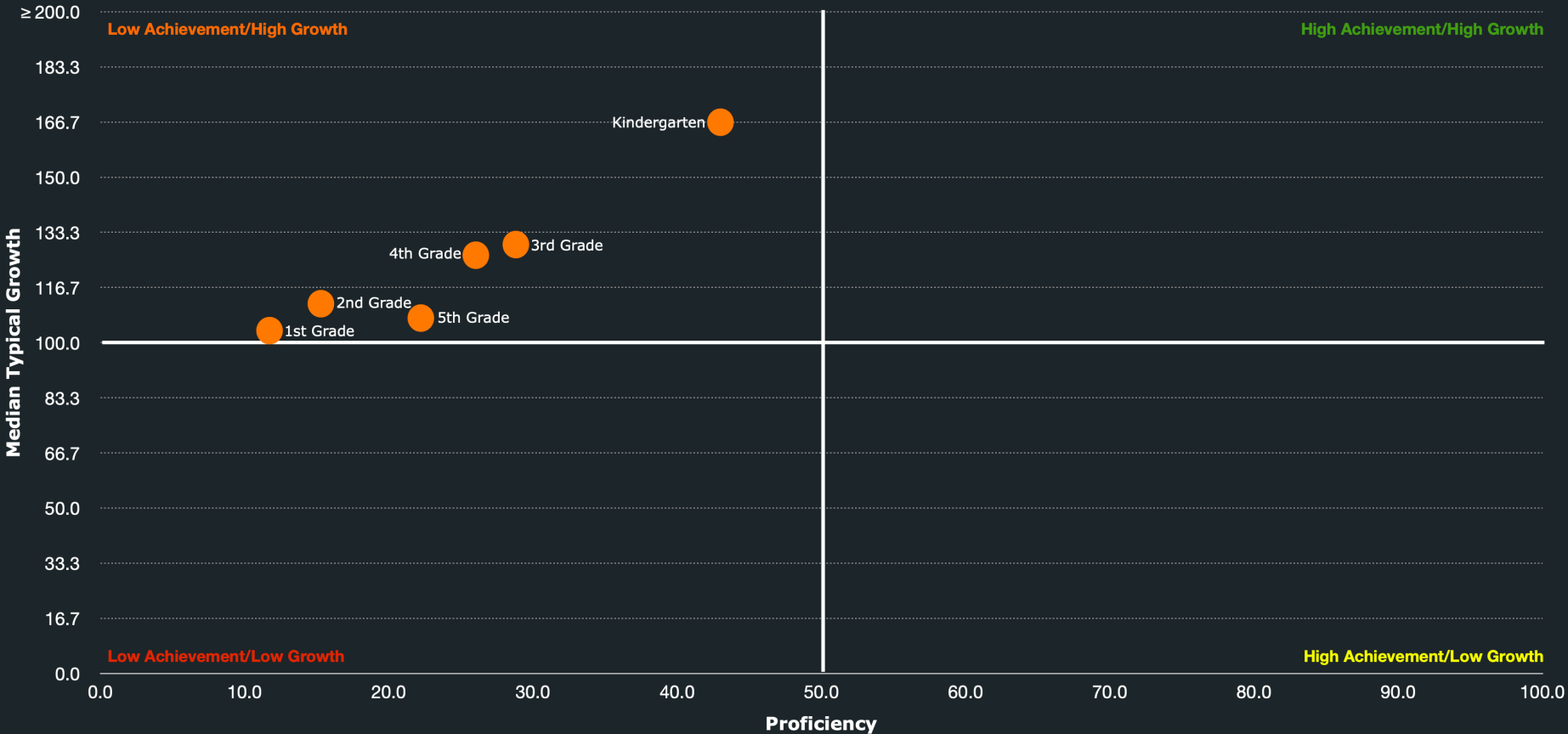
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WINTER 21

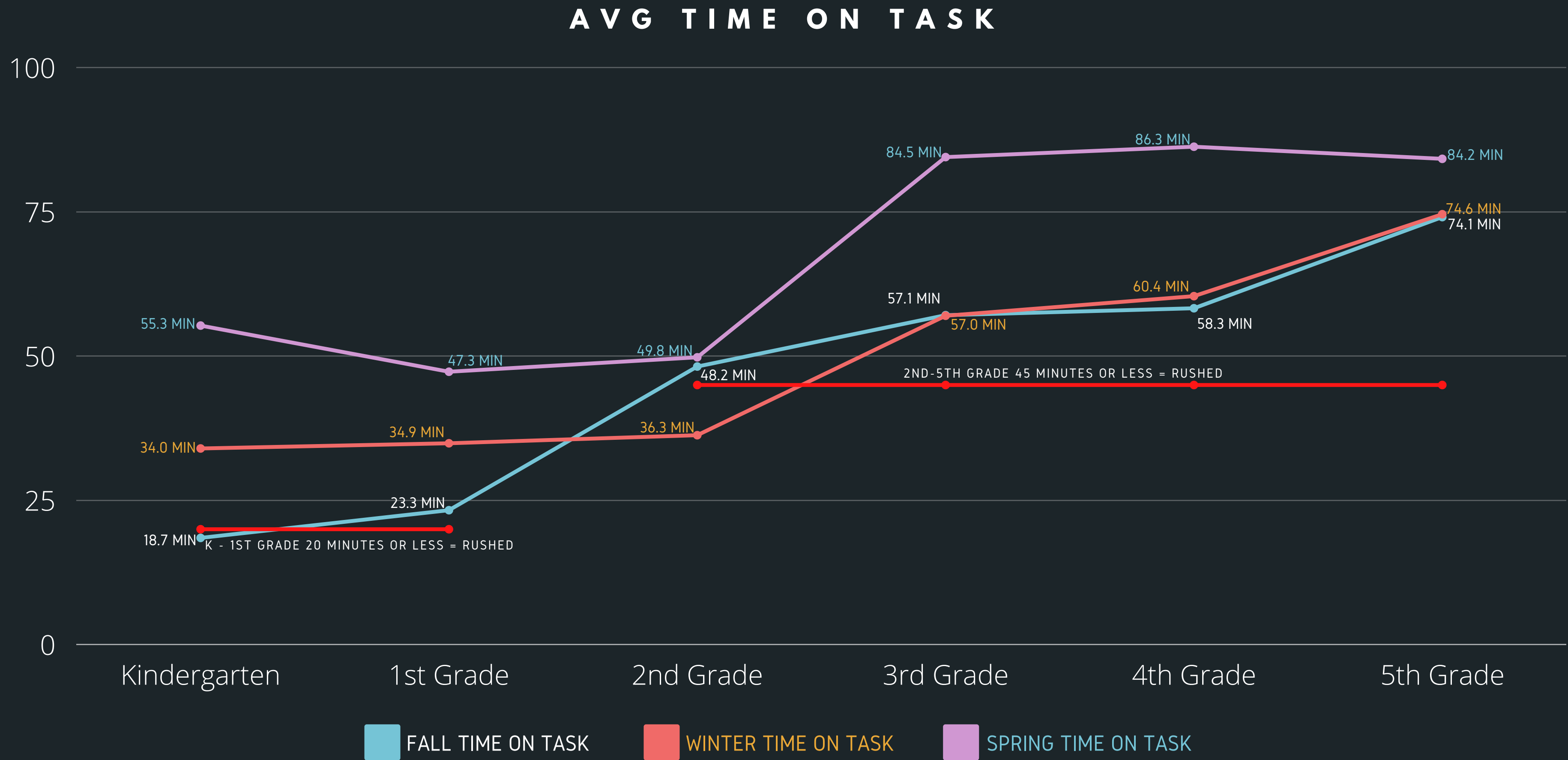


SPRING 22



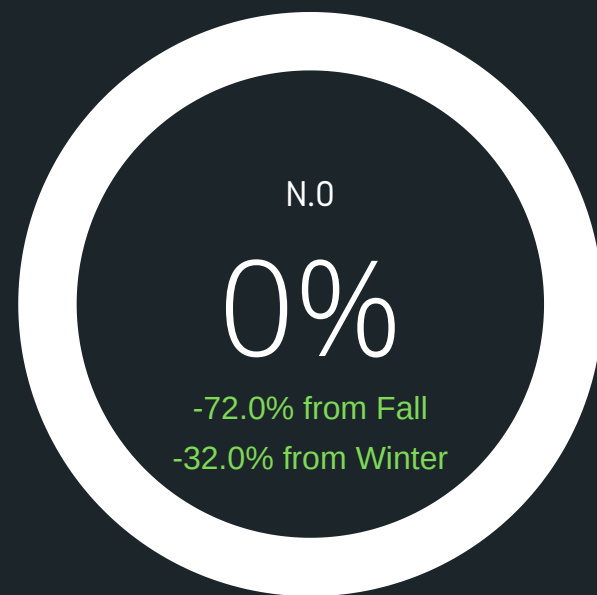
MATER ACADEMY OF NORTHERN NEVADA ELEMENTARY SCHOOL MATH IREADY TIME ON TASK

15

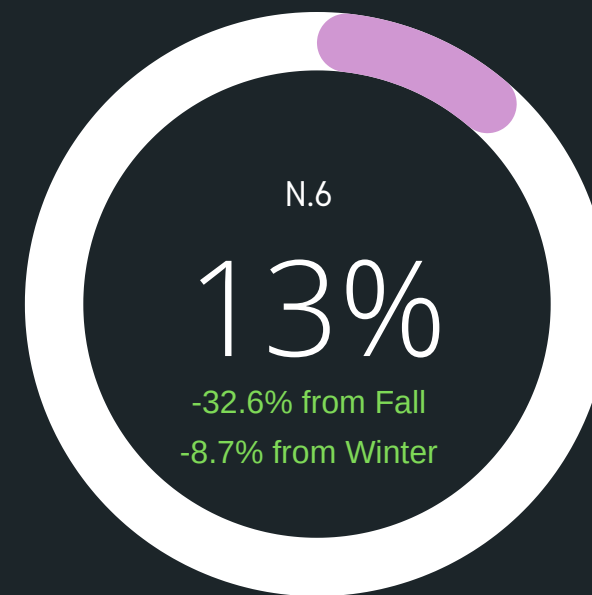


P E R C E N T A G E O F R U S H E R S

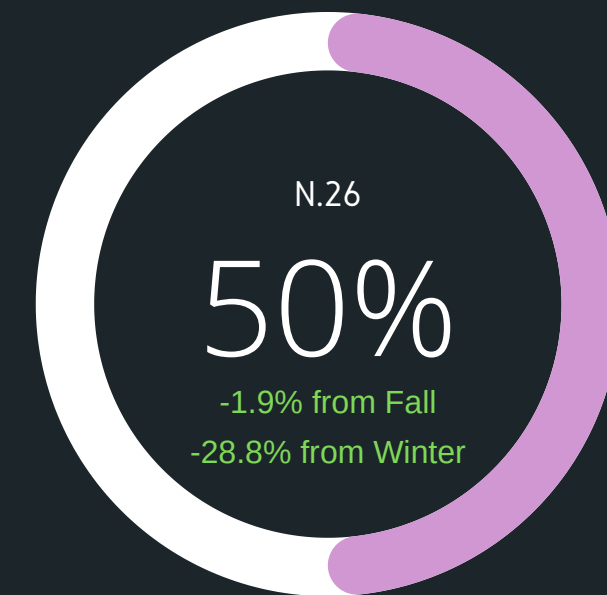
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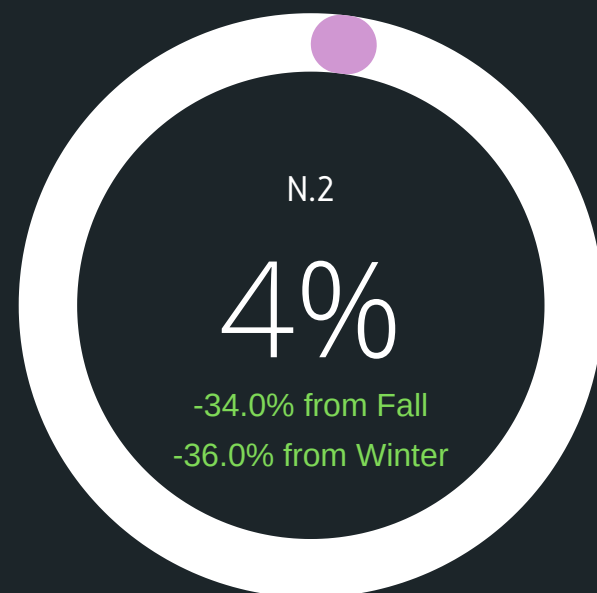
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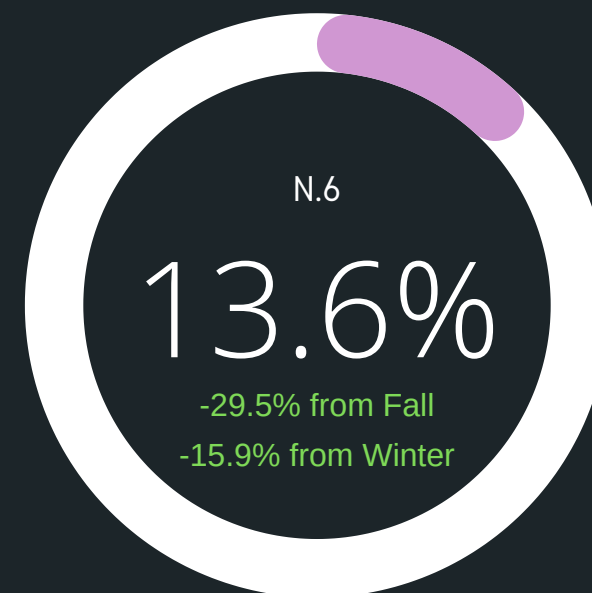
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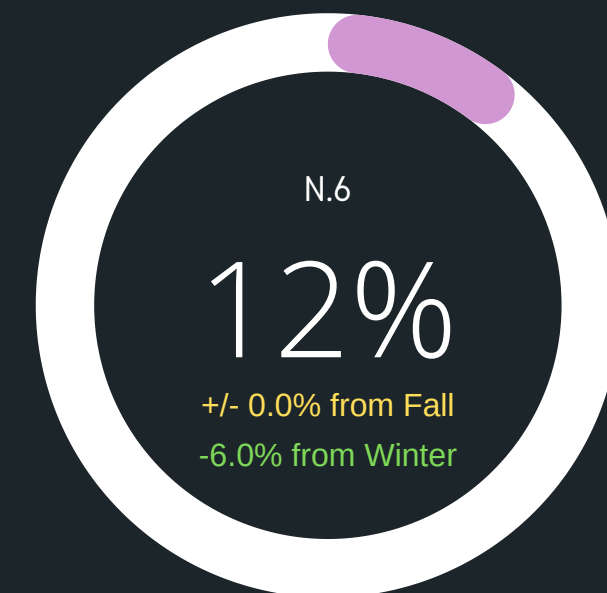
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4TH GRADE



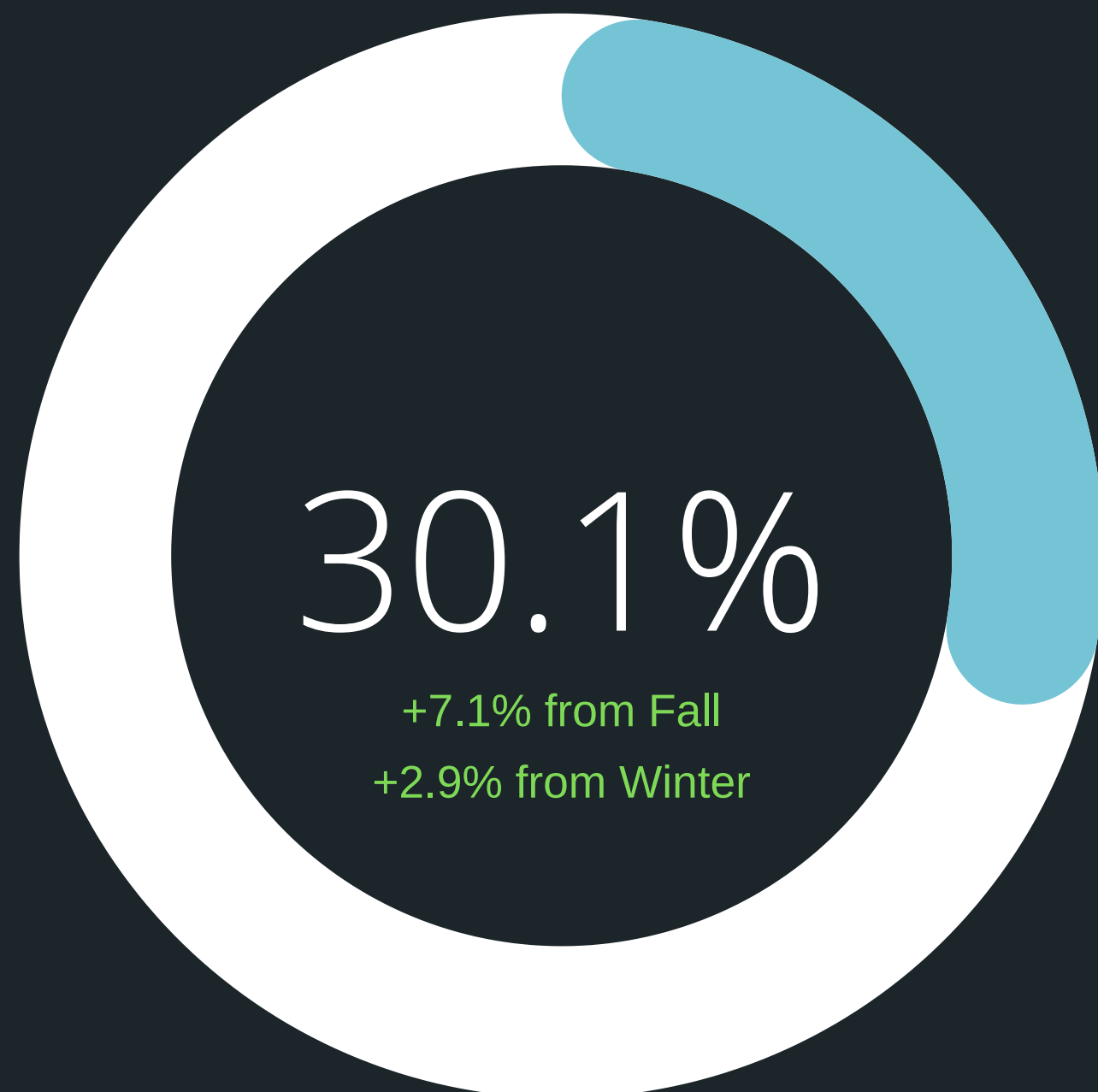
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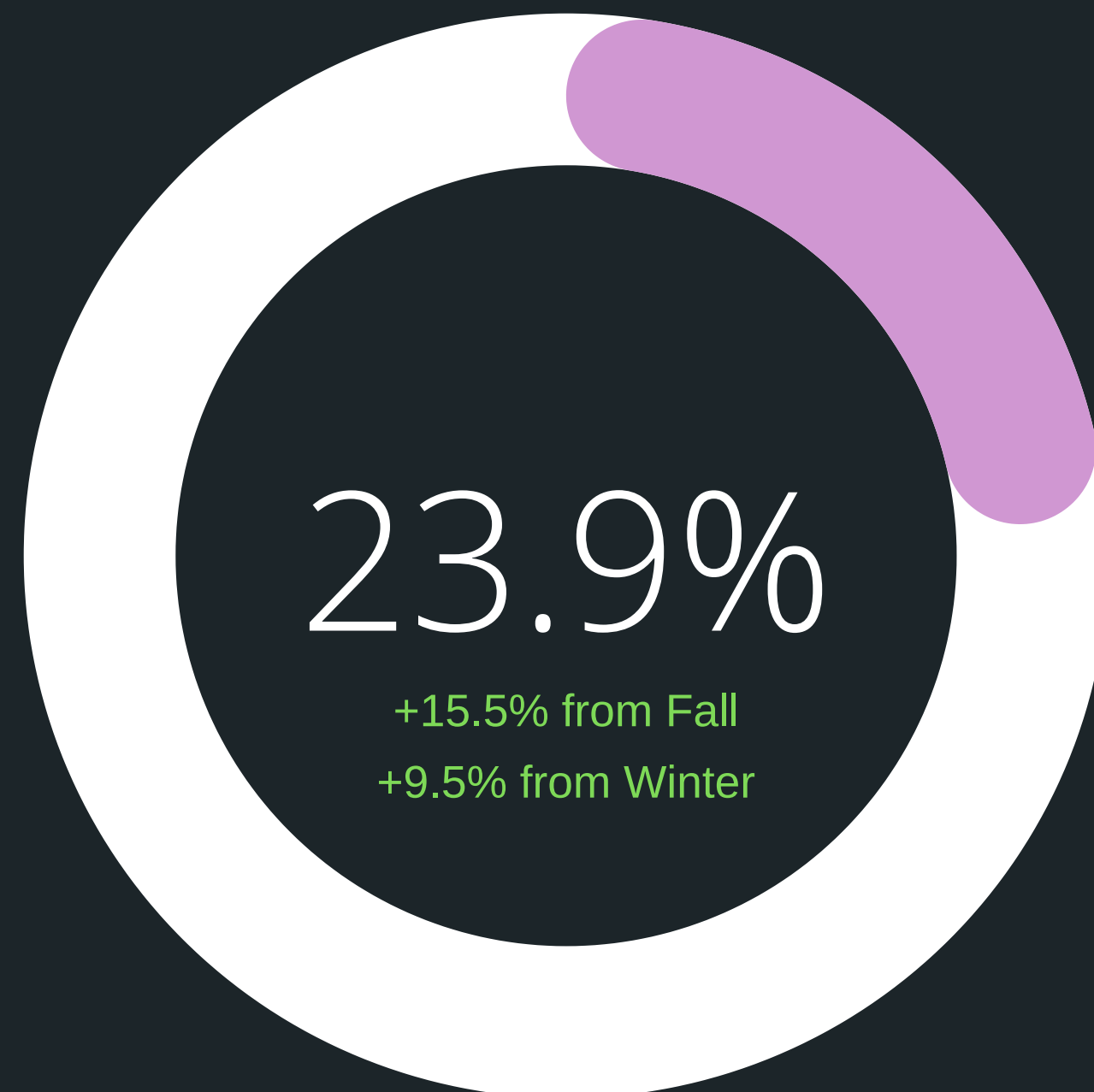
MATER ACADEMY OF NORTHERN NEVADA MIDDLE SCHOOL



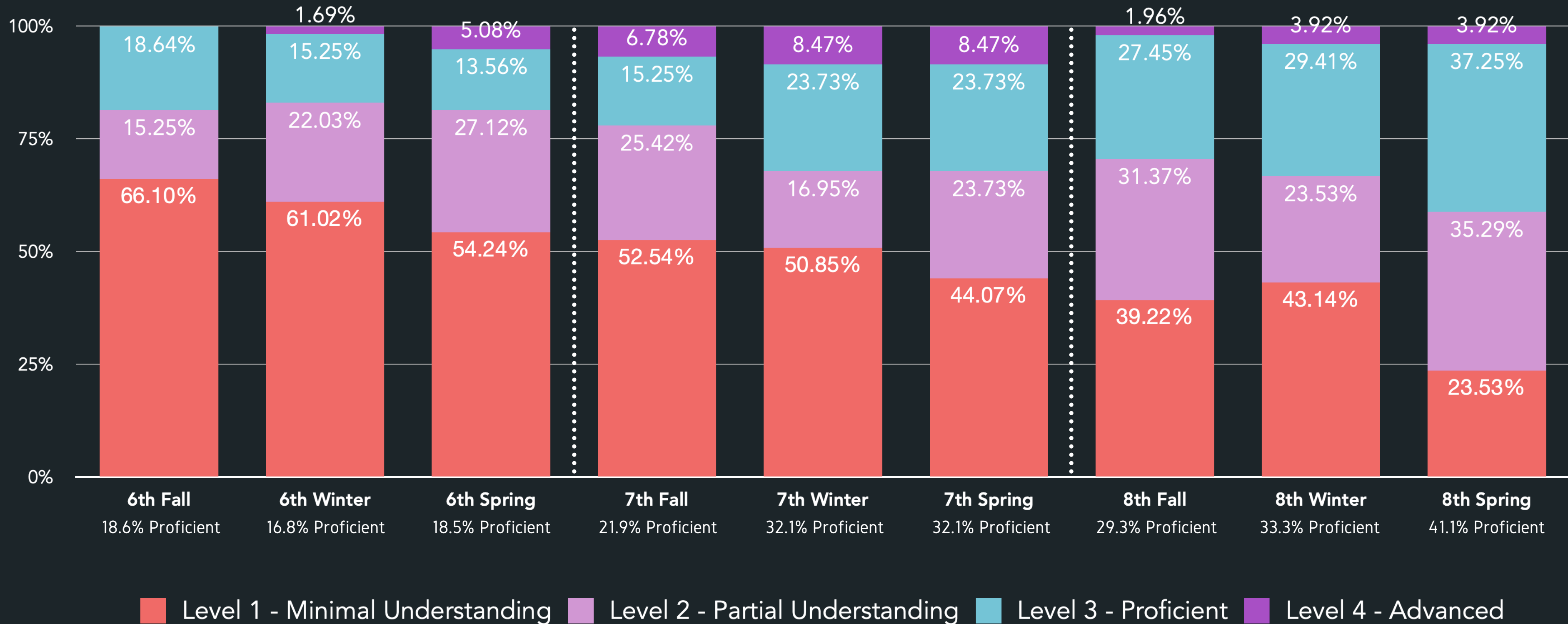
E L A



M A T H

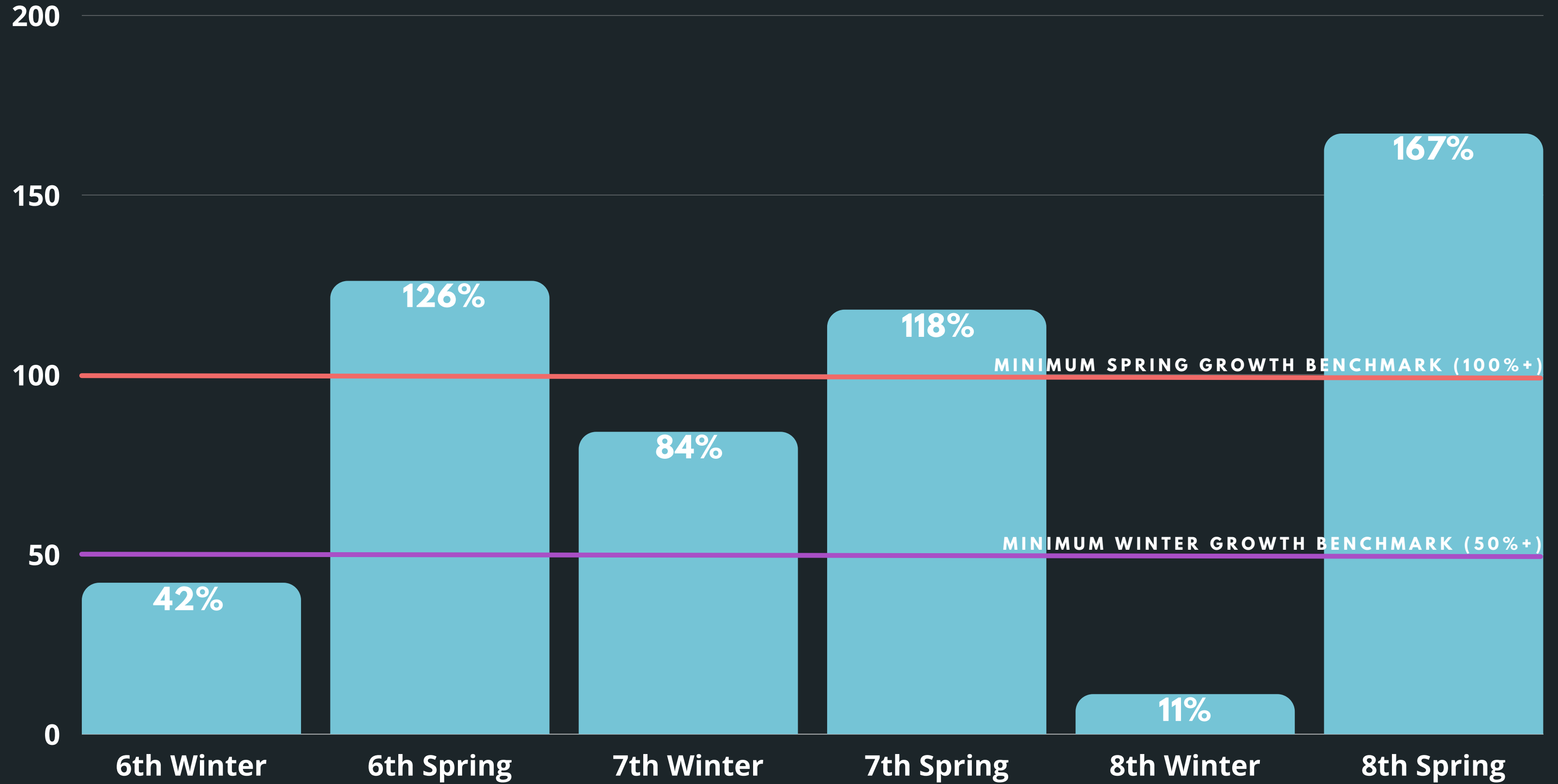


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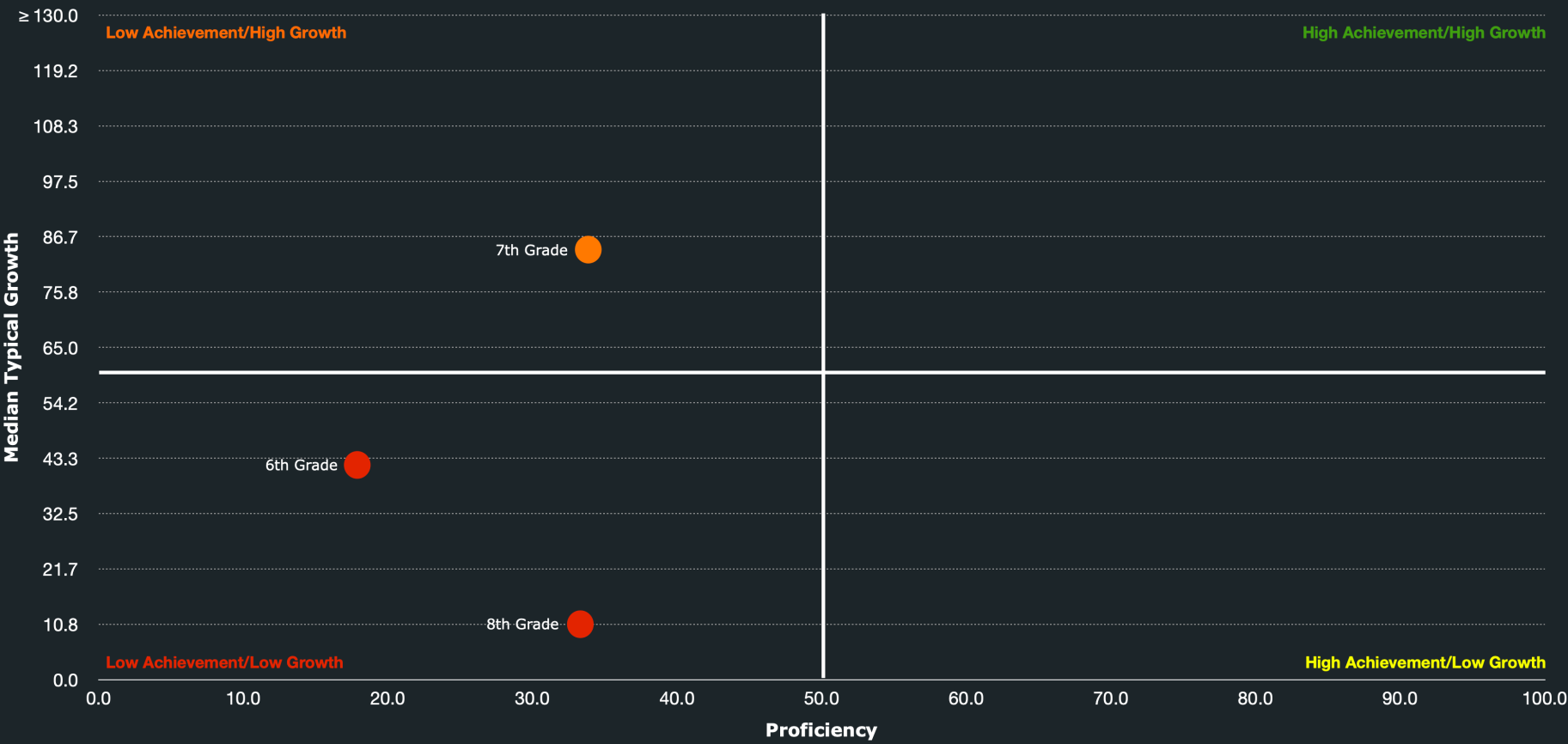


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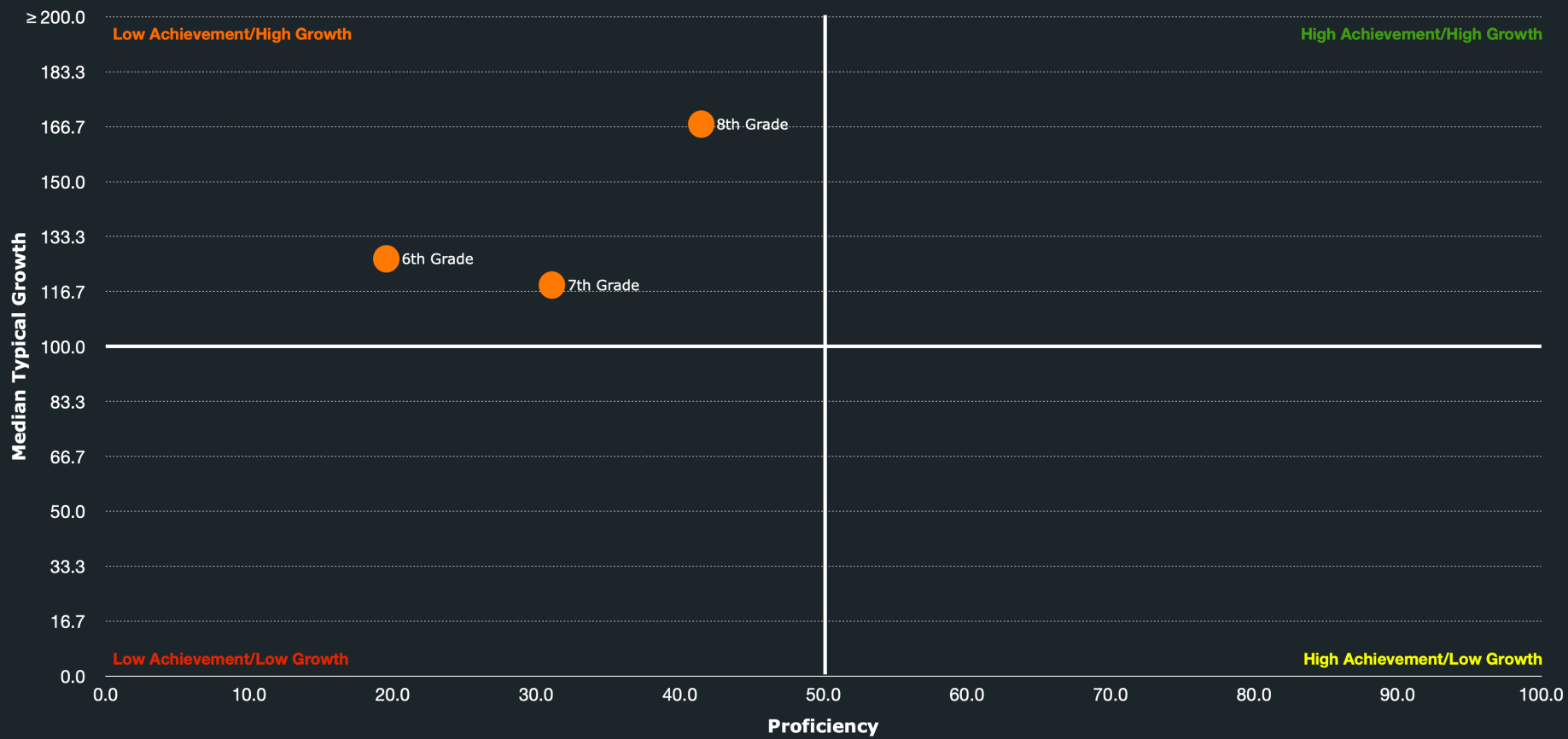
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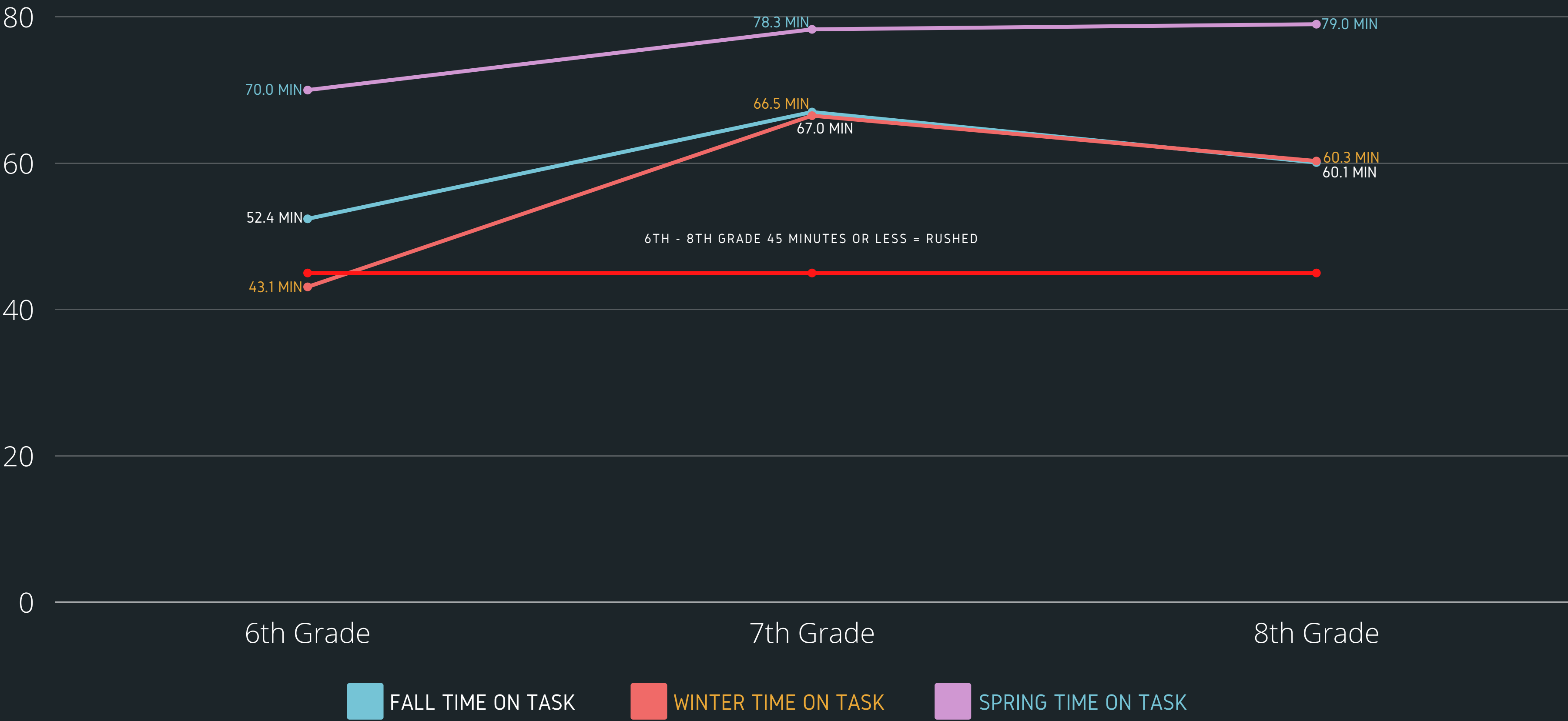
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S P R I N G 2 2

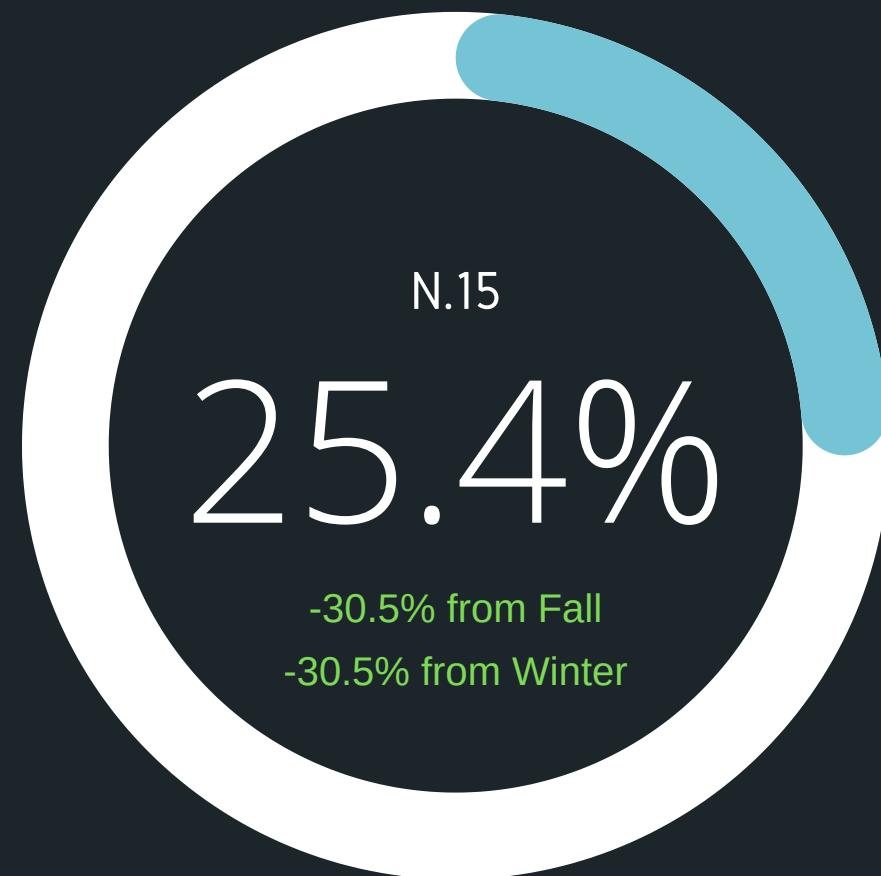


AVG TIME ON TASK

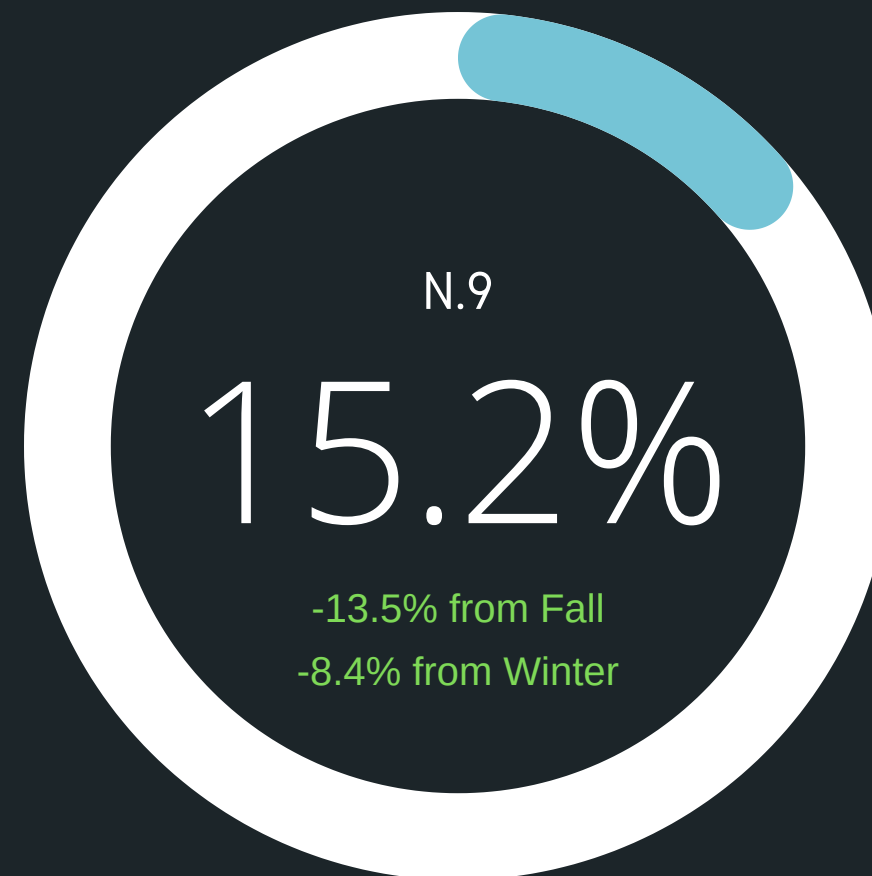


P E R C E N T A G E O F R U S H E R S

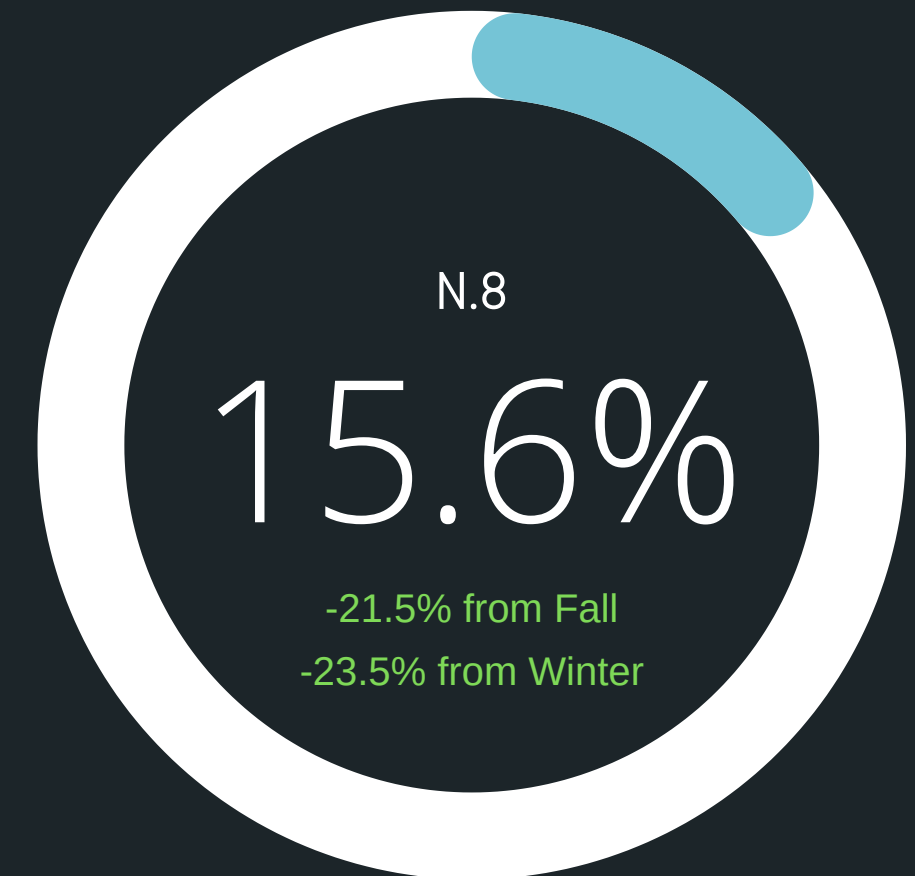
6TH GRADE



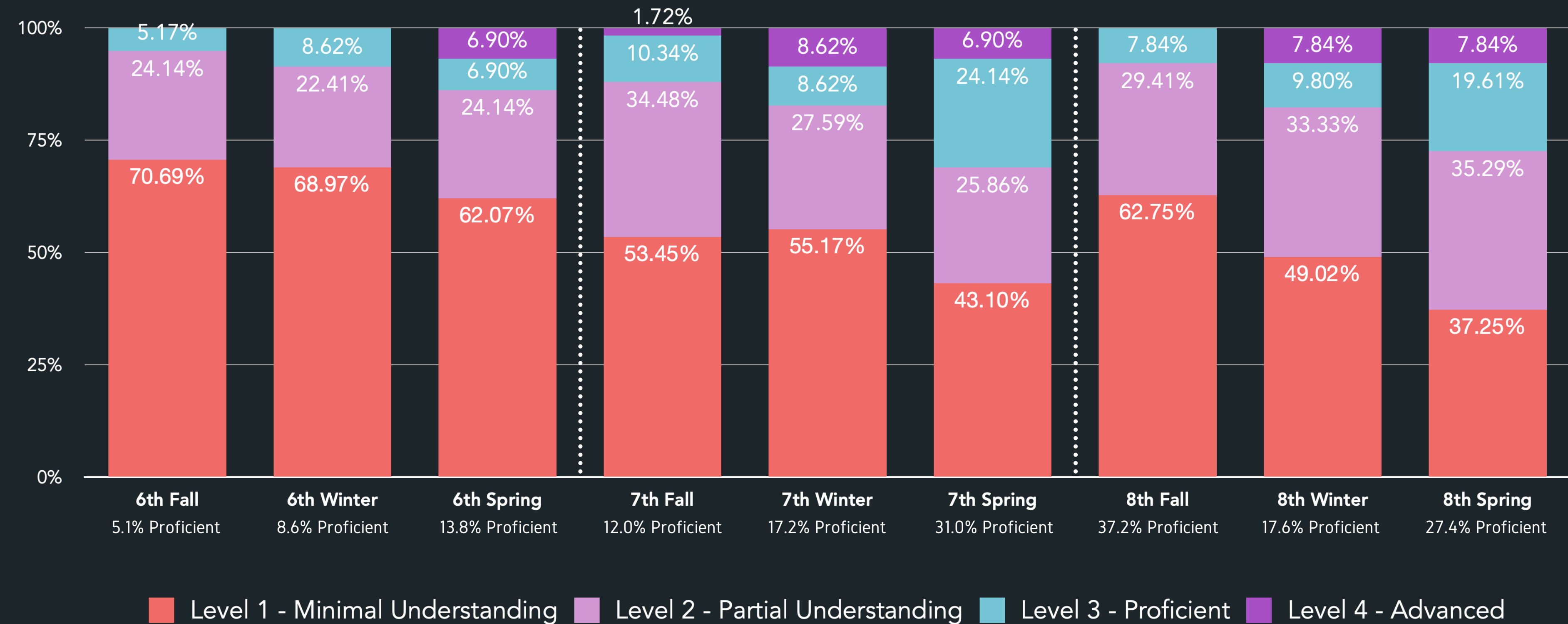
7TH GRADE



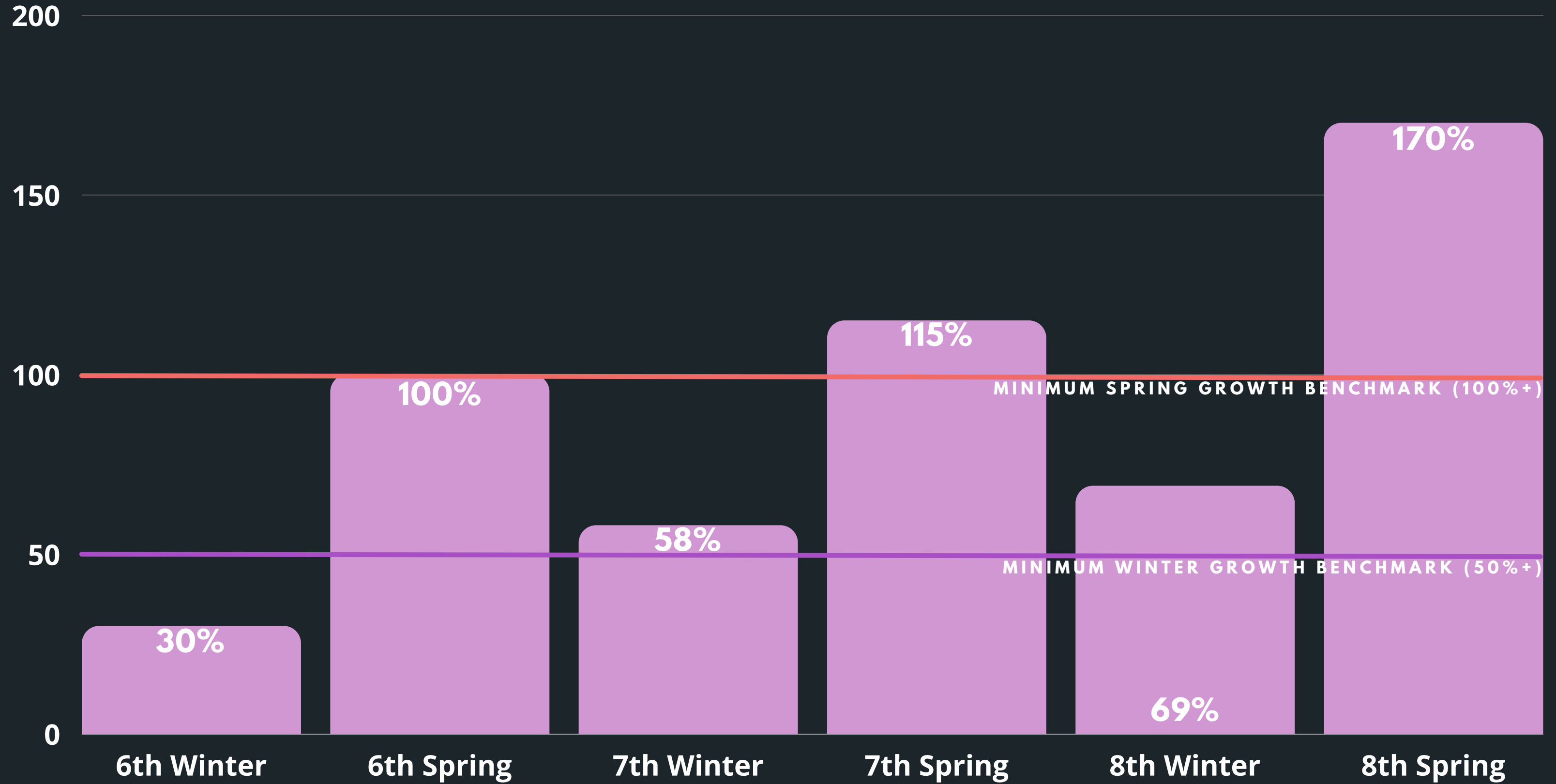
8TH GRADE



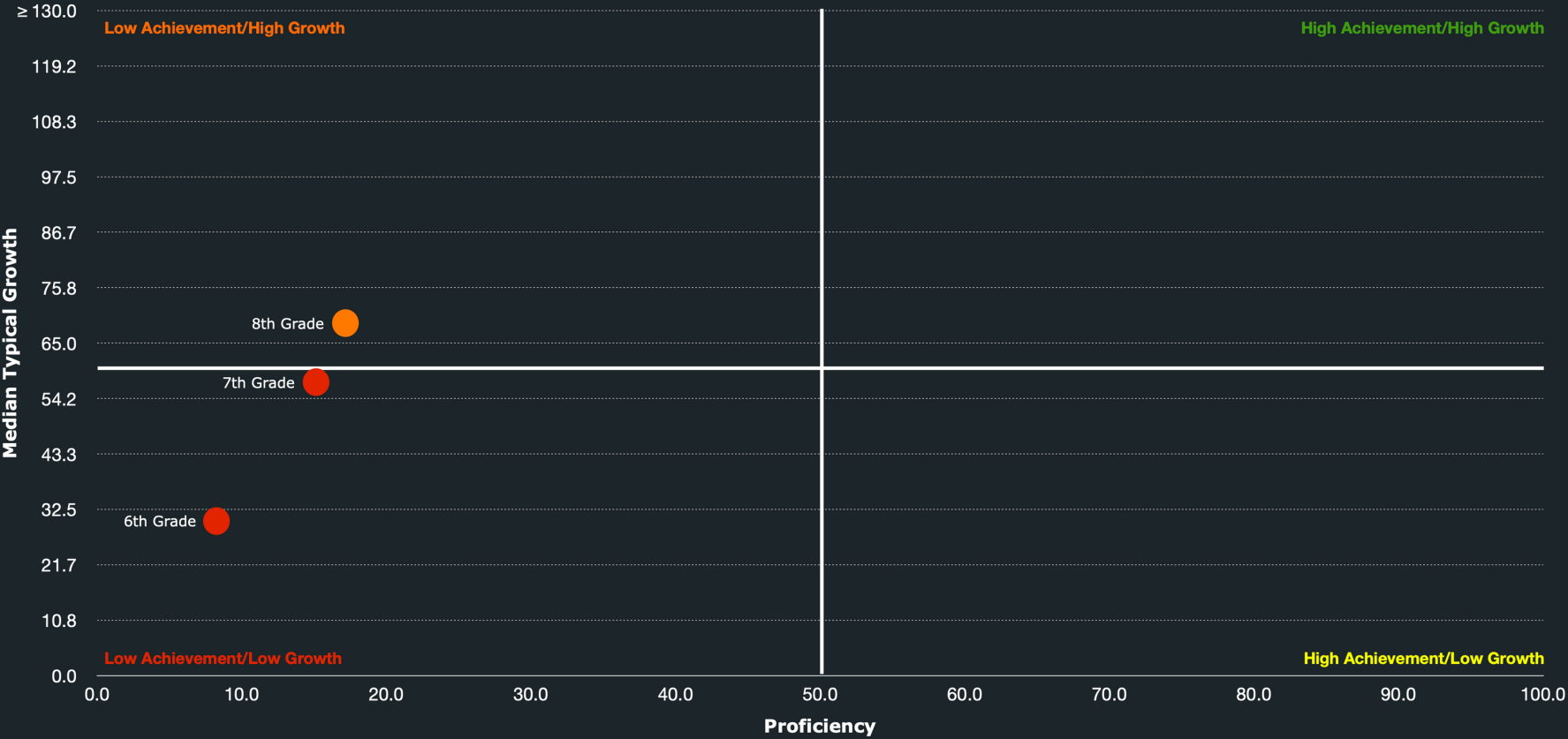
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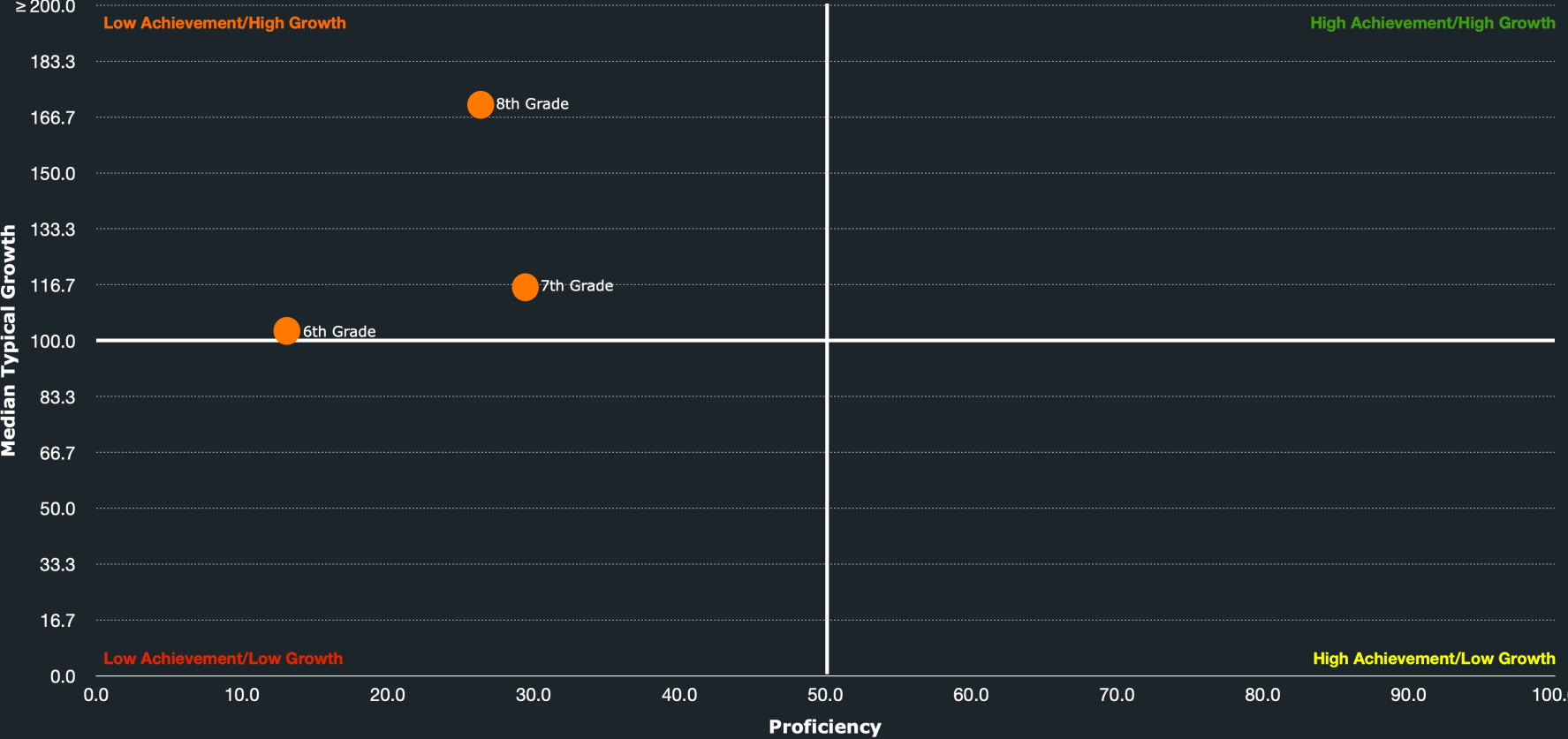
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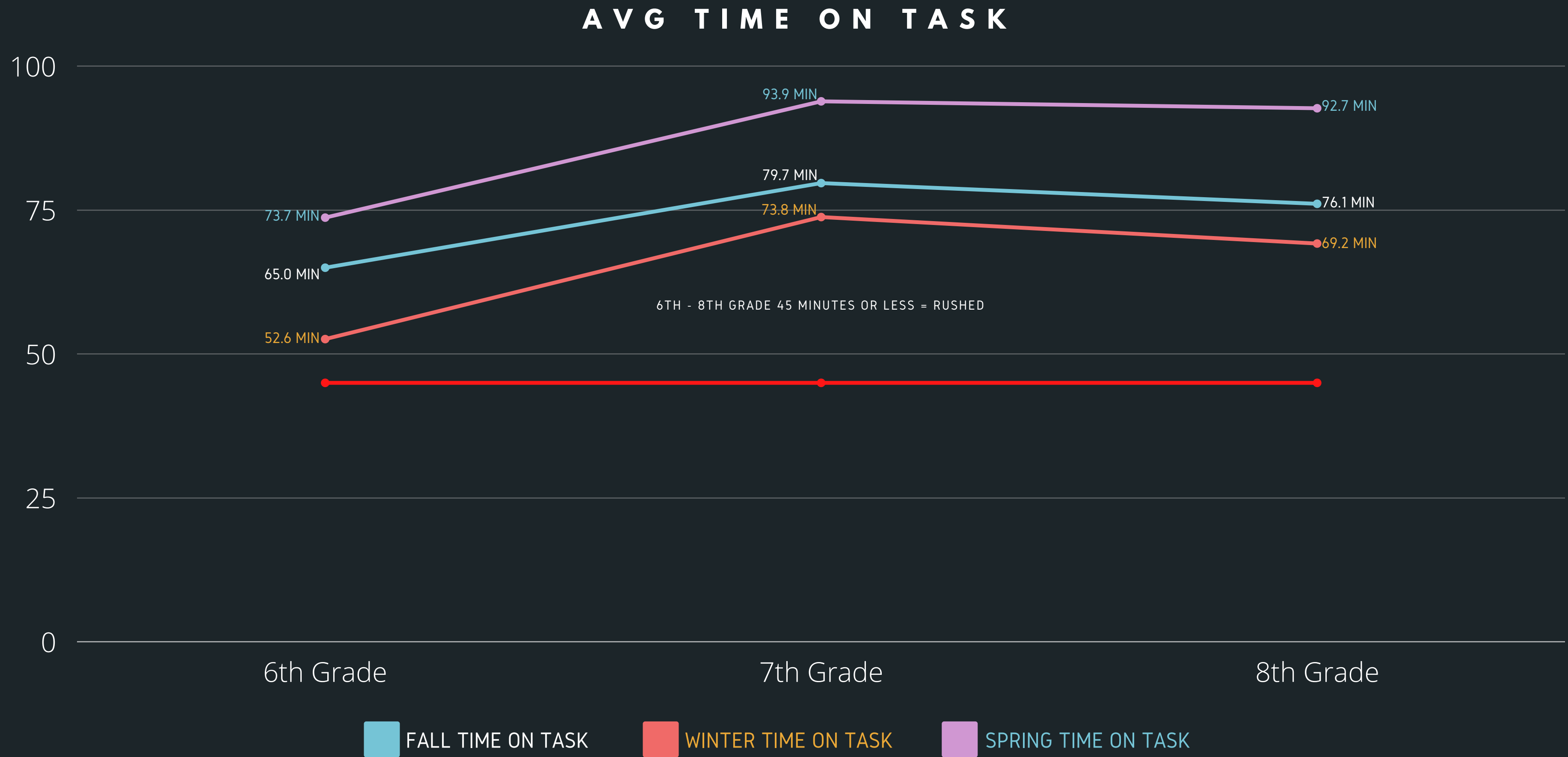


W I N T E R 2 1



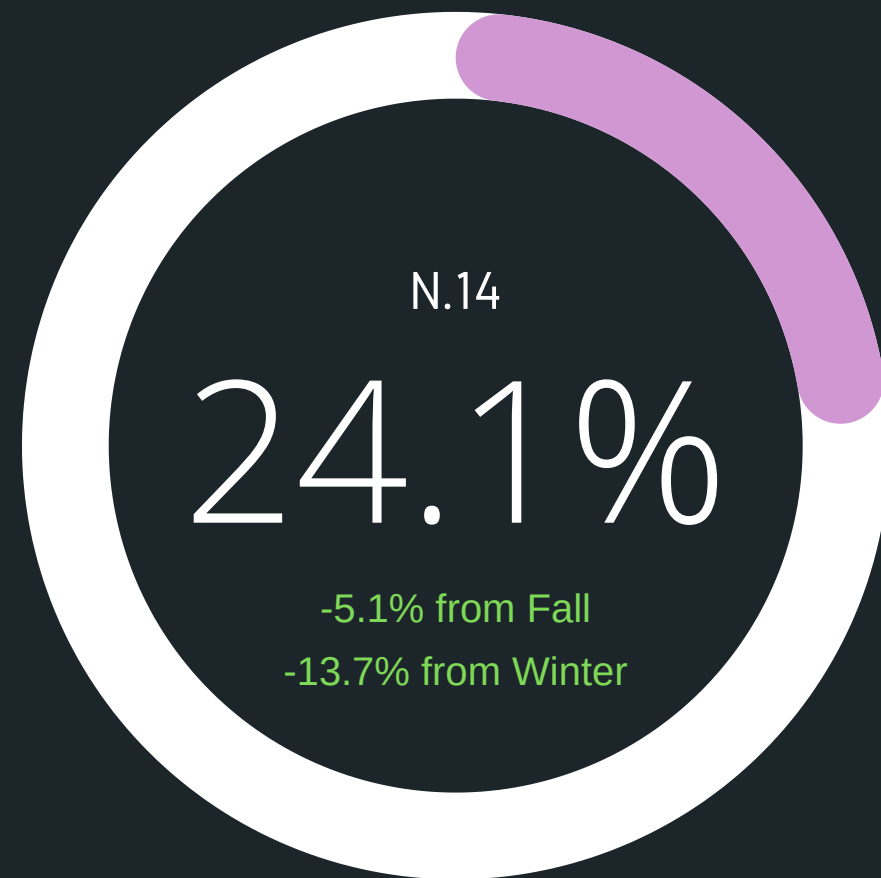
S P R I N G 2 2





P E R C E N T A G E O F R U S H E R S

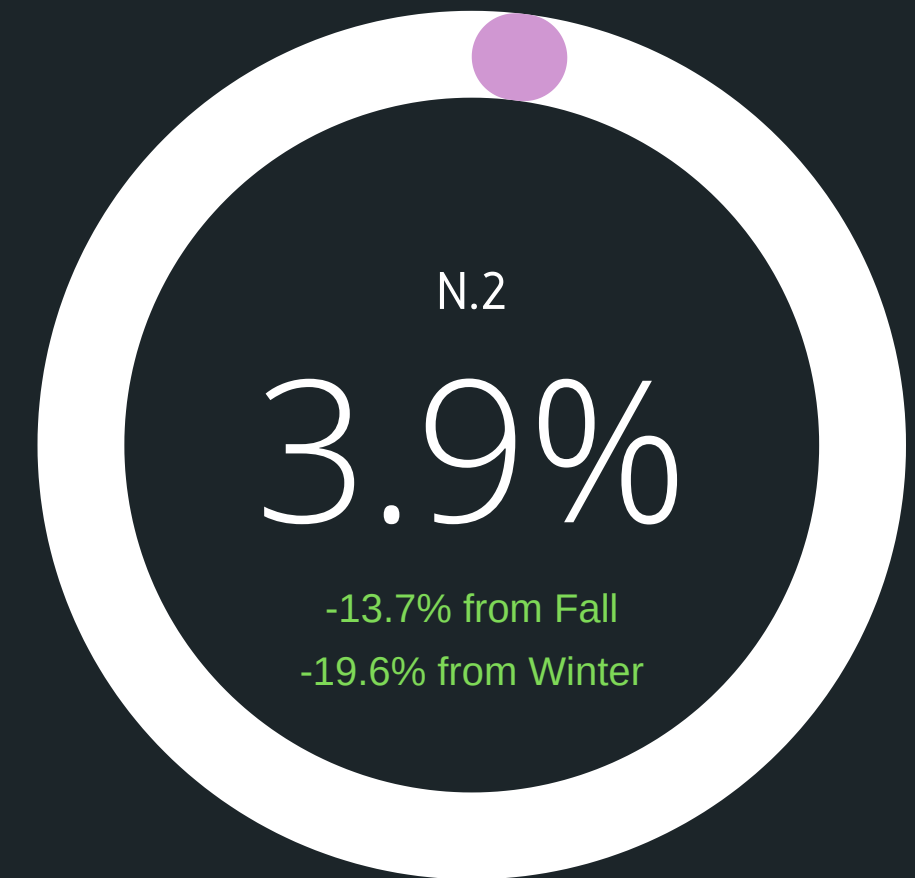
6TH GRADE



7TH GRADE



8TH GRADE





NOTICE OF PUBLIC MEETING of the Board of Directors of Mater Academy of Northern Nevada

Notice is hereby given that the Board of Directors of Mater Academy of Northern Nevada a public charter school, will conduct a public meeting on October 12, 2022 beginning at 5:30 p.m. at 2680 E. 9th Street, Reno, NV 89512. The public is invited to attend.

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

Please Note: The Board of Directors of Mater Academy of Northern Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Lorena Perez at (775) 287-5295 or lorena.perez@academicanv.com at least two business days in advance so that arrangements may be made.

The meeting agenda, support materials, and minutes are available at 10587 Double R. Blvd. Ste. 104, Reno, NV 89521, via email at lorena.perez@academicanv.com, or by visiting the school's website at <http://www.maternorthernnevada.org/> For copies of the meeting audio, please email lorena.perez@academicanv.com.

Public comment may be limited to three minutes per person at the discretion of the Chairperson. **Please email lorena.perez@academicanv.com to sign up for public comment.**



The mission of Mater Academy of Northern Nevada is:

Mater provides a safe learning environment where

Academics are facilitated by

Teachers, administrators, parents, and the community which

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

Rigor, Relevance, Relationships

The vision of Mater Academy of Northern Nevada is:

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

Board of Directors

Shari Dunn - Board Chair

Luke Welmerink – Board Vice Chair

Kayla Moynahan – Board Secretary

Wendy Jauregui-Jackins – Board Treasurer

Teresa Benitez-Thompson – Board Member

Kristen Conway – Board Member

Alex Velto – Board Member

Gia Maraccini – Principal

Meeting of the Board of Directors

October 12, 2022

AGENDA

1. OPENING EXERCISES

- a. **Call Meeting to Order and Roll Call**

2. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)



3. CONSENT AGENDA

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

- a. Approval of Minutes from the August 10, 2022 Board Meeting
- b. Approval of the School Calendar for the 2023/2024 School Year
- c. Approval of the Family Handbook

4. ACTION & DISCUSSION ITEMS

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

- a. School Initiatives Report by Principal Maraccini (For Discussion)
 - Teacher Presentations
- b. Review of the School Financial Performance (For Discussion)
- c. Discussion and Possible Action Regarding the SPCSA's Updated Requirements on the Evaluations on Educational Management Organizations (For Possible Action)
- d. Discussion and Possible Action Regarding the Charter Renewal Application (For Possible Action)
- e. Annual Evaluation of Principal Gia Maraccini (For Possible Action) *(As this agenda pertains to personnel matters; the Presiding Board Officer may call for all or a portion of the discussion of this agenda item to be completed in closed session among Board members and requested parties.)*

5. ANNOUNCEMENTS & NOTIFICATIONS

6. MEMBER COMMENT

7. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

8. ADJOURN MEETING

Attachment L.1 - Board Agenda



This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- 1) Mater Academy of Northern Nevada: 2680 E. 9th St. Reno, NV 89512
- 2) maternorthernnevada.org
- 3) notices.nv.gov

**MINUTES
of the meeting of the
BOARD OF DIRECTORS of MATER ACADEMY OF NORTHERN NEVADA
October 12, 2022**

The Board of Directors of Mater Academy of Northern Nevada held a public meeting on October 12, 2022, at 5:30 p.m. at 2680 E. 9th Street, Reno, NV 89512.

1. Call to Order and Roll Call

Board Vice Chair Luke Welmerink called the meeting to order at 5:34 p.m. with a quorum present. In attendance were Board members Luke Welmerink, Teresa Benitez-Thompson, Wendy Jauregui-Jackins, and Kayla Moynahan.

Not present were board members Shari Dunn, Kristen Conway, and Alex Velto.

Also present were Principal Gia Maraccini, Assistant Principal Connie Fraser, Dean of Students Joanne Kots, and Data Administrator Amy Gonzales as well as Academica representatives Lorena Perez, Colin Bringhurst, Colton Loretz, Trevor Goodsell, Carlos Segrera, Kim Jolly, and Paul Ballou.

2. PUBLIC COMMENT

There was no public comment.

3. CONSENT AGENDA

- a. Approval of Minutes from the August 10, 2022 Board Meeting**
- b. Approval of the School Calendar for the 2023/2024 School Year**
- c. Approval of the Family Handbook**

Member Benitez-Thompson moved to approve the consent agenda. Member Moynahan seconded the motion, and the Board voted unanimously to approve.

4. ACTION & DISCUSSION ITEMS

- a. School Initiatives Report by Principal Maraccini**

Principal Maraccini addressed the Board and went over her principals report as presented in the support materials.

- b. Review of the School Financial Performance**

Mr. Carlos Segrera reviewed the financials as presented in the support materials.

- c. Discussion and Possible Action Regarding the SPCSA's Updated Requirements on the Evaluations on Educational Management Organizations**

Member Welmerink moved to approve the rubric presented for the Board review of Academics as an EMO for FY 2022/2023 and going forward. Member Moynahan seconded the motion and the Board voted unanimously to approve.

Member Welmerink moved to approve the letter as written confirming that Academics has met its obligations as an EMO. Member Benitez-Thompson seconded the motion, and the Board voted unanimously to approve.

d. Discussion and Possible Action Regarding the Charter Renewal Application

Member Moynahan moved to approve the charter renewal application as presented. Member Welmerink seconded the motion, and the Board voted unanimously to approve.

e. Annual Evaluation of Principal Gia Maraccini

This item was tabled.

5. ANNOUNCEMENTS AND NOTIFICATIONS

Ms. Perez reminded the Board they would have to host a special board meeting in November to approve the financial audit. She also reminded the Board for those who have not yet completed the SPCSA required board training to complete it as it was due November 1st. Lastly, she added that they were looking to hire a Facilities Manager in the Reno area to be local and further assist the schools.

5. MEMBER COMMENT

There was no member comment.

6. PUBLIC COMMENT

There was no public comment.

7. ADJOURN MEETING

The meeting was adjourned at 7:02 p.m.

Approved on:

Secretary of the Board of Directors

Mater Academy of Northern Nevada